



In His Hands

A Manual for Beginning and Operating
Early Childhood Development Programs



DEDICATION

This edition of In His Hands is dedicated to
Dr. Judith Christian,
*former director of Children and Family Ministry, whose
vision for quality Christian early childhood programs set the
stage for many congregations in the LCMS to begin
and expand early childhood ministry programs.*

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foreword



MANY CONGREGATIONS of The Lutheran Church—Missouri Synod (LCMS) have found that Christ-centered early childhood ministry is an effective way to carry out the mission of serving families in their church and community.

*“Let the children come to Me,
do not hinder them;
for to such belongs the kingdom of God.”*

MK 10:14

This edition of “In His Hands” is intended for leaders and board members of early childhood programs that are either free-standing or integrated with a Lutheran elementary school. This valuable resource provides direction as new

programs are developed and offers on-going support as established programs raise the bar of excellence through the utilization of accreditation, technology integration, and innovative marketing.

*“And He took them in His arms
and blessed them,
laying His hands on them.”* MK 10:16

It is our prayer that “In His Hands” will help guide and strengthen ministry to young children and their families.

*Terry Schmidt
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Chapter 1 **rational**e

1

Chapter

He [God] will tend His flock like a shepherd; He will gather the lambs in His arms; He will carry them in His bosom, and gently lead those that are with young.

Isaiah 40:11

Chapter 1 rationale



“IN HIS HANDS” is designed to provide information for congregations planning to:

- ▶ Begin a new ministry for families with young children (e.g., preschool, child care).
- ▶ Expand a ministry (e.g., adding child care to a preschool to meet the needs of families, summer programs for preschoolers or school-age students).
- ▶ Establish an early childhood ministry as an avenue for growing or expanding congregational ministries. Often families who choose a faith-based preschool or child care for their children are open to becoming part of a church family.
- ▶ Improve a ministry through new guidelines (e.g., for marketing, the business plan, evaluation of the program).

As one begins the process, it’s wise to ask, “Why?” Why would a congregation want to embark on a new or enhanced ministry to families with young children?

The Church Carries Out Its Mission

A ministry for families with young children is another opportunity to share the message of the Gospel. Christians are to be in the business of disciple-making: baptizing and teaching in Jesus’

name. “Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age” (Matthew 28:19–20).

Congregations may already have programs and activities that lead to disciple-making of all ages, which includes infants, young children and their families. May God bless the efforts of individuals and congregations looking to share the Gospel in new and exciting ways.

In a Christian early childhood program ministry, young children live, work and play with Christian staff/models and experience Christian education up to five days a week, sometimes for as many as 12 hours a day. As the Holy Spirit is at work in words and actions, many children and their families learn of the great love of their Savior, Jesus.

By making maximum use of a church’s facilities throughout the week and providing quality Christ-centered care and education Monday through Friday as well as on Sunday, one can show the community that the congregation truly cares about families with young children and their needs. As plans are made for new ministries, most likely there will need to be some facility remodeling or even an addition.

Read and use this resource if you are on a



planning team whose goal it is to begin a new ministry, in a group exploring ways the church can expand ministry to young families, part of an exciting church-planting ministry or if you're working to improve current ministries.

The Church Meets the Needs of Families with Young Children

Families today have a variety of needs. Many parents need and want quality care and education while they are working year-round, not just during the school year. According to a recent report from the U.S. Congress Joint Economic Committee (2009), 66 percent of mothers who have children under the age of 6 are now in the workforce. For many families, child care is not just an option, it's a necessity.

Some may want a playgroup for their child to help him learn to interact with others. Other families want their child to have a preschool experience that will help to prepare her to be successful in elementary school. Some families are looking for enrichment programs for their young child.

Because families have become increasingly mobile, often moving from one part of the country or world to another, many find themselves without the benefit of living close to members of their extended family. Parents often lack the support and mentoring an extended family can provide. The church can be that extended family.

The makeup of families has changed dramatically and so have their needs. The model of marriage and family, in light of biblical principles and mandates, is becoming a growing minority in our culture. At one time, family referred to a father, a mother and a child or children. Today's "families" include single-parent or "blended" households, grandparents raising children, as well as, unwed or same-sex couples with children. The list could go on, and the challenge of appropriately ministering to these diverse situations in a biblically faithful way will

only continue to grow.

All these factors are important for congregations to consider as they look to begin or expand ministries. Families and their needs have changed. But it is important to remember all these families and children still have one thing in common: each person is a gift from God. Each child is God's unique creation. God says, "Before I formed you in the womb I knew you" (Jeremiah 1:5). Each person needs to know Jesus as Savior, "for all have sinned and fall short of the glory of God" (Romans 3:23). Within each child is a spiritual, intellectual, emotional, social, creative and physical self. The first years of life are critically important in a child's total development. The development of self-concept begins in the earliest years. The young child begins to identify himself/herself as a unique individual in God's world. Children begin to learn and use their special God-given talents and abilities.

Research by the National Association for the Education of Young Children (www.naeyc.org) and Zero to Three (www.zerotothree.com) supports the importance of what occurs in the first years of children's lives. Everyday activities become the foundations for later development. Such foundations strongly impact the spiritual nurture of the young child.

As the church seeks to minister to families, Christians live out the Gospel message as they nurture the child and the family. The words of Isaiah 40:11 take on new meaning and become an important part of the mission: "He will tend His flock like a shepherd; He will gather the lambs in His arms; He will carry them in His bosom, and gently lead those that are with young."

Parents seeking a caring, safe, nurturing environment in which their children can grow and develop often look to the Church. God, by the power of the Holy Spirit, continues to move His church to reach out with His love. Children grow and learn in all domains (physically, socially, emotionally, academically, creatively and spiritually) just as Jesus did.

And Jesus increased in wisdom and in stature and in favor with God and man (Luke 2:52).

Ministry Opportunities

There are many different ministry options for congregations to prayerfully consider as they look to meet the needs of families with young children in their churches and communities.

Characteristics of a Christian Early Childhood Ministry

The Lutheran early childhood ministry:

- ▶ Functions as a significant part of a congregation's total ministry.
- ▶ Involves congregation members, all staff, the family and the child.
- ▶ Reaches out in Jesus' name with loving care for children's total development.
- ▶ Maintains a warm, loving, Christ-centered environment.
- ▶ Has a written, Christ-centered curriculum for all educational domains that is used as a framework for planning all activities.
- ▶ Provides an environment for children to experience success.
- ▶ Demonstrates Jesus' unconditional love.
- ▶ Provides parental support and mentoring.
- ▶ Nurtures each child spiritually, socially, physically, creatively, intellectually and emotionally.

Basic Assumptions

- ▶ All children are created by God.
- ▶ Each child is a unique creation of God, planned before He created the world and redeemed through the life, suffering, death and resurrection of Jesus, His Son.
- ▶ Care provided is a response to God's love and command that we are to love one another.
- ▶ Infants and young children develop positive social relationships with peers and grown-ups.
- ▶ Attitudes and life values are formed at an early age.
- ▶ Children learn best through play as they explore their environment.
- ▶ While children are in "educare," their developmental needs are met in a stimulating learning environment.

Early Childhood Ministries Within a Congregation's Ministry

There are a variety of faith-based ministries that a congregation can offer families with young children. The results of the feasibility study (*see Chapter 2*) will help you to decide which ministries to initiate.

Child Care—Infants, Toddlers and Preschool

- ▶ Designed for children and families whose parent or parents are in the workforce and need full- or part-time care.
- ▶ For children from 6 weeks to 6 years in age.
- ▶ Operates five days a week, year-round.
- ▶ Open eight to 12 hours per day, depending on the needs of families and staffing.
- ▶ Breakfast, lunch and snacks may be provided.
- ▶ Includes an age-appropriate, developmental Christ-centered education.

Preschool

- ▶ Designed for 2-, 3- and 4-year-old children.
- ▶ May include an early 5-year-olds class, or pre-kindergarten, especially designed for children who need another year before going on to kindergarten.
- ▶ Sessions ranging from 1 ½ to 6 hours, held during the school year.
- ▶ Operates one to five days a week, during mornings, afternoons and/or both sessions.
- ▶ Includes an age-appropriate, developmental Christ-centered education.

Early Childhood Center

- ▶ Includes multiple program options, including child care (full-day preschool) and a half-day preschool program.
- ▶ Some children attend two or three hours; others stay longer.
- ▶ Many programs include infant and toddler care.
- ▶ Some children attend half- and full-day kindergarten.
- ▶ Often includes before and after school care for elementary children, which is in operation when schools are on vacation and during summer break.
- ▶ Includes an age-appropriate, developmental Christ-centered education.



All programs are staffed by professional early childhood educators. Tuition and fees are charged. In many states, regulations exist that require early childhood centers to be licensed and/or accredited.

In other states, early childhood centers may be exempt from most

regulatory guidelines due to their affiliation as faith-based programs, which may or may not be associated with elementary grade schools.

Some congregations choose to operate additional ministries. These may include:

Extended Care

- Provides two hours before and two or more hours after school to serve parents who work outside the home.
- Utilized by Lutheran elementary school children.
- Serves as an outreach to public school children.
- Homework help provided.
- May be expanded to full-day care on school vacation days and during the summer.
- Theme-based summer programs may offer opportunities for daily, weekly or summer-long care and activities.

Parents and Children Together

- Developed for families with older infants or toddlers.
- Designed for parents and children to learn and grow together.
- Activities for playing and learning together; the environment and curriculum are all Christ-centered.
- Time planned for parents to receive and share information.
- Parenting tips and resources available.
- Sessions average 1 ½ to 2 hours.
- Led by knowledgeable child-development professionals.
- Fees are charged to cover expenses.

Parents Day Out

- Designed to provide care for infants through 5-year-olds one day per week.
- Sessions last from three to five hours.
- Sessions include Christ-centered play, creative and socialization activities.
- Most often staffed by professionals in conjunction with volunteers or parents.
- Fees charged on an hourly or daily basis.

When parents enroll their children in an early childhood program, there are opportunities for worship, Bible study, building faith relationships, parenting classes and an invitation to become part of a Christian community. Programs can encourage families who are without a support system. By presenting the message of salvation and through the power of the Holy Spirit, parents and young children can be led to receive the blessings of Christ.

After a congregation has prayerfully considered its ministry to families with young children, the needs of families today and the variety of programs available, it is time to look at which might be the best fit for the congregation and best meet needs of the greater community. (*Chapter 2*).



Chapter 2 getting started or expanding

Chapter

2

Let the word of Christ dwell in you richly, teaching and admonishing one another in all wisdom, singing psalms and hymns and spiritual songs, with thankfulness in your hearts to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through Him.

Colossians 3:16–17

Chapter 2 getting started or expanding



GOD CALLS TOGETHER BELIEVERS who have a heart for outreach and spiritual growth to teach young children and their families of God’s love, mercy and forgiveness through Jesus. This outreach is a part of the congregation’s mission, and it is a key way for not only the church but also the kingdom of God to grow. God reminds us of His Great Commission in Matthew 28, and He equips us, through the power of the Holy Spirit, to be disciple-makers.

Beginning and Expanding a Congregation’s Ministry to Include an Early Childhood Program

One of the major means by which Christians baptize and teach salvation through the life, death and resurrection of Jesus is by planting (establishing) new congregations — “missions.” God calls together a core of believers who have the desire and commitment for outreach and spiritual growth. With His blessing and by the power of the Spirit families and individuals in the community hear the Gospel message. Those not actively participating in a congregation hear the Gospel message and often become renewed and grow in their faith. Some may desire to be baptized and/or have their children baptized. Planting a new congregation through an early childhood center is one way to gain a presence

in the community and serves as an opportunity, by the power of the Holy Spirit, to expand the kingdom of God.

Beginning a quality early childhood program, as an expansion of an existing congregation’s ministry or to begin a new ministry, is a process that requires much prayer and calls for committed, capable personnel. Collaborative planning begins with a spirit of co-operation among a team of professionals — the mission developer/pastor, the child-care/early childhood program director and the congregation lay leadership as they work together to develop all aspects of ministry.

The dynamics of church planting and teaching and caring for young children and their families require continual prayer, cohesive leadership, close supervision, fiscal responsibility, ongoing planning and evaluation.

Whether planting a church through child care or adding a child development program to an existing ministry plan, congregations are advised to carefully and thoroughly adhere to the following steps for getting started.

Prepare Appoint a task force

- Include professional educators, pastors, elders, parents and members of all ages to study the



ministry through early childhood education

- ▶ Keep congregation members informed.

Pray

- ▶ Ask God to guide the members of the team.
- ▶ Assign members to explore aspects of ministry through early childhood education

and care.

Check licensing regulations

- ▶ Contact state, county and city services/agencies to obtain information regarding the regulations, laws and codes associated with the implementation and operation of an early childhood program (*See Chapter 2 Appendix*).

Conduct a feasibility study

- ▶ Will the program meet a need in the community? Assessing church/community needs may be accomplished through a number of ways: questionnaires, surveys, open meetings, website announcements, neighborhood canvasses and/or flyers with response forms posted in community places or delivered to homes.
- ▶ Survey the community's current early childhood program options, tuition rates and enrollment trends as well as demographic trends.
- ▶ Contact the LCMS district education executive and/or early childhood consultants for information and advice (*see Chapter 2 Appendix*).
- ▶ Consult the Lutheran Church Extension Fund (LCEF), a professional market survey group and/or local governmental offices to gather reliable demographic and community profile data. They might be able to provide information about neighborhood population patterns, education levels, family sizes and ages, employment patterns, and levels of income and home ownership (*see Chapter 2 Appendix*).
- ▶ Though not recommended, should you choose to develop a study or survey instead of using a professional firm, the following areas should be considered:
 - Determine the potential group of parents

and children and the types of programs most needed.

- Gather sample surveys.
- Prepare the proper instrument.
- Prepare questions that have clarity and provide needed information.
- Phrase questions to invite openness and honesty.
- Test the survey using selected congregation members with young children. Make changes where indicated.
- Accurately record and interpret responses (*see Chapter 2 Appendix*).

Communicate

- ▶ Summarize and interpret findings to share with the congregation.
- ▶ Inform the district education executive and/or the early childhood consultants about the progress of the task force.

Determine the program type or format

- ▶ What ages will the program serve?
- ▶ Will the program be full-day, half-day, or a combination of both?
- ▶ Will there be extended care program formats (summer camp, school holidays, before and after school, enrichment, etc.)?
- ▶ Is the program outreach-focused?

Develop or review the congregation's mission statement

- ▶ A mission statement tells why your congregation exists and usually includes the six functions of a Lutheran congregation: education, worship, evangelism, fellowship, service and stewardship.
- ▶ If a church is being planted through an early childhood program or if the congregation does not have a mission statement, take time to develop one. (Should not exceed 25 words!)
- ▶ A shared mission statement shows unity between a congregation and its early childhood programs.
- ▶ Revisit the mission statement regularly (*see Chapter 2 Appendix*).

Develop a purpose statement

- ▶ Take time to develop a purpose statement that communicates the specific ways early childhood

programs can help carry out the mission of the congregation.

- ▶ Revisit the purpose statement regularly (*see Chapter 2 Appendix*).

Seek congregational support

- ▶ Share findings with the congregation as appropriate.
- ▶ Prepare and present a recommendation for potential early childhood program formats.
- ▶ Present the recommendation to the proper congregational board/committee and, when appropriate, to the congregation.
- ▶ If it is determined that a program is not feasible, the planning will cease or an assignment may be given to the task force to gather additional information.
- ▶ If the recommendation to develop an early childhood program is accepted, the feasibility task force is dismissed and a planning group is appointed to continue the process.

Plan

Pray

- ▶ Ask God to provide both the planners and the methods to accomplish the task and glorify Him through the process.

Develop purpose and vision statements

- ▶ Develop a purpose statement that supports the mission of the congregation and defines the role of the center in fulfilling the mission of the congregation. Be sure it is unified with the congregation's mission statement!
- ▶ Develop a vision statement for the early childhood program that communicates the preferred future.
- ▶ Communicate, post and revisit these statements on a regular basis.

The planning group

- ▶ The function of this group is to oversee the developmental stages of the early childhood program ministry.
- ▶ Each member of this group should bring specific expertise and/or experience to the task, and they should be interested and committed to Christian education and the nurturing of young

children and their families.

- ▶ Possible members may include: a professional early childhood educator, a congregation trustee, a parent, a grandparent and a financial planner.
- ▶ The pastor, elementary school principal and director of Christian education or children's ministry should serve as advisory members.
- ▶ Once a governing board is in place to oversee the early childhood program ministry, this planning group will disband.

Examine the facilities

- ▶ Contact state, county and city service agencies for free information regarding regulations and requirements.
- ▶ The type of program being developed will determine the type of facility needed.
- ▶ The findings of feasibility studies will also inform facility needs.
- ▶ An existing facility may be adequate with a few renovations, or a new one may need to be built.
- ▶ When considering facility needs, be familiar with the licensing procedures and plan to exceed them.

Determine start-up expenses

- ▶ Prepare a start-up budget that includes needs and estimated cost for renovation or building, equipment, supplies and curriculum, licensing fees, publicity, insurance and beginning salaries for the program director, caregivers, teachers and other staff e.g. custodian, cook, secretary, teacher assistants (*see Chapter 4 Appendix*).

Receive authorization

- ▶ Before proceeding, it is necessary for the congregation or church planters to formally authorize the beginning of the early childhood program and to commit to financial, emotional and spiritual support.
- ▶ A resolution stating the congregation's plans to begin, operate and support an early childhood program within its ministry must be adopted and recorded in the official minutes.

Proceed

Pray

- ▶ Ask God to bless the congregation's efforts to



begin the early childhood program and use it to serve His people and reach out to families with the Good News of Jesus according to His will.

Call the program director

► Issue a divine call to a professional, qualified, Lutheran early childhood

educational administrator who is synodically certified (or issue a contract to a non-synodically trained administrator) optimally six months prior to the opening of the center.

- Assign the director to help develop the statement of philosophy, plan curriculum, hire staff, prepare a budget, market the new program ministry, enroll families and children, order materials and direct the set-up of the facility.
- For more information, see Chapter 6.

Marketing

- Use innovative ideas when marketing (*see Chapter 5*).

Note: Marketing should include: website, Facebook, Twitter and other avenues where young families engage, or publications they read. Word of mouth continues to be the best avenue for marketing.

- The name of the center is important as it conveys something about you to the community. Think creatively when naming or renaming the program (*see Chapter 5*).

Develop a statement of philosophy

- A well-rounded philosophy will be Gospel-centered and will begin with a faith statement.
- A statement of philosophy is also an educational statement that illustrates how the children's developmental needs will be met as they grow and learn.
- A statement of philosophy also addresses partnerships between parents, school, congregation and community.

Identify specific goals

- Set both long- and short-term goals for the

program ministry based on the mission, purpose and philosophy statements.

- What does the congregation hope to accomplish through this ministry? Within what time period? What changes will take place as a result of the early childhood program?
- How will children (and families) be different (impacted) as a result of being in the center?
- What will children **know, be, do** as a result of attending/participating in the early childhood program?

Plan an operating budget

- Integrate the program's budget into the congregation's budget and reports. The early childhood program is an integral part of the congregation's mission.
- Project the number of children who will initially be enrolled and plan accordingly.
- Project a date by which the program will be in full operation. This will help in determining registration procedures and a timeline for hiring personnel, preparing the facility and developing and executing the marketing plan.
- Include in-service training events, professional conferences, workshops and retreats in your annual budget (*see Chapter 4*). The most valuable asset is the professional staff.

Develop a Christ-centered curriculum

- The director should initiate the planning of a developmentally appropriate, Christ-centered curriculum.
- For assistance with the development of this curriculum, contact state and LCMS early childhood consultants, accrediting agencies, licensing representatives, state boards of education and entities such as Concordia Publishing House (www.cph.org), Augsburg Fortress Publishing (www.augsburgfortress.org). (*see Chapter 9*.)

Finalize

Finalize details

- Set an opening day (August or September to coincide with local school openings, or January to coincide with a new semester).

- ▶ Prepare a timeline including dates for the facility to be ready, marketing to begin, additional staff to be hired and curriculum to be implemented.

Develop policies and handbooks

- ▶ Policies serve to inform and protect and should be reviewed annually.
- ▶ The director develops policy statements for review and approval by the governing body. Remember to check with the insurance carrier along with state and local licensing authorities.
- ▶ Based on approved policies, the director develops family and staff handbooks.

Develop a human resources plan

- ▶ Prepare job descriptions for all potential staff persons so expectations are clearly stated.
- ▶ Explain benefits/retirement/leave of absence.
- ▶ Set forth required hours where needed.
- ▶ Conduct background checks/screenings on all workers. Contact your local licensing department for a list of the required background checks.
- ▶ Staffing:
 - Develop position descriptions.
 - Secure names/information for potential staff.
 - Conduct interviews.
 - Determine hiring/firing policies.
 - Create job-specific performance reviews.
 - Plan to evaluate both the director and staff (see Chapters 6 and 7).

Recruit and enroll

- ▶ All communication should reflect the highest level of professionalism and a quality Christian program.
- ▶ Get the word out!
- ▶ Give high visibility to your new early childhood program ministry.
- ▶ Train all staff to effectively greet and inform visitors.
- ▶ Develop an attractive, informative and regularly updated/current website.
- ▶ Make use of current technology/social media: Facebook, Twitter, etc.
- ▶ Establish a presence where young families (parents) go.
- ▶ Use any or all of the following ideas:
 - Church bulletin notices and inserts.

- A letter to parents with young children in the congregation.
- Place information on the early childhood program and church website(s).
- Offer tours of the center to prospective parents (Remember, parents base their judgments on the first three to five minutes).
- Post posters and flyers on church/school bulletin boards.
- Invite members of the congregation and community to the facility.
- Place a brightly painted sign outside with the name of the program and the phone number.
- Submit articles, announcements and photographs to local publications.
- Create flyers for neighborhood doorknobs.
- Send announcements to area churches for inclusion in newsletters and bulletins (see Chapter 5).
- Web pages (high quality).
- Current communication technology (Facebook, Twitter and other social media).

Prepare staff and facilities

- ▶ Be sure facilities and staff reflect Christ as central to the care and education of young children.
- ▶ Be sure the indoor and outdoor facilities are ready with necessary materials and equipment.
- ▶ Ensure that the facility meets and/or exceeds all requirements and is state licensed prior to opening.
- ▶ Ensure that the facility invites children and families in.
- ▶ Orient staff to one another; the facility; the program's mission, philosophy and goals; the curriculum and daily schedules; lesson plans and expectations; equipment and resource materials.
- ▶ Hold a staff retreat on- or off-site to:
 - Focus on spiritual and personal growth as well as professional development.
 - Emphasize team planning and cooperation.
 - Remind staff of the daily outreach opportunities.

Open to serve!

- ▶ Celebrate the opening day of the early childhood program.
- ▶ Gather staff, congregation members and families for a pastoral dedication of the facility and program.

- Plan an opening prayer and devotion.
- Ask God to bless this new, exciting area of ministry and everyone serving together in it. Pray for each child by name.
- Thank God for His guidance and His daily love and forgiveness.
- ▶ Welcome families and their children with smiles and personal greetings.
- ▶ Have a supply of hugs and tissues for children who cry when their parents are leaving. Or for parents who cry when leaving their children.
- ▶ Encourage adults to stay until the children feel comfortable in their new environment.
- ▶ Be prepared with supplies for cleanups and special needs.
- ▶ Have emergency phone numbers and evacuation routes laminated and posted near every phone in the center. (Include numbers for church trustees, plumbers, electricians and handy-persons too.)
- ▶ Gather together at the end of the day to review the events of the day.
 - Thank God for His blessings and ask Him to help in the continued sharing of Jesus' love and the message of salvation with those being served through the early childhood program.
- ▶ Reflect and plan to evaluate progress:
 - Be sure to include provisions for both short- and long-range/continual formal and informal evaluations.

- ▶ Short-range evaluations:
 - Conduct formal and informal evaluations within the first three to six months of operation.
 - Evaluations can be undertaken by the director and new governing board.
- ▶ Ongoing evaluations:
 - Bi-annual formal evaluations (or more often).
 - Formal notes kept for evaluation of curriculum, budget, procedures, safety, instructional materials, methods, environmental climate, administrator and staff.
 - Formal evaluations can be accomplished by observing the program in session, reviewing written materials or interviewing staff, children and parents, congregation staff and members.
 - Informal evaluations can be accomplished by "drop in" classroom visits, hallway "walk abouts," and review of teacher communications, children's work, conversations with teachers and families.

Continue to invite the congregation to participate and be involved. Intentionally plan ways to keep the members of the church informed and active in this aspect of the congregation's ministry.



Chapter 3 the governing body

Chapter 3

So if there is any encouragement in Christ, any comfort from love, any participation in the Spirit, any affection and sympathy, complete my joy by being of the same mind, having the same love, being in full accord and of one mind.

Philippians 2:1–2

Chapter 3 the governing body



THE GOVERNING BODY GUIDES, steers, directs and supervises the overall operation of the congregation, including the early childhood program. Structures of governance and constitutions vary from congregation to congregation. The director should possess an understanding of the governance model and applications to the early childhood program, as well as requirements or parameters that come from licensing guidelines. (See Chapter 6 Appendix.)

Examples of Various Governing Bodies

Board of Education

In many congregations, the congregation Board of Education governs the early childhood program and/or the elementary school ministry. It may also supervise Sunday school, midweek school, confirmation classes, vacation Bible school, and youth and adult education. The board may be wise to appoint an Early Childhood Committee as a subcommittee. The subcommittee chair person reports regularly to the Board of Education. Some members of the subcommittee could also serve on the Board of Education.

Director → Board → Church Council

Governing Board

Within policy-based governing is a board elected to supervise the overall policy development of the congregation. The procedures and daily operations are usually supervised by the administrative pastor, using a well-defined flow chart of responsibility. Advisory committees and/or boards work within this structure to support and lend expertise to accountable personnel.

Early Childhood Advisory Committee → Director → Senior Pastor → Governing Board

Early Childhood Committee

If an Early Childhood Committee is appointed, implement a procedure for communicating with the congregation so the early childhood program remains an integral part of the total ministry plan. This committee should work to ensure that policy developments and decisions are endorsed by the Board of Education, church council or another decision-making group.

Director → Early Childhood Committee → Board of Education/Board of Directors or Church Council

Early Childhood Advisory Committee

An advisory committee is usually selected or



asked to serve by the director and senior pastor. This group meets to assist the director in carrying out the mission of the congregation through the early childhood center/program. This committee functions to give input and to help create program procedures.

Early Childhood Advisory Committee → Director
→ Board of Education

Church Council or Elders

In some governing models, the director of the early childhood program reports directly to the church council or elders of the congregation. This structure provides accountability and helps to keep the early childhood program ministry connected to the mission of the congregation.

Director → Elders/Church Council

Structure

Members, who serve on governing bodies, have ownership in the mission and ministry of your congregation. Non-member representation within early childhood committees also can present a beneficial perspective. Election and composition of the governing body may be dictated by the congregation's constitution or charter. It is helpful to have a diverse group of individuals serving on governing bodies who possess:

- ▶ A variety of abilities, interests, skills, ages and viewpoints.
- ▶ A mixtures of socio-economic levels and ethnic backgrounds representative of families.
- ▶ Backgrounds as educators, parents of young children, facility managers or financial planners.

Qualifications of Members

Members should:

- ▶ Possess and demonstrate leadership.
- ▶ Express a vibrant interest and understanding of Christian education and Lutheran early

childhood programs.

- ▶ Be willing to attend meetings regularly and punctually.
- ▶ Live out the Christian faith in word and action.
- ▶ Demonstrate a high level of integrity and confidentiality.
- ▶ Bring a needed quality, valuable connections or specific talent or expertise e.g. fundraising, marketing, communications.
- ▶ Be willing to use their gifts for service in the ministry.

Note: Avoid appointing/nominating individuals with a personal agenda or who are antagonistic. Board members have no authority to act alone, independent of the board.

Organization of the Governing Body

The governance model, congregation's constitution and/or the enrollment of the early childhood program will determine the size and format of the governing body. Maintaining high levels of attendance and member accountability can be challenging if the group grows too large. Conversely, groups that are too small may lack a variety of perspectives and leadership skills.

Officers of the Governing Body

Officers may be elected, selected or appointed by members of the congregation or the governing body, depending on the model being used. (*See Chapter 3 Appendix.*)

Length of Service on Governing Body

Typically, the church constitution states the length and number of terms a member is eligible to serve.

Responsibilities

The governing body carries many responsibilities, which may include:

- ▶ Annually reviewing the mission and purpose statements, as well as philosophy and vision.
- ▶ Ensuring Lutheran distinctiveness through the support of Christ-centered education and the proper distinction of Law and Gospel.
- ▶ Preparing and presenting long- and short-range goals.

- ▶ Developing policies that support the daily management and operation of the program (e.g., enrollment, curriculum, discipline, staffing, health and safety, licensing, legal, and finance). (See Chapter 3 Appendix.)
- ▶ Supporting the director and staff in meeting and/or exceeding state requirements, as well as remaining current on trends and research in early childhood education.
- ▶ Planning and implementing program reviews.
- ▶ Being fiscally responsible for the financial management of the early childhood program.
- ▶ Effectively marketing the early childhood program.
- ▶ Providing leadership in the process of calling the director and teachers.
- ▶ Conducting annual evaluations of the director.
- ▶ Annually reviewing the job descriptions of the staff.
- ▶ Carrying out other responsibilities and tasks as assigned to the board by the congregation.

Governing Body Handbook

A handbook should be created to distribute to each member. It can include the following items:

- ▶ Responsibilities.
- ▶ Ministry descriptions for individual positions.
- ▶ Agenda and meeting information.
- ▶ Expectations of members.

Orientation and Training of the Governing Body

This orientation should focus on the role of the governing body and its relationship with the congregation, director, staff and families in the early childhood program. Ongoing training sessions for the governing body are crucial for the health of the program. By being proactive and providing relevant training topics, the governing body can operate according to current best practices. (See Chapter 3 Appendix.)

What is the difference between a policy and a decision?

A decision deals with an immediate issue, while a policy determines action over a long period of time. There are decisions the governing body will make that will impact the ministry. Decisions will

often lead to policy development, so they should not be taken lightly. For example: the governing body decides the following school year will begin on the Tuesday after Labor Day. That's a decision. If the governing body determines all future school years will begin the first Tuesday after Labor Day, that's a policy.

THE GOVERNING BODY MEETS

Purpose

Without careful planning, meetings can easily become focused on only current issues, instead of the entire mission, purpose and future of the program. While every meeting provides time for conducting business, members need to continually set goals, develop policy, evaluate all facets of the program and oversee its operations.

Meetings

Most governing bodies meet monthly for no more than two hours at a time. Additional meetings are sometimes required to handle special concerns and assignments. Set a meeting time that accommodates the schedules of all members. The once-traditional evening meeting may change to a Saturday breakfast or lunch.

Agenda

The chairperson should prepare an agenda for the meeting that may include:

- ▶ An opening prayer or devotion.
- ▶ Reading and approval of minutes from the last meeting.
- ▶ Presentation and approval of a financial report.
- ▶ Reading of any correspondence.
- ▶ The director's report.
- ▶ Reports of active subcommittees.
- ▶ Unresolved or unfinished business.
- ▶ New business (include each item).
- ▶ Announcements.
- ▶ Time for reviewing the decisions and responsibilities of members.
- ▶ A closing prayer.

Minutes, Records and Reports

All meetings should have minutes taken that record decisions made. All minutes, financial records and reports from previous meetings

should be saved and archived for future reference.

Committees and Subcommittees

At times, it may be necessary to appoint a committee to perform a specific task. The committee meets for an allocated amount of time to focus on a single task (e.g., adding a staff member, budget planning, event marketing or facility projects).

Board Ethics Confidentiality

Early childhood centers must be committed to a strict standard of confidentiality to protect both the center and its clients. Any direct or indirect use or dissemination of confidential information relating to the center or its clients to outside third parties is absolutely forbidden both during, before and after employment. This policy applies to all confidential information regarding staff, clients, business and the affairs of the center.

Conflict of Interest

Early childhood centers are nonprofit ministries of congregations. Board members and officers have a duty to conduct the affairs of the center in a manner consistent with the center's mission and purpose and not to advance their personal interests. Should there be a violation of this trust, all board members and officers have the responsibility to question such actions and take the necessary steps to bring about compliance.

Conflict Resolution

There will be times when board members do not agree on a decision. First and foremost, prayer is an important part of any decision-making process, along with keeping the focus on the mission and ministry. If conflict arises, and depending on the intensity of the conflict, work through steps with the entire group, work with a small group or seek outside help from a mediator. A conflict that is not addressed will continue to flare up and affect the duties of the board.

Conflict Resolution Procedures

1. Preface with Matthew 18.
2. Cool down. Manage your anger in a positive, God-pleasing way.
3. Come back together to identify the problem.
4. Collect the facts about the problem. Attack the problem, not the people.
5. Brainstorm solutions.
6. Try to reach a solution.



Chapter 4 the business plan

4

Chapter

*For I know the plans I have for you,
declares the LORD, plans for welfare [peace]
and not for evil.*

Jeremiah 29:11

Chapter 4 the business plan



ONCE THE CONGREGATION'S MISSION has been established and communicated along with the desire to initiate and support an early childhood program, it needs to develop both a financial and volunteer base for the early childhood program.

An early childhood program will want to develop realistic financial projections and a fiscally sound business plan.

As plans progress for the early childhood program, the reality is that bills have to be paid. Unless there is congregational subsidy and/or other outside sources of income, the tuition and fees will have to cover the ongoing obligations for salaries, building loan/rent, insurance, utilities, shared expenses (e.g., lawn care), supplies, equipment and other materials. That's why a strong business plan is an absolute necessity.

The business plan is one of the most important documents prepared that will convince others that the concept of an early childhood program is credible.

Everything that is done within the early childhood program influences the financial operations. An effective business plan is often developed through a series of planning stages:

- ▶ Initial conception
- ▶ Task force investigation
- ▶ Preliminary planning
- ▶ Initial development
- ▶ Conceptual approval

- ▶ Mission approval
- ▶ Financial approval
- ▶ Funding commitments
- ▶ Final planning
- ▶ Implementation of the plan
- ▶ Opening
- ▶ Ongoing support

The lack of a credible, detailed business plan can create challenges for developing, maintaining and expanding an early childhood program. Missing one or more of these steps can potentially diminish or doom the program's potential. Before moving into the elements of a business plan for the early childhood program, it is essential to focus on two ministry concepts:

1. The most important element in the early childhood program's business plan really has nothing to do with dollars and cents. The most important element is the mission statement, which is the reason for beginning, maintaining or expanding the program.
2. A second critical component involves recognizing the resources that God is providing and will continue to provide for your early childhood program.

These resources are:

- ▶ Prayer — Communicating and connecting with the Lord through the planning, preparation and operation of the program.



- ▶ Leadership — A strong team partnership between the pastor and a qualified director.
- ▶ Board or governing body — A dedicated group of individuals whose talents and dedication are an asset to the program.
- ▶ Staff — Director, teachers, caregivers/assistants and volunteers

who have a passion for working with young children and families.

- ▶ Facilities — Indoor and outdoor space in which children can be effectively and safely nurtured.
- ▶ People — Members of the congregation, children and parents who participate and support the early childhood program.
- ▶ Money — Offerings, special gifts, deferred gifts, planned gifts, special campaigns and other sources of third-party funding that help to offset tuition to maintain the financial needs of the program.

It is difficult for an early childhood program to succeed without these resources. The business plan is an attempt to help organize and manage them.

While the business plan may primarily focus on one resource (money), it must be viewed as incorporating the other five (prayer, leadership, board, staff, facilities and people). By recognizing them as resources given by God and referring to them in the business plan, it is easier to see our gracious God as central to the mission of the program.

Ministry Interpretation

The congregation needs to be informed about the ministry of the early childhood program. Leaders of the congregation need to be intentional in sharing the vision and plans of the program on a regular basis with its members. These efforts may include the use of:

- ▶ The church website
- ▶ Social media (Facebook, Twitter, etc.)
- ▶ Churchwide email/voicemail announcements
- ▶ Weekly church bulletin announcements

- ▶ Newsletter articles
- ▶ Informational displays in common areas of the building
- ▶ Adult Bible studies on outreach, parenting classes, etc.
- ▶ Incorporation of the early childhood program into the worship and fellowship life of the congregation

Effective use of these and other innovative techniques often helps the congregation to better comprehend and appreciate the ministry impact among young children and their families through the early childhood program.

Develop Congregational Ownership

As the business plan for the early childhood program is developed, many of the elements will also apply to the development of the marketing plan. One important element is *ownership*.

There is an understanding in today's business world that those individuals who are to be involved in implementing a plan also need to be involved in creating the plan. There has to be a high level of ownership if there is to be a high level of support.

This concept also holds true in the case of the early childhood program. It is often helpful to enlist members of the congregation as well as other professional church workers to become involved and take interest in the program and its business plan. In order to get and keep people involved in this process, it is helpful to:

- ▶ Involve them in the brainstorming, developing, writing and staging of the business plan
- ▶ Communicate with them on a regular basis

If these individuals are actively involved and feel that they have had a role in developing the early childhood program and its business plan, they often will be more supportive of the program during critical times.

Stewardship Education

The early childhood program should work with the congregation's stewardship committee in helping church members grow in their understanding of what exemplifies faithful stewardship of all God's gifts. These efforts will

assist in gaining support for the early childhood ministry. This support can take the form of financial commitment to the church's budget or support from congregational volunteers.

Financial Enlistment

The early childhood program and its leaders need to secure the congregation's financial support for its ministry. This support often leads to some type of budgetary commitment from the congregation and the possibility of individual support from members of the congregation, which may come in the form of special gifts or bequests.

Typically, the operational income (tuition, fees, etc.) will not cover all expenses of an early childhood program, especially during the start-up phase of the program.

Ultimately, what the supporters of the early childhood program are looking for in the business plan is a realistic projection of its financial situation. If the early childhood program will require subsidy from the congregation for the initial years of operation and following, they need an informed and realistic estimate of how much support will be needed and for how long. They also need to have confidence in the accuracy of the estimates. Additionally, if the early childhood program will require continuing support, they need to know this information too. Ultimately, the congregation needs to know the short and long term impact the operation of the program will have on the overall congregational budget. By having an accurate and complete business plan to present to the congregation, members can more readily appreciate the level of financial commitment the early childhood program is seeking. And they can better evaluate whether they're ready to make such a commitment.

The business plan will project the income and expenses of the early childhood program, but most programs will require subsidy from the congregation in some form (e.g., if not cash, then a waiver of rent and utilities) for at least the first few years.

There may be individuals who will come forward to provide support for the early childhood program, but the focus in this case is the stewardship of the congregation in supporting the early childhood program's ministry. The

business plan is to aid in the interpretation of the program's ministry. It is not to enlist people in meeting the program's financial needs. It is not a motivational tool. If the early childhood program becomes need-oriented, it becomes vulnerable.

Any financial assistance enlisted for the early childhood program as a result of the business plan must be both Christ-centered and Gospel-motivated.

Third-Source Income

The financial operation of the early childhood program may require seeking support beyond operational income and congregational subsidy. Third-source income is continuing to grow in its importance among many early childhood program ministries. Often it enters the picture when unplanned, non-budgeted needs arise. Third-source income may also come into play when a special need surfaces, such as a new building. Start-up early childhood programs often require third-source income to become established. Whatever the need, it is important that it is addressed in the business plan.

A number of avenues can be explored for third-source income. It can be helpful to contact the local gift planning counselor from the LCMS Foundation to explore options (www.lcmsfoundation.org).

Special Gifts

A number of potential or previous supporters of the early childhood program may be willing to give a one-time or recurring gift. Parents and grandparents of current or previous students, congregational members with a special desire to support children's ministries, and community business leaders are all potential contributors.

In order to empower individuals and groups to be able to joyfully share their special gifts, it is often helpful to:

- Maintain a long term data base of parents (and grandparents) who enroll children in the program and communicate with them regularly high lighting center activities.
- Be specific about what the program needs. List needs on the congregation's website, in the newsletter or in a specially designated "Wish



List” book/display. Show pictures of specific items and the projected costs for the item/ministry activity.

- ▶ Articulate the program’s needs to individuals and groups. Explain how their gifts will help support the ministry.

- ▶ Identify gifts of cash and some non-cash items that are tax deductible.

- ▶ Emphasize the advantage to both the donor and the early childhood program.
- ▶ Acknowledge all gifts with a receipt and a thank-you letter.

Major Gifts

When the early childhood program is in need of a large gift (or gifts), a different type of donor is sought. Major gifts generally happen as a result of one-on-one encounters. The early childhood program director, a representative from the program’s major gift committee or an LCMS Foundation gift planning counselor (www.lcmsfoundation.org) would normally facilitate the contact and discussion of such a gift.

Some planned steps may help in this process of securing major gifts:

- ▶ Research by a development committee or individual to identify individuals capable of making a major financial commitment to the early childhood program ministry. Compile a list of people.
- ▶ Analysis by committee telling why each person would give and for which early childhood program need.
- ▶ Linkage of prospect. Bring each person into a close relationship with early childhood program ministry.
- ▶ Clout is used in the approach by a friend or peer on his/her level. The right person needs to do the asking.
- ▶ Ask when the time is right. The peer and a pastor, principal or volunteer should present the request for a specific gift.
- ▶ Follow up when the prospect is considering a request. A few visits may be necessary.
- ▶ Recognition should be in accordance with the

donor’s desire, whether it be great fanfare over a gift or a simple thank-you note. Expressions of thanks need to occur more than once.

Often a major gift will be in the form of something other than cash (i.e., stocks, bonds, property) that must be sold. Let an expert handle these transactions. Seek out a lawyer or accountant in the congregation who is willing to help, or contact a gift planning counselor from the LCMS Foundation.

Deferred Gifts

Quite often individuals will want to thank the Lord for the blessings He has given them. They may do this in the form of deferred giving and estate planning. There may be some members in the congregation who are motivated to support the early childhood program in such a way. The congregation can arrange to have a gift planning counselor from the LCMS Foundation work with members of the congregation to establish such gifts.

Memorials

Encourage families and individuals to contribute to a memorial fund in memory of a loved one or in honor of a special person still living.

Special Events

Early childhood programs can host concerts or performances, carnivals, BBQs, craft shows, rummage sales, ice cream socials, pizza sales, a night at the ballpark and so on to raise funds, as well as to gain visibility in the community and congregation.

Special events require a good deal of planning and hard work. However, they often have the added benefit of strengthening relationships and identifying individuals who may be willing to donate their time and talents to the early childhood program in the future.

Fraternal Organizations

When the early childhood program hosts special events, additional funds might be available through various organizations such as Thrivent Financial (www.thrivent.com). Check with a congregational representative of Thrivent to learn

about funding possibilities.

Government Sources

In many states, families can receive financial help for child care when parents working outside the home have certain financial needs or are going through job training. Contact the LCMS district education executive or early childhood consultant concerning possible local social service agencies with funds available to families for child care. Funding within these programs often does not cover the full cost of child care; however, it may open doors to serving individuals who might not have otherwise been able to enroll in the early childhood program.

Grant Proposals

A number of foundations have grant monies available for worthy causes, including early childhood programs. The key to obtaining a grant is research, patience and lots of persistence.

Initially, the program needs to organize a grant proposal committee. Include on that committee at least one person with writing skills and one person with the time to research foundations. Impress upon members that this is a long-term, often year-round commitment on their part.

The grant proposal committee will initially have some upfront work, which may take six to eight weeks of dedicated effort. When the preliminary foundation research is completed and the first grant proposal is written, the work becomes more routine. However, the efforts of the committee still have to be fully coordinated.

Once the committee has been established and some preliminary work has been completed, members should be encouraged to seek out grants through such locations as business libraries or Internet searches. These resources will list existing foundations by:

- ▶ Name of the foundation.
- ▶ Address of the foundation, website, phone number and contact person (if identified).
- ▶ Types of grants they award (educational, religious, etc.).
- ▶ Number of grants they award per year.
- ▶ Average dollar amount of their grants.
- ▶ Time of year grant proposals are to be submitted.
- ▶ To whom they are to be submitted and in what format (letter, narrative, both, etc.).

Once the early childhood program's grant proposal committee has conducted its research, their efforts are directed to organizing their data and writing the actual grant proposals. These proposals are sent to specific foundations for consideration. Each grant typically has predetermined objectives for funding, timetables for submitting the grant proposals, as well as specific grant amounts.

Innovative Ideas

Congregations and early childhood programs are finding it necessary to incorporate new, innovative ideas that go far beyond traditional models for funding educational programs. When talented groups of individuals with a strong sense for brainstorming work together, they can often come up with many new possibilities for the financial support of their program. These ideas may include hosting upscale benefit events, running resale shops, developing alumni programs and events, offering recruitment discounts, or enlisting sponsors for individual students within the program.

Ongoing Income and Expenses

The preparation of one-year and three-year analyses of the projected income and expenses will determine the level of support that will be required from both the congregation and third parties.

Within the business plan, provide as much detail as possible for the income and expense projections. Generally, a line item indicating congregation support is included. This support will only be needed if the expenses exceed the income.

Income

In order to understand the economics of early childhood programs in the area, it is often helpful to survey other local programs for information related to tuition and fee amounts. These fee types could include initial registration fees, weekly/monthly tuition and other related fees. To gather the best data on tuition and fees, it is helpful to compare programs that are somewhat similar in program offerings. All of



this information is also helpful when announcing and explaining levels of tuition and related fees to congregational leaders during the budget process, as well as when it is announced to the early childhood families.

Licensing standards, program types, building usage and room size

will typically determine the maximum number of students who may be served within an early childhood program. These standards may vary from state to state, so it is helpful to review standards from the National Association for the Education of Young Children regarding staff-to-student ratios. (*See Chapter 4 Appendix*)

After reviewing all of this information, program leadership will be better able to determine both the minimum and maximum number of children that may be enrolled in the early childhood program. The income and expense levels will be heavily based on the number of children the program expects to enroll. Multiply this number by the amount of the individual fees to find the expected fee-related income.

- Registration fees — Usually once per year or once per enrollment; covers administrative enrollment expenses and possibly public relations materials.
- Tuition — Weekly or monthly fees, which should cover a majority of the program's expenses.
- Activity fees — Usually a once-per-year fee to cover such items as class parties, field trips and other special programming.
- Lunch/snack fees — These fees may be included in the weekly/monthly tuition amounts or may be charged based on usage.

Expenses

Expense line items can be generally grouped into the following categories:

- Salaries — Early childhood program salaries might be daily, weekly, monthly or yearly amounts paid to employees. Wages are hourly or salaried amounts. For additional information

about church workers' salaries, contact the local LCMS district office. Also be aware of federal and state minimum wages. Salaries will need to include Social Security.

- Benefits — Retirement, disability, survivor and health insurance benefits are typically available from Concordia Plan Services. Check with Concordia Plans to gain information about options. (www.ConcordiaPlans.org)
- Rent/mortgage — If applicable.
- Insurance — Property, liability and workers' compensation.
- Utilities — Electricity, gas, phone and computer related costs, if applicable.
- Fees — Licensing, inspections and accreditation.
- Marketing expenses — Website, promotional items, printed materials, signage, newspaper advertisement, etc.
- Supplies — Classroom and custodial.
- Fees for professional dues and publications — See www.lea.org and www.naeyc.org.
- Special programs or events — Outreach activities and special events.
- Continuing education/workshops/conferences — Most states require staff to receive a certain number of training hours or continuing education units each year.
- Custodial fees — This may be shared with the church/school or the early childhood program may have its own staff.
- Administration — Office equipment, such as computers, computer printer, child-care management software updates, printing, etc.

Detailed Continual Planning

Developing the financial component of the program's business plan simultaneously with the early childhood program is essential. Since they have a direct effect on each other, it is helpful to:

- Keep a continual, open dialogue between the administrator, governing board and congregation's financial secretary.
- Give careful study to every line item in your expense account. Base dollars entered for each item on accurate data and calculations for both income projections and expenses.

Timeline

Begin your program's financial planning soon enough to fit into the budget planning schedule of your congregation. It is helpful to begin this process six to nine months before the end of the fiscal year, which usually falls in January or July. (See *Chapter 4 Appendix*)

If the congregation needs to borrow funds, it is advisable to prepare a loan application along with this process. A loan application is available from the national Lutheran Church Extension Fund (LCEF). Some LCMS district's have their own Church Extension Fund (CEF).

Balanced Financial Plan

Early childhood enrollments can fluctuate due to changes in:

- ▶ Employment rates
- ▶ Financial trends
- ▶ Local economy issues
- ▶ Birth rates
- ▶ Over or under saturation of the early childhood education market

It is helpful for early childhood administrators and governing boards to make sure that they have current information relating to these topics. Information can often be gained from collaborations with other early childhood centers and professionals in the area or district, as well as by staying current through professional readings, conferences and current events/ trends information. Based on this information, one should develop a financial plan that can be fully met with less than 100 percent enrollment. Budgeting income conservatively and expenditures more generously often helps to cover unexpected cost increases, as well as making it easier to face fluctuations in the economics of running a fiscally responsible early childhood program in today's world.



Chapter 5 marketing

5

Chapter

*Proclaiming the kingdom of God
and teaching about the Lord Jesus
Christ with all boldness and without
hindrance.*

Acts 28:31

Chapter 5 marketing



AS ONE FINALIZES THE PLANS for the development and implementation of an early childhood program, the necessity and importance of effective marketing should not be overlooked or underestimated. The basics of marketing are simple:

- ▶ WHO — Identifies the target audience
- ▶ WHAT — Covers the facts one wishes to communicate
- ▶ WHERE — Describes where the audience can be reached
- ▶ WHEN — Outlines the timing of the marketing plan
- ▶ WHY — Determines the action one wants the audience to take
- ▶ HOW — Details the most efficient method(s) one can use to market the program

As a program for marketing is developed, one will discover the vast number of messages that need to be communicated to many individuals and/or groups.

Develop a Marketing Committee and Plan

A committee comprised of the early childhood director and other gifted individuals often develops the marketing plan. Individuals on this committee should include congregational

members and representatives of school families, especially those who have an interest and — ideally — a background in the field of marketing. Serving on this committee can be a great way to involve individuals from both the church and school. These committee members can serve in various capacities to develop a comprehensive marketing plan. They can serve in some of the following areas:

- ▶ Event planning — Planning and organizing open houses and other outreach events
- ▶ Copy writing — Writing copy for brochures and informational flyers
- ▶ Marketing/sales — Assisting with making visits to area churches, preschool fairs and other public events to promote the school
- ▶ Public relations — Writing press releases and articles for local media outlets
- ▶ eMarketing — Working to develop a strong Internet presence to promote the school

If the early childhood program has the benefit of a marketing director, this person also should be actively involved with the marketing plan. This person can often serve as the means of keeping the committee focused and communicating. The intentional marketing plans of this committee should have clarity and include suggestions for timelines and practical ideas for marketing within the early childhood program, congregation and



community.

The writing of a marketing plan should be an intentional activity that includes several basic elements. The marketing plan will enable the early childhood program to communicate effectively, with the least amount

of difficulty and at the lowest possible cost. Any marketing plan should include:

- Goals
- Target audiences
- Strategy
- Tools
- A timeline
- An estimated cost of the marketing plan

Goals

The goals listed in the marketing plan should be measurable actions. Each early childhood program should effectively communicate its goals to its committee members, governing board and congregation members in order to best reach potential students and their families.

Sample: Marketing Goals

- To have a minimum of one friendly, in-person visitation and/or dialogue with members of the congregation who are the parents/guardians of a three- or four-year-old child. Strive for the same type of contact with any community family that inquires about the program, to provide opportunity for families currently enrolled to identify potential families.
- To promote the early childhood program among currently enrolled families so that they maintain and expand their participation through the enrollment of younger children.
- To provide tangible incentives (e.g., tuition discounts, marketing apparel) to enrolled families to encourage them to promote the early childhood program among their friends and family members.
- To make clearly developed marketing materials (e.g., brochures, flyers, bulletin inserts, newsletters) easily available on the school's

website, in the school's welcome center, at community events, and through intentional and requested mailings.

- To increase attendance at school tours and open house events by 20 percent during the next three years.
- To have one individual telephone or email conversation with each enrolled family by December 1 in order to monitor program quality.
- To develop and implement a yearly online survey for current families regarding various elements of program quality.
- To develop a regularly maintained and monitored website for the early childhood program. This website should also be a referral point for the early childhood program's Facebook page, Twitter feed and/or blog.
- To create recognition of the ministry of the early childhood program among the congregation through regular student participation in worship, prayer sponsorships of early childhood program students by congregation members, by displaying artwork in common areas, and through celebrations such as National Lutheran Schools Week and Week of the Young Child.
- To develop regular, intentional communications with local media personnel regarding and highlighting the early childhood program's special events, occasions and curriculum. Electronic connections with timely information should be established.
- To create five-year enrollment goals in coordination with the established marketing plan.

Target Audiences

The marketing plan identifies individuals and groups with whom the early childhood program should plan for intentional communication.

Sample: Target Audiences

- Congregation families with young children
- Families with young children who attend other local Lutheran churches
- Families with young children who attend other local Christian churches
- Families with young children from the community
- Established school families

- ▶ Congregational members
- ▶ Area pastors and congregations
- ▶ Local communities at-large

Strategy

What information is the early childhood program going to communicate to its target audiences? What does the program want audiences to learn from the school's communication? The answer to these questions becomes the strategy of the marketing plan. Caution: Do not promise anything that cannot be delivered or is not being delivered currently.

Marketing strategies are derived from the early childhood program's statement of philosophy, and they become the guidelines for the creative direction of communicated messages.

Know where your audience gets its information — What do they read? Where do they go? What do they do? To whom do they listen? Target those areas.

Sample: Marketing Strategies

To demonstrate quality, the early childhood program should ideally:

- ▶ Create an educational environment for children to grow spiritually, intellectually, physically, socially and emotionally
- ▶ Promote the use of Christ-centered environments that positively influence families, children and the community
- ▶ Value and partner with families in the development of their children
- ▶ Provide the finest "school of choice" available in the community
- ▶ Offer currently enrolled families more than they expect — something extra: Christ care, simultaneous teacher and parent training events, prayer support, congregation assistance in times of distress and hospitality.

Tools

The devices portion of the marketing plan should explore every conceivable media option open to the early childhood program. In preparing this section of the marketing plan, it is helpful to discover what the community knows, or doesn't know about the early childhood program. It is also helpful to brainstorm and list options that

might be available for use. Think creatively and add innovative ideas. It is helpful to have a strong understanding of current marketing trends and practices.

Sample: Tools in a Marketing Plan

- ▶ Websites and Internet presence — Create a well-developed, easy-to-use website, which is regularly updated by a designated webmaster. Regular submissions of photos and information should be posted on a systematic schedule for special events and activities. An additional Internet presence in the form of the most current technologies and social media should also be included. Create an app. for the center. Include all of this information in marketing materials.
- ▶ Featured articles — Articles and photos can be placed in many of the church and early childhood program's publications, as well as in the local media. Photos of children and staff are helpful in making these articles more personal to the readers, but they do require written permission from families and individuals. These articles should include elements that illustrate the benefits of the ministry of the Lutheran early childhood program.
- ▶ Printed materials — Informative and engaging brochures, letterhead, business cards, DVDs and flyers serve as important public relations tools. All print pieces and web pages should be similar in appearance and can be identified as coming from the early childhood program. Produce these materials with quality to reflect the professionalism of the early childhood program. Incorporate the program's logo within all printed materials. Frequently update these materials to ensure the following information is current:
 - Purpose statement
 - Name, address and phone number of facility
 - Contact person
 - Types of program and hours of operation
 - Statement of licensing/accreditation
 - Non-discrimination statement
- ▶ Media connections — Use a variety of media connections to increase the visibility of the early childhood program. It is helpful to develop working relationships with media representatives (see "Tools").



Timeline

The value of the marketing plan increases with careful management and monitoring. In order to effectively market the early childhood program, it is essential to:

- ▶ Determine the targeted group(s)
- ▶ Determine where the target group receives information
- ▶ Identify each project
- ▶ Determine a time frame/deadline
- ▶ Assign the responsibility to a specific person and/or group
- ▶ Follow up with the responsible individuals
- ▶ Evaluate the process

Sample: Marketing Timeline

9+ months before opening:

Employment of the early childhood director
(Governance body)

6+ months before opening:

Website development and launch
(Marketing/Director)
Logo development
(Marketing/Director)
Letterhead development
(Marketing/Director)
Feature articles to the media
(Marketing/Director)
Develop enrollment materials
(Marketing/Director)
Develop parent handbook
(Marketing/Director)

4+ months before opening:

Form marketing committee
(Marketing/Director)
Classroom development begins
(Director)

3+ months before opening:

Development of school calendar
(Governance body/Director)
Social networking development and launch
(Marketing/Director)

Brochure development
(Marketing/Director)
New family tours begin
(Director)
Enrollment process begins
(Director)

2+ months before opening:

Connections with area churches and organizations
(Marketing/Director)
Signage development and installation
(Director/Congregation leaders)

1+ months before opening:

Virtual tour development and launch
(Director/Webmaster)
T-shirts and other promotional materials
(Director)
Open house
(Marketing/Director)

Ongoing:

Website updates
(Webmaster/Director)
Feature articles to the media
(Marketing/Director)
New family tours
(Director)
Personal follow up on inquiries and tours
(Director)
Participate in local early childhood fairs and area outreach events
(Director/Staff)

6 months after opening:

Develop incentives and encouragements
(financial, tangible and verbal) to current early childhood families
(Governance body/Director)

1 year after opening:

Program DVD development and production
(Marketing/Director)
Electronic hallway monitors
(Governance body/Director)

2-3 years after opening:

Development and hiring of a marketing director/
admissions director
(Marketing/Director)



Chapter

6

*“Because I exalted you from among
the people and made you leader over
My people.”*

1 Kings 14:7

Chapter 6 the director



THE FIRST AND MAYBE MOST important task a board has after it establishes the structure of the early childhood program and its own responsibilities is that of selecting a director (administrator). This can be accomplished either by hiring or, in the case of a rostered candidate, recommending that the congregation extend a Call. The prayerful, careful selection process helps board members and candidates sharpen their vision of the program.

A clear job description is needed for all to understand the function and responsibilities of the director. This also aids the board in serving and evaluating the director. (*See Chapter 6 Appendix*)

The director sets the tone for the early childhood program, whether planting a new church or expanding the congregation's ministry. The director is key in visioning, communicating, managing, planning and educating. To do this, the director needs to have:

- A clear understanding of, and commitment to, affecting children's lives with the love of Jesus.
- A clear vision for, and understanding of, quality care and education of young children.
- The ability to articulate Christ care, quality early education and the importance of such.
- Demonstrated excellence in leadership and administration.
- Education and experience in early childhood education (preferably with a bachelor's/master's degree in early childhood development); and minimally one or more courses in the administration of an early childhood program
- A willingness to grow spiritually and professionally
- The ability to meet state licensing requirements for certification and/or leadership approval
- Active membership in a Lutheran church and a faith-filled life
- The desire and ability to work collaboratively with a ministry team (e.g., pastor, board, other church staff members, staff in the program and families whose children are in the program)
- The capability to handle financial and management responsibilities
- A working knowledge of current technology
- The ability to supervise a group of adults
- The ability to help staff work through conflicts
- The ability to schedule and do yearly staff performance evaluations
- Excellent communication skills with adults and children
- The ability to relate to children as unique members of God's family
- The capability of managing a group of children
- The ability to work with custodians to ensure that the center is clean and all equipment is in good repair
- Aptitude to intentionally make and maintain connections with the community for the



purpose of outreach and partnering to strengthen the early childhood program

The Early Childhood Director/Administrator

The ministry position of an early childhood

administrator is an awesome challenge and seemingly overwhelming responsibility. There are many resources to assist directors in operating a quality early childhood program that brings the Gospel message to many young children and their families. Check with the district's education executive and/or early childhood consultant for district support and networking possibilities with other directors in your area. Join professional organizations such as the Lutheran Education Association (www.lea.org) and the National Association for the Education of Young Children (www.naeyc.org) and their local affiliates. (See *Chapter 6 Appendix.*)

The Director Is a Spiritual Leader

The pastor is the spiritual leader of both the congregation and early childhood program. The director works in partnership with the pastor to ensure the program is truly Lutheran and Christ-centered. Lutheran Christians believe and profess that salvation is solely through faith in Jesus Christ, the Son of God, who suffered, died and rose again for the whole world. Lutherans believe there is nothing people can do to earn salvation; faith is a gift from God created in a person through the work of the Holy Spirit.

The director is the spiritual leader for the staff. This is evidenced in regular planned devotions, ideally on a daily basis. The director also exemplifies the Christian life personally and professionally.

The director also is the spiritual leader for the children. The director provides leadership in helping to develop a curriculum and environment in which the Christian faith permeates all learning and activities. This is augmented through weekly

chapel experiences for the children, as well as in the words, actions and interactions of the director with the children, staff and parents throughout the day.

The Director Is a Ministry Leader

The director helps set the philosophy of the early childhood ministry and helps shape its culture. In a congregation, there are often many leaders working together to accomplish the primary goal of sharing of the Gospel. Relationship building and partnering together is a crucial aspect of being a ministry leader.

A key element in ensuring that the early childhood ministry is a part of the mission and vision of the congregation is to collaborate regularly with the pastor, other church staff and the boards or governing body. It is the responsibility of the director to annually take time to help set goals and seek long-range plans for the overall ministry.

The Director Is a Relationship Builder

Building relationships with the congregation, with the staff in the early childhood program and with the parents of the children is important and a key part of the director's responsibility.

- The director shares information and communicates the role of the early childhood ministry in attaining the mission to members of the congregation. The director informs the congregation of ministry needs and makes them aware of opportunities to serve.
- The director builds relationships between staff members. Not only does the director serve as a spiritual leader for the children, but he or she serves as such for staff members and families. The director shares his/her faith and the love of Jesus with all people. These faith-sharing moments include words, actions and any interaction God places in one's path.
- The director builds relationships between the families, the center and the congregation. The director communicates any needs a family in the center may have (e.g., death or illness, financial) with appropriate church staff. The director intentionally reaches out to families with the message of the Gospel and shares evangelism prospects with the pastor or other staff members

who have this responsibility (*see Chapter 10*).

The Director Is a Staff Leader

A caring, Christian staff ensures a quality Lutheran early childhood ministry. In order to maintain high standards of excellence, the director hires staff who have the required educational experience and openly express their faith. The director provides for orientation of new staff, the professional and spiritual growth of all staff members, as well as performance reviews. The director assists staff as they set personal goals for growth, both professional and spiritual. Committed staff members model and promote a caring, Christian environment where all children are loved, respected and valued.

Most states require the director and staff of an early childhood program to have a specified number of training/staff development hours each year. Many options are available for staff training/development. (*See Chapter 6 Appendix.*) Directors may need to provide verification of the training (e.g., certificate of participation, continuing education units certificates, and/or transcripts) for licensing (*see Chapter 7*).

The Director Is a Curriculum Development Leader

The director uses a variety of resources (e.g., ongoing educational opportunities, active involvement with professional organizations, and relationships with other directors and educational leaders) to discern what are the best practices to incorporate into the program.

The director uses these resources to develop a written curriculum that is communicated to the staff. Plans are made to incorporate these ideas into the activities of the classroom. Many programs find it beneficial to take time in the spring to plan for the following year, such as setting a yearly theme that will incorporate curricular goals (*see Chapter 9*).

The Director As the Program Representative

The director as the lead representative of the center takes on responsibilities for the reporting and cooperative sharing of information, reports, and statistics to a variety of sanctioned agencies within the church, community, state, and synod.

These reports and reporting agencies can include:

- School Statistical Report: Sent annually to the LCMS districts/synod with ministry related information and statistical information
- Licensing Forms: Completed per state requirements to state licensing agencies. Announced and unannounced visits by licensing representatives are typically required
- Accreditation Forms: A plan and review is developed and implemented every five years. Visiting teams work with the director and center to affirm the information within the plan.
- Health and Safety Information: Local city, county, and state agencies often have additional requirements for emergency drills, food service, buildings, and general safety programs which require centers to complete a variety of forms, activities, as well as host a variety of visits by local officials to affirm this information.

Keeping appropriate, efficient records of such data to be used in these reports is essential. The director should also be able to articulate and interpret such information. Support for this process can also be made through the use of administrative assistants and in consultation with the district education executive and early childhood consultant.

The Director Oversees the Marketing of the Program

The director realizes that the early childhood program meets and exceeds the educational and child-care needs of families in the congregation and community. Therefore, he or she intentionally plans to use all resources to market the quality of care and education offered in the program, including print, the media, word of mouth, the website, Facebook, Twitter and so on (*see Chapter 5*).

The Director Is a Financial Planning Leader

God calls His leaders to be good stewards of the gifts He has given. The director of an early childhood program applies Christian stewardship principles honestly and effectively to administration of the funds available for operation of the early childhood ministry. The director



must be accountable as funds are received and disbursed. It is important for the director to communicate the budget needs that reflect the mission and vision set forth with the leaders of the congregation. Leaders of the congregation rely on the director to manage the financial and

day-to-day operations of the facility. Maintaining a strong connectivity to the congregation is imperative. The director works together with the leaders of the congregation who oversee the financial operations of the church. *(For additional information, see Chapter 4.)*

The Director Is Responsible for the Physical Facility

The director makes arrangements for the regular cleaning and maintenance of the physical property and equipment.

The director maintains a list of all equipment in the center and is in charge of any repair, replacement or addition of new equipment *(see Chapter 8)*.

The Director Is Responsible for Planning His/Her Time

It is essential and beneficial to daily schedule time for personal Bible study and prayer, as well as time for staff Bible study and prayer. Those moments in God's Word and in prayer help put proper perspective on the tasks of the day. This time set aside brings focus and peace "which surpasses all understanding" (Phil. 4:7) to the day's activities.

To effectively manage multiple tasks and responsibilities it is helpful to create a "to do" list of all tasks, both short and long term. Short-term tasks may include:

- Schedule and/or attend meetings, such as board, church staff, program staff or with individual parents.

- Take a walk around the center to greet staff and children, as well as parents who may be dropping off children.
- Visit classrooms to have meaningful interaction with children. Note items to be addressed when talking with staff and/or parents.
- Take care of routine tasks, such as ordering materials, preparing employee timesheets, making sure equipment and supplies are ordered and stored for later use.
- Eat lunch with the staff. Let staff know you truly care about them and their families and how they are doing in their jobs.
- Take time for personal growth, such as to read an article or devotion and to think about how it could enhance your ministry.
- Delegate appropriate responsibilities to other staff. Doing so honors them and prepares them for leadership.

Long-range plans include those items that often require more thought, planning, preparation and research. These long-term tasks may include:

- Revisiting the vision, mission statement and goals *(See Chapter 2 Appendix.)*
- Budgeting and financial planning
- Reviewing and planning for facility usage
- Reviewing and planning for future staffing needs

Examine these short- and long-term planning lists and decide which tasks might possibly need input from others and/or be delegated to others. It is then helpful to provide and empower other involved parties with clear directions, including time frames and expectations for completion of these tasks/goals. It might be helpful to:

- Prioritize these lists, making note of those items that require immediate attention.
- Cross out each item as it is completed.
- At the end of the day, take time to pray to thank God for what has been accomplished and ask for guidance and wisdom for the future.



Chapter 7 the program staff

Chapter
7

*“Therefore we also will serve the LORD,
for He is our God.”*

Joshua 24:18

Chapter 7 the program staff



THE QUALITY OF THE EARLY childhood program staff will determine the effectiveness of the congregation's ministry to young children and their families. Staff members who are committed to the mission of the early childhood program will share the Gospel of Christ, show Christian love and care for children and possess a servant attitude.

Characteristics of a Christian Early Childhood Educator

A quality educator:

- Maintains and professes a strong personal relationship with God
- Shows Jesus' love in words and actions to all people
- Nurtures personal faith through the study of God's Word
- Verbalizes the Lutheran theology of grace and the importance of the Sacrament of Baptism
- Values and participates in ongoing professional development
- Displays a positive self-image
- Values and respects children and their families
- Interacts with others in a professional manner
- Is in good physical and mental health
- Listens actively
- Shows a willingness to be a life-long learner

- Demonstrates patience and understanding
- Offers prayers and support for those in need
- Understands and collaborates with the ministry teams
- Honors children

The number and type of staff will vary depending on the size of the program. Many professionals are necessary to maintain its quality of care and high standards of excellence in education. The program may include some or all of the following:

- Pastor
- Early childhood program director
- Early childhood assistant director
- Principal
- Teachers
- Assistant teachers
- Administrative assistant
- Admissions counselor
- Food service
- Transportation
- Custodian
- DCE – Director of Christian Education
- DCM – Director of Children's Ministry
- DCO – Director of Christian Outreach
- DPM – Director of Parish Music
- Director of Family Life Ministry
- Lay minister
- Deaconess



- ▶ Parish nurse
 - ▶ Volunteers
- Staff should understand the program's mission and vision, be knowledgeable about the philosophy of care and education of young children, and serve as examples of the congregation's commitment to high

standards of excellence in the early childhood program. Directors, teachers and assistant teachers should have a background (training and experience) in early childhood education.

Check licensing requirements and maintain or exceed those standards for all staff. In addition, all staff need to be screened through background checks.

Pastor

The pastor is the spiritual leader for the early childhood program, as well as the congregation. His visual presence in the center is important for children, parents and staff. The pastor works closely with the director and assistant director and supports the center's mission and vision.

Director

The director is the leader of the staff, parents and children in the early childhood program. This person needs to have experience and expertise in early childhood education and administration. The director is committed to Christ-centered care and education of young children. The director oversees the daily workings of the center and maintains a strong connection to the congregation.

Assistant Director

The assistant director must meet the qualifications of director and will assume the duties of the director in his or her absence. On a daily basis, this person takes on administrative duties according to the needs of the early childhood program.

Principal

Early childhood programs that are part of a full elementary school ministry are most often administered by a school principal. The principal often works in partnership with the early childhood director or leads early childhood teachers to promote high standards of excellence in care and education in a cohesive schoolwide ministry from early childhood classes through the elementary school grades.

Administrative Assistant

The administrative assistant communicates the mission of the congregation and the early childhood program's ministry as he or she greets visitors, answers phone calls, maintains records, prepares correspondence and represents the early childhood program to the public.

Teachers

Teachers are the leaders for instruction and relationship building within their classrooms and school. In partnership with the families, the school and the congregation, they work cooperatively to promote appropriate Christ-centered learning environments and instruction for their students. These individuals need to be educated and dedicated to using best practices in early childhood education. (*See Chapter 7 Appendix.*)

Assistant Teachers

Assistant teachers work closely with the teacher and students to promote appropriate instructional learning experiences within the classroom. They should possess a desire to assist in multifaceted ways to accomplish these goals.

Admissions Counselor/Marketing Director

The admissions counselor strives to promote and publicize the school to individuals and groups within the school, church and community. Through both innovative and traditional ways, the admissions counselor assists the whole school's staff in communicating to others about the school and encouraging families in the enrollment process. (*See Chapter 5 and Chapter 5 Appendix.*)

Food Service

Food service individuals or companies are employed and/or contracted to arrange for appropriate, healthy and nutritionally balanced snack or meal planning, preparation and service.

Transportation

Programs that offer transportation between home and school, school buildings or for off-site field trip experiences require individuals with specialized training and/or licensing to meet the minimum standards for the safe transporting of students. Great care must be taken in hiring the individual and or company providing transportation services! Check liability and insurance.

Custodian

The custodian keeps the building and grounds clean and well maintained to present a safe and healthy environment for children and staff, as well as to promote a positive image to the congregation, parents and the community. [Screen through background checks.] A clear job description helps the custodian know what is expected. Responsibilities for this position will vary from center to center. All major cleaning should take place after school hours, although it is desirable for a custodian to be available at times during the day in case of emergency.

Auxiliary Church Work Professionals

Early childhood programs are often blessed to work alongside additional auxiliary church work professionals. These specially trained church workers include Directors of Christian Education (DCEs), Directors of Children's Ministry (DCMs), Directors of Christian Outreach (DCOs), Directors of Family Life Ministry, lay ministers, deaconesses and parish nurses. Ideally, they are integrated into the early childhood program in innovative ways to promote collaborative ministries.

Volunteers

A volunteer may help in classrooms, assist in preparing teaching materials, repair equipment or chaperone field trips. Enlisting congregation members helps strengthen the relationship

between the early childhood program and the congregation. Volunteers working directly with children must demonstrate love and the ability to care for others. Follow all state regulations regarding volunteers and provide a volunteer handbook to communicate specific responsibilities. All individuals working with children must be screened through background checks. Check your state's regulations for the requirements for using volunteers.

Interviewing Candidates

Pray, asking for God's guidance and direction during the process of hiring qualified professionals.

The governing body is usually responsible for hiring the director and teaching staff. A personnel committee whose tasks are in accordance with the constitution and policies of your congregation may also be consulted.

Finding qualified candidates is one of the biggest challenges! Ideally, search for a director and teachers certified by The Lutheran Church—Missouri Synod. Utilize the Lutheran School Portal, the Concordia University System's placement offices and the LCMS district offices to assist in the search. A congregation may issue a divine call to any prospective staff member who is synodically certified. Contact LCMS district offices for the proper documents.

If unable to find synodically certified candidates, members of the congregation or another Lutheran congregation in the area may be qualified to serve. Existing staff may be considered when seeking to fill open positions.

Advertising job openings in local community newspapers, on college campuses and on social media networks might be an additional way to find interested candidates.

The Interview Process

The director usually has the responsibility of interviewing prospective teachers, but board members and/or any suggested staff persons may also take part. The director is responsible for interviewing support staff and making recommendations to the governing body.



The interview process includes:

- A friendly, conversational manner.
- Time for the applicant to talk about himself/herself and his/her work experiences.
- Review of the ministry of the early childhood program.

- Review of the position description.
- A standard set of interview questions.
- Taking notes on the applicant's responses.
- Time for the candidate to ask questions.
- Tours of the facility.
- Provision of available handbooks or other pertinent information about the early childhood program.

Evaluating the Interview

- Pray for the Holy Spirit's guidance.
- Review notes on the applicants' responses and any general impressions.
- Arrange a visit for the candidate to return and spend time with children and other staff members.
- Follow your heart/instinct.
- Review resumes and/or Lutheran Educator Information Forms (LEIF), if applicable.
- Contact references!
- Reflect on the interviews with other members of the interviewing team.

Hiring

- Based on the policies of the center, the director may either make the final decision on the hiring of staff or have the role of recommending individuals for hiring to the governance body.
- The governing body reviews the recommendation.
- The governing body approves or negates the recommendation.
- If approved, the candidate is offered the position.
- Contact the LCMS district office to obtain call documents for eligible candidates.

- Complete employment and/or call documents.
- Communicate the salary schedule and benefit information.
- Determine the start date.

In the event a director or teacher is not a member of the congregation, strategies can be implemented to help the person understand and appreciate that the ministry involves the need for a personal relationship with the congregation.

Ways to create connections include:

- Attending a worship service at the operating congregation at least once a month.
- Attending congregational meetings to represent the early childhood program.
- Attending congregational functions.
- Meeting with the pastor on a regular basis.
- Attending adult instruction classes to appreciate Lutheran doctrine and practice.
- Learning about LCMS structure, organizations and related agencies.

The governing body should encourage non-LCMS certified directors and teachers to utilize distance learning and colloquy classes to become LCMS certified. Contact the LCMS district office for more information regarding these programs.

Welcoming New Staff

Give thanks to God for answering the congregation's prayers. Here are some ways the governing body and congregation can celebrate and support the new staff members:

- Share information about the new staff member with the staff, children, families, and members of the congregation and community.
- Assist in finding housing, if necessary.
- Plan ways to acquaint the new staff member with the governing board, current staff, families and congregation.
- Plan and conduct an installation or induction service.
- Plan orientation activities related to the school and congregation.
- Arrange for a mentor relationship within the program.

Staff Development

The director is responsible for implementing an effective staff development plan. The following components contribute to the vitality and growth of staff and program.

New Teacher Orientation

- ▶ Many LCMS districts plan orientation sessions for new teachers.
- ▶ Plan and implement team-building meetings and retreats.
- ▶ Include current staff and new staff in yearly orientation meetings.

Spiritual Growth

A growing, vibrant faith that is evident in staff members reveals Christ's love to the children and families you serve. Spiritual growth activities for the staff serve as a model for everyone.

- ▶ Spiritual growth is a key element in a Lutheran early childhood program.
- ▶ The pastor's role as mentor and leader is crucial to the spiritual growth of the director and staff.
- ▶ The pastor ministers to the staff through informal contact and through regular Bible study and meetings.
- ▶ Through intentional outreach, the pastor and staff serve children and their families.

Professional Growth

To convey the importance of individual professional growth:

- ▶ Provide funding for professional development.
- ▶ Ensure staff remain current with best practices in early childhood education.
- ▶ Support staff members in the development and implementation of their individual professional plans.

Staff Meetings

Active participation in regular staff meetings helps all staff stay connected by:

- ▶ Setting the tone and program climate
- ▶ Building community
- ▶ Collaborating and brainstorming with staff
- ▶ Ensuring consistency
- ▶ Communicating information regarding activities available in the program and congregation
- ▶ Reviewing daily operations of the program
- ▶ Scheduling professional development opportunities
- ▶ Focusing on the mission and vision of the program

To efficiently conduct a staff meeting:

- ▶ Prepare a written agenda
- ▶ Distribute the agenda to staff prior to the meeting
- ▶ Respect the agenda start and ending times
- ▶ Include spiritual growth components (e.g., devotions, book studies and prayers)
- ▶ Recognize staff milestones and important events



Chapter 8 **environment**

8

Chapter

*“For every house is built by someone,
but the builder of all things is God.”*

Hebrews 3:4

Chapter 8 environment



THE PHYSICAL ENVIRONMENT has a powerful influence on the individuals who work and play in it and should convey to all who enter that Christ is at the center of everything that takes place. The environment of the early childhood program should reflect a Christ-centered focus, as well as the congregation's mission, vision and philosophy. The design, furnishings and equipment communicates to families the congregation's commitment to quality Christian early childhood care and education. With careful planning and collaboration, the environment of the early childhood program can be realized as an integral part of the curriculum.

Building a New Space or Using an Existing Site

In some cases, a new building will be needed to house the early childhood program. In other situations, an existing structure or site can be renovated to suit the program. The Lutheran Church Extension Fund and its website can serve as a valuable resource in the decision-making process (*see Chapter 2 Appendix*). Many criteria need to be considered when planning to use an existing site or create a new facility. These include — but are not limited to — licensing standards and a variety of safety and insurance considerations.

Licensing Standards

The early childhood program will need to follow state standard criteria to become and remain licensed. Those guidelines give the program an outline of what is needed to obtain licensing and to ensure an environment that is designed specifically for young children.

- Contact the local licensing agency to obtain a copy of the licensing standards. This document will be a necessary and valuable resource when building a new structure or renovating an existing space. Keep lines of communication open with the licensing representative. Invite him or her to view the building or renovation several times throughout the process. This will allow for a smooth transition when obtaining the necessary license.
- Check with your insurance provider.
- Choose appropriate architects, contractors and project managers. They should be knowledgeable in the building or renovation of early childhood centers.
- Involve local early childhood consultants early on in the process.
- Determine the proposed size of the early childhood center and the ages of the children that will be served.
- Include ample indoor and outdoor space for



large motor movement and experiences.

▶ Develop a realistic building or renovation plan that will allow for ample time to complete the project.

Developing Space for Children's Learning

Design the indoor and outdoor environment of the early childhood program to include all individuals utilizing the space. The physical environment becomes an integral part of the early childhood program's philosophy and curriculum. The classroom, indoor play area and outdoor playground communicate how a child's learning experiences are respected and valued.

Safety Considerations

The safety standards necessary for providing an environment that meets licensing criteria are found in the state guidelines for early childhood programs. These will need to be collected in a Risk Management binder. Some criteria include:

- ▶ Electrical and fire regulations
- ▶ Safe evacuation areas in the case of a natural disaster alert
- ▶ Floors, carpets and walls are in good repair
- ▶ Toys and equipment are in good repair
- ▶ First-aid kits in each classroom
- ▶ Emergency forms for parents
- ▶ Policy for reporting and storing medical records
- ▶ Accident logs
- ▶ Food service regulations

Check your local licensing standards binder for all

necessary safety considerations.

Indoor Space

Allow children to develop a sense of belonging, have ownership of their environment, practice responsibility, experience being with adults, feel safe and secure, and grow in the knowledge that they are a child of God. A developmentally appropriate early childhood environment will include:

- ▶ Evidence of Jesus' love and forgiveness
 - Pictures
 - Worship center
 - Church-related artifacts (e.g., cross, candles picture of Jesus, altar cloth [color of church year])
- ▶ Communication, relationships and learning
 - A sense of belonging
 - Convenient drop-off and pick-up areas
 - Access to materials and equipment
 - Centers to encourage free exploration, social interaction and problem-solving skills
 - Appropriate activities related to children's developmental needs, including language, literacy, math, science, social, expressive arts and wellness
 - Natural materials
 - Individual cubbies that enable children to have ownership and responsibility
 - Indoor large-muscle area and appropriate equipment
- ▶ Small- and large-group settings
 - Open-ended materials
 - Flexible and multilevel spaces
 - Multisensory experiences
- ▶ Understanding and respect for the classroom environment
 - Proper use and care of materials and equipment
 - Well-organized classrooms to facilitate access and cleanup

- Classroom schedules
- Safe equipment, materials and room arrangement
- Areas to display children’s artwork, photos, etc.

Outdoor Space

Utilizing an outdoor play space is important for children’s overall development. Physical movement and active play are essential components of the curriculum. Early childhood programs need to incorporate a developmentally appropriate outdoor play space as part of the overall environment. State licensing standards will address the necessary size and the equipment needed. Refer to those standards when equipping the outdoor play space. Also check with your insurance provider.

Conclusion

Furniture, equipment and materials necessary to provide a quality early childhood program need to be available on a daily basis. Suggested materials needed to support the curriculum include:

- Art supplies
- Dramatic play accessories
- Large-motor equipment
- Language materials
- Small-motor manipulatives
- Musical equipment
- Science materials

(See Chapter 8 Appendix.)



Chapter 9 curriculum

9

Chapter

Continue in what you have learned and have firmly believed, knowing from whom you learned it and how from childhood you have been acquainted with the sacred writings, which are able to make you wise for salvation through faith in Christ Jesus.

2 Timothy 3:14-15

Chapter 9 curriculum



THE CURRICULUM COMES FROM real life experiences carefully woven together by the teacher as facilitator. Formation of an age-appropriate curriculum takes careful planning so that it includes opportunities for growth in all major developmental areas. These areas include:

- Social and spiritual development
- Music
- Art
- Literacy
- Social studies
- Math and science
- Health, nutrition and physical education

While curriculum is the responsibility of the director and staff, board members will want to know and understand the importance and meaning of the curriculum to better understand the early childhood program.

Faith development is at the core of the curriculum in Lutheran early childhood programs. All activities add to the spiritual life of young children. Multisensory activities that help children understand God's love for all people and God's forgiveness through Christ Jesus are integrated into the curriculum.

Developmentally Appropriate Practice (DAP)

The National Association for the Education of Young Children has developed the standard of developmentally appropriate curriculum, an approach adopted by many high-quality early childhood centers and one that has become the hallmark of quality in early childhood education. The concept of developmentally appropriate curriculum has three major components:

- A thorough knowledge of child development — how children grow and what they can do socially, emotionally, cognitively and physically at each stage of development
- Development of the learning environment appropriate to the ages of children in the group
- Development of the learning environment appropriate to the individual needs of each child in the group regardless of age

Other characteristics of a developmentally appropriate curriculum include:

- An environment that is safe, orderly and contains varied, stimulating toys and materials
- Activities and materials that children may choose, which keep them actively engaged
- Adults who respect children's needs and ideas and communicate with children in a caring way



- ▶ Parents who feel respected and are encouraged to participate in their child's learning
- ▶ Staff who have been trained in early childhood development, education and care

Goals of the Early Childhood Program Curriculum

Goals of the early childhood program curriculum include:

- ▶ Hearing and seeing Jesus' love through the loving actions of teachers and staff
- ▶ Accepting themselves and others as God's children
- ▶ Developing a positive self-concept
- ▶ Learning social skills
- ▶ Experiencing meaningful child-adult and child-child interaction
- ▶ Developing and using verbal language
- ▶ Experiencing a variety of large and fine motor skill-building activities
- ▶ Learning through all senses
- ▶ Aligning the curriculum to state early learning standards and benchmarks

Early Childhood Program Curriculum Content Areas

The purpose of Lutheran education is to foster competence in all aspects of life as a Christian, therefore the curriculum must provide opportunities for broad-based learning and inspire life-long learning. This is accomplished when the teacher considers the areas of children's development — physical, intellectual and creative. The goals of the curriculum will meet the needs of children in each of these areas and, at the same time, keep the whole child in mind. Through the activities in the early childhood program curriculum, children will grow:

- ▶ Spiritually
 - Growing through Word and Sacrament
 - Developing a sense of trust
 - Realizing their need for God's love
 - Knowing Jesus as their personal Savior

- Responding to and feeling secure in God's love
- Seeing themselves as children of God
- ▶ Emotionally
 - Developing a positive self-concept
 - Being free to risk failure; being comfortable with making mistakes
 - Showing independence and self-responsibility
 - Channeling emotions into appropriate and acceptable outlets
- ▶ Socially
 - Learning to play, work and communicate positively with peers and adults
 - Adjusting to group situations
 - Accepting others
 - Developing a sense of community
 - Accepting changes in routines and environment
- ▶ Physically
 - Developing gross and fine-motor coordination
 - Developing eye-hand and eye-foot coordination
 - Becoming aware of themselves
- ▶ Intellectually
 - Continuing to develop language usage and understanding
 - Developing an increasing attention span
 - Completing tasks
 - Developing problem-solving skills
 - Initiating their own activities
- ▶ Developing pre-reading skills
 - Visual discrimination
 - Auditory discrimination
 - The understanding of symbols
 - The love of books
- ▶ Creatively
 - Expressing ideas in their own unique way
 - Being free to artistically create using a variety of media

Early Childhood Curriculum Models

Many early childhood programs across the country and around the world are using distinct curriculum models, especially if they are following requirements for meeting similar standards and/or funding. Such commercial programs as Creative Curriculum and HighScope are popular examples of research-based curriculums. Concordia Publishing House (CPH) has a faith based

curriculum called “One in Christ” designed for infants and toddlers, preschool and kindergarten, as well as, grades 1-8 (cph.org/oneinchrist). Other curriculum models such as Montessori, Reggio Emilia and Project Approach are also widely adopted and used. (See Chapter 1 Appendix.)

It is also not uncommon for early childhood centers to develop their own curriculum, especially by blending the perceived “best practices” of several of these approaches into a center’s curriculum model. No matter what model is chosen, it is helpful to develop and implement curriculum that:

- ▶ Is clearly written
- ▶ Gives teachers the creative ability to implement it to meet the needs of their students
- ▶ Has learning expectations
- ▶ Meets the needs of the students, families, congregation and community in which it is being implemented

Curriculum Planning

Curriculum plans are based on the objectives adopted in the planning process. The curriculum reflects the mission, philosophy, purpose and goals of the early childhood program and should be aligned with state standards. The daily activities will be reflected in the goals set for each lesson or series of lessons. In setting goals for daily lessons, ask why, what and how:

- ▶ Why this activity?
- ▶ What is expected of each child within their developmental level?
- ▶ How will children grow after participating in this activity?

Once objectives are written, lesson planning becomes a more manageable task. Planning can be divided into a series of steps:

- ▶ Choosing a topic of exploration and learning:
 - The topic for exploration is chosen according to the children’s interest.
 - Children’s explorations are based on real-life experiences.
 - Objectives are developed and aligned with the children’s developmental levels.
 - Activities are chosen to support objectives.
- ▶ Implementing explorations and learning:
 - A classroom routine creates an order where

children become accustomed to a mixture of active and quiet activities.

- This routine is flexible to meet the needs of children’s learning.
- Classroom environments are prepared to support all areas of development.
- Children’s ownership of their play supports a positive experience to learning.
- Staff guides children’s learning through observation and dialogue.
- ▶ Assessing children’s explorations and learning:
 - A developmentally appropriate curriculum and environment will help children grow and learn.
 - Maintaining documentation of children’s learning will assist staff in observing growth and setting goals.
 - Share children’s growth with parents periodically throughout the year.

The Importance of Play

It is essential when developing and implementing curriculum to understand that children learn best through play and direct experiences with their world using all their senses. Play promotes growth in all areas of development.

- ▶ Spiritually — Play provides an opportunity for children to live out relationships of the love and forgiveness found in Jesus with one another. Through play they learn that they are linked with other children and adults and can extend His love and forgiveness to them, living as His children.
- ▶ Emotionally — Children encounter a variety of experiences each day. These experiences lead to a wide variety of emotions. Children have a chance to get in touch with these emotions as they act out significant life experiences through symbolic play.
- ▶ Socially — Through play children learn how to get along with others, share ideas, enter into groups, handle exclusion and practice cooperation. Stages of social ability in play can be found in Chapter 9 Appendix.
- ▶ Physically — Play experiences emphasizing physical activity allow children to take risks within safe limits and practice exercising common sense control. Feelings of self-esteem are enhanced as children experiment with what

their bodies can do.

- Intellectually — Research shows that children put together knowledge from direct physical experiences with people and objects in their world. Through play children can practice newly acquired skills in the repetition of self-initiated activities.



Chapter 10 outreach to families

Chapter
10

For I delivered to you as of first importance what I also received: that Christ died for our sins in accordance with the Scriptures, that He was buried, that He was raised on the third day in accordance with the Scriptures.

1 Corinthians 15:3–4



Chapter 10 outreach to families

PROCLAIMING THE GOSPEL to young children and their families through the ministry of an early childhood program is a tremendous outreach opportunity for congregations. Families with young children are often very receptive and eager to become assimilated into a church home, as they strive to be responsible in their new roles as parents. Churches and early childhood programs that walk together with these families to make Jesus and Christianity relevant will be most successful in sharing the faith.

Christian ministry and outreach should be a shared responsibility between a congregation and an early childhood program. The early childhood staff, pastor, other staff members and congregation members all need to feel an urgency and responsibility to reach out to others with the message of Jesus. Intentional teamwork between these groups is important for successful outreach to families.

As staff are selected for the early childhood program, it is essential to choose people who integrate and live out their Christian faith through words and actions. Sharing the faith with both children and family members should be seen as a natural occurrence by the staff. In order to freely speak about faith issues, the staff must nourish themselves regularly in God's Word, worship, prayer and other faith-nurturing activities. Staff members also need ongoing, in-service opportunities to learn to better share their faith with the families of the children they serve.

Effective Outreach

Congregational leaders, staff and members need to trust that it is God's will that all would come to know Jesus as Lord and Savior. God's word will not return empty and will accomplish what He desires (Isaiah 55:11). With this confidence, outreach opportunities to families can be maximized, especially when:

- The pastor and director provide leadership to promote a climate for intentional outreach ministry.
- Both staff and the congregation display a caring attitude.
- Staff members practice active listening.
- Families are cared for by staff members and the congregation when they have specific needs.
- Families are supported in their role as the primary spiritual nurturers of their children's faith.
- Staff and congregation members commit to praying for the children and their families.
- Staff members are willing to share their faith and trust in God, especially when families are faced with difficult situations (e.g., divorce, illness, death).
- Congregation members and staff are willing to go out into the communities with intentional service and outreach efforts.

Assimilate Families

Families are to be welcomed, introduced and integrated into the congregation through:



Mentor Family Partnerships

- ▶ Assign a family in the congregation to each new community family in the early childhood program.
- ▶ Encourage mentor families to show care and interest in new families at the start and throughout the school year with periodic checkpoints.

Missional Communities

- ▶ Promote intentional efforts for congregation members and staff to be active in serving within the community.
- ▶ Encourage and empower the use of relational activities by these groups with others in their community.

Worship Opportunities

- ▶ Extend intentional personal or electronic invitations to families who may be looking for a church home.
- ▶ Be sensitive to those who may not be familiar with your church's worship practices.
- ▶ Incorporate music into the service that the children have learned. Teach something to children that is used in church each week. For example, teach the children to sing the Agnus Dei (Lamb of God) or at Christmas when the children learn of the angels and the shepherds teach "Gloria in Excelsis." Tell the story of blind Bartemaues and teach the Kyrie.
- ▶ Use litanies with simple, repetitive responses.
- ▶ Remind greeters to give visitors, especially children, a warm welcome. Communicate how wonderful it is they've come to God's house!
- ▶ Encourage families with small children to sit up front so the children can see what is happening during the service.
- ▶ Offer family-friendly aids such as children's bulletins, activity bags and booster seats.
- ▶ Follow up with families who attend worship or other congregational activities. A visit from the pastor is great. A visit from a layperson first and then a pastor second is even better.

Baptism Ministry

- ▶ Reach out to families with opportunities for the baptism of their children and family members by offering baptism classes to explain the Lutheran biblical teachings of this Sacrament.
- ▶ Celebrate baptisms during the service by having children in the congregation come forward to view and participate in it.
- ▶ Share special baptismal remembrances (e.g., candles, white garments, tote bags).
- ▶ Celebrate baptismal birthdays publicly in worship and in printed materials.

Congregational Activities

- Involve, integrate and stimulate congregation members to participate in the early childhood program.
- ▶ Display children's art publicly for parents and the congregation to enjoy and appreciate.
 - ▶ Involve the congregation in praying for specific children and staff members in the early childhood program.
 - ▶ Encourage congregation members to serve as program volunteers.

Staff Acquaintance

- ▶ Encourage the pastor(s), director of Christian education, deaconess and other staff members to participate in various early childhood program events.
- ▶ Encourage staff members to be available and visible at the beginning and end of the day.
- ▶ Have staff members meet, greet and participate in early childhood program events.
- ▶ Invite staff members to come into the early childhood classrooms on a regular basis to read, have snacks and so on.
- ▶ Provide staff members with labeled photos of students and their families.

Parent Involvement

- ▶ Encourage families to become involved in the early childhood program.
- ▶ Invite parents to be volunteers.
- ▶ Host family nights for parents and children to enjoy fun and fellowship.
- ▶ Encourage open communication between home and school through the use of friendly interactions, phone calls, emails and classroom blogs.

- Schedule training events in which staff and parents participate so both groups share the learning experience.

Parent Fellowship Opportunities

Provide a variety of activities to encourage families to become acquainted with the early childhood program and congregation. Activities might include:

- Provide child care for siblings.
- Offering family-friendly devotions and prayers at all events.
- Introducing staff members.
- Including short, relevant topics that might be of interest to parents.
- Varying the times of events so that working parents may attend.

Home Visits

Home visits help to establish a close home-school partnership. They accomplish this by:

- Assuring parents of the congregation's interest in serving them.
- Giving teachers unique opportunities for sharing their faith with families.
- Promoting open communication between the home, program and congregation.
- Providing information about the congregation's ministry, worship and activities for adults and children.
- Allowing the congregation and early childhood program to better minister to the individual needs of young children and their families.

Written Materials

Welcome centers conveniently located near the entrances of the school and/or sanctuary should be filled with materials about the congregation and early childhood program, such as:

- Brochures about various parenting topics.
- Family devotional materials.
- Church newsletters.
- Early childhood program newsletters.
- Information about area activities that might be of interest to young children and their families.

Resource Library

Develop a resource library to make a variety of Christian books, CDs, DVDs, magazines and videos available for families for borrow. Provide short reviews of these materials in the parent newsletters. (*See Chapter 10 Appendix.*)



Chapter

11

*“If there is any excellence, if there
anything worthy of praise, think
about these things. What you have
learned and received and heard
and seen in me – practice these
things, and the God of peace will
be with you.”*

Philippians 4:8b-9



Chapter 11 evaluation

ALL EVALUATIONS OF THE EARLY childhood program are based on its philosophy and goals. The process affirms current practices and the information gathered leads to ongoing improvement.

Program Evaluation

In order to effectively understand the climate of the program as seen by the parents, congregation, and community, it is helpful to enlist both informal and formal methods for program evaluation.

Informal

As staff and board members meet on a regular basis, take time to read and discuss responses to the following questions:

- How effectively does the staff carry out the early childhood program's purpose and overall mission?
- Does the early childhood program's environment reflect Jesus' love?
- Is the early childhood program fulfilling and helping to carry out the congregation's ministry?
- Is the early childhood program adequately serving and reaching out to the families of the congregation and community?
- Is the curriculum effective in nurturing the growth and development of the children who

are served?

- Are the physical facilities safe and appropriate for young children?
- Are the financial projections and budget on track for providing the necessary financial stability for the early childhood program?

Formal Parent Evaluations

Ask parents to complete an evaluation at the end of the school year. This offers opportunities to gain valuable information. The evaluation is a tool to gather insight into how the ministry is meeting the needs and expectations of families. This allows parents to reflect on how their family is benefiting from participation in the program. Results of the evaluation can be recorded and discussed by staff and board to create an outline of positive steps to help change and improve the program (*see Chapter 11 Appendix*).

Exit Evaluations

There are a variety of reasons for parents to leave an early childhood program. Exit evaluations can serve as a valuable tool in implementing changes to improve the program and maintain enrolled families (*see Chapter 11 Appendix*).



Accreditation

There are a number of accreditation tools available for an early childhood program.

National Lutheran School Accreditation (NLSA) is based on a list of standards applicable to Lutheran schools.

Lutheran schools entering into the NLSA

accreditation process may now choose one of the following formats:

- ▶ **Early Childhood Standards-Based:** Totally based on standards that pertain specifically to early childhood centers. This format is very helpful to early childhood centers that are not connected to (jointly governed with) an elementary school going through accreditation for the first time.
- ▶ **Early Childhood Ongoing:** Early childhood programs must meet a set of standards along with developing some specific goals for a School Improvement Plan. This tool may be used by free-standing early childhood programs or early childhood programs connected with an elementary school after an initial standards-based accreditation has been met.

The process for NLSA includes appointing committees composed of congregation members, staff and parents of children in the early childhood program. Each committee responds to a group of standards or develops a goal with objectives and strategies for the center's School Improvement Plan. These responses and goals are compiled into a written self-study report. An accreditation team then visits the program and reviews the report.

The accreditation process typically takes a year to complete. A recommended timeline suggests obtaining materials in the spring, choosing committees to start working together during the summer and preparing for a site visit the following spring. The district education executive will assign a consultant to help the program through the process.

After reviewing the self-study report and

responding to it, the visiting team will typically recommend that the early childhood program be accredited by NLSA. The team will respond with both oral and written reports and share affirmations of achieving standards, as well as providing some suggestions for improvement. The program will receive guidelines for continuing evaluation in the form of recommendations from the visiting team. The program will be expected to submit an annual report of its yearly progress on improvements cited in the visiting team's recommendations. Contact the LCMS district office for an information packet and NLSA enrollment procedures and forms.

The National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children (NAEYC), offers national accreditation for early childhood programs with a process similar to that of NLSA. Standards are more specific, but they correspond with Lutheran school standards. However, NAEYC does not include the spiritual development of children, the relationship of the program to congregations or the integration of faith into the daily curriculum. It is possible to work on the NAEYC and NLSA accreditation processes simultaneously.

NLSA accreditation states that the early childhood program is recognized by the LCMS as a safe, quality, Christ-centered program. NAEYC accreditation tells community clientele that they can trust the early childhood program to provide a quality, safe place for their children.

Evaluation Reports

The director and board are responsible for reporting evaluation results to the congregation, which keeps members informed and aware that the early childhood program is part of their joint ministry. Reports are made in the form of a summary and involve commendations and recommendations. The recommendations can be used to develop goals for the early childhood program.

Director Performance Evaluation

The board is responsible for the evaluation of the early childhood program director. A personnel committee or the pastor may be asked to be

the evaluator. Information for the evaluation can be gathered from the parent evaluation, accreditation goals, staff and director self-assessment. (See *Chapter 6 Appendix*.)

Staff Performance Evaluations

Staff evaluations encourage reflection and offer opportunities for staff members to identify their strengths as well as evaluate their abilities and effectiveness in the classroom. They also assist staff in identifying areas of future growth. All evaluations should be based on the job description for the particular position. (See *Chapter 11 Appendix*)

Informal staff evaluations take place naturally each day through observation. The director visits classrooms to be aware of teacher-children interaction and teacher performance. The director suggests alternate methods and reminds staff of responsibilities when necessary in addition to praising and thanking them when great work is observed.

Formal classroom observation also is a helpful tool in evaluating staff performance. Scheduling the observation in advance helps to assess the teacher's ability in carrying out a lesson and teaching the class. An observation form should be developed in advance, which lists areas of performance to be observed.

Self-evaluations occur weekly. Teachers review daily plans at the end of each day and mark a symbol by each planned activity to indicate its effectiveness, completion and appropriateness.

An annual performance review needs to be scheduled by the director. The staff member should have the opportunity to complete an appropriate self-evaluation before the conference. The director sets a conference time, reaffirms a previously established climate of trust and open communication, points out ways the member is an asset to the early childhood program and candidly suggests areas that need improvement.

Following an evaluation, the director and staff member develop a plan of action. Goals can be set in the following categories to be achieved during a designated time period.

Performance Goals

What can the teacher do to perform more

effectively? Specific behaviors that are expected should be listed.

Examples: "Be on time;" and "Communicate with children at their eye level;" Teach to children's needs and interests."

Professional Goals

In what activities can the teacher participate to improve his or her professional skills or attitude?

Examples: Read professional publications, attend professional conferences and enroll in college or vocational courses.

Personal Goals

What can the teacher do to meet identified needs in his or her personal life?

Examples: Improve on healthy habits such as sleep, exercise and diet. Focus on spiritual growth through worship, Bible reading, prayer or prioritization.

Evaluations of the Children

Evaluations of young children enable educators to document the progress of growth, adjust the curriculum to meet needs, identify children who are not developing at an expected rate and inform parents of a child's individual progress. A Christian teacher will want children to develop all their God-given gifts.

Developmentally appropriate assessment of young children should be an integral part of a quality early childhood program. These assessments should use a variety of methods which rely heavily on the authentic observations of young children. These observations need to be regular and intentional in order to observe children in individual, small group, and large group settings. During these observations, it is essential to note strengths and challenges in the areas of social, emotional, spiritual, physical and intellectual development. All of the assessment data helps to document the child's learning, growth and accomplishments. Used appropriately, review of this data by teachers and parents together serves the child's overall learning and development. This information and documentation may also be helpful at times when special needs assistance is being considered.



The following methods can be used to assess children's developmental progress.

Anecdotal Records

Children's behaviors are recorded daily in a notebook. Choose several children on whom to focus each day. Write objective anecdotes only.

Avoid judgmental, conclusive statements. Simply state facts.

Example: "Chris walked into the room this morning with a frown on his face and his head lowered. He didn't look at the teacher when she greeted him."

A teacher's assistant may have information to add. In time, anecdotal records will tell a story of each child's progress.

Skills Checklist

Many skill lists are published by early childhood educators and publishers. These checklists should be based on objectives that reflect the early childhood program's, philosophies, curriculum, and children's ages and stages. They should be:

- ▶ Research-based
- ▶ Age-appropriate
- ▶ Able to take into account the children's individual characteristics and innate abilities.

Portfolio

An assessment portfolio is probably the most appropriate and thorough way to evaluate a child's growth and development. A portfolio includes a collection of the child's work demonstrating his efforts, progress and achievements over a period of time. It can include work samples, anecdotal records, a skills checklist, photographs, records of individual interviews and results of screening tests.

The most important step in evaluating a child's development is the analysis and interpretation of the contents of the portfolio. After organizing work and reports over a period of months, a child's achievements become obvious. The portfolio helps teachers and parents compare the

child's current work with earlier work to note developmental progress.

Testing and Screening

In order to gain additional information on some children, it may be helpful to administer a limited number of standardized tests and screenings. Information gained through testing and screening should be interpreted and shared with careful consideration and knowledgeably! These efforts are often helpful in determining an area in need of additional assistance. Early childhood programs need to work closely with the families, local public schools and private physicians/therapists with these testing and screening efforts.

- ▶ **Readiness tests:** These tests are often used to assess a child's degree of readiness for a specific academic or pre-academic program.
- ▶ **Achievement tests:** These tests are used to measure what children have learned about a certain body of information or what skills have been acquired through instruction.
- ▶ **Developmental screening tests:** These screenings focus on the child's ability to acquire skills.
- ▶ **Intelligence tests:** This is a series of tests that gives a score indicating a child's cognitive functioning ability.

The overuse of standardized testing of young children is inappropriate. Children can be inaccurately diagnosed and unfairly labeled. The practice of administering standardized tests to all children can lead teachers to "teach for the test," rather than to develop a curriculum appropriate for all the children in the class.

Proper use of screening tests can help teachers plan a curriculum that meets the needs of the children in the class. Developmental screenings can be helpful for early detection of health problems or early identification of children with special educational and/or social needs.

Remember that evaluation is always used to lead to improvement and to better meet the needs of young children. Evaluation should be followed by goal-setting and planning new ways to promote the children's growth and development.

Reporting a Child's Evaluation to Parents

Informal reporting can happen on a daily basis when the teacher tells parents about a specific activity in which their child has engaged. For example: Their child spent 20 minutes building a block structure or painted a picture at the easel. Brief interactions with parents often help ensure there are no surprises at scheduled conferences. With today's growing technology (eg. cell phones, skype, emails, wikis and class websites), there are many ways to communicate with parents. Such technology, along with making periodic phone calls, is especially helpful if there is limited contact with the parent at the end of the day. Scheduling an appointment to meet with parents to talk about an ongoing challenges is also more beneficial than saving it to discuss at a future conference time.

When observation checklists are used, both parents and teachers use the tools and then meet to discuss the results. These can be exceptionally valuable and can be used to identify and address issues early and allow parents to seek intervention and help from trained professionals (e.g., physical therapists, speech therapists, sensory integration intervention).

Formal reporting includes the scheduled parent-teacher conference time. The teacher shares objective information gathered from

various assessments, points out the child's strengths and talks about ways to use strengths to alleviate any apparent weaknesses. It may be appropriate or necessary for the director to take part in some conferences.

Guidelines for Parent-Teacher Conferences

- Establish a workable time and format
- Be prepared with a child's portfolio
- Prepare parents through pre-conference communication
- Begin with a short prayer
- Listen to parents
- Share positive experiences
- Conclude with an agreed-upon action of teachers, parents and children
- Be attuned to every opportunity to share the Gospel message with parents



Chapter 12 **keeping the team connected**

Chapter
12

Therefore encourage one another and build one another up, just as you are doing.

1 Thessalonians 5:11



Chapter 12 keeping the team connected

The Mission and Purpose Statement

The early childhood program is an integral part of the mission of the congregation. When early childhood programs are systematically established, their purpose statements should ideally be developed to reflect the congregation's mission statement. (See Chapter 2 Appendix)

It is essential that the designated purpose statements are communicated repeatedly to parents of the children in the early childhood program, as well as to the members of the congregation. When the center's purpose statement is published and reviewed on a regular basis, the unified relationship between the congregation and the program often grows and flourishes. Congregations and early childhood programs partner together when they develop strong team partnerships, involve pastors and staff, communicate effectively and develop a healthy relationship with congregation members.

Developing a Strong Team Partnership

A strong partnership and bridge of mutual respect and shared ministry develops when:

- The director of the early childhood program acknowledges the pastor as the spiritual leader of the congregation and assists the pastor in ministry.
- The pastor acknowledges the early childhood program director as the leader of the early childhood program and assists him/her in that ministry.
- The pastor and director are role models in cooperative ministry in God's kingdom, upholding and affirming one another as co-workers.
- The director and pastor confer and consult with each other before making major decisions or taking significant actions that will affect the early childhood program.
- The director is involved in the long-range planning of the congregation.

Scheduled meetings, either weekly or more frequently, between the pastor and director are essential to building a strong partnership among the entire church staff. If the congregation operates an elementary school with its own principal or has a director of Christian education or deaconess, include those persons in each team-building activity. Weekly team meetings are productive when all are prepared to:

- Report upcoming events, programs and projects
- Discuss decisions to be made
- Anticipate potential problems to be avoided through insight and pre-planning
- Suggest ways the early childhood program



can be promoted and integrated into the congregation's activities and ministries

- ▶ Share information on the needs of families and staff members and plan ways to minister to them.

Involving the Pastor and Other

Professional Church Workers in the Early Childhood Program

Intentionally involve the pastor in the early childhood program by helping him:

- ▶ Know the children. Invite the pastor to greet children (and parents) weekly at the main entry, or on "open house" days. Give the pastor class lists and periodically update the lists so he has accurate information. Invite him to visit each classroom every week. Help him learn the children's names. Invite the pastor to join you at snack time or playground time, or ask him to give a helping hand when needed. The children will relate to the pastor and tell their parents about "my" pastor.
- ▶ Know the parents. Invite the pastor to come to events in which early childhood program families are involved. Suggest that he be present several times a week during arrival and dismissal times. As the pastor gets to know the parents, they begin to feel that they are important to the congregation. This creates an open door for family ministry and outreach. Inform the pastor of special events, such as the birth of a baby or a problem within a family (e.g., job loss, death, divorce, illness).
- ▶ Support the staff. During weekly team meetings, the director can suggest ways in which the pastor can affirm and encourage individual teachers and support staff. Include the pastor and church staff in prayers and in staff social events.
- ▶ Lead children's worship. Involve the pastor in planning worship times with the children, usually once a week in the church. Ask the pastor to lead these worship services. Relating

the Gospel to young children requires special skills and preparation. Provide resources about the developmental characteristics and faith development of young children. (Many people do not realize that children only understand "concrete" terms and learn nothing from allegories and abstract stories.) The director and/or teachers may need to model Bible storytelling and singing with children when the pastor is in attendance. Resources are available from LCMS School Ministry (www.lcms.org), Concordia Publishing House (www.cph.org) and the early childhood education network of the Lutheran Education Association, also known as LEA ECEnet (www.lea.org).

- ▶ Provide leadership for nurturing the faith. Invite the pastor to lead teacher in-service studies and retreats on topics that nurture the staff's spiritual development. Teaching the Christian faith is an integral part of the early childhood program's curriculum.
- ▶ Include other church work professionals in the intentional efforts of the early childhood program.

Encouraging Staff Members to Be Partners in Ministry

Affirm staff members as partners in ministry in these ways:

- ▶ Encourage the pastor to serve as the spiritual leader of the staff.
- ▶ Include the pastor in interviews for potential new staff members.
- ▶ Arrange for the pastor to lead the spiritual growth portions of staff meetings.
- ▶ Encourage the church staff leaders to share with others how the early childhood program helps to carry out the mission of the church.
- ▶ Install or commission the director, teachers and support staff during a Sunday worship service.
- ▶ Invite a teacher to the board and church council meetings to report on activities and projects that help achieve the early childhood program's goals.
- ▶ Report the news and needs of staff and program families in your church newsletter, website, social media (e.g., Facebook page and on Twitter).

- ▶ Encourage board members and church leaders to affirm the staff by observing activities in the early childhood program's classrooms.
- ▶ Encourage congregation members to express gratitude to staff members for their ministry.
- ▶ Publicly express support of the pastor.
- ▶ Always consider the same salary increases and benefit changes for the early childhood program staff as for other church staff members.

Supporting Community Building on the Staff

Intentionally plan both methods and content for publicizing

Interpreting the Early Childhood Program Ministry to the Congregation

Intentionally plan both methods and content for publicizing the early childhood program. Congregation members will become supporting partners when they have positive impressions about the early childhood program's ministry. To communicate with the congregation:

- ▶ Share at least one story a month about ways the congregation's early childhood program positively impacts children and their families. Tell stories at worship services, board meetings, church council meetings, in printed articles, on websites, via Facebook each quarter and so on.
- ▶ Designate one Sunday as "Early Childhood Sunday." Have a choir of young children sing. Plan the service with the pastor to include "child-friendly" elements. Invite all parents to the worship services.
- ▶ Plan a multi-media presentation of the early childhood program at a congregational meeting.
- ▶ Display children's photos and projects in hallways and lobbies.
- ▶ Post staff names on desks, doors or walls. Prepare a common bulletin board to show names and photos of all staff members. Include staff information on the church's website.
- ▶ Hold an open house for the congregation several times a year.
- ▶ Develop a grandparent volunteer program and include congregational members.

- ▶ Ask congregational members to be resource persons for the early childhood program's activities.
- ▶ Have an annual worship service to celebrate all staff of the early childhood program.
- ▶ Write a history of the early childhood program. Explain why and how it became a special part of the congregation's mission and why it is an important part of the community. The history can be used to orient parents, church staff, pastors and board members.
- ▶ Publish an annual report for all congregation members highlighting the early childhood program's major activities and accomplishments. Summarize ways in which the goals of the program and congregational ministry were achieved.
- ▶ Encourage board members and the director to regularly thank the congregation for their support.
- ▶ Share data about the value of Christian early childhood centers. Data can be obtained from the national or district offices of the LCMS. (*See Chapter 1 Appendix.*)

Involving Church Members in the Early Childhood Program

Encourage members of the congregation to become involved in the program. To do this:

- ▶ Recruit volunteers to serve as teacher assistants; special helpers for the office, field trips and special projects; resource persons for units of study; storytellers and readers. Require volunteers to follow policies that have been established for the safety of the children.
- ▶ Request specific donations needed for supplies and equipment.
- ▶ Invite church members to all fellowship activities, fundraising events and parent education workshops sponsored by the early childhood program.
- ▶ Intentionally invite church members to observe the children and staff in action during class sessions.
- ▶ Arrange intergenerational experiences for children and members of the congregation.
- ▶ Encourage congregation members to become involved with the families and children in the



early childhood program. Provide a variety of opportunities for the congregation to serve.

Beginning and Continuing Positive Church–Early Childhood Program Relationships

Most churches and schools share space. In order to create a positive climate and use of the space, it is often helpful to implement some intentional efforts for the healthy use of this shared space. Some possible ideas for promoting this positive climate include:

- ▶ Holding monthly meetings of the early childhood program director and Sunday school teachers. Exchange contact information. Spend time in the classrooms together. Discuss any changes that need to be made to better work together.
- ▶ Providing joint in-service training opportunities for the staff of the early childhood program and volunteer teachers or program leaders (e.g., Sunday school, church nursery).
- ▶ Clarifying and defining the use of equipment and supplies. Post the agreed-upon policies.
- ▶ Listing items that need to be put away on Fridays, Sundays and holidays.
- ▶ Consulting with each other before moving items and/or decorations.
- ▶ Communicating special circumstances and thanking and praising others.
- ▶ Planning cleaning time of shared equipment.
- ▶ Organizing parent work parties to paint and repair classroom and outdoor equipment.
- ▶ Including parents from the early childhood program, Sunday school and day school on each other's boards.
- ▶ Sharing information about educational programs through weekend bulletins, newsletters, parent notes, on websites, via Facebook and Twitter, and so on.



Chapter 1 **appendix: glossary & links**

1

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appendix: glossary & links



Accrediting agencies: Professional organizations that foster quality, encourage academic excellence, and promote improvements in teaching and learning through a process of self and outside review of standards and school improvement (e.g., NLSA, NCA, NAEYC).

Admissions/Marketing Director: A professional who interprets an early childhood program and/or school to prospective candidates and their families primarily through personal interviews, tours, and the development and use of best practices in marketing and outreach.

Best practices: Innovative and unique teaching methodologies that have demonstrated success in educational settings. Discovering and using these successful strategies for learning helps to ensure that students have access to the best education practices available.

Board of Education: A governing body of the congregation that often supervises the management of an early childhood program and/or elementary school ministry. It may also administer Sunday school, midweek school, confirmation classes, vacation Bible school, and youth and adult education.

Church Council: A governing body usually elected by the members of a church to direct and coordinate the overall activities, policies and communications of a congregation. Individual boards, committees and/or staff members often report to this group.

Colloquy: The Concordia *online* Colloquy Program provides the education needed to be eligible for a call in The Lutheran Church—Missouri Synod. The colloquy program prepares the Lutheran school teacher to carry the Lord’s name and His teachings with faithfulness to the children and their families. This is an online process and program administered through CUEnet (www.cuenet.edu/colloquy/).

Common Core Standards: The Common Core State Standards program is an effort to align the wide variety of state curriculums into one program in which mutually agreed upon grade level standards are designated and used across the country. This program was developed and implemented by 45 of the 50 states in an effort to raise academic levels and graduation rates through the use of better aligned assessments and increase accountability for both students and teachers. The standards were written specifically for kindergarten through 8th grade. LCMS



elementary and secondary schools may optionally use these goals as part of their curriculum.

Concordia Plan

Services: The LCMS benefits provider for over 6,000 LCMS congregations, schools, universities, seminaries

and other organizations in the United States and other mission fields world wide. The “Church’s Plan,” a comprehensive benefit package consists of:

- ▶ The Concordia Health Plan,
- ▶ The Concordia Disability and Survivor Plan,
- ▶ The Concordia Retirement Plan and
- ▶ The Concordia Retirement Savings Plan.

Visit www.concordiaplans.org for more information.

Concordia University System: A grouping of 10 LCMS higher education institutions that work together to serve the church and world through theology and related vocational education programs (www.lcms.org/universities).

Constitution/charter: A written list of principles or established precedents by which a congregation is governed.

CPH (Concordia Publishing House): The publisher for The Lutheran Church—Missouri Synod. It exists to serve the church by listening to congregations, responding to their needs and providing biblical resources for their ministry (www.cph.org).

Creative Curriculum: Creative Curriculum is a widely used research-based curriculum that includes standards for each age level, ideas for teachers, as well as assessment tools. (www.creativecurriculum.net)

Curriculum: A guide that is used to assist an early childhood center in developing knowledge, skills and values in its students.

DCE (Director of Christian Education): A professional church worker who coordinates with

the pastor to provide educational ministries and Christian instruction for all ages.

DCM (Director of Children’s Ministry): A professional church worker who often serves the church by developing, coordinating and administering comprehensive and expanding educational ministries program for the children (infant through sixth grade) of the church.

DCO (Director of Christian Outreach):

A professional church worker who works to stimulate, educate, mobilize and support congregation members and staff members in witnessing, evangelizing and assimilating new members.

Deaconess: A professional church worker who serves in congregations, hospitals, institutions and/or mission fields in the areas of visitation, teaching and/or working with specialized populations of individuals (e.g., senior citizens, special needs, other at-risk populations).

Director (Early Childhood Program Director):

A leader of the staff, parents and children in an early childhood program. With experience and expertise, he/she oversees the daily workings of the center and maintains a strong connection to the congregation.

Director of Family Life Ministry:

A professional church worker who develops and supports programs and activities to equip healthy relationships in families within a congregational setting.

DPM (Director of Parish Music): A professional church worker who provides leadership to enhance the music life and worship experiences within congregations and schools.

District office: The Lutheran Church—Missouri Synod is divided into 33 geographical and 2 non-geographical areas for the purpose of common ministry coordination and collaboration. Each of the districts has a central office where staff and ministry are based (www.lcms.org/districts).

Early childhood advisory committee: This group meets to assist the director in carrying out the mission of the early childhood program. The committee functions to give input regarding various components of program.

Early childhood committee: This governing board assists the director with carrying out the mission of the early childhood program by implementing procedures for managing the program.

Early Childhood Consultant: An educator and/or administrator who works with churches within LCMS districts to develop and enrich their early childhood programs.

Early childhood program: Learning centers, schools, organizations and others that promote the teaching and care of young children from birth to age 8.

Early childhood teacher: An educational classroom leader in an early childhood program.

Educare: Christ-centered, nurturing care within a developmentally appropriate environment.

Education Executive: An educator and/or administrator who usually works on behalf of one or more LCMS districts to develop and enrich their early childhood, elementary and secondary schools.

Elementary school: An educational center that promotes the education and care of children anywhere from kindergarten up to eighth grade. Early childhood programs below kindergarten may optionally be a component of these programs.

Emergent curriculums: A curriculum showcasing and capitalizing on the student's interest and passions, as well as input from teachers and family members. Planning an emergent curriculum requires observation, documentation, creative brainstorming, flexibility and patience. Examples: Reggio Emilia and Project Approach.

eMarketing: Efforts to effectively communicate information through a strong electronic presence (e.g., websites, blogs, social networking, mass emails).

Extended care: Programs that extend the early childhood or elementary school day or school year beyond the normal hours and calendar (e.g., before and after school programs, enrichment classes, summer camps, school vacation programs).

Feasibility study: A systematic review of local conditions and needs within the congregation and community to determine the possibility for establishing and/or expanding programs.

Free-standing early childhood program: An early childhood program that is sponsored by a congregation without an elementary school.

Governance: The action, manner or format of leading a congregation and early childhood center in ministry.

Governing body: The governing body that guides, steers, directs and supervises the overall operation of the congregation through the early childhood program by developing policies (i.e., the board of education, preschool committee, advisory committees, governing board, elders, church council).

Handbook: Booklets that share a vast amount of information regarding the early childhood program with its parents, students and/or staff.

Infants: A very young child, usually 12 months and under.

Kindergartener: An early childhood student who is usually 5 or 6 years old in their year before first grade.

Lay Minister: A professional church worker who works under a pastor's guidance and direction in areas such as evangelism, visitation, Christian education, youth work, senior ministry, parish administration, assimilation and spiritual gifts administration.



LCEF (Lutheran Church Extension Fund): An organization established to support the Church in fulfilling its mission of sharing the Gospel of Jesus Christ by being a Christ-centered servant partner and ensuring that funds and services are available both now

and in the future. LCEF offers its members the opportunity to invest their money, earn interest, and help build churches and schools through loans and services (www.lcef.org).

LCMS (The Lutheran Church—Missouri Synod): A mission-oriented, Bible-based, confessional Christian denomination headquartered in St. Louis, Mo., founded on the teachings of Martin Luther (www.lcms.org).

LEA (Lutheran Education Association): A Lutheran professional organization that links, equips and affirms educators and workers in ministry for the purpose of building up the body of Christ. It is organized as a professional educator association with a variety of networks, conference, resources and publications (www.lea.org).

LEIF (Lutheran Educators Information Form): An electronic form, typically completed and stored on the Lutheran School Portal, with information relating to the backgrounds, ministries and interests of LCMS-certified educators (www.luthed.org).

Licensing agency: A governmental agency that defines, regulates and enforces minimum requirements for the legal operation of early childhood programs.

Lutheran School Portal: A web-based resource that provides Lutheran teachers anywhere in the world with spiritual, academic and communication support. The portal offers a growing array of resources, devotions, in-service training opportunities, discounted services and more (www.luthed.org).

Marketing: Understanding and meeting the needs of families in the community and congregation by effectively reaching them with a relevant message about the early childhood program and making the best first impressions on the targeted audiences.

Midweek school: Educational classes and fellowship programs sponsored by congregations on week days or nights.

Mission statement: A statement of beliefs and values that guides how the vision is achieved. The mission statement of a faith-based early childhood program should always reflect the Great Commission.

Missional communities: Groups of 20 to 50 people who are united through Christian community around a common service and witness to a particular neighborhood or network of relationships.

Montessori: A curriculum model originally established by Maria Montessori that uses well-organized learning environments that include many specific hands-on materials. The structured environment encourages children to investigate their specific interests.

NAEYC (National Association for the Education of Young Children): The world's largest professional organization working on behalf of young children, with a national network of local affiliates and a growing global alliance of like-minded organizations. NAEYC also is an early childhood accrediting agency, and it publishes early childhood resources and research (www.naeyc.org).

National Lutheran Schools Week: Lutheran schools across the country celebrate and give thanks to God for all He is doing in their classrooms, hallways and communities with a special emphasis week each year. It typically is observed during the last week of January (www.lcms.org/schools).

NLSA (National Lutheran Schools

Accreditation): An accreditation process that encourages and recognizes Lutheran schools that provide quality Christian education and become engaged in continuous improvement. NLSA serves a variety of levels of schools, including early childhood, elementary and secondary schools (www.lcms.org/schools).

Nursery roll: Churches often offer a program of periodic mailings to families with young children from birth through age 3. These materials are sent to families several times per year with information regarding nurturing the child’s spiritual, emotional and physical development. Concordia Publishing House’s nursery roll materials are part of the *Growing in Christ* program (www.cph.org).

One in Christ: A religion curriculum for Lutheran early childhood programs and elementary schools, which is developed, published and distributed by Concordia Publishing House (www.cph.org).

Open Arms Childcare: A ministry institute that promotes developing and implementing large-scale, Christian child-care centers, which also may serve as church plant sites/outreach sites for existing congregations (www.openarmsinstitute.com).

Parents Day Out Programs (PDO): Programs that provide short-term early childhood programming, giving parents extra time during the week to run errands, rest or work from home.

Pastor: An ordained, professional church worker who is the spiritual leader, shepherd and servant of the congregation. He is active in preaching, teaching, administering the Sacraments, visiting members, comforting the sorrowing, giving godly counsel and providing a vision of outreach.

Philosophy statement: A Gospel-oriented statement that articulates the beliefs of how the children’s developmental needs will be met. It also should address the partnerships between parents, school, congregation and community.

Placement office: The offices at the schools of

the Concordia University System that assist in matching congregations with qualified, Lutheran-educated teacher candidates.

Prayer sponsorship: When individuals or groups within a congregation are intentionally matched with students in early childhood and elementary school settings for the purpose of praying for each other.

Preschooler: A child who is typically 3, 4 or 5 years old and in the early years of childhood that precede the beginning of elementary school.

Project Approach: Refers to “a set of teaching strategies that enable teachers to guide students through in-depth studies of real-world topics. Projects have a complex but flexible framework in which teaching and learning are seen as interactive processes” (www.projectapproach.org/planning.php).

Purpose statement: Communicates the specific ways programs can help carry out the mission of the congregation.

Research-based curriculums: Curriculum materials and models that are developed and outlined based on scientific, well-organized research studies. Examples: HighScope, Creative Curriculum, High Reach.

Reggio Emilia curriculum: A curriculum model based on an early childhood model from Italy, which focuses on, respects and empowers children’s natural interests and directions. The use of real-life materials, documentation and family/community involvement highlights this curriculum model (www.reggiochildren.it). An example of an LCMS Reggio Emilia “inspired” center is Zion Lutheran Early Childhood Center, Hinsdale, Ill. (www.zionlutheranecec.org).

School mailing: A monthly publication for Lutheran schools and early childhood centers included with a Lutheran School Portal membership. Titles include *Early Childhood Devotions*, *Parent Pages*, *Insights and Ideas*, and many others. Visit www.luthed.org for more information.



School statistical report: A yearly report that summarizes data collected from early childhood centers, elementary schools and high schools operated by congregations of The Lutheran Church—

Missouri Synod. Results are published on the

Lutheran School Portal (www.luthed.org) under School Ministry.

Staff: All the people employed by a particular organization.

Standards-based curriculum: A curriculum developed around a set of prescribed outcomes that promote a clear, consistent understanding of developmental goals for learning. Examples: Individual state learning standards and “Common Core” standards (www.corestandards.org).

Synod: A Greek word that means “walking together.” Congregations voluntarily choose to belong to the Synod. Though diverse in their service, these congregations hold to a shared confession of Jesus Christ as taught in Holy Scripture and the Lutheran Confessions, which they believe are a correct interpretation and presentation of biblical doctrine.

Synodically certified teacher: A professional church worker who is listed on Synod’s roster as being either a graduate from one of Synod’s educational institutions or one who has completed an approved colloquy or distance-learning program and is in the exercise of the teaching ministry as “ministers of the Gospel,” based on the rulings issued by the Internal Revenue Service.

Task force: A temporary grouping of individuals who are assembled for the purpose of accomplishing a definite objective.

Toddler: A young child who is learning or has recently learned to walk and is usually 12 to 36 months in age.

Trustee: An individual who holds or manages assets for the benefit of another.

Vision statement: A vision statement looks to the future. What will the early childhood program look like five years from now?

Week of the Young Child: An annual celebration promoted by the National Association for the Education of Young Children (NAEYC) and celebrated in early childhood programs across the country and around the world. The purpose of the Week of the Young Child is to focus public attention on the needs of young children and their families and to recognize the early childhood programs and services that meet those needs (www.naeyc.org/woyc).



Chapter 2 appendix: getting started or expanding

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Chapter 2 appendix: getting started or expanding



Feasibility Studies and Information

Family Needs Survey for Early Childhood Programming

NOTE: This survey can be used with school, congregation and/or community families. It ideally should be available online on the church and school's websites with definite start and end dates. Paper copies can also be mailed out to all families within the congregation and school.

Members of (name of congregation) want to know more about ways we can better serve families. Please help us to assist you by answering the following questions. Thank you!

Circle/note all ages of children in your household.

Birth to 1 year	3rd Grade
1 year to 2 years	4th Grade
2 years to 3 years	5th Grade
3 years to 4 years	6th Grade
4 years to 5 years	7th Grade
Kindergarten	8th Grade
1st Grade	High School
2nd Grade	

Check the type of early childhood programs/classes that might be of most interest to your family. Check as many as might apply within the next three-year period.

Infant & toddler care:

- Infant care (Birth to 1 year; offered 5 days/week; 5+ hours per day)
- Infant care (Birth to 1 year; offered 2-4 days/week; 5+ hours per day)
- Half-day infant care (Birth to 1 year; offered 2-4 days/week; 2-4 hours per day)
- Toddler care (1-3 years; offered 5 days/week; 5+ hours per day)
- Toddler care (1-3 years; offered 2-4 days/week; 5+ hours per day)
- Half-day toddler care (1-3 years; offered 2-4 days/week; 2-4 hours per day)

Interactive parenting classes:

- Parent/infant classes (1 morning/week)
- Parent/toddler classes (1 or 2 mornings/week)
- Parents' Day Out (care for young children for several hours; 1-2 days/week)
- Parenting classes (weekly)

Preschool & kindergarten:

- Full-day preschool (3-5 years; offered 5 days/week; 5+ hours per day)
- Full-day preschool (3-5 years; offered 2-4 days/week; 5+ hours per day)
- Half-day preschool (3-5 years; offered 5 days/week; 2-3 hours per day)
- Half-day preschool (3-5 years; offered 2-4 days/week; 2-3 hours per day)
- Full-day kindergarten (5-6 years; offered 5 days/



week; 5+ hours per day)
 Half-day kindergarten (5-6 years; offered 5 days/week; 2-3 hours per day)

Extended care/summer camp programs:

Extended care program (3-6 years; 1-5 days/week; before school hours)
 Extended care program (3-6 years; 1-5 days/week;

after school hours)

- Extended care program (3-6 years; on school holidays)
- Summer camp (3-6 years; 10-20 days per summer)
- Summer camp (3-6 years; 21-30 days per summer)
- Summer camp (3-6 years; 31-40 days per summer)
- Summer camp (3-6 years; 41+ days per summer)

What would be your top 10 requests for an early childhood program:

- Licensed teachers (2-year degrees)
- Certified teachers (4+ year degrees)
- Christian teachers
- Christian early childhood program
- A state-licensed program
- A nationally accredited program
- A newly designed building
- Multiple classrooms
- School gym
- Outdoor playground
- Age-appropriate equipment & materials
- Bus transportation
- Child-sized bathrooms in the classrooms
- Special education services
- A high level of family involvement
- Gifted services
- A high level of congregational involvement
- School nurse
- Technology integrated into the classrooms
- School library

General Comments:

Demographic Information Resources

1. Lutheran Church Extension Fund (LCEF)

www.lcef.org

Contact your LCMS district for participation in and information about demographics through MissionInsite (www.MissionInsite.com). Most Districts have bought into the system so it can be used by congregations and schools free of charge. For those districts not participating in MissionInsite, contact LCEF at 1-800-843-5233.

2. The National Center for Educational Statistics

www.nces.ed.gov

The National Center for Education Statistics is the primary federal entity for collecting and analyzing data related to education. It does this through free, online resources such as surveys, program information, collected data and “fast facts.”

3. White Hutchinson Leisure and Learning Group

www.whitehutchinson.com

The White Hutchinson Leisure and Learning Group is a multidisciplinary, full-service feasibility, design, production and consulting firm that assists new or existing owners in the location-based leisure, entertainment, education, hospitality, entertainment and shopping center industries. The firm works with all aspects of developing, designing, producing and managing new projects or remodeling, expanding or turning around existing ones. Fees exist for using the professional services of this commercial consulting group. Free newsletters with helpful demographic and current event topics are available online.

Financial Services

Lutheran Church Extension Fund (LCEF) provides organizations with ministry and financial services to help member churches and schools grow their capacity for mission and ministry. LCEF has served nearly 80% of the LCMS’ ministry organizations because the support is built around and for the LCMS. (www.lcef.org)

LCEF offers:

- ▶ Vision planning, for identifying God’s plan for you and your organization, and tools to discover

- your community and new mission fields.
- ▶ Facility planning, for both construction and improvements, when physical space is needed for your ministry.
- ▶ Financial stewardship services, bringing the best your members have to offer back to the Lord. This includes convenient and free e-payment processing services that aid in office operations.
- ▶ Stewardship education for children, 0-18 years of age, providing toddlers to teens a way to understand the value of sharing, saving and spending money, while helping empower Lutheran Church—Missouri Synod ministries.
- ▶ Member and leader development, maximizing what each person has to contribute to the ministry.

Sample Mission, Vision, Philosophy and Purpose Statements

Sample Mission Statements

1. To reach out with the Gospel and the caring love of Jesus Christ to young children and families in our congregation and community.
2. _____ Lutheran School is committed to preparing students for a full life in Christ by engaging them with a comprehensive, Christian education.
3. _____ Early Childhood Center shapes/forms fully devoted followers of Jesus through Christ-centered care and education.

Sample Vision Statements

1. _____ Lutheran School will become a vibrant learning community that is Christ-centered, family-oriented and simply unparalleled.
2. _____ Early Childhood Center will have the reputation for providing the highest quality Christ-centered education.

Ways to accomplish this include:

- ▶ New programs (e.g., part-time programs for 2-year-olds and parents and tots)
- ▶ A new natural landscape play area for the preschool-age children

- ▶ Expanded school-age summer camps with more opportunities (e.g., computer, basketball, soccer, volleyball, foreign language and fine arts)

3. _____ Early Childhood Center will be a place where:

- ▶ Jesus is at the center of each activity and experience.
- ▶ Children are valued for their ability to do meaningful work, their wonder and curiosity, their perspectives, and their ability to play.
- ▶ Families are valued for their bonds and traditions; their ability to play; their commitment to work, home and community; and their dreams for their children.
- ▶ Staff are valued for their vision, mission and purpose; their delight in children; their skill, heart and knowledge; their commitment to families; and their ability to play.
- ▶ We cherish what we learn from our heavenly Father, our Savior Jesus and from each other. (Adapted from *The Visionary Director, A Handbook for Dreaming, Organizing & Improvising in Your Center*, Redleaf Press, 1998)

Sample Purpose Statement

1. (Name of early childhood program, operating congregation and year)

It is the position of (name of early childhood program and operating congregation) that children need to hear and experience the love of Jesus on a daily basis. Our relationship with children is established by Christ — “Whoever receives one such child in My name receives Me” (Mark 9:37).

The baptismal community is an inclusive community. We are all called, children and adults together, to join God in enhancing and enlivening each other’s faith. It is then our responsibility to tell and retell the biblical story, empowering both children and adults for ministry together.

The early childhood program’s primary purpose is to extend the Gospel to young children through a comprehensive ministry of care. As such, it is an integral part of the congregation’s mission and total ministry program.

Parents are recognized as children’s primary teachers and are supported by the early childhood program in their nurturing role. Families are ministered to in the name of Jesus and brought



into contact with His saving Word.

The mission of the early childhood program, along with all other ministry program areas in the congregation, is the Great Commission — teaching

the Gospel to all. Congregation and program leaders partner with members to embrace program families in its circle of care, living and speaking the saving love of Jesus, so that by the power of the Holy Spirit the lives of children and their families are transformed.

(From *Hand In Hand*, 1997 The Lutheran Church—Missouri Synod.)

LCMS District Office Contact Information

Contact the district office for the names and contact information of your district's education executive and early childhood consultant.

ATLANTIC

171 White Plains Road
Bronxville, NY 10708
914-337-5700
www.ad-lcms.org

FLORIDA-GEORGIA

5850 T. G. Lee Blvd., Suite 500
Orlando, FL 32822
407-857-5556
<http://flgadistrict.org>

LCMS INTERNATIONAL CENTER

1333 S. Kirkwood Road
Kirkwood, MO 63122
800-248-1930
www.lcms.org

CALIFORNIA-NEVADA-HAWAII

2772 Constitution Drive, Suite A
Livermore, CA 94551
925-245-4000
www.cnh-lcms.org

INDIANA

1145 S. Barr Street
Fort Wayne, IN 46802
260-423-1511
www.in.lcms.org

MICHIGAN

3773 Geddes Road
Ann Arbor, MI 48105
888-225-2111
www.michigandistrict.org

CENTRAL ILLINOIS

1850 North Grand Ave. West
Springfield, IL 62702
217-793-1802
www.cidlcms.org

IOWA EAST

1100 Blairs Ferry Road
Marion, IA 52302
319-373-2112
<http://lcmside.org>

MID-SOUTH

1675 Wynne Road
Cordova, TN 38016
901-373-1343
www.mid-southlcms.org

EASTERN

5111 Main Street
Williamsville, NY 14221
716-634-5111
www.lcmsed.org

IOWA WEST

409 Kenyon Road, Suite B
Fort Dodge, IA 50501
515-576-7666
www.idwlcms.org

MINNESOTA NORTH

P.O. Box 604
Brainerd, MN 56401
218-829-1781
<http://mnndistrict.webplus.net>

ENGLISH

33100 Freedom Rd
Farmington, MI 48336-4030
248-476-0039
www.englishdistrict.org

KANSAS

1000 S.W. 10th Ave.
Topeka, KS 66604
785-357-4441
www.kslcms.org

MINNESOTA SOUTH

14301 Grand Ave. South
Burnsville, MN 55306
952-435-2550
www.mns.lcms.org

MISSOURI

660 Mason Ridge Center Drive, Suite 100
St. Louis, MO 63141
314-590-6200
<http://mo.lcms.org>

MONTANA

30 Broadwater Ave.
Billings, MT 59101
406-259-2908
www.mtdistlcms.org

NEBRASKA

152 S. Columbia Ave.
Seward, NE 68434
888-643-2961
www.ndlcms.org

NEW ENGLAND

400 Wilbraham Road
Springfield, MA 01109
413-783-0131
www.ned-lcms.org

NEW JERSEY

1168 Springfield Ave.
Mountainside, NJ 07092
908-233-8111
www.njdistrict.org

NORTH DAKOTA

P.O. Box 9029
Fargo, ND 58106
701-293-9001
<http://nodaklcms.org>

NORTH WISCONSIN

3103 Seymour Lane
Wausau, WI 54401
715-845-8241
www.nwdlcms.org

NORTHERN ILLINOIS

2301 S. Wolf Road
Hillside, IL 60162
708-449-3020
www.ni.lcms.org

NORTHWEST

1700 N.E. Knott Street
Portland, OR 97212
503-288-8383
www.nowlcms.org

OHIO

P.O. Box 38277
Olmsted Falls, OH 44138
440-235-2297
<http://oh.lcms.org>

OKLAHOMA

308 N.W. 164th Street
Edmond, OK 73013
405-348-7600
<http://okdistlcms.org>

PACIFIC SOUTHWEST

1540 Concordia Drive East
Irvine, CA 92612
949-854-3232
www.psd-lcms.org

ROCKY MOUNTAIN

14334 E. Evans Ave.
Aurora, CO 80014
303-695-8001
<http://rm.lcms.org>

SELIC

4850 South Lake Drive
Cudahy, WI 53110
414-698-7208
www.selc.lcms.org

SOUTH DAKOTA

3501 Gateway Blvd.
Sioux Falls, SD 57109
605-361-1514
www.sddlcms.org

SOUTH WISCONSIN

8100 W. Capitol Drive
Milwaukee, WI 53222
414-464-8100
<http://swd.lcms.org>

SOUTHEASTERN

6315 Grovedale Drive
Alexandria, VA 22310
703-971-9371
www.se.lcms.org

SOUTHERN

100 Mission Drive
Slidell, LA 70460
504-282-2632
www.southernlcms.org

SOUTHERN ILLINOIS

2408 Lebanon Ave.
Belleville, IL 62221
618-234-4767
<http://sidlcms.sharepoint.com>

TEXAS

7900 E. Highway 290
Austin, TX 78724
800-951-3478
www.txdistlcms.org

WYOMING

2400 Hickory Street
Casper, WY 82604
307-265-9000
<http://wylcms.org>



Licensing Information

1. Go to individual state licensing websites for very specific information regarding standards.
2. Visit www.daycare.com for general listings regarding licensing requirements in all 50 states. Information from this website

highlights each state's:

- Licensing standards
- Worker qualifications
- Provider-child ratios
- Child abuse reporting
- Quality rating systems
- Exempt programs
- Contact information for licensing, child abuse, referrals

Proposed Timeline for Starting a New Early Childhood Program

NOTE: Since licensing and local regulations vary greatly from state to state and between municipalities and counties, it is highly recommended that each congregation/early childhood center work very closely and quickly in the process with their state and local licensing agencies and officials. Most of their regulations and contact information can be located on the agencies' websites. District education executives and early childhood consultants are often great resources to partner with in this planning process too.

12-36 Months Before Opening

- Begin research of community and congregation demographics
- Survey the congregation and community for early childhood programming needs
- Develop mission, vision, philosophy and purpose statements
- Develop relationships with the congregation
- Contact the LCMS education executive and early childhood consultant for assistance
- Contact local licensing and governing agencies for rules, regulations and timelines
- Work with an architect for adding to or modifying building usage (for new or remodeled construction)
- Establish a financial plan
- Look into third-source funding options: grants, endowments, benefactors, foundations, fundraising or government subsidy programs

9-12 Months Before Opening

- Create the job description for a director
- Begin the search or call process for a director
- Review building requirements and facilities
- Designate a tentative building usage plan (for an established building)
- Create a draft of the budget and set tuition rates

6-9 Months Before Opening

- Continue to work with the licensing agency regarding paperwork and visits
- Call/hire an early childhood director
- Create job descriptions for staff
- List equipment needs
- Develop a policy handbook that includes: staffing, discipline, curriculum, health, safety, nutrition and congregation/parent involvement
- Develop marketing materials: the website, written items and promotional pieces
- Develop the parent handbook
- Develop enrollment materials
- Develop school forms (purchase orders, attendance, inventories, etc.)

3-6 Months Before Opening

- Interview and call/hire staff
- Continue to work with licensing agencies for site visits and written policies
- Establish open house plans
- Establish the school calendar
- Develop curriculum plans
- Design the proposed daily schedule
- Develop a plan for building security and safety
- Order equipment and supplies
- Contact local media (newspapers, radio, etc.) with information regarding the new center
- Work with other local congregations to announce the opening of the early childhood program

2-3 Months Before Opening

- Schedule final licensing visit
- Continue to interview and call/hire staff
- Orient staff members
- Develop evaluation procedures and forms (for staff, program and students)
- Continue to interview and call/hire staff
- Continue to work with licensing agencies for site visits and written policies
- Set up classrooms with purchased equipment and supplies
- Hold a series of open house events
- Host new family tours
- Duplicate school handbooks

1-2 Months Before Opening

- Staff orientation session
- Continue to host new family tours
- Final building and classroom preparations
- Final licensing visit
- Send out welcome packets to all new families
- Final ordering: food and consumables
- Plan first day/week of school



Chapter 3 **appendix: the governing body**

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Chapter 3 appendix: the governing body

Division of Duties:

Chairperson

- Leads and organizes
- Uses parliamentary procedure to chair meetings
- Makes time for required tasks
- Displays positive attitude
- Motivates others
- Solves problems
- Works closely with director

Vice-Chairperson

- Serves in chairperson's absence
- Assumes responsibilities as directed by chairperson
- Represents chairperson when called upon

Finance/Treasurer

- Has experience in bookkeeping and is competent in fiscal matters
- Prepares or assists in the preparation of a detailed budget that accurately reports educational, staff and facility needs
- Prepares clear financial statements
- Works cooperatively with the early childhood program director and effectively with church finance committee, church treasurer and others

Secretary

- Records and prints minutes of meetings
- Files minutes and important materials in director's office
- Distributes copies of minutes no later than two weeks after a meeting
- Handles correspondence as directed by board
- Maintains files, records and policies for board in a permanent binder and in the policy manual

Other possible board positions:

- Staff liaison
- Parent liaison
- Special events coordinator
- Celebration coordinator

Sample Topics for a Policy Manual

NOTE: Many states have sample policies on their websites, as well as technical assistance. It is also helpful to check with a local lawyer to review proposed policies in addition to working with such governmental agencies as state licensing, health departments and OSHA (Occupational Safety Hazards Agency).

Employment:

- Employment at will
- Equal employment opportunities
- Employment of minors



- Employment of relatives
- Employment classifications
- Overtime
- Job descriptions
- Supervision of staff
- Child protection procedures
- Health requirements:
 - TB test
 - Physical exam
 - Immunizations
- Breaks and meal periods
- Personnel records
- Employee release
- Retention and dismissal
- Grievance, promotion and transfer

- Training requirements:
 - Continuing education/hours
 - CPR
 - First aid
 - Bloodborne pathogens

Benefits:

- Vacation
- Holidays
- Group insurance plans
- Workers' compensation
- Unemployment insurance
- Continuing education and professional memberships
- Tuition benefits
- Changes in benefits
- Leaves of absence
 - Sick
 - Maternity
 - Bereavement
 - Medical
 - Personal
 - Jury duty
 - Military
 - Additional paid leave
 - Unpaid leave
 - General provisions

Personnel:

- Called/contract/hourly status
- Absences and tardiness
- Reduction in force
- Termination
- Resignation
- Termination of benefits
- Time records

Compensation:

- Pay dates schedule
- Wage and salary review
- Garnishments
- Payroll deductions
- Overtime
- Discipline and termination procedures

General Information:

- Child abuse reporting
- Child health procedures
- Policy against harassment
- Outside activities
- Social media
- Morals policy
- Smoking
- Alcohol, drugs and controlled substances
- Personal appearance
- Lost and found
- Building access
- Business expense reporting
- Use of telephones
- Supply requests
- Employee parking
- Internet access
- Emergency procedures
- Open door procedures

Additional Program Policy Areas:

- Enrollment
- Curriculum
- Discipline
- Health and safety
- Licensing
- Accreditation
- Finance
- Legal

Sample Governing Body Orientation Agenda

- ▶ Opening devotion
- ▶ Short Bible study
- ▶ Warm-up, ice breaker activity
- ▶ Establish group norms (e.g., begin on time; honor everyone’s opinion; agree to disagree; say it here and now when it can do some good)
- ▶ Review mission statement of congregation and early childhood program
- ▶ Review philosophy statement
- ▶ Overview of present program and ministry
- ▶ Review role and function of board
- ▶ Review responsibilities of director
- ▶ Review any self-governance policies (e.g., meeting expectations, attendance, agenda, record keeping, confidentiality, board member responsibilities)
- ▶ Review policies relating to operation
- ▶ Review recently accomplished goals
- ▶ Look to setting new goals

Decision-Making Model

- Step 1:** Situation — Describe the situation.
- Step 2:** Contributing characteristics — State all the contributing characteristics and key issues to the situation including the people involved and past history.
- Step 3:** Dilemma — State the question that needs to be answered.

- Step 4:** Legal aspects — Are there any legal aspects or laws that predetermine a response? Will this action set a precedent for making a new policy?
- Step 5:** Priorities — State what the priorities are and refer back to the mission and purpose statements. What will shape the decision? Will this enhance or diminish the ministry?
- Step 6:** Options — Brainstorm for the situation.
- Step 7:** Benefits — State the benefits of each option. What are the immediate and long-term benefits?
- Step 8:** Costs — State the costs of each option. What will need to be given up for the sake of this decision? What will it cost to follow the decisions?
- Step 9:** Capacity to follow through — Narrow the options by determining which can be implemented and which tasks can be finished. Then, reevaluate each option by looking at priorities.
- Step 10:** Reach a decision — Does the organization have what it takes to live with the consequences of the decision? Will there be peace with the decision?
- Step 11:** Evaluate — What has been learned from this process? What changes will have to be made to enhance this decision and any future decisions?



Chapter 4 appendix: the business plan

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Chapter 4 appendix: the business plan

The Lutheran Church—Missouri Synod adopted these Biblical Stewardship Principles at its 1998 national convention. They are recommended for use in guiding stewardship education and appeal. These principles are available in four different languages and three age-appropriate versions (English only) at www.lcms.org/stewardship.

- God's stewards are stewards by virtue of creation and their recreation in Holy Baptism; therefore, they belong to the Lord.
- God's stewards are managers, not owners. God's stewards have been entrusted by God with life and life's resources and given the privilege of responsibly and joyfully managing them for Him.
- God's stewards are saints and sinners. God's stewards rejoice in and live out what God has declared them to be through the cross. At the same time, His stewards recognize that they are sinners who fight sin and its consequences each day.
- God's stewards are uniquely singular, yet profoundly plural.
- God's stewards recognize that their lives are not solo performances but personal responses to God. They live this out within the community of faith to benefit the whole world.
- God's stewards are in the world, but they are not of the world. God's stewards recognize that the

Lord sets them apart from the world and, by the transforming power of the Gospel, sends them into the world to live out the Gospel.

- God's stewards are loved and loving. God's stewards recognize that their stewardship flows out of God's act of love for them in Christ, which empowers them, in turn, to love others with acts of Christ-like love.
- God's stewards are served and serving. God's stewards recognize that their stewardship involves a Gospel-powered style of life that is demonstrated in servanthood within all arenas of life.
- God's stewards live with an awareness of the present and future, of time and eternity. God's stewards live intentionally in the light of God's eternal purpose, while also being firmly committed to His rule here and now.

Resources

Child-care Management Software

www.childcaremanager.com — Handles accounting, time and attendance, food programs and more

www.ezcare2.com — Software for billing, accounting and child-care management



www.maggey.com — Easy-to-use child-care management software; telephone support

www.procaresoftware.com — Handles billings, accounts payable, child-care management and is compatible with Windows, making mailings easy to send

Resources for Fund Development

Bergman, R. 2010. *Not Just Small Change: Fund Development for Early Childhood Programs*. Redmond, WA: Exchange Press.

NAEYC Accreditation Standards for Student-to-Staff Ratios

AGE	RATIO	MAX. GROUP SIZE
Infants (up to 15 months)	1:3	6
	1:4	8
Toddlers (12–28 months)	1:3	6
	1:4	12
Toddlers (21–36 months)	1:4	8
	1:5	10
	1:6	12
Young Preschoolers (2.5–3 years)	1:6	12
	1:6	14
	1:6	16
	1:6	18
Preschoolers (4 years)	1:6	14
	1:6	14
	1:6	14
Kindergarten	1:6	14

Sample Budgetary Timeline

8–9 Months Before the Start of the Fiscal Year

- ▶ Begin initial review of the current budget
- ▶ Begin preliminary work for next budget
- ▶ Survey area early childhood programs for enrollments and fees

4–8 Months Before the Start of the Fiscal Year

- ▶ Develop enrollment estimates
- ▶ Project staff needs
- ▶ Consult with finance committee/discuss congregational support
- ▶ Determine fees
- ▶ Develop plans for tuition assistance for those in need

3–4 Months Before the Start of the Fiscal Year

- ▶ Determine specific amounts for facilities, equipment and supplies based on projected enrollment
- ▶ Finalize congregations' support of the early childhood program

2–3 Months Before the Start of the Fiscal Year

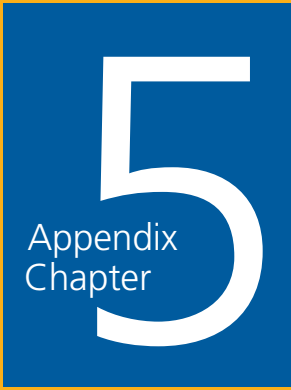
- ▶ Submit final budget for approval

1–2 Months Before the Start of the Fiscal Year

- ▶ Voters or governing board meeting to finalize the budget



Chapter 5 appendix: marketing



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Chapter 5 appendix: marketing



LCMS Early Childhood Websites

The websites listed below represent both free-standing early childhood centers as well as early childhood programs that are a part of an elementary school ministry. These websites represent schools that strive to keep current and innovative with their website information and techniques.

BETHANY LUTHERAN SCHOOL NAPERVILLE, ILL.

www.bethanylcs.org

- ▶ Forms
- ▶ Staff info and photos
- ▶ Newsletters
- ▶ Classroom pages
- ▶ Hosted in conjunction with their elementary school

CHRIST LUTHERAN EARLY CHILDHOOD CENTER AMSTON, CONN.

www.clshebron.org

- ▶ Photo slideshow homepage
- ▶ Forms
- ▶ Daily schedules

CHRIST MEMORIAL CHILD CARE CENTER ST. LOUIS, MO.

www.cmchildcare.org

- ▶ Newsletters
- ▶ Slideshow school tour
- ▶ Links
- ▶ Policies

GRACE LUTHERAN EARLY CHILDHOOD CENTER HOUMA, LA.

www.gracehouma.org/ecc.htm

- ▶ Photos of the center
- ▶ Brochures
- ▶ Fees info
- ▶ Enrollment info
- ▶ Handbooks
- ▶ Parent resources
- ▶ Interactive children's activities

GRACE LUTHERAN SCHOOL MODESTO, CALIF.

www.gracelutherschool.com

- ▶ Curriculum info
- ▶ Staff info and photos
- ▶ Testimonials and other marketing tools
- ▶ Hosted in conjunction with their elementary school



**IMMANUEL LUTHERAN CHURCH AND SCHOOL
BATAVIA, ILL.**

www.immanuelbatavia.org

- ▶ Promotional video
- ▶ Slideshow homepage
- ▶ Hosted in conjunction with their elementary school

- ▶ Staff info and photos
- ▶ Newsletters

**LOVING SHEPHERD EARLY LEARNING CENTER
GOLDEN VALLEY, MINN.**

www.lselc.net

- ▶ Slideshow homepage
- ▶ Calendar
- ▶ Staff photos and info
- ▶ Forms

**SHEPHERD OF THE DESERT EARLY CHILDHOOD
SCOTTSDALE, ARIZ.**

www.school.sotdaz.org

- ▶ Slideshow homepage
- ▶ Enrollment procedures
- ▶ Hosted in conjunction with the elementary school

**PRINCE OF PEACE LUTHERAN SCHOOL
ST. CLOUD, MINN.**

<http://princeofpeacels.org>

- ▶ Musical background: children singing
- ▶ Behavioral guidance program
- ▶ Slideshow homepage
- ▶ Handbooks
- ▶ Parent quotes
- ▶ Forms
- ▶ Hosted in conjunction with the elementary school

**SPRINGFIELD LUTHERAN SCHOOL
SPRINGFIELD, MO.**

<http://slssaints.org>

- ▶ Newsletters
- ▶ Staff info and photos
- ▶ Classroom photos and pages
- ▶ "Private Education" video
- ▶ Frequently asked questions
- ▶ Enrollment information
- ▶ School reviews
- ▶ Parent resources
- ▶ Hosted in conjunction with their elementary school

**ST. JOHN'S EARLY CHILDHOOD PROGRAM
CYPRESS, TEXAS**

www.stjohn-lutheran.net/preschool

- ▶ Great photography
- ▶ Handbooks
- ▶ Parenting info

**ST. JOHN LUTHERAN SCHOOL
ELLISVILLE, MO.**

www.stjstl.net/school

- ▶ Teacher/classroom links
- ▶ Lunch and extended care info
- ▶ Handbooks
- ▶ Hosted in conjunction with their elementary school

**ST. PETER LUTHERAN CHURCH AND SCHOOL
ARLINGTON HEIGHTS, ILL.**

stpetermyschool.com

- ▶ Staff info and photos
- ▶ Handbooks
- ▶ Forms
- ▶ Newsletters
- ▶ Hosted in conjunction with their elementary school

**ST. PHILIP LUTHERAN EARLY CHILDHOOD
CENTER, CHICAGO, ILL.**

www.stphiliplutheran.com/index.php/ecc

- ▶ Outlines procedures for prospective families
- ▶ Current weather reports
- ▶ Supported by family sponsorships
- ▶ Alumni info
- ▶ Hosted in conjunction with their elementary school

**TRINITY LUTHERAN EARLY CHILDHOOD CENTER
CLINTON TOWNSHIP, MICH.**

www.trinityct.org

- ▶ Forms
- ▶ Newsletters
- ▶ Staff photos
- ▶ Frequently asked questions

Job Descriptions

Sample #1

Ministry Description for the Marketing Director

General Description

Promote _____ Lutheran Church and School. Work with the school's administration to increase the school's enrollment in each grade. The position's primary responsibility is to increase the number of inquiries, visits and applications to the school. Direct responsibility to determine a student's actual admission remains the role of the principal.

Qualifications

The marketing director will:

1. Be an active member of an LCMS congregation.
2. Be knowledgeable about _____ Lutheran Church and School and supportive of its ministry.
3. Preferably have a child or grandchild attending _____ Lutheran School.
4. Have a college degree.
5. Have good communication skills and be able to expressively articulate the mission.
6. Present a professional look.
7. Be energetic and confident.

Duties

The marketing director will be responsible for:

1. Being highly visible as a representative of the school in _____'s congregation and community.
2. Redeveloping all admissions materials to be market ready and professional.
3. Visiting local preschools, child-care centers and churches to develop positive working relationships with them.
4. Maintaining records of contacts — phone numbers, addresses, contact person, etc.
5. Developing a comprehensive marketing campaign by June of each year and implementing it, revising it as necessary, throughout the school year.
6. Guiding prospective families from the inquiry

stage, through the application and enrollment process, and into the assimilation and retention stages.

7. Arranging, publicizing and hosting admissions events during school year, including the annual school orientation event.
8. Developing and maintaining positive relationships with current school families, prospective families and community organizations.
9. Developing and maintaining positive relationships with school alumni. This includes developing a record-keeping system to keep track of alumni and communication with them.
10. Attending school functions and interacting with the students, parents and guests.
11. Publicizing _____ Lutheran School events with local media, the congregation and the community.
12. Discovering and attending school or community fairs where _____ can set up an information booth, as well as organizing volunteers to spend time at the booth.
13. Working with other Lutheran churches, schools and institutions to coordinate _____'s marketing efforts with theirs.
14. Working with members of _____'s parent community to promote the school.
15. Working with members of _____'s faculty and staff as ambassadors to assist in the retention and recruitment of students.
16. Regularly providing written and oral reports to the principal of work accomplished and action plans for future projects.
17. Once a student is accepted into _____ Lutheran School, helping the family assimilate into _____'s community.
18. Acknowledging those within the current school community who join in the effort to promote the school (thank-you cards, hospitality gifts, etc.).
19. Providing quarterly reports for the voters assembly.
20. Developing a student retention strategy within the school for use throughout the year.
21. Establishing advisory and support groups as needed to carry out the various tasks of this position.



22. Visiting congregational families that have newborns.

Hours

This is a 60 percent salaried position with benefits. It is expected that the marketing director will devote all of the time required to fulfill responsibilities and

that the best possible effort will be given to the position. The marketing director will be under the direct supervision of the principal.

Sample #2 Ministry Description for the Admissions Counselor

Accountability

The admissions counselor is directly accountable to the school administrator and indirectly accountable to the school board.

General Description

Overall promotion of _____ Lutheran Church and School with the goal of increasing or maintaining school enrollment and church membership. The very essence of this position requires the individual to develop relationships with a great multitude of individuals and groups.

Responsibilities

The admissions counselor is responsible for:

1. Developing and maintaining printed materials for publicity, application, enrollment and membership.
2. Visiting local churches, preschools and child-care centers; maintaining contact and developing positive working relationships with them.
3. Receiving all incoming requests for information, tours and so on from prospective families.
4. Scheduling and conducting tours of _____ Lutheran Church and School based on the availability of prospective families.
5. Guiding prospective families through the application, enrollment or membership process.
6. Arranging, publicizing and hosting open house events throughout the year.
7. Developing and maintaining positive relationships with prospective families, current students and families, and school alumni.
8. Attending school and church functions and interacting with the students, parents, members and guests.
9. Publicizing _____ Lutheran Church and School events in local newspapers, the community and within the congregation.
10. Working with members of the school's parent community to promote the church and school.
11. Assisting families once their student is accepted into the school to assimilate into _____'s community.
12. Communicating regularly with faculty and staff regarding scheduled tours, open houses, activities and more.
13. Providing written and oral reports to the school administrator of work accomplished and action plans for future projects on a monthly basis.
14. Identifying and counseling church member families with school-age children not currently enrolled at _____ Lutheran School.
15. Communicating with faculty and staff regarding new enrollees and members.
16. Assisting in the retention of current students/members by conducting exit interviews as needed.
17. Representing the church and school at various speaking opportunities.
18. Serving as a support member of the marketing committee.
19. Joining the local chamber of commerce or other important neighborhood service organizations.
20. Building a database of alumni information.
21. Attending the monthly LCMS district admissions counselors meeting.
22. Attending the annual National Admissions Counselor Conference.
23. Maintaining high visibility as a representative of the school and church in _____'s congregation and community.

24. Working closely with _____'s director of connections.
25. Guiding and assisting with church and school websites.
26. Performing related duties as assigned.

Qualifications

The admissions counselor will:

1. Be an active member of _____ Lutheran Church and School or be willing to become one.
2. Exhibit a Christ-like lifestyle.
3. Understand and be able to communicate the doctrinal positions of the LCMS.
4. Believe in the value of Christian education.
5. Hold an extensive knowledge of school and church structure, activities, programs and so on.
6. Employ strong relational and communication skills in order to deal effectively with new prospects, current families, students, faculty and staff.
7. Maintain a high degree of objectivity, honesty, trustworthiness and confidentiality.
8. Understand that beyond regular responsibilities, other actions may be requested by _____'s administration.
9. Display confidence in public speaking.
10. Display professionalism in appearance, attitude and conduct with staff, prospective families and congregation members.
11. Display needed skills in the use of technology as a communication and marketing tool.
12. Be tactful and courteous, in addition to being an effective listener and communicator.

Work Schedule

The admissions counselor is a part-time position of approximately 20 hours per week. However, there will be events that will necessitate that additional hours be spent for the benefit of the ministry.

It is expected the admissions counselor will devote the time required to fulfill these responsibilities to the best of his or her God-given abilities.

Evaluation

The admissions counselor will be under the direct supervision of the school administrator, and he/she will conduct an annual ministry review of the admissions counselor.



Appendix
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Chapter 6 appendix: the director



Sample Job Descriptions: Early Childhood Directors

Sample #1

Job Description: Director

Responsible to: Minister to Families with Young Children

Setting: Free-standing early childhood center

Self-management and Professional Conduct

The director will:

1. Be a committed Christian and member of _____ Lutheran Church.
2. See his/her role as a calling for ministry, understanding the mission of the church, school and child-care ministries.
3. Be ready and able to share the Gospel and personal faith with children, parents and staff through words, action and attitude.
4. Be a positive, caring person, liking and valuing children of all ages.
5. Maintain Red Cross first aid and child and infant CPR certification every 2 years.
6. Keep current TB test (every 3 years) and

- physical (every 2 years) on file.
7. Be on-site a minimum of six hours per day.

Administrative Responsibilities

The director will:

1. Complete all necessary state-required forms and documents and meet with state licensing consultants upon request. Communicate with consultants as well as the health department about all aspects of the program.
2. Prepare, update and distribute the parent handbook, which must include policies on attendance, fees, admission, discipline, program schedule, the general philosophy and goals.
3. Plan and schedule administrative responsibilities.
4. Schedule the use of shared classroom space, gym and equipment.
5. Plan the yearly calendar to include days and times the child-care center will be open.
6. Report to the principal, early childhood committee and minister for preschool families regularly on the progress of the program,



- concerns, needs, budget and staff evaluations.
7. Follow and implement the Personnel Policies and Procedures Handbook of _____ Lutheran Church.
 8. Ensure that all state requirements are met or exceeded.
 9. Maintain advertising and public relations

programs to promote enrollment.

10. Communicate to parents through a newsletter or other form of communication about the program or their child's progress within the program. Be ready to share personal faith when appropriate.
11. Communicate with families about the exceptional behavior of children in order to work together for the best of the child. Make decisions about exclusions and inform parents.
12. Maintain a waiting list.
13. Maintain a snack menu.

Fiscal Responsibilities

The director will:

1. Establish and operate within a budget.
2. Purchase equipment and supplies, keeping all receipts and accounting for all moneys spent or received, turning in records to the business manager.
3. Keep inventories of supplies and equipment.
4. Arrange for custodial care of the center.
5. Manage supplies, replacing equipment and stocking supplies as needed. Ask for donations when appropriate.
6. Maintain accurate accounting of lunches, comparing records with the school cook for billing to the State Department of Education. Bill the Department of Education for snacks.
7. Maintain records of children's attendance and bill accordingly. Keep records of payments and work with delinquent families.
8. Provide financial reports to the minister to preschool families, principal and early childhood committee.
9. Provide year-end tax information.

Staff Management

The director will:

1. Supervise the planning and implementation of the daily program in each classroom, which includes Bible-based and age-appropriate activities.
2. Train, schedule, supervise and evaluate lead teachers, caregivers, aids, the receptionist and the custodian.
3. Plan staff meetings and participate in staff development. Be open and honest with staff, praising and encouraging as well as confronting problems in love.
4. Meet with lead teachers at least monthly for planning and problem solving.
5. Arrange for substitutes when needed.
6. Keep employee files current, including confidential forms, criminal record checks, TB tests, physicals and Red Cross certifications.
7. Maintain proper adult-child ratios and enrollment for space provided at all times.
8. Execute fire and tornado drills and maintain proper recording.

Child Management

The director will:

1. Encourage registration and enroll children, keeping health and registration forms updated.
2. Familiarize parents with the center and its policies.
3. Speak to children about exceptional behavior.
4. Familiarize him or herself with all children in the program and their families to better serve the needs of each individual family.
5. Communicate with staff about the growth and development of each child in the program.

Personal Characteristics

The director will:

1. Have experience in working with children of all ages.
2. Be flexible and emotionally stable.
3. Attend church and school of discipleship classes regularly.
4. Display abilities in planning and coordinating programs.
5. Display abilities in supervision.

- Demonstrate initiative and competence in working effectively without close supervision.
- Have a genuine love for families.

Qualifications

Have completed a minimum of 60 semester hours of credit at an accredited college or university, 12 of which were in child development, child psychology or early childhood education. Or hold an associate degree in Early Childhood Curriculum or a bachelor's degree in Education with Early Childhood Certification, Child Development or a related field that fills state requirements.

Sample #2

Job Description:

Early Childhood Director/Assistant Principal

Setting: Elementary school with preschool and kindergarten

General Administration

The director will:

- Coordinate the assigning of students into the appropriate preschool and kindergarten classes.
- Meet with the school board as needed regarding early childhood programming.
- Coordinate space, scheduling, staffing and curriculum between the early childhood and extended-care programs and related church, school and community programs.
- Work with the school principal and church/school budget committee to develop a unified church/school budget.
- Order materials, supplies and services as needed for the early childhood programs.
- Collect and review lesson plans from early childhood faculty.
- Work with the building principal to complete emergency plans, procedures and drills.
- Lead weekly walk-through tours with the maintenance/custodial staff.
- Assist with and/or lead faculty, departmental and other meetings, as assigned by the principal.

Public Relations

The director will:

- Serve as a spokesperson for the early childhood program.
- Orient new families to the early childhood program.
- Participate in area early childhood fairs at four local public libraries.
- Assist with the development of early childhood registration materials and procedures (open houses, registration days) in coordination with the school principal.
- Work with the website committee to communicate information regarding the early childhood program via the Internet.
- Develop and publish weekly newsletters for the early childhood program.
- Publicize information regarding early childhood programs to the church, school and community.

Curriculum

The director will:

- Work with a faculty committee to study, review and update the curriculum based on a designated six-year cycle.
- Format, organize and present all updated curriculums to the school faculty, ministerial staff and school board for final curriculum approval.
- Duplicate all three of the updated curriculums for usage by the school faculty, ministerial staff and the school board upon final approval.
- Coordinate the development of themes and curriculum in the early childhood program.

Staffing

The director will:

- Work with preschool and kindergarten staff to develop programming, scheduling, curriculum and special activities.
- Assist with the interview process of new early childhood and extended-care staff members.
- Orient new early childhood staff to the early childhood programs.
- Promote and encourage staff development through staff training sessions, workshops and continuing education opportunities.



5. Use the substitute list to provide for any staffing substitutions in the program.
6. Work with the principal and school board to fill long-term substitutions with qualified substitute staff.
7. Complete paperwork (attendance and payroll) for all necessary substitutions.
8. Communicate with the school office staff on a daily basis regarding all substitutions.
9. Supervise staff in the early childhood program.
10. Assist faculty, staff and administration as assigned by the principal.

Director Interview Questions

Candidate: _____ Date: _____

Introductory:

1. Share about your background, education, life experiences, personal interests.
2. Tell us about your present position or one you have held within the past five years.
What gives you fulfillment in this position?
3. How did you see God at work through you in this position?

Philosophy:

4. Describe your philosophy of early childhood education.
5. Describe your leadership style.

Professionalism:

6. What would you bring to our ministry?
7. What are your greatest strengths in ministry? What are your weaknesses?

Spiritual Walk:

8. Tell us about your faith journey.

Curriculum:

9. Tell us about your application of “Developmentally Appropriate Practices” in an early childhood classroom/program
10. What other early childhood curriculum models have you applied in previous positions?

Administration:

11. What experience do you have with licensing and/or accreditation?
12. How do you envision using technology in this position?

Marketing:

13. How would you contact and connect our families with children from birth to age five?
14. Explain your experience with concept of school marketing.

Team Ministry:

15. Describe what an ideal partnership between a church, elementary school and an early childhood center could look like.
16. Tell us about other partnerships and/or collaborations that you have worked with in the past.

Staffing:

17. Describe your style of staff management.
18. How do you motivate staff members?
19. Describe a challenge that you have experienced in the area of staffing.
20. What style of staff evaluation works best for you and your staff members?

Fiscal Responsibilities:

21. Explain the experiences/education that you have had with
 - Budgeting
 - Collection of fees
 - Payroll
 - Grant writing

Concluding:

22. What do you find attractive about
 - This position
 - This center
 - This congregation
23. What are your sources for your own nurture, feedback and affirmation?
24. What are your long-range plans for professional development?
25. How will you/could you involve yourself in the life of our congregation?

Director Evaluation By Staff

Director _____ Date _____

Key:

C= Consistently U=Usually O= Occasionally N= Never

The Director:	C	U	O	N
Promotes an environment where Christ permeates the school climate				
Is more reflection vs. rule-based				
Promotes high expectations and professional, Christian ethics				
Encourages the use of innovation and best practices in education				
Promotes quality early childhood environments				
Creates camaraderie, collaboration and staff cohesion				
Is fair and equitable to students, staff and families				
Communicates clear expectations and information in a timely manner				
Seeks out input from others				
Is available as needed				
Offers assistance and support to students				
Offers assistance and support to families				

	C	U	O	N
Offers assistance and support to staff				
Is an advocate for the early childhood program				
Is easy to talk to				
Is a good listener				
Strives to develop leadership skills in others				
Offers resources and options for professional growth				
Creates opportunities for reflection and growth				
Creates options for peer collaboration				

Comments _____

Sample Director Evaluation

Early Childhood Director _____

Completed by _____ Date _____

Signatures _____

Evaluation Scale

Please circle the choice that most accurately expresses your rating.

QUALITIES	HIGH					LOW				
I. PERSONAL AND PROFESSIONAL										
1. Is dependable and responsible	9	7	5	3	0					
2. Has a positive attitude toward Christian calling	9	7	5	3	0					
3. Is respected for integrity	9	7	5	3	0					
4. Uses the Means of Grace regularly	9	7	5	3	0					
5. Is cooperative with staff members	9	7	5	3	0					
6. Exercises sound and mature judgment	9	7	5	3	0					
7. Promotes effective teacher-pupil relationships	9	7	5	3	0					
Section I Total Score _____										
II. RELATIONSHIPS										
1. Develops and maintains cooperative parent-teacher relationships	8	6	4	2	0					
2. Has Christian relationship with family	8	6	4	2	0					
3. Conducts life in professional manner	8	6	4	2	0					
4. Is tolerant of others	8	6	4	2	0					
5. Reflects total parish view of the "teaching ministry"	8	6	4	2	0					

6. Is accepted for leadership ability	8	6	4	2	0
7. Knows current trends of curriculum development and practice in early childhood education	8	6	4	2	0
8. Is recognized as an effective teacher	8	6	4	2	0
9. Takes constructive criticism well	8	6	4	2	0

Section II Total Score _____

III. LEADERSHIP ROLE

1. Speaks with conviction at opportune times	7	5	3	1	0
2. Delegates responsibility wisely when in leadership role	7	5	3	1	0
3. Reflects commitment to democratic leadership and decision making	7	5	3	1	0
4. Seeks opportunity for innovation	7	5	3	1	0
5. Dresses properly; is well groomed	7	5	3	1	0
6. Participates in in-service programs	7	5	3	1	0

Section III Total Score _____

IV. HEALTH & WELLBEING

1. Uses good common sense in all matters	6	5	2	1	0
2. Possesses sound health and physical energy	6	5	2	1	0
3. Has a sense of humor	6	5	2	1	0
4. Reads widely in professional areas	6	5	2	1	0
5. Demonstrates competence in parish work	6	5	2	1	0
6. Performs effectively as a public speaker	6	5	2	1	0

Section IV Total Score _____

V. COMMUNITY INVOLVEMENT/OUTREACH

1. Has been active in professional organizations	5	4	2	1	0
2. Is active in civic affairs	5	4	2	1	0
3. Is active in some physical activity (e.g., golfing, jogging, skiing)	5	4	2	1	0

Section V Total Score _____

SCORE COMPARISON AND INTERPRETATION

Score Received	Most Desirable Score Range
Section I _____	49–63
Section II _____	54–72
Section III _____	30–42
Section IV _____	30–36
Section V _____	12–15
Total Score _____	175–228 Total Desirable

Leadership Resources for Early Childhood Program Directors/Administrators

Published Resources

Bloom, P., Sheerer, M., & Britz, J. 1998. *Blueprint for Action*. Beltsville, MD: Gryphon House.

Bloom, P. *From the Inside Out: The Power of Reflection and Self-Awareness*. Washington, D.C.: National Association for the Education of Young Children.

Bloom, P. 1988. *A Great Place to Work: Improving Conditions for Staff in Young Children's Programs*. Washington, D.C.: National Association for the Education of Young Children.

Bloom, P. 2003. *Leadership In Action*. Washington, D.C.: National Association for the Education of Young Children.

Neugebauer, B. & Neugebauer R. ed. *Art of Leadership: Managing Early Childhood Organizations*. Redmond, WA: Child Care Exchange.

Talan, T. & Bloom, P. 2009. *Program Administration Scale: Measuring Early Childhood Leadership And Management*. New York: Teachers College Press.

Options for Staff Training/Development

- State licensing agencies have knowledge of available training/development (e.g., state funded, colleges, universities, community colleges).
- Many LCMS districts host yearly conferences for early childhood program directors and staff.
- The Concordia University System offers classes on campuses, as well as, online (www.cuenet.edu).
- Lutheran Education Association (LEA) offers a variety of webinars for staff training (www.lea.org).
- The National Association for Education of Young Children (NAEYC) offers national, state and local workshops and conferences. Check www.naeyc.org and state affiliates.
- Community agencies often supply speakers for staff training/development meetings (e.g., health department, resources for assessment and follow-up for children with special needs).

- Directors of nearby early childhood programs could be invited to lead staff training/development.
- Child Care Exchange magazine offers “Out of the Box Training Kits” (www.ChildCareExchange.com). Training hours and continuing education credits can be earned by reading articles in the bi-monthly magazine (www.ChildCareExchange.com/ceu).
- Teacher resource companies may have retail stores or offer training: Lakeshore (www.lakeshorelearning.com); Discount School Supply (www.discountschoolsapply.com); Kaplan (www.kaplanco.com).

Periodicals/Publications

Child Care Exchange — Promotes the exchange of ideas among leaders in early childhood programs worldwide through *Exchange* magazine, books and training resources. Both free and fee-based materials are available (www.childcareexchange.com).

Time Out For Directors — Leadership support, spiritual encouragement and ideas to share are provided in this monthly publication. This helpful resource is available through the Lutheran School Portal (www.luthed.org).

Young Children — Quarterly magazine by the National Association for the Education of Young Children, which is the world's largest organization working on behalf of young children with nearly 80,000 members, a national network of more than 300 state and local affiliates, and a growing global alliance of like-minded organizations. Contains research-based articles (www.naeyc.org).

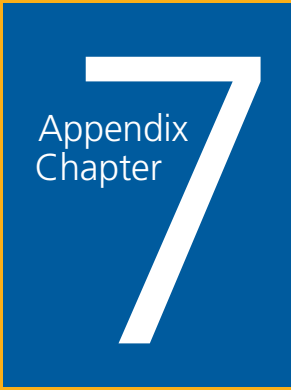
Shaping the Future — Quarterly electronic publication of the Lutheran Education Association. Regular articles and topics are sponsored by the Early Childhood Leadership team and network (www.lea.org).

Professional Organizations

- Lutheran Education Association — www.lea.org
- National Association for the Education of Young Children — www.naeyc.org
- Zero to Three — www.zerotothree.org



Chapter 7 **appendix: the program staff**



Chapter 7 **appendix: the program staff**



New Teacher Orientation Meeting Topics and Events

- Provide a history of the early childhood program
- Discuss the mission statement, purpose, philosophy, programs and policies
- Review staff and parent handbooks
- Provide and review a written curriculum guide
- Review job descriptions
- Give a tour of the facility to new staff members
- Provide a list of teacher resources, classroom supplies and storage areas
- Meet with the pastor(s) and other ministry leaders to discuss unique needs and characteristics of the congregation
- Introduce and meet with all church staff members
- Plan a social gathering of staff and board members

Job Description Topics/Items

- Have a great love for children and a respect for all people
- Have expertise in early childhood education; be able to understand current trends and research relating to the growth and development of young children
- Exhibit good organizational skills and an ability to plan and implement the curriculum appropriately

- Is a good team member who has the ability to cooperate and partner with staff and families
- Is flexible; must be able to adapt to and accommodate a variety of situations and circumstances
- Have a desire to learn — a teacher must continually grow personally and professionally; show intelligence and imagination
- Is reliable — you need to trust your staff to do the job; teaching requires a high level of integrity
- Understand current trends in early childhood education, development, guidance and behavior
- Indicate a willingness to network with other Lutheran schools and churches, other full-day early childhood programs and preschools, families and members of the congregation

Spiritual Growth

- Encourage staff members to attend worship regularly
- Conduct short, daily staff devotions and prayer times
- Host an annual staff retreat
- Establish prayer partners among staff
- Have each staff member develop a written plan for personal Bible study and prayer
- Encourage staff members to continue their theological education; contact the LCMS college



or university nearest you for information on courses offered

- ▶ Encourage professional growth by making it financially possible for staff to have active memberships in professional organizations (such as NAEYC or LEA)
- ▶ Encourage attendance and participation in adult

instruction classes (if not a member of an LCMS congregation) to learn about Lutheran doctrine and practice

- ▶ Learn about LCMS structure, organizations and agencies that serve as helpful resources (district early childhood consultant, Lutheran Education Association, Concordia Publishing House, etc.)

Staff Development

- ▶ Schedule in-service trainings, discussions, speakers and reports at staff meetings
- ▶ Encourage and support participation in local, regional and national early childhood conferences and workshops; staff members should be encouraged to participate beyond minimal compliance with licensing and/or teacher certification requirements
- ▶ Contact the local LCMS district (www.lcms.org/districts) for a calendar of events; inquire through local chapters, state and national units of the National Association for the Education of Young Children (www.naeyc.org) for workshop information
- ▶ Subscribe to and read professional educational journals and books
- ▶ Continue education through local colleges or universities via the Concordia University System's distance-learning program (www.lcms.org/universities)
- ▶ Subscribe to the Lutheran School Portal (www.luthed.org)
- ▶ Learn about National Lutheran School Accreditation (www.lcms.org/schools)
- ▶ Find LEA resources (www.lea.org)
- ▶ Check local state websites for training resources
- ▶ Visit the Child Care Exchange for "Out of the Box Trainings" (www.childcareexchange.org)

Sample Job Descriptions

Teacher Job Description #1:

Title: Teacher (Appropriate for early childhood and/or elementary education teachers)

The purpose of the position is to:

1. Teach the Word of God and particularly the Gospel message of Jesus Christ as our crucified and risen Savior.
2. Assist the principal in establishing a Christian learning environment in the school.
3. Serve as a role model to fellow teachers, prospective teachers and the learning community.
4. Work with the children and their families to assist them in becoming responsible members of the body of Christ.
5. Teach the required curriculum for the assigned grade level(s).
6. Value and respect the individual worth, dignity, and God-given talents and abilities of each individual student.
7. Support and carry out the mission of the school.

Accountability is to the:

1. Governance board
2. Principal/early childhood director

Responsibilities to carry out the school's mission:

Nurturing:

1. Communicate effectively with the pupils, commending and reinforcing good conduct and achievement on the part of the pupils.
2. Use wholesome motivational techniques that help produce the desired learning environment.
3. Maintain effective Christian discipline in the classroom as outlined in the school handbook.
4. Counsel pupils individually, when necessary.
5. Demonstrate in a variety of ways genuine care and concern for students.
6. Respect and celebrate the cultural diversity of students.
7. Demonstrate enthusiasm for teaching and learning.

8. Encourage critical thinking, life-long learning, creativity and risk taking.
9. Promote a strong Christian relationship among fellow staff members.
10. Maintain an environment that is Christ-centered, positive, supportive, nurturing and challenging.

Educating:

1. Relate instruction to the Christian objectives of the school.
2. Develop and communicate effective long-range and short-range (daily lesson plans) planning for classroom instruction.
3. Use appropriate procedures to evaluate student attendance and achievement.
4. Maintain adequate records of student achievement and other required data.
5. Complete record-keeping procedures.
6. Train and supervise aides and volunteers when appropriate.
7. Be willing to grow professionally through educational readings, attendance at workshops or participation in graduate-level courses according to the continuing education policy.
8. Adapt lessons to meet individual student needs.
9. Create and implement developmentally appropriate lessons for a varied range of student needs.
10. Implement best practice strategies in instruction, technology and assessment.
11. Teach for mastery rather than converge.
12. Create lessons that are student-centered, based in content, stimulating, innovative, enhanced with appropriate technology, inquiry-based and fun.
13. Participate in at least one professional organization in addition to LEA.
14. Employ a variety of assessment methods (work samples, anecdotal records, portfolios, etc.).

Witnessing:

1. Keep the classroom appearance interesting, stimulating, neat and pleasant.
2. Be involved in the worship life of the parish and, if at all possible, become involved in some parish activities.
3. Seek to continually grow spiritually through Bible study and prayer.

4. Conduct oneself as a professional educator at all times.
5. Conduct oneself as the school's public relations voice at all times.
6. Integrate Christian ethics, principles and doctrine into all subject areas.
7. Verbalize the Law and Gospel in the manner of Christ Himself.
8. Take every opportunity to witness one's faith to children and parents to encourage faith development and worship attendance.

Serving:

1. Communicate regularly with parents in written form, electronically and personally.
2. Assist with special school programs, religious services, projects and extracurricular activities as assigned.
3. Be responsible for playground, lunchroom, hallway, athletic and other supervision duties as assigned by the principal and/or early childhood director.
4. Attend faculty meetings, teacher conferences, department meetings, PTL meetings, faculty devotions and congregation meetings.
5. Maintain a substitute teacher folder that contains the daily schedule, class list and materials used.
6. Abide by school policies as listed in the Policy Manual.
7. Conduct parent conferences and orientation meetings at the times designated.
8. Participate in activities and programs sponsored by the class/department/school during and after school hours.
9. Commit to students and their learning, and provide appropriate, timely and constructive feedback to students.
10. Work collaboratively for the benefit of all students in the school.
11. Manage classroom funds responsibly with administrative approval.

Qualifications necessary for this position include:

1. Faith in Jesus Christ as Lord and Savior.
2. A bachelor's degree in Early Childhood Education, Elementary Education or in the teaching area assigned.



3. Certified by the state or taking steps toward such certification in the area of responsibility.
4. Sufficient skills to fulfill the responsibility of this position.
5. Membership on the synodical roster is desired, when feasible.
6. Membership at _____ Lutheran Church.

5. Support other staff by being a positive role model and providing guidance when working with each other and children
6. Meet with other staff (within the room or between shifts) for planning and problem solving

Teacher Job Description #2

Title: Lead Teacher (Designed for a free-standing early childhood center)

Responsible to: Director

Self-management and Professional Conduct

1. Be a committed Christian
2. See his/her role as a calling for ministry, understanding the role of the mission of _____ Early Childhood Center
3. Understand that the lead teacher's first priority is to "teach" the children about the love of Jesus through positive role modeling, gentle and consistent temperament, and caring relationships
4. Be a positive, caring person with enthusiasm for caring for children
5. Attend all staff meetings, attend workshops and seminars whenever possible, and log at least 12 training hours each year
6. Maintain Red Cross first aid and child and infant CPR certifications

Staff Management

1. Plan yearly, monthly and weekly goals and objectives in written form; have the goals/lesson plans approved a month in advance by the director
2. Maintain inventory of equipment and supplies
3. Based upon the lesson plans and inventory, plan for and request materials and supplies by the 25th of each month for the next month
4. Supervise and/or prepare materials for each day's activities

Child Management

1. Develop daily lesson plans based upon yearly focus, state learning objectives and individual needs of children as assessed through the ASQs; submit in written form to the director a month in advance; keep written curriculum available for substitutes; post a copy of the lesson plans on the bulletin board outside the classroom
2. Supervise the management of the classroom schedule
3. Supervise maintenance of attendance records in the classroom
4. Maintain lunch and snack records daily
5. Execute and maintain records for fire, tornado and lockdown drills
6. Follow positive discipline policies as outline in the staff manual
7. Periodically assess and evaluate the growth and development of each child
8. Help prepare, serve and clean up snacks for the children
9. Serve, supervise and participate in family-style lunch with the children
10. Set up cots and monitor children during rest times
11. Directly supervise children outside
12. Keep track of children's clothing and assist children in doing so
13. Supervise children as they take care of personal toileting needs
14. Administer first aid when necessary, as trained; report all accidents/incidents on appropriate forms
15. Administer medicine as prescribed, and sign off on medicine forms
16. Keep room neat and orderly; give attention to unassigned areas, such as corridors, staff room and storage closets, and report any problems to the director
17. Maintain open, honest, respectful communications with parents, planning for

conferences when necessary; communicate with parents regarding exceptional behavior, accidents, illnesses and discipline

18. Call the director in a timely manner when ill
19. Be punctual
20. Become familiar with the staff manual

Personal Characteristics

1. Have stamina, both physical and emotional, to work with young children.
2. Display abilities in planning, coordinating and implementing lesson plans
3. Demonstrate initiative and competence in working effectively without close supervision
4. Have a genuine, Christ-like love for children

Qualifications

Associates degree in Early Childhood Education; CDA with at least one year of experience; or bachelor's degree in Early Childhood Education, Child Development or related field.

Teacher's Aide Job Description

Title: Aide

Responsible to: Lead Teacher/Director

Self-management and Professional Conduct

1. Be a committed Christian
2. See his/her role as a calling for ministry, understanding the mission of the center
3. Understand that the aide's first priority is to teach about the love of Jesus through positive role modeling, gentle and consistent temperament, and caring relationships
4. Aide should be a positive, caring person with enthusiasm for caring for children
5. Attend all staff meetings, seminars and workshops whenever possible
6. Maintain Red Cross first aid and child and infant CPR certifications

Staff Management

1. Support other staff by being a positive role model, treating others with respect and care
2. Meet with other staff when asked, for planning and problem solving

Child Management

1. Assist in implementing the classroom schedule
2. Assist in executing fire, tornado and lockdown drills
3. Follow positive discipline policies as outlined in the Staff Training Manual
4. Help prepare, serve and clean up morning and afternoon snacks
5. Serve, supervise and participate in family-style lunch with children
6. Assist in setting up cots and monitoring children during rest time
7. Directly supervise the children's outdoor activities
8. Keep track of children's clothing (e.g., jackets, coats, boots)
9. Supervise bathroom and help as needed
10. Administer first aid when necessary; assist in reporting all accidents/incidents on appropriate forms
11. Keep room neat and orderly by fulfilling cleaning assignments; give attention to unassigned areas like corridors, staff room, restrooms and closets; report any problems to the director
12. Maintain open, honest, respectful communication with parents; communicate with parents regarding exceptional behaviors, accidents, illnesses and discipline
13. Call director in timely manner when ill
14. Be punctual
15. Become familiar and comply with policies in the staff manual

Personal Characteristics

1. Have stamina, both physical and emotional, to work with young children
2. Demonstrate initiative and competence in working effectively without close supervision
3. Have genuine Christ-like love for children

Qualifications

One year of child development at the high school or college level.



Title: Custodian
Responsible to: Child-care Director, Building Superintendent

Professional Conduct and Self-Management

1. Able to use time wisely
2. Schedule cleaning assignments around schedule of the center

Staff Management

1. Support other staff by being a positive role model, treating others with respect and care
2. Meet with other staff for planning and problem solving
3. Communicate with directors, minister for families with young children and maintenance supervisor with concerns about equipment, building repairs and maintenance, bringing any problems to their immediate attention

Personal Characteristics

1. Have stamina to do the physical labor of cleaning
2. Display abilities in planning, coordinating and implementing cleaning procedures
3. Demonstrate initiative and competence in working effectively without close supervision

Qualifications

Some experience in custodial work, or willingness to learn proper cleaning techniques.

Daily Responsibilities

1. Clean all bathrooms including mirrors, sinks, towel dispensers, toilets, floors and door knobs following prescribed cleaning techniques using disinfectant solutions
2. Make sure there are paper towels and soap in all dispensers, as well as bathroom tissue in bathrooms
3. Empty wastebaskets
4. Vacuum hallway, staff lounge, reception and entrance areas
5. Mop linoleum and tile floors with proper cleaning solutions, changing cleaning water frequently

6. Clean glass doors in reception and entrance areas
7. Sweep and mop the reception and entrance area tile
8. Check mini-gym and vacuum as necessary
9. Check exit doors and lock classroom doors

Weekly (do one each day)

1. Visually check for cobwebs and clean as needed
2. Clean the glass exit doors and glass panels in classroom entrance doors
3. Sweep sidewalk leading into the building
4. Vacuum offices
5. Clean the mini-gym: vacuum, wipe window ledges and heating units, and clean mirrors

Monthly

1. Clean one-way glass both inside and out
2. Mop storage room floors
3. Wipe door moldings and baseboard moldings
4. Clean trash receptacles
5. Dust air vents in reception area, classrooms and storage rooms
6. Vacuum edges of carpet

Other Responsibilities

1. Weather permitting, clean windows inside and out in August, December and April
2. Inform director as supplies are needed, so they can be ordered before running out

Note: The early childhood staff will

- Sweep tile flooring daily;
- Vacuum carpeting daily;
- Clean classroom sinks, drinking fountains and counters daily;
- Clean and sanitize all equipment as well as storage units as directed by the lead teacher;
- Clean teacher work areas and refrigerators as directed by the lead teacher;
- Keep storage shelving neat and clean; and
- Clean and organize the mini-gym storage room.

Sample Job Description

Position: Child-care Lunch Assistant

Daily Responsibilities

Serve Lunch

1. Check to make sure all components are on the cart
2. All components of lunch should include:
 - Food
 - Milk and ketchup, if needed
 - Plates
 - Spoons
 - Serving scoops
 - Family-style bowls and/or plates
 - Serving spoons and tongs for family-style
3. Push steam table to early childhood center to serve in the following order: Bears, SAC, Transition, Tigers, Transition, Infants, Toddlers
4. Put full milk jugs in staff lounge refrigerator and use open jugs first. (Keep in mind that milk can only be left out for 20 minutes before it has to be discarded, and milk must be used within 24 hours from the time it is opened. Use one jug completely before opening another. These steps are very important in preventing milk loss.) Enter each room and plug in table to keep food hot. Push cart to tiled floor. Do not serve from hallway or over the carpet. Toddlers and Infants only can be served from hallway to prevent children from touching the steam table.
5. Serve food. Bears and Tigers serve themselves family-style. Put portions on bowls and/or plates for each child at each table (if there are four children at a table, put four portions of each component in bowls, etc.). SAC and Transition portions need to be plated individually. Infants and Toddlers need food in large bowls with enough portions for each child — the staff will plate it for the children after cutting it up.
6. If you run out of food, either call front desk to send someone to get more or go yourself if you have time. You must serve all components, so if you run out you must get more. If the kitchen does not have more, they must substitute something (a meat for a meat, fruit for fruit, etc.).
7. If staff comments about food, please remind

them firmly to direct their comments to the child-care director. You do not plan the menu or cook the food, so it is unfair for staff to direct comments to you.

8. Once all lunch is served, return cart with any unused food to kitchen. Grab a utility cart and start picking up plates, spoons and cups. Put cups and spoons in staff lounge dishwasher and return plates to kitchen to be washed.

Prepare Snack

You must prepare both the afternoon snack and the morning snack for the next day. Look at the menu. Ask cook about portion sizes if you are unsure. Get a snack count from each classroom for afternoon snack, and dole out portions to each classroom. Use ziplock bags or bowls to put snack in, and deliver to each classroom.

If part of the snack is milk, put a gallon of milk in the fridge between Tigers and Bears, Toddler and Transition and in SAC. Always use open gallons first!

If snack includes juice, dole out juice in 4-ounce or ½-cup portions for each child. Infants, Toddlers and Transition need their juice in medium-size pitchers — ½ cup or 4 ounces per child. If Transition has 10 children, they need 5 cups or 40 ounces of juice in a pitcher and so on. Bears need juice in small 2-cup pitchers so the children can pour their own. One pitcher serves 4 children. Tigers use the Bug's Life pitchers. SAC needs two gallons. Always use juice from the day before first. Juice can only be saved for 36 hours (two days).

Breakfast

Breakfast snack needs to be in classrooms for the next day. To work more efficiently, prepare all snacks and then deliver them to each classroom. If snack needs to be heated or cooked ahead of time, please let office staff know all of the information. Take all leftover snacks back to the kitchen for inventory control.

General Guidelines

1. Work quickly and neatly. Try to serve all food over the tiled portion of floors. If you spill, please wipe it up or use the carpet-cleaning



machine.
2. Wash your hands frequently. Wear gloves if you wish. If you don't, you must wash your hands before you serve in each classroom.
3. Try not to hit doorways with the cart. Ask for help to hold doors open.

Start serving in the Bear Room at 11 a.m. Transition should be eating at 11:30. You may prepare snack before or after you serve lunch. You should be able to finish with serving and snack prep in 1 ½ – 2 hours. You are not allotted any break time. If you must take a break, please clock out to do so.

Sample Personnel Application

Name of facility _____ Date _____

1. Personal

Name _____ Birth Date _____

(Last – First – Middle)

Home Phone _____ Mobile Phone _____

Address _____

Family Members _____

2. Previous Employment

Name/Address of Employer _____

Job Title/Work Description _____

Dates from/to _____

3. Education

High School Attended & Location _____

Names of Universities or Colleges _____

Highest Diploma/Degree Attained _____

4. Health

Last TB Test Date _____ Last Physical Exam Date _____

Medications _____

Special Health Conditions _____

5. Emergency Contact Information

Contact #1 _____ Relationship _____ Phone _____

Contact #2 _____ Relationship _____ Phone _____

Contact #3 _____ Relationship _____ Phone _____

6. Professional & Technical Qualifications

List licenses or certificates of competence held: _____

Names of professional associations of which you are a member: _____

7. References

List names of three persons not related to you who can give information about your background:

Name/Title	Business Phone	Business Address	Nature of Acquaintance
------------	----------------	------------------	------------------------

1. _____

2. _____

3. _____

8. Additional Information

Have you been convicted of a felony within the last 7 years? Yes _____ No _____

If yes, explain and give dates: _____

Are you prevented from lawfully becoming employed in the U.S.A. because of visa or immigration status?

Yes _____ No _____

Are you willing to complete the child protection procedures as outlined in the staff handbook, which includes completing a form, responding to an interview, having references checked, being fingerprinted and participation in a one-hour child protection class?

Yes _____ No _____

Name and location of church where you are an active member: _____

I promise that the above statements are true and give my permission for verification. I understand that any falsification, omission or misrepresentation will result in a rejection of this application.

Signature

Date



Chapter 8 **appendix: environment**

Appendix
Chapter

8

Chapter 8 **appendix:** **environment**



Equipment and Materials

A variety of equipment and materials are necessary for children's free exploration. Arranging equipment in clearly labeled storage areas supports child-directed activities. Make sure the equipment is appropriate for the age of the children. A curriculum that supports children's developmental needs might include:

Expressive Art

- ▶ Easels
- ▶ Drying rack
- ▶ Smocks
- ▶ Paper
 - Newsprint
 - Butcher paper
 - Paper scraps
 - Envelopes
- ▶ Paints
 - Temperas
 - Watercolors
 - Finger paints
- ▶ Implements
 - Brushes
 - Pens
 - Pencils
 - Markers
 - Crayons
 - Chalk

- Pastels
- Scissors
- Rulers
- Paper punches
- ▶ Collage materials
 - Glue
 - Tape
 - Assorted paper
 - Yarn
 - Foam pieces
 - Stickers
 - Magazines

Dramatic Play

- ▶ Child-size furniture
- ▶ Dress-up clothes and accessories
- ▶ Dolls
- ▶ Kitchen items
- ▶ Plastic mirror

Gross Motor Skills

- ▶ Balance beam
- ▶ Climber
- ▶ Hula hoops
- ▶ Riding toys
- ▶ Rocking boat
- ▶ Slide
- ▶ Tunnel
- ▶ Balls



- ▶ Bean bags
- ▶ Parachute
- ▶ Scooters

Language

- ▶ Books
- ▶ Flannel boards and stories
- ▶ Lotto games
- ▶ Magnetic letters and shapes
- ▶ Songs and finger plays

- ▶ Puppets
- ▶ Writing center
- ▶ Listening center with headphones

Manipulatives

- ▶ Blocks: hardwood or plastic, and a variety of sizes and types
- ▶ Beads
- ▶ Buttons
- ▶ Sensory table
- ▶ Peg boards
- ▶ Play dough
- ▶ Counting toys
- ▶ Legos or other connecting toys

Musical Equipment

- ▶ Music CDs
- ▶ Rhythm instruments: sticks, maracas, tambourines, drums, castanets, cymbals, wood blocks
- ▶ Scarves and ribbons
- ▶ Xylophone

Technology

- ▶ Touchscreen computer
- ▶ iPads
- ▶ Digital camera
- ▶ LCD projector
- ▶ DVD player
- ▶ Screen
- ▶ Wireless Internet
- ▶ CD player
- ▶ Printer/copy machines

Science

- ▶ Bubbles
- ▶ Flashlights

- ▶ Kaleidoscopes
- ▶ Magnets
- ▶ Magnifying glasses
- ▶ Natural materials:
 - Seeds/beans
 - Bird's nests
 - Rocks
 - Shells
 - Leaves
 - Plants
 - Feathers
- ▶ Mirrors
- ▶ Prisms
- ▶ Pulleys and gears
- ▶ Medical equipment
- ▶ Water/sensory table and equipment
- ▶ Light table
- ▶ Scale
- ▶ Balance

Sample Half-Day Preschool Daily Schedule

7:00 – 8:15 a.m.: Extension 3-4-5: Manipulatives, art activity, breakfast

8:15 – 8:30 a.m./11:45 – 12:00 p.m.: Gathering Time: Students arrive, parent-teacher, communication, attendance routines, hand washing and pre-session activities

8:30 – 8:55 a.m./12:00 – 12:25 p.m.: Group Time: Jesus time, calendar, Super Helper, language, music, orientation to the day's activities and centers

8:55 – 9:45 a.m./12:25 – 1:30 p.m.: Learning Centers: Art, sensory, blocks, computer, dramatic play, snack, manipulatives, puzzles, listening and discovery (math/science)

9:45 – 10:15 a.m./1:30 – 1:50 p.m.: Second Group Time: Literacy-based stories, charts, Jolly Phonics and/or other large group experiences

Preschool Chapel: Age-appropriate worship experiences with the other preschool classes. Led by the preschool teachers. One per month. All-school chapels also take place six times per year at 8:15 a.m., and early childhood chapels (preschool through grade 5) take place two times per year at 9:15 a.m., as announced.

Gym Time: Basic locomotive activities, games and experiences in the gym

10:15 – 10:20 a.m./1:50 – 1:55 p.m.: Clean Up/
Prep to Go Home: Put on coats, fill backpacks, line
up and closing prayer

10:20 – 10:40 a.m./1:55 – 2:10 p.m.: Outdoor
Play: Playground or fields (In inclement weather,
an additional group activity is included)

10:40 – 10:45 a.m./2:10 – 2:15 p.m.: Move to
Dismissal Area: Walk from either the playground
or classroom to the door #9 lobby to wait for
dismissal

10:45 a.m./2:15 p.m.: Dismissal or transition to
the Extension 3-4-5 Program

Extension 3-4-5 Program: Story time, recess, art
project, snack, computer and free choice activities

Sample Full-Day Preschool Daily Schedule

7:00 – 8:15 a.m.: Extension 345: Manipulatives,
art activity, breakfast

8:15 – 8:35 a.m.: Gathering Time: Classroom
opens and children begin to arrive and put away
their coats and backpacks, wash their hands, move
their lunch nametags into the lunch chart and
choose a rug activity to play with, such as puzzles
or manipulatives

8:35 – 8:50 a.m.: Morning Meeting: Classroom
jobs, pledges to American and Christian flags

8:50 – 9:15 a.m.: Jesus Time: Bible story with
related songs and finger plays

9:15 – 9:35 a.m.: Large Motor/Gym or Outdoor
Play: Basic locomotive motor activities and large
muscle play in the gym or playground

9:35 – 9:45 a.m.: Bathroom Break: Use the
hallway restrooms, wash hands and get a drink

9:45 – 10:00 a.m.: Group Time: Thematic-related
activities, group sharing, graphing, stories,
alphabet, math/science experiences, songs and
movement activities

10:00 – 10:40 a.m.: Center Time: Students
have choices to work at the art and writing
center, sensory table, blocks, dramatic play,
manipulatives, computer or small-group activities

10:40 – 10:50 a.m.: Clean Up/Prep to go to lunch

10:50 – 11:20 a.m.: Lunch in the cafeteria

11:20 – 11:50 a.m.: Recess

11:50 – 12:00 noon: Bathrooms, wash hands, get
a drink

12:00 – 12:30 p.m.: Group Time: Calendar,
weather, story time and prep for quiet time

12:30 – 1:30 p.m.: Quiet Time: Quiet relaxation
and rest, reading books, listening to music and/or
chapter books

1:30 – 1:50 p.m.: Afternoon Snack

1:50 – 2:05 p.m.: Closing Group Time/Group
Activity

2:05 – 2:15 p.m.: Prep to Go Home: coats,
backpacks

2:15 p.m.: Dismissal: Via the car line or
transitioning into the Extension 3-4-5 Program

2:15 – 6:00 p.m.: Extension 3-4-5 Program: Story
time, recess, art project, snack, computer and free
choice activities

Infant Room

6:30 a.m.: Center Opens: Music, play, books
(throughout day), diaper changes (every 2 hrs or
as needed) bottles given on demand, naps as
needed

9:00 a.m.: Morning Snack if needed

9:45 a.m.: Outdoor Time

10:30 a.m.: Mini-gym for Walkers

10:30 a.m.: Jesus Time (T Th)

11:00 a.m.: Outdoor Time

11:45 a.m.: Lunch if Needed

2:00 p.m.: Outdoor Time

3:00 p.m.: Afternoon Snack if needed

6:00 p.m.: Center Closes

Toddler Room

6:30 a.m.: Center Opens: Free Play, diaper changes
(every 2 hrs or as needed)

9:00 a.m.: Morning Snack

9:30 a.m.: Music and Movement / Free Play

9:45 a.m.: Art Project during Free Play

10:20 a.m.: Clean Up

10:30 a.m.: Mini-Gym

11:00 a.m.: Hand washing / Songs and Finger
Plays

11:10 a.m.: Jesus Time (T Th)

11:15 a.m.: Lunch

11:45 a.m.: Stories

12:00 noon: Outdoor Play

12:30 p.m.: Rest Time

3:00 p.m.: Wake Up & Diaper Changes

3:30 p.m.: Snack

4:00 p.m.: Outdoor Play

5:15 p.m.: Gym Time (inclement weather)

6:00 p.m.: Center Closes

Environment Safety Checklist

[Name of Early Childhood Center — Congregation]

Date of inspection: _____ Inspector: _____

Indoor Facility

(Check if satisfactory. If unsatisfactory, indicate action taken or planned on reverse side.)

- _____ 1. Smooth floor surfaces to avoid falls
- _____ 2. Clean walls and ceiling; no peeling paint or damaged plaster
- _____ 3. Children always supervised
- _____ 4. No poisonous plants, vermin or disease-bearing animals
(no turtles, parrot family birds, harmful pets)
- _____ 5. Trash storage is covered; sanitation adequate
- _____ 6. No smoking in facility
- _____ 7. Plastic bags are safely used
- _____ 8. No use of plastic balloons
- _____ 9. No precariously placed small, sharp or otherwise hazardous objects
- _____ 10. No tacks or pushpins used
- _____ 11. Heating/ventilation working; pipes and radiators inaccessible
(or covered to prevent bodily contact)
- _____ 12. Outlets covered or grounded; no dangling or covered extension
cords or window blind cords
- _____ 13. No pest strips or poisons used
- _____ 14. Safeguards in place to prevent children from entering unsupervised
or hazardous areas

Outdoor Areas

- _____ 15. Walkways to enter/exit maintained to prevent falling
- _____ 16. Play area covered with clean, safe surface
- _____ 17. Play equipment anchored firmly
- _____ 18. No nuts, bolts, screws, nails or other sharp edges on play equipment
- _____ 19. No loose ropes, chains or cords
- _____ 20. No lead-based paint used

Actions to be taken to improve safety conditions:

(Adapted from Prime Times: A Handbook for Excellence in Infant and Toddler Programs © 2008 by Jim Greenman, Anne Stonehouse and Gigi Schweikert.)

Sample Accident Report

Child's name _____

Age _____ Date _____

Child's class _____

Child's address _____

Parents' names _____

Date of accident _____ Time of accident _____

Place of accident _____

Describe accident (Be as objective as possible) _____

Describe nature of injury _____

Witnessed by _____

Describe action taken _____

Follow-up actions needed _____

Additional information _____

Staff member's signature/position _____ Date _____

Parent's signature _____ Date _____

Authorization and Permission for Administration of Medication

Student's name _____ DOB _____

Grade _____ Homeroom teacher _____

Date medication begins _____ Final date of medication _____

Medication _____

May student self-administer medication under supervision of health service personnel? (please circle)
YES / NO (A student self-administration form must be completed)

Administration instructions (dose/frequency/time to be administered) _____

Intended effect of this medication _____

Possible side effects, if any _____

Discontinue/reevaluation/follow-up date _____

Prescriber's signature: _____ Date signed: _____

Prescriber's phone #: _____ Emergency phone #: _____

I herewith acknowledge that I am primarily responsible for administering medication to my child. However, in the event that I am unable to do so or in the event of an emergency, I hereby authorize _____ Lutheran School and its employees and agents, on my behalf and stead, to administer or to attempt to administer to my child (or allow my child to self-administer, while under the supervision of the employees and agents of _____), lawfully prescribed medication in the manner described above. I acknowledge that it may be necessary that the administration of medications to my child be performed by an individual other than a school nurse, and I specifically consent to such practices. I further acknowledge and agree that, when the lawfully prescribed medication is so administered or attempted to be administered, I waive any claims I might have against _____ Lutheran School, its employees and agents arising out of the administration of said medication. In addition, I agree to hold harmless and indemnify _____ Lutheran School, its employees and agents, either jointly or severally, from and against any and all claims, damages, causes of action or injuries resulting from the administration or attempts at administration of said medication.

Parent's signature _____ Date _____

Parent's phone #s:

Home _____ Mobile _____

Work _____

Parent's address _____

Printed Resources for Developing Early Childhood Environments

Deviney, J., Duncan, S., Harris, S., Rody, M., Rosenberry, L., 2010. *Inspiring Spaces for Young Children*. Silver Spring, MD: Gryphon House.

Deviney, J., Duncan, S., Harris, S., Rody, M., Rosenberry, L., 2010. *Rating Observation Space for Inspiring Spaces*. Silver Spring, MD: Gryphon House.

Harmes, T., Clifford, R., and Cryer, D., 1998. *Early Childhood Environment Rating Scale*. New York: Teachers College Press.

Electronic Resources for Developing Early Childhood Environments

Early Childhood Environmental Education Rating Scale:

<http://eelinked.naaee.net/n/guidelines/posts/Early-Childhood-Environmental-Education-Rating-Scale>



Chapter 9 **appendix: curriculum**



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Chapter 9 appendix: curriculum

Curriculum Models, Materials, Resources and Organizations

- ▶ **Common Core Standards:** The Common Core State Standards Initiative is a state-led effort developed in collaboration with teachers, school administrators and experts to provide a clear and consistent framework to prepare children for college and the workforce (www.corestandards.org).
- ▶ **Concordia Publishing House:** Religion curriculum, nursery roll materials, children's books and teaching materials (www.cph.org).
- ▶ **Creative Curriculum:** A research-based early childhood curriculum model (www.teachingstrategies.com).
- ▶ **Discount School Supply:** Supplier of developmentally appropriate materials (www.discountschoolsupply.com).
- ▶ **High Scope Curriculum:** A research-based early childhood curriculum (www.highscope.org).
- ▶ **Lakeshore Learning:** Supplier of developmentally appropriate materials and technology (www.lakeshorelearning.com).
- ▶ **LEA (Lutheran Education Association):** A Lutheran professional organization that links, equips and affirms educators and workers in ministry for the purpose of building up the body of Christ. It is organized as a professional educator association with a variety of networks, conferences, webinars, resources and publications (www.lea.org).
- ▶ **NAEYC (National Association for the Education of Young Children):** The world's largest professional organization working on behalf of young children with a national network of local affiliates and a growing global alliance of like-minded organizations. NAEYC also is an early childhood accrediting agency and publishes early childhood resources and research (www.naeyc.org).
- ▶ **Parents as Teachers:** Parents as Teachers develops curricula that support a parent's role in promoting school readiness and the healthy development of children (www.parentsasteachers.org).
- ▶ **Project Approach:** The Project Approach refers to "a set of teaching strategies that enable teachers to guide students through in-depth studies of real-world topics. Projects have a complex but flexible framework in which teaching and learning are seen as interactive processes" (www.projectapproach.org/planning.php).
- ▶ **Redleaf Press:** A nonprofit publisher of curriculum, management and business resources for early childhood professionals (www.redleafpress.org).



► Reggio Emilia

Curriculum: A curriculum model, which is based on an early childhood model from Italy. It focuses, respects and empowers children's natural interests and directions. The use of real-life materials, documentation and family/community

involvement highlights this curriculum model (www.regiochildren.it).

► School/Early Childhood Mailing:

Subscription-based publications for Lutheran schools and early childhood centers produced by the LCMS School Ministry department. Current and archived issues are accessed electronically through the Lutheran School Portal (www.luthed.org).

- *Alight*: News from LCMS Director of Schools; Monthly calendar
- *Computer File*: Technology related applications

- *Early Childhood Devotions*: Faith-based, spiritual nurture ideas
- *Family Matters*: Christ-centered ideas for parents and teachers
- *Growing in Governing*: Topics and discussions for governing boards
- *Insights & Ideas*: Early Childhood thematic and resource ideas
- *NLSA Best Practices*: Ideas shared from NLSA Exemplary Schools
- *Parent Pages*: Resources for Christian parents in the 21st Century
- *Professionally Speaking*: Growth topics for LCMS teachers and related church workers
- *School Shepherd*: Support for pastors serving churches with schools
- *Rattles & Prattles*: Infant and toddler curriculum related ideas
- *Time Out For Directors*: Insights for early childhood directors

► **Zero to Three:** A national nonprofit organization that informs, trains and supports professionals and parents in their efforts to improve the lives of infants and toddlers (www.zerotothree.org).

Early Childhood Themes

All Around the Neighborhood	Easter	Holes
Alphabet Soup	Fairy Tales	Holy Week
Amazing Apples	Fall	Kites/Air
Arctic Animals	Families & Friends	Love & Friendship
Artist Study	Farm	Manners
Author Study	Fiesta	Maps
Bats	Fire Safety	Mice
Beach	Food, Fun & Feasting	Monkeys
Birds	Forest Friends	Nursery Rhymes
Bubbles	Frogs	Nutrition
Bugs	Funny Bones	Owls
Butterflies	Geometric Gym	Pairs & Opposites
Chocolate	Gingerbread Galore	Pasta/Pizza
Christmas Celebrations	God's Earth/Green is Great	Peeking into Pockets
Circus	Groundhogs/Shadows	Penguins/Polar Bears
Community Helpers	Halloween	Pets/Dogs
Construction	Hawaii	Plants/Flowers
Dental Health	Healthy Habits	Polar Attractions
Dinosaurs	Here's to Your Heart	Popcorn
Ducks/Pond Life	Hibernation/Bears	Pretending

Pumpkins
Rain/Rainbows
Red & White/Reformation
Rhyme & Rhythm
Rocks
Sandwiches
Scarecrows
School Year Memories
Self-Concept
Sending Love to Others/Post Office

Senses
Snow Fun
Spiders
Stars & Stripes Forever/USA
Summer
Superheros
Sweet Dreams
Thankful People
Thanksgiving
There's No Place Like Home
Travel to . . .

Trees
Tropics Travel
Turtles
Under the Ground
Valentine's Day
Vehicles/Wheels
Weather
Wild West
Winter/Snow
Zoo

Stages of Children's Play

- ▶ **Unoccupied Play:** Children watch others rather than play.
- ▶ **Solitary Play:** Children pursue their own activities within speaking distance of others.
- ▶ **Parallel Play:** Children play independently yet choose activities like that of the surrounding child(ren); children play beside rather than with others.

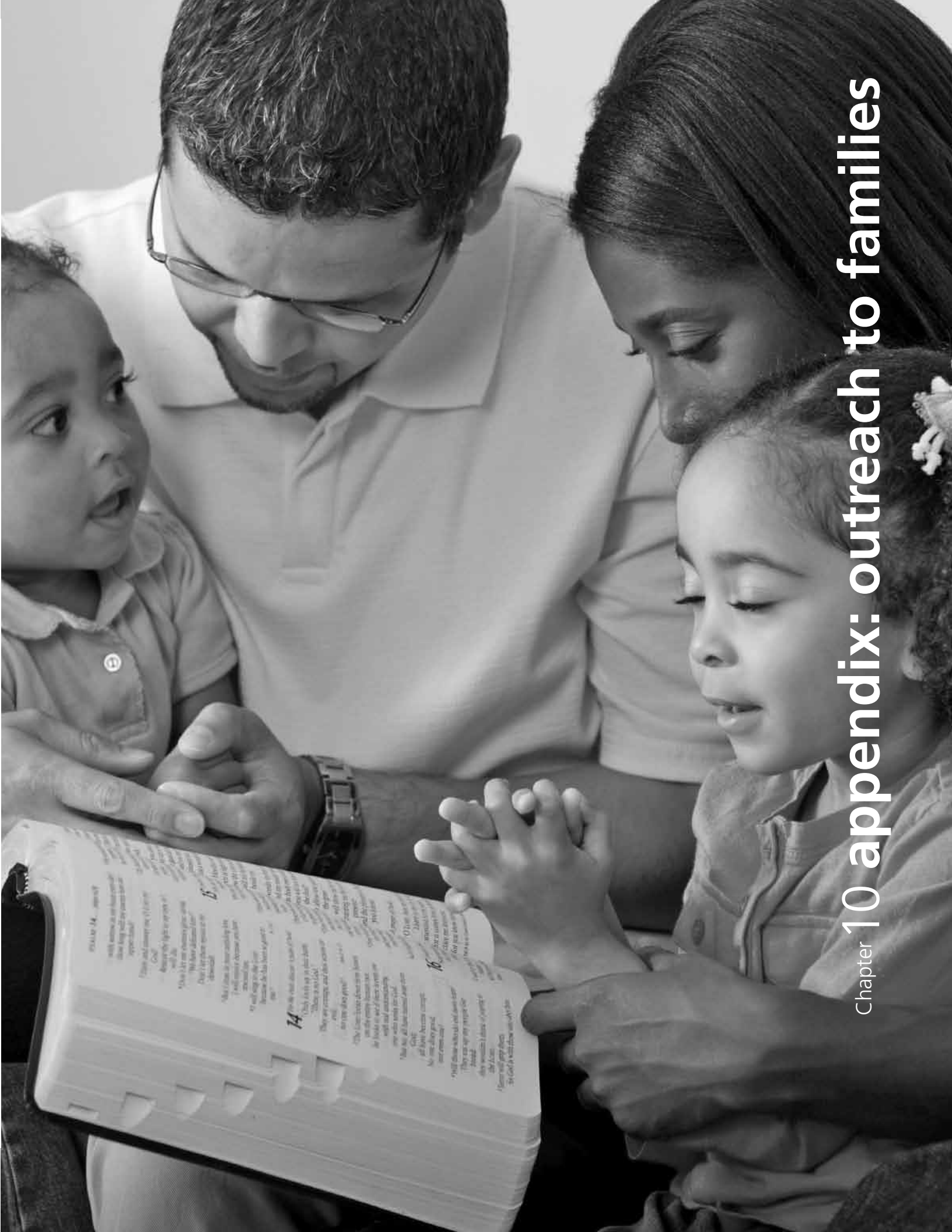
- ▶ **Associative Play:** Children play with other children, converse about the activity, and borrow and loan play materials without organization or a common goal.
- ▶ **Cooperative Play:** Children play in an organized group for the same purpose and common goal; a division of labor is evident with members of the group taking on different roles.

Rubric for Evaluating Early Childhood Curriculum

See next page.

Rubric for Evaluating the Quality and Completeness of an Early Childhood Curriculum

Critical Questions				Notes
Correlation to child development theory?	Not evident or not specified.	Cites limited references.	Aligned with state standards and NAEYC's developmental appropriate practice statement.	
Role of teacher/child?	Teacher directed.	Guided planning, some examples of teacher-child interactions to support learning.	Lesson plans include teacher-child interactions in active, multimodal learning experiences designed to deepen whole child development.	
Differentiate learning methods?	Not evident.	Limited suggestions for adapting activities to support varied learning styles & needs.	Multiple suggestions/resources for adapting activities to support varied learning styles & needs.	
Developmentally appropriate practice & purposeful play?	Structured, scripted, mostly whole group instruction.	Some activities & materials support hands-on, active learning.	Lesson plans & materials support developmental hands-on, active learning, play encouraged.	
Integrated learning domains?	Skills & concepts taught in isolation.	Skills and concepts taught within typical subject areas.	Skills & concepts are integrated throughout meaningful themes/projects.	
Authentic, ongoing assessment?	Assessed through practice and workbooks.	Quarterly assessment tool provided, skill based.	Formal & informal assessments are authentic, continuous and developmentally appropriate.	
Professional development?	Teachers guide included.	Training guide/dvd included.	Webinar or workshop supported.	
Christ-centeredness?	Always possible, not provided.	Always possible, not provided.	Themes & flexible planning allow for integration of Christian themes/concepts.	
Curricular materials?	Purchased yearly, one-time use.	Paper or workbook based, some materials provided & reusable.	Hands-on materials included & reusable in multiple ways, reproducible items available.	



Chapter 10 appendix: outreach to families

Appendix Chapter

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Chapter 10 appendix: outreach to families

Supplemental Ideas

Mentor Family Partnerships

When new families enter a Lutheran school for the first time, is it often helpful to match their family up with an existing/returning family to the school who will serve as a mentor family. Mentor families often have children of similar ages/grades as the new family. These mentor families are encouraged to welcome and help the new family transition via:

- An introductory phone call
- An effort to meet up with the new family face to face at a beginning-of-the-year event or privately outside of school
- Periodic connections over the phone or in person during the school year to see if the new family has any questions, concerns or special needs for care or services from the church and/or school

Baptism Remembrances

As a way to celebrate the new life that one receives through Baptism, Lutheran churches and schools often share special baptismal remembrance gifts with the children who are baptized. These remembrances often include:

- A special candle to be lit on family members' baptismal birthdays
- A welcome letter outlining connection points and people in the ministry of the church. Such

letters may include information and contact people/numbers for:

- Family Bible classes/life groups
- The church nursery
- Nursery roll: The Growing in Christ Nursery Roll Packet (www.cph.org)
- Early childhood programs
- Sunday school
- Vacation Bible school
- A printed onesie, shirt or bib welcoming newly baptized children as “future students” of the church’s school
- A printed tote bag to hold all of the baptismal information/remembrances given at the Baptism service; families can also be encouraged to use these tote bags as “wiggly-tamer” bags to be filled with items that the child and parent can use during worship services
- Yearly follow-up letters (See www.creativecommunications.org)

What Is a “Missional Community” Early Childhood Program?

A missional community early childhood program is one in which the leaders think, plan and act in alignment with God’s calling in the Great Commission. The vision, mission, staffing, priorities and budget are intentionally determined in light of the congregation’s role: to reach those in the community who do not yet know Jesus Christ as their Savior.



Characteristics of a Missional Early Childhood Center

- ▶ The mission statement of the church and the early childhood center are unified around the mission of God: to reach those who do not yet know Jesus as their Savior.
- ▶ Leaders have a clear understanding of the needs of the unchurched families in the community.
- ▶ The “needs” of the unchurched help form the activities, programs and relationships of the early childhood center.
- ▶ The early childhood program is accredited and known in the community as a high quality, safe and nurturing environment.
- ▶ Leaders see unchurched students as a mission field, not as numbers to generate income.
- ▶ Training exists for staff and parents to build relationships with the message of hope in Jesus.
- ▶ Christ is an integral part of the early childhood center.
- ▶ Scholarships and fees are structured to attract the unchurched children in the community.
- ▶ The baptismal records of the students are known by the staff, and there is an intentional plan to reach out to unbaptized children and their families.
- ▶ Policies of the program take into consideration those who do not yet know Jesus Christ.

Five key areas of focus for churches with missional communities are:

- ▶ Vibrant and Christ-centered worship (1 Chron. 16:29)
- ▶ Discipleship is strong, calling members to grow in and through the Word of God (Ps. 119:105)
- ▶ Service that connects the community to Christ (Matt. 5:16)
- ▶ Outreach is focused on those who do not yet know Jesus as their Savior
- ▶ Leadership multiplies servants in order to multiply ministry (1 Peter 4:10)

LCMS Missional Community Websites with Early Childhood Program Ministries

CrossPoint Christian School, Katy, Texas
www.crosspt.org

First Lutheran Preschool, El Cajon, Calif.
www.youhaveaplace.com/Preschool

Children’s Messages/Sermons Resources

Becker, M. 2003. *Children’s Sermons in a Bag*, Colorado Springs: Cook.

Children’s Sermons
www.childrensermons.com

Children’s Ministry Magazine (Group Publishing)
www.childrensministry.com

Freundenburg, B. 1996. *Through Children’s Eyes*, St. Louis, MO: Concordia Publishing House.
www.cph.org

Kershner, J. 2001. *Quick Children’s Sermons*, Loveland, CO: Group Publishing.
www.group.com

Lutheran School Portal
(LCMS School Mailing; subscription-based)
www.luthed.org

Pawlitz, G., and Pawlitz C. 2000. *Gospel Talks 1, 2, 3*, St. Louis, MO: Concordia Publishing House.
www.cph.org

Sermons for Kids
www.sermons4kids.com

The Lutheran Church—Missouri Synod. *Chapel Talks for Lutheran Schools*, St. Louis, MO: LCMS School Ministry. Published annually.
www.lcms.org

Parent Involvement Activities

- Parent Reading Day
- Pumpkin Night
- Donuts with Dad
- Mother Goose Night
- Restaurant Night
- Home-School Art Projects
- Picnics
- Grandparent/VIP Day
- Field trip chaperones
- Community Helper Talks
- Service projects
- Family nights
- Ice cream socials
- Art Fair
- School auctions
- National Lutheran Schools Week
- Week of the Young Child

Parenting Websites/Resources

Crosswalk

www.crosswalk.com

Faith Inkubators

www.faithinkubators.com

Focus on the Family

www.focusonthefamily.com

JC PlayZone (Lutheran Hour Ministries)

www.jcplayzone.com

Vibrant Faith

www.vibrantfaith.org



Chapter 11 **appendix: evaluation**

Appendix Chapter

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Chapter 11 appendix: evaluation



Program Evaluations

Sample #1

Lutheran Preschool Parent Survey

Please take time to fill out this survey and return it by _____

Please share your thoughts about:

Communication from the office _____

Communication from my child's teacher _____

Program and classroom orientation _____

My child's home visit _____

Parent events during class time _____

Parent events in the evening with your preschooler _____

Singing in the church services _____

Christmas service participation _____

Field trips _____



What did/would you appreciate more?

Select one choice in each category:

- Newsletter sent home
- Electronic newsletter through RenWeb
- Both

- Reminders sent home via book bags
- Email reminders

- Parenting classes on Sunday mornings
- Weekday evenings
- Saturday mornings

- Leading a parenting class
- Attending a parenting class
- Neither

**Sample #2
Parent Questionnaire**

Please take the time to respond to this parent questionnaire. Your responses will assist us in determining areas of strength and areas for improvement in the school. To be most helpful, your responses should reflect your honest opinions about the school as it affects your child(ren). Please respond to the following statements and return this survey to the school office by _____

1. As a parent of a student at _____
Early Childhood Center, I am most thankful for

2. If I could recommend one change at _____
Early Childhood Center, it would be _____

3. I perceive the greatest facility need at _____
Early Childhood Center is _____

4. I perceive the greatest curricular need at _____
Early Childhood Center is _____

5. Additional comments that I would like to share
with the teachers and administrators are:

**Sample #3
Parent Evaluation**

The staff of (name of congregation and preschool) tries to provide the best preschool experience for your child. You can help us evaluate how we are doing by completing this form and returning it to your child’s teacher as soon as possible. Please feel free to make comments. Sign your name only if you would like a personal response to your concerns.

Rate each item on a scale of 1 to 10, with 10 being “the best/highest” and 1 being “the worst/lowest.” Circle your choice for each category. Consider your child’s reaction to the program first and then yours second.

PROGRAM

Curriculum	10	9	8	7	6	5	4	3	2	1
Age appropriate	10	9	8	7	6	5	4	3	2	1
Academics	10	9	8	7	6	5	4	3	2	1
Creative outlets	10	9	8	7	6	5	4	3	2	1
Physical activities	10	9	8	7	6	5	4	3	2	1
Music appreciation	10	9	8	7	6	5	4	3	2	1
Use of literature	10	9	8	7	6	5	4	3	2	1

OPPORTUNITIES FOR

Verbal expression	10	9	8	7	6	5	4	3	2	1
Field trips	10	9	8	7	6	5	4	3	2	1
Use of outside	10	9	8	7	6	5	4	3	2	1
Resources	10	9	8	7	6	5	4	3	2	1
Newsletters	10	9	8	7	6	5	4	3	2	1

FACILITY

Safe	10	9	8	7	6	5	4	3	2	1
Child-oriented	10	9	8	7	6	5	4	3	2	1
Inviting	10	9	8	7	6	5	4	3	2	1
Attractive	10	9	8	7	6	5	4	3	2	1
Stimulating	10	9	8	7	6	5	4	3	2	1
Comfortable	10	9	8	7	6	5	4	3	2	1
Neat and clean	10	9	8	7	6	5	4	3	2	1
Accessible	10	9	8	7	6	5	4	3	2	1

STAFF

Professional	10	9	8	7	6	5	4	3	2	1
Knowledgeable	10	9	8	7	6	5	4	3	2	1
Child-oriented	10	9	8	7	6	5	4	3	2	1
Responsible	10	9	8	7	6	5	4	3	2	1
Prepared	10	9	8	7	6	5	4	3	2	1
Warm and caring	10	9	8	7	6	5	4	3	2	1
Open and communicative	10	9	8	7	6	5	4	3	2	1

STAFF (continued)

Helpful	10	9	8	7	6	5	4	3	2	1
Neat and clean	10	9	8	7	6	5	4	3	2	1
Cheerful	10	9	8	7	6	5	4	3	2	1
Fun	10	9	8	7	6	5	4	3	2	1

SNACKS/MEALS

Nutritious	10	9	8	7	6	5	4	3	2	1
Balanced	10	9	8	7	6	5	4	3	2	1
Tasty	10	9	8	7	6	5	4	3	2	1
Appealing	10	9	8	7	6	5	4	3	2	1
Frequency	10	9	8	7	6	5	4	3	2	1
Generous	10	9	8	7	6	5	4	3	2	1
New taste experience	10	9	8	7	6	5	4	3	2	1

GENERAL

Cost	10	9	8	7	6	5	4	3	2	1
Registration procedures	10	9	8	7	6	5	4	3	2	1
Conferences	10	9	8	7	6	5	4	3	2	1
Information made available to parents	10	9	8	7	6	5	4	3	2	1
Opportunities for parent involvement	10	9	8	7	6	5	4	3	2	1
Efficiency of total operation	10	9	8	7	6	5	4	3	2	1

COMMENTS _____

NAME (optional) _____

Sample Family Exit Survey

Dear Friends in Christ,

We are seeking feedback from families who have chosen not to reenroll at _____.

We would like to know what has influenced your decision. Please be as frank as possible. If you would like to be contacted, please include your name and telephone number on the back of this form. No comment or suggestion is too minor to have an impact on our mission to provide the best Christian educational experience for our students.

Thank you in advance for your help in this important matter.

The main reason we have chosen not to reenroll our child for the next school year is due to:

- Moving out of the area
- Financial (Please explain) _____
- We have children who attend another school, and it is easier for us.
- The available educational programs (i.e., preschool) do not fit into our schedule.
- Lack of certain educational programs and/or experiences. (Please explain) _____
- Transportation problems
- Quality of educational programs (Please explain) _____
- Quality of teachers (Please explain) _____
- Bad experience (Please explain) _____
- Intended preschool enrollment only; no intention to enroll in grade school
- Other _____

Please comment on how _____ Early Childhood Center has succeeded at meeting the following goals:

Does Not Meet This Goal		Meets This Goal			Excels at This Goal	
1	2	3	4	5		
1.	Offers a quality Christian educational program				1	2 3 4 5
2.	Offers a program appropriate to the needs of the child				1	2 3 4 5
3.	Extends Christian love and fellowship				1	2 3 4 5
4.	Serves the needs of families in the congregation and the community				1	2 3 4 5
5.	Supports the parent or guardian as the child's primary teacher				1	2 3 4 5
6.	Provides an environment where the parent or guardian and school work together to enhance the child's life				1	2 3 4 5
7.	Provides Christian nurture for families				1	2 3 4 5
A child at _____ Lutheran School . . .						
8.	Is accepted with his or her own God-given gifts and limitations				1	2 3 4 5
9.	Is encouraged to develop at his or her own rate				1	2 3 4 5
10.	Is encouraged to build a healthy self-concept				1	2 3 4 5
11.	Knows Jesus as his or her personal Savior				1	2 3 4 5
12.	Is provided a stimulating, hands-on environment				1	2 3 4 5
13.	Gains independence and problem-solving skills				1	2 3 4 5
14.	Gains social skills				1	2 3 4 5
15.	Gains a love for learning				1	2 3 4 5



Sample Staff Evaluation #1

Name _____ Date _____

Assigned Classroom _____

Supervisor _____

Please rate on scale of 1 – 5.

1=excellent, 2=above average, 3 = average, 4= below average,
5=unsatisfactory

Does this person....?

Self-management and professional conduct	1	2	3	4	5
Understand the mission of _____ Early Childhood Center	1	2	3	4	5
Demonstrate positive role modeling of the love of Jesus	1	2	3	4	5
Demonstrate a gentle and consistent temperament	1	2	3	4	5
Demonstrate caring relationships with children/families	1	2	3	4	5
Demonstrate positive, enthusiastic attitude for their work	1	2	3	4	5
Attend staff meetings	1	2	3	4	5
Hold CPR & first aid certifications	1	2	3	4	5
Have current TB test	1	2	3	4	5
Have current physical	1	2	3	4	5

Staff Management

Support other staff by being a positive role model	1	2	3	4	5
Support other staff by treating others with respect and care	1	2	3	4	5
Communicate problems or concerns with other staff	1	2	3	4	5
Attend, participate or facilitate classroom meetings	1	2	3	4	5
Communicate concerns with director	1	2	3	4	5
Maintain inventory of equipment and supplies	1	2	3	4	5
Request supplies monthly	1	2	3	4	5
Plan goals and lesson plans based on needs of children	1	2	3	4	5
Submit lesson plans to director in timely fashion	1	2	3	4	5

Child Management

Keep written lesson plans available for substitutes	1	2	3	4	5
Supervise the management of the classroom schedule	1	2	3	4	5
Supervise maintenance of attendance records	1	2	3	4	5
Supervise maintenance of lunch records	1	2	3	4	5
Supervise execution of fire and/or tornado drills	1	2	3	4	5
Follow positive discipline policies of _____ Center	1	2	3	4	5
Assist in serving lunch & snack (family style where appropriate)	1	2	3	4	5
Clean tables properly before and after lunch or snack	1	2	3	4	5
Set up cots before rest, clean and put away afterwards	1	2	3	4	5 N/A

Assist children during nap and monitor while asleep	1	2	3	4	5	
Effectively supervise children	1	2	3	4	5	
Supervise all areas of playground in partnership with others	1	2	3	4	5	
Supervise bathroom activities	1	2	3	4	5	N/A
Change diapers following proper sanitation guidelines	1	2	3	4	5	N/A
Assist child to, or keep track of children's belongings	1	2	3	4	5	
Administer appropriate first aid when necessary	1	2	3	4	5	
Report incidents and accidents appropriately	1	2	3	4	5	
Administer medicine carefully and precisely	1	2	3	4	5	
Assist children in keeping room neat and orderly	1	2	3	4	5	
Maintain cleaning list for equipment in classroom	1	2	3	4	5	
Keep other areas of center neat and orderly (hallway, restrooms, mini gym, storerooms)	1	2	3	4	5	
Demonstrate open and honest communication with parents	1	2	3	4	5	
Call director in timely manner if ill or tardy	1	2	3	4	5	
Arrive to work on time	1	2	3	4	5	
Become familiar with policies in caregiver's manual	1	2	3	4	5	
Comply with policies in caregiver's manual	1	2	3	4	5	
Demonstrate appropriate physical contact for age of child	1	2	3	4	5	
Demonstrate awareness of children's individual needs	1	2	3	4	5	

Personal Characteristics

Demonstrate physical stamina to work with children	1	2	3	4	5
Demonstrate emotional stamina and composure	1	2	3	4	5
Display ability to assist in implementing program	1	2	3	4	5
Demonstrate initiative and competence to work effectively	1	2	3	4	5
Exhibit genuine care and concern for children and families	1	2	3	4	5
Demonstrate interest in extending professional development	1	2	3	4	5

Improvement

Show signs of improvement since last evaluation	1	2	3	4	5
---	---	---	---	---	---

COMMENTS:

Date Reviewed _____

Staff Signature _____

Supervisor's Signature _____



Sample Teaching Assistant Evaluation

TEACHING ASSISTANT EVALUATION

AIDE _____ DATE _____

1 = Poor 2 = Fair 3 = Average 4 = Good 5 = Excellent
 NA = Not Applicable

The Aide:

Evaluation

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Maintains a friendly and orderly environment in order to enhance the educational process. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Works patiently with children in whatever way is needed. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Shares educational ideas with the classroom teacher and the department. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Helps set up the physical arrangement of the room. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Is aware of the monthly curriculum and assists in acquiring the needed supplies. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Sets up for the daily activities. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Accepts assigned responsibilities to help facilitate the program. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Assists in maintaining communication with the parents.
Also, maintains communication with other school programs. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Discusses with the head teacher any problems or concerns that may arise with the curriculum, a specific project, a specific child or the philosophy of the program. | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Assists the teacher in evaluating each child's progress. | 1 | 2 | 3 | 4 | 5 | NA |
| 11. Assists in enrichment activities with children in small groups. | 1 | 2 | 3 | 4 | 5 | NA |
| 12. Directs concerns of the parents to the head teacher. | 1 | 2 | 3 | 4 | 5 | NA |
| 13. Is responsible for teaching or directing activities when the head teacher is with a parent, individual child or the principal. | 1 | 2 | 3 | 4 | 5 | NA |

- | | |
|---|--------------|
| 14. Assists in the discipline of a child or group of children when the need arises. | 1 2 3 4 5 NA |
| 15. Helps maintain a file of the program. | 1 2 3 4 5 NA |
| 16. Evaluates and makes suggestions for updating projects and the curriculum. | 1 2 3 4 5 NA |
| 17. Is willing to attend meetings or workshops pertinent to the program. | 1 2 3 4 5 NA |
| 18. Assists in the arrival and dismissal of children. | 1 2 3 4 5 NA |

COMMENTS:

EVALUATOR'S SIGNATURE _____ DATE _____

Professional Resources for Evaluation

Bloom, P., Sheerer, M., and Britz, J. 1998. *Blueprint for Action*. Beltsville, MD: Gryphon House.

Child Care Exchange editors. 2008. *Taking Stock: Tools & Strategies for Evaluating Programs, Directors, Teachers, and Children*. Redmond, WA: Child Care Exchange.

Gober, S. 2002. *Six Simple Ways to Assess Young Children*. Albany, NY: Delmar.





508669



“In His Hands”

Handouts and Forms

Job Description for Marketing Director

Job Description for Admissions Counselor

Job Description for Director

Job Description for Early Childhood Director/Assistant Principal

Job Description for Early Childhood/Elementary Education Teacher

Job Description for Lead Teacher: Early Childhood Center

Job Description for Teacher’s Aide

Job Description for Custodian

Job Description for Child Care Lunch Assistant

Director Evaluation By Staff

Director Evaluation

Staff Evaluation

Teaching Assistant Evaluation

Personnel Record

Environment Safety Checklist

Accident Report

Authorization and Permission for Administration of Medication

Family Needs Survey for Early Childhood Programming

Lutheran Preschool Parent Survey

Parent Questionnaire

Parent Evaluation

Family Exit Survey

Job Description for Marketing Director

GENERAL DESCRIPTION

Promote the church and school. Work with the school's administration to increase the school's enrollment in each grade. The position's primary responsibility is to increase the number of inquiries, visits and applications to the school. Direct responsibility to determine a student's actual admission remains the role of the principal.

QUALIFICATIONS

The marketing director will:

1. Be an active member of an LCMS congregation.
2. Be knowledgeable about the school and supportive of its ministry.
3. Preferably have a child or grandchild attending the school.
4. Have a college degree.
5. Have good communication skills and be able to expressively articulate the mission.
6. Present a professional look.
7. Be energetic and confident.

DUTIES

The marketing director will be responsible for:

1. Being highly visible as a representative of the school in the congregation and community.
2. Re-developing all admissions materials to be market ready and professional.
3. Visiting local preschools, child care centers and churches to develop positive working relationships with them.
4. Maintaining records of contacts — phone numbers, addresses, contact person, etc.
5. Developing a comprehensive marketing campaign by June of each year and implementing it; revising it as necessary, throughout the school year.
6. Guiding prospective families from the inquiry stage, through the application and enrollment process, and into the assimilation and retention stages.
7. Arranging, publicizing and hosting admissions events during the school year, including the annual school orientation event.
8. Developing and maintaining positive relationships with current school families, prospective families and community organizations.
9. Developing and maintaining positive relationships with school alumni. This includes developing a record-keeping system to keep track of alumni and communication with them.
10. Attending school functions and interacting with the students, parents and guests.
11. Publicizing school events with local media, the congregation and the community.
12. Discovering and attending conferences or community fairs where the school can set up an information booth, as well as organizing volunteers to spend time at the booth.
13. Working with other Lutheran churches, schools and institutions to coordinate marketing efforts.
14. Working with members of the parent community to promote the school.
15. Working with members of the faculty and staff as ambassadors to assist in the retention and recruitment of students.
16. Regularly providing written and oral reports to the principal of work accomplished and action plans for future projects.

17. Helping the family assimilate into the school community, once a student is accepted.
18. Acknowledging those within the current school community who join in the effort to promote the school (thank-you cards, hospitality gifts, etc.).
19. Providing quarterly reports for the voters assembly.
20. Developing a student retention strategy within the school for use throughout the year.
21. Establishing advisory and support groups as needed to carry out the various tasks of the position.
22. Visiting congregational families that have newborns.

HOURS

This is a 60 percent salaried position with benefits. It is expected that the marketing director will devote the time required to fulfill responsibilities and that the best possible effort will be given to the position. The marketing director will be under the direct supervision of the principal.

Job Description for Admissions Counselor

ACCOUNTABILITY

The admissions counselor is directly accountable to the school administrator and indirectly accountable to the school board.

GENERAL DESCRIPTION

Overall promotion of the church and school with the goal of increasing or maintaining school enrollment and church membership. The very essence of this position requires the individual to develop relationships with a great multitude of individuals and groups.

RESPONSIBILITIES

The admissions counselor is responsible for:

1. Developing and maintaining printed materials for publicity, application, enrollment and membership.
2. Visiting local churches, preschools and child care centers; maintaining contact and developing positive working relationships with them.
3. Receiving all incoming requests for information, tours and so on from prospective families.
4. Scheduling and conducting tours of the church and school based on the availability of prospective families.
5. Guiding prospective families through the application, enrollment or membership process.
6. Arranging, publicizing and hosting open house events throughout the year.
7. Developing and maintaining positive relationships with prospective families, current students and families, and school alumni.
8. Attending school and church functions and interacting with the students, parents, members and guests.
9. Publicizing church and school events in local newspapers, the community and within the congregation.
10. Working with members of the school's parent community to promote the church and school.
11. Assisting families once their child is accepted as a student to assimilate into the school community.
12. Communicating regularly with faculty and staff regarding scheduled tours, open houses, activities and more.
13. Providing written and oral reports to the school administrator of work accomplished and action plans for future projects on a monthly basis.
14. Identifying and counseling church member families with children not currently enrolled at the school.
15. Communicating with faculty and staff regarding new enrollees and members.
16. Assisting in the retention of current students/members by conducting exit interviews as needed.
17. Representing the church and school at various speaking opportunities.
18. Serving as a support member of the marketing committee.
19. Joining the local chamber of commerce or other important neighborhood service organizations.
20. Building a database of alumni information.
21. Attending the monthly LCMS district admissions counselors meeting.
22. Attending the annual National Admissions Counselor Conference.
23. Maintaining high visibility as a representative of the school and church in the congregation and community.
24. Working closely with the director of connections.
25. Guiding and assisting with church and school websites.
26. Performing related duties as assigned.

QUALIFICATIONS

The admissions counselor will:

1. Be an active member of the school's supporting congregation or be willing to become one.
2. Exhibit a Christ-like lifestyle.
3. Understand and be able to communicate the doctrinal positions of the LCMS.
4. Believe in the value of Christian education.
5. Hold an extensive knowledge of school and church structure, activities, programs and so on.
6. Employ strong relational and communication skills in order to deal effectively with new prospects, current families, students, faculty and staff.
7. Maintain a high degree of objectivity, honesty, trustworthiness and confidentiality.
8. Understand that beyond regular responsibilities, other actions may be requested by the administration.
9. Display confidence in public speaking.
10. Display professionalism in appearance, attitude and conduct with staff, prospective families and congregation members.
11. Display needed skills in the use of technology as a communication and marketing tool.
12. Be tactful and courteous, in addition to being an effective listener and communicator.

WORK SCHEDULE

The admissions counselor is a part-time position of approximately 20 hours per week; however, there will be events that will necessitate that additional hours be spent for the benefit of the ministry. The admissions counselor is expected to devote the time required to fulfill these responsibilities to the best of his or her God-given ability.

Job Description for Director

Responsible to Minister to Families with Young Children

Setting: Free-standing early childhood center

SELF-MANAGEMENT AND PROFESSIONAL CONDUCT

The director will:

1. Be a committed Christian and member of the congregation.
2. See his/her role as a calling for ministry, understanding the mission of the church, school and child care ministries.
3. Be ready and able to share the Gospel and personal faith with children, parents and staff through words, action and attitude.
4. Be a positive, caring person, liking and valuing children of all ages.
5. Maintain Red Cross first aid and child and infant CPR certification every 2 years.
6. Keep current TB test (every 3 years) and physical (every 2 years) on file.
7. Be on-site a minimum of six hours per day.

ADMINISTRATIVE RESPONSIBILITIES

The director will:

1. Complete all necessary state-required forms and documents and meet with state licensing consultants upon request. Communicate with consultants as well as the health department about all aspects of the program.
2. Prepare, update and distribute the parent handbook, which must include policies on attendance, fees, admission, discipline, program schedule, the general philosophy and goals.
3. Plan and schedule administrative responsibilities.
4. Schedule the use of shared classroom space, gym and equipment.
5. Plan the yearly calendar to include days and times the child care center will be open.
6. Report to the principal, early childhood committee and minister for preschool families regularly on the progress of the program, concerns, needs, budget and staff evaluations.
7. Follow and implement the congregation's personnel policies and procedures handbook.
8. Ensure that all state requirements are met or exceeded.
9. Maintain advertising and public relations programs to promote enrollment.
10. Communicate to parents through a newsletter or other form of communication about the program or their child's progress within the program. Be ready to share personal faith when appropriate.
11. Communicate with families about the exceptional behavior of children in order to work together in the best interest of the child. Make decisions about exclusions and inform parents.
12. Maintain a waiting list.

FISCAL RESPONSIBILITIES

The director will:

1. Establish and operate within a budget.
2. Purchase equipment and supplies, keep all receipts and accounting for all moneys spent or received and turn in records to the business manager.
3. Keep inventories of supplies and equipment.
4. Arrange for custodial care of the center.
5. Manage supplies, replacing equipment and stocking supplies as needed. Ask for donations when appropriate.
6. Maintain accurate accounting of lunches, comparing records with the school cook for billing to the State

Department of Education. Bill the Department of Education for snacks.

7. Maintain records of children's attendance and bill accordingly. Keep records of payments and work with delinquent families.
8. Provide financial reports to the minister to preschool families, principal and early childhood committee.
9. Provide year-end tax information.

STAFF MANAGEMENT

The director will:

1. Supervise the planning and implementation of the daily program in each classroom, which includes Bible-based and age-appropriate activities.
2. Train, schedule, supervise and evaluate lead teachers, caregivers, aides, the receptionist and the custodian.
3. Plan staff meetings and participate in staff development. Be open and honest with staff, praising and encouraging as well as confronting problems with empathy and compassion.
4. Meet with lead teachers at least monthly for planning and problem solving.
5. Arrange for substitutes when needed.
6. Keep employee files current, including confidential forms, criminal record checks, TB tests, physicals and Red Cross certifications.
7. Maintain proper adult-child ratios and enrollment for space provided at all times.
8. Maintain proper fire and tornado drills, ensuring proper recording.

CHILD MANAGEMENT

The director will:

1. Encourage registration and enroll children, keeping health and registration forms updated.
2. Familiarize parents with the center and its policies.
3. Speak to children about exceptional behavior.
4. Familiarize him or herself with all children in the program and their families to better serve the needs of each individual family.
5. Communicate with staff about the growth and development of each child in the program.

PERSONAL CHARACTERISTICS

The director will:

1. Have experience in working with children of all ages.
2. Be flexible and emotionally stable.
3. Attend church and school of discipleship classes regularly.
4. Display abilities in planning and coordinating programs.
5. Display abilities in supervision.
6. Demonstrate initiative and competence in working effectively without close supervision.
7. Have a genuine love for families.

QUALIFICATIONS

Have completed a minimum of 60 semester hours of credit at an accredited college or university, 12 of which were in child development, child psychology or early childhood education. Or hold an associate degree in Early Childhood Curriculum or a bachelor's degree in Education with Early Childhood Certification, Child Development or a related field that meets state requirements.

Job Description for Early Childhood Director/Assistant Principal

Setting: Elementary school with preschool and kindergarten

GENERAL ADMINISTRATION

The director will:

1. Coordinate the assigning of students into the appropriate preschool and kindergarten classes.
2. Meet with the school board as needed regarding early childhood programming.
3. Coordinate space, scheduling, staffing and curriculum between the early childhood and extended-care programs and related church, school and community programs.
4. Work with the school principal and church/school budget committee to develop a unified church/school budget.
5. Order materials, supplies and services as needed for the early childhood programs.
6. Collect and review lesson plans from early childhood faculty.
7. Work with the building principal to complete emergency plans, procedures and drills.
8. Lead weekly walk-through tours with the maintenance/custodial staff.
9. Assist with and/or lead faculty, departmental and other meetings, as assigned by the principal.

PUBLIC RELATIONS

The director will:

1. Serve as a spokesperson for the early childhood program.
2. Orient new families to the early childhood program.
3. Participate in area early childhood fairs and events at local public libraries.
4. Assist with the development of early childhood registration materials and procedures (open houses, registration days) in coordination with the school principal.
5. Work with the website committee to communicate information regarding the early childhood program.
6. Develop and publish weekly newsletters for the early childhood program.
7. Publicize information regarding early childhood programs to the church, school and community.

CURRICULUM

The director will:

1. Work with a faculty committee to study, review and update the curriculum based on a designated six-year cycle.
2. Coordinate the development of themes and curriculum in the early childhood program.
3. Format, organize and present all updated curriculums to the school faculty, ministerial staff and school board for final curriculum approval.
4. Provide updated curriculums for usage by the school faculty, ministerial staff and the school board upon final approval.

STAFFING

The director will:

1. Work with preschool and kindergarten staff to develop programming, scheduling, curriculum and special activities.
2. Assist with the interview process of new early childhood and extended-care staff members.
3. Orient new early childhood staff to the early childhood programs.

4. Promote and encourage staff development through staff training sessions, workshops and continuing education opportunities.
5. Secure substitute teachers for any staffing substitutions in the program.
6. Work with the principal and school board to fill long-term substitutions with qualified substitute staff.
7. Complete paperwork (attendance and payroll) for all necessary substitutions.
8. Communicate with the school office staff on a daily basis regarding all substitutions.
9. Supervise staff in the early childhood program.
10. Assist faculty, staff and administration as assigned by the principal.

Job Description for Early Childhood/Elementary Education Teacher

THE PURPOSE OF THE POSITION IS TO:

1. Teach the Word of God and particularly the Gospel message of Jesus Christ as our crucified and risen Savior.
2. Assist the principal in establishing a Christian learning environment in the school.
3. Serve as a role model to fellow teachers, prospective teachers and the learning community.
4. Work with the children and their families to assist them in becoming responsible members of the body of Christ.
5. Teach the required curriculum for the assigned grade level(s).
6. Value and respect the individual worth, dignity, and God-given talents and abilities of each individual student.
7. Support and carry out the mission of the school.

ACCOUNTABILITY IS TO THE:

1. Governance board
2. Principal/early childhood director

RESPONSIBILITIES TO CARRY OUT THE SCHOOL'S MISSION:

Nurturing:

1. Communicate effectively with the pupils, commending and reinforcing good conduct and achievement on the part of the pupils.
2. Use wholesome motivational techniques that produce the desired learning environment.
3. Maintain effective Christian discipline in the classroom as outlined in the school handbook.
4. Counsel pupils individually, when necessary.
5. Demonstrate in a variety of ways genuine care and concern for students.
6. Respect and celebrate the cultural diversity of students.
7. Demonstrate enthusiasm for teaching and learning.
8. Encourage critical thinking, life-long learning, creativity and risk taking.
9. Promote a strong Christian relationship among fellow staff members.
10. Maintain an environment that is Christ-centered, positive, supportive, nurturing and challenging.

Educating:

1. Relate instruction to the Christian objectives of the school.
2. Develop and communicate effective long-range and short-range (daily lesson plans) planning for classroom instruction.
3. Use appropriate procedures to evaluate student attendance and achievement.
4. Maintain adequate records of student achievement and other required data.
5. Complete record-keeping procedures.
6. Train and supervise aides and volunteers when appropriate.
7. Be willing to grow professionally through educational readings, attendance at workshops or participation in graduate-level courses according to the continuing education policy.
8. Adopt lessons to meet individual student needs.
9. Create and implement developmentally appropriate lessons for a varied range of student needs.
10. Implement best practice strategies in instruction, technology and assessment.

11. Teach for mastery.
12. Create lessons that are student-centered, based in content, stimulating, innovative, enhanced with appropriate technology, inquiry-based and fun.
13. Participate in at least one professional organization in addition to the Lutheran Education Association (LEA).
14. Employ a variety of assessment methods (work samples, anecdotal records, portfolios, etc.).

Witnessing:

1. Keep the classroom appearance interesting, stimulating, neat and pleasant.
2. Be involved in the worship life of the parish and, if at all possible, become involved in some parish activities.
3. Seek to continually grow spiritually through Bible study and prayer.
4. Conduct oneself as a professional educator at all times.
5. Conduct oneself as the school's public relations voice at all times.
6. Integrate Christian ethics, principles and doctrine into all subject areas.
7. Verbalize the Law and Gospel in the manner of Christ Himself.
8. Take every opportunity to witness one's faith to children and parents to encourage faith development and worship attendance.

Serving:

1. Communicate regularly with parents in written form, electronically and personally.
2. Assist with special school programs, religious services, projects and extracurricular activities as assigned.
3. Be responsible for playground, lunchroom, hallway, athletic and other supervision duties as assigned by the principal and/or early childhood director.
4. Attend faculty meetings, teacher conferences, department meetings, PTL meetings, faculty devotions and congregation meetings.
5. Maintain a substitute teacher folder that contains the daily schedule, class list and materials used.
6. Abide by school policies as listed in the Policy Manual.
7. Conduct parent conferences and orientation meetings at the times designated.
8. Participate in activities and programs sponsored by the class/department/school during and after school hours.
9. Commit to students and their learning, and provide appropriate, timely and constructive feedback to students.
10. Work collaboratively for the benefit of all students in the school.
11. Manage classroom funds responsibly with administrative approval.

QUALIFICATIONS NECESSARY FOR THIS POSITION INCLUDE:

1. Faith in Jesus Christ as Lord and Savior.
2. A bachelor's degree in Early Childhood Education, Elementary Education or in the teaching area assigned.
3. Certified by the state or taking steps toward such certification in the area of responsibility.
4. Sufficient skills to fulfill the responsibility of this position.
5. Membership on the synodical roster is desired, when feasible.
6. Membership at the school's supporting congregation.

Job Description for Lead Teacher: Early Childhood Center

Responsible to: Director

SELF-MANAGEMENT AND PROFESSIONAL CONDUCT

1. Be a committed Christian.
2. See his/her role as a calling for ministry, understanding the role of the mission of the Early Childhood Center.
3. Understand that the lead teacher's first priority is to "teach" the children about the love of Jesus through positive role modeling, gentle and consistent temperament, and caring relationships.
4. Be a positive, caring person with enthusiasm for caring for children.
5. Attend all staff meetings, attend workshops and seminars whenever possible, and log at least 12 training hours each year.
6. Maintain Red Cross first aid and child and infant CPR certifications.

STAFF MANAGEMENT

1. Plan yearly, monthly and weekly goals and objectives in written form; have the goals/lesson plans approved a month in advance by the director.
2. Maintain inventory of equipment and supplies.
3. Based upon the lesson plans and inventory, plan for and request materials and supplies by the 25th of each month.
4. Supervise and/or prepare materials for each day's activities.
5. Support other staff by being a positive role model and providing guidance when working with each other and children.
6. Meet with other staff (within the room or between shifts) for planning and problem solving.

CHILD MANAGEMENT

1. Develop daily lesson plans based upon yearly focus, state learning objectives and individual needs of children as assessed through the Ages and Stages Questionnaires (ASQs); submit in written form to the director a month in advance; keep written curriculum available for substitutes; post a copy of the lesson plans on the bulletin board outside the classroom.
2. Supervise the management of the classroom schedule.
3. Supervise maintenance of attendance records in the classroom.
4. Maintain lunch and snack records daily.
5. Execute and maintain records for fire, tornado and lockdown drills.
6. Follow positive discipline policies as outlined in the staff manual.
7. Periodically assess and evaluate the growth and development of each child.
8. Help prepare, serve and clean up snacks for the children.
9. Serve, supervise and participate in family-style lunch with the children.
10. Set up cots and monitor children during rest times.
11. Directly supervise children outside.
12. Keep track of children's clothing and assist children in doing so.
13. Supervise children as they take care of personal toileting needs.
14. Administer first aid when necessary, as trained; report all accidents/incidents on appropriate forms.
15. Administer medicine as prescribed, and sign off on medicine forms.

16. Keep room neat and orderly; give attention to unassigned areas, such as corridors, staff room and storage closets, and report any problems to the director.
17. Maintain open, honest, respectful communications with parents, planning for conferences when necessary; communicate with parents regarding exceptional behavior, accidents, illnesses and discipline.
18. Call the director in a timely manner when ill.
19. Be punctual.
20. Become familiar with the staff manual.

PERSONAL CHARACTERISTICS

1. Have stamina, both physical and emotional, to work with young children.
2. Display abilities in planning, coordinating and implementing lesson plans.
3. Demonstrate initiative and competence in working effectively without close supervision.
4. Have a genuine, Christ-like love for children.

QUALIFICATIONS

Associate degree in Early Childhood Education; Child Development Associate Credential (CDA) with at least one year of experience; or bachelor's degree in Early Childhood Education, Child Development or related field.

Job Description for Teacher's Aide

Responsible to: Lead Teacher/Director

SELF-MANAGEMENT AND PROFESSIONAL CONDUCT

1. Be a committed Christian.
2. See his/her role as a calling for ministry, understanding the mission of the center.
3. Understand that the aide's first priority is to teach about the love of Jesus through positive role modeling, gentle and consistent temperament, and caring relationships.
4. Is a positive, caring person with enthusiasm for caring for children.
5. Attend all staff meetings, seminars and workshops whenever possible.
6. Maintain Red Cross first aid and child and infant CPR certifications.

STAFF MANAGEMENT

1. Support other staff by being a positive role model, treating others with respect and care.
2. Meet with other staff when asked, for planning and problem solving.

CHILD MANAGEMENT

1. Assist in implementing the classroom schedule.
2. Assist in executing fire, tornado and lockdown drills.
3. Follow positive discipline policies as outlined in the Staff Training Manual.
4. Help prepare, serve and clean up morning and afternoon snacks.
5. Serve, supervise and participate in family-style lunch with children.
6. Assist in setting up cots and monitoring children during rest time.
7. Directly supervise the children's outdoor activities.
8. Keep track of children's clothing (e.g., jackets, coats, boots).
9. Supervise bathroom and help as needed.
10. Administer first aid when necessary; assist in reporting all accidents/incidents on appropriate forms.
11. Keep room neat and orderly by fulfilling cleaning assignments; give attention to unassigned areas like corridors, staff room, restrooms and closets; report any problems to the director.
12. Maintain open, honest, respectful communication with parents; communicate with parents regarding exceptional behaviors, accidents, illnesses and discipline.
13. Call director in timely manner when ill.
14. Be punctual.
15. Become familiar and comply with policies in the staff manual.

PERSONAL CHARACTERISTICS

1. Have stamina, both physical and emotional, to work with young children.
2. Demonstrate initiative and competence in working effectively without close supervision.
3. Have genuine Christ-like love for children.

QUALIFICATIONS

One year of child development at the high school or college level.

Job Description for Custodian

Responsible to: Child care Director, Building Superintendent

PROFESSIONAL CONDUCT AND SELF-MANAGEMENT

1. Able to use time wisely.
2. Schedule cleaning assignments around the schedule of the center.

STAFF MANAGEMENT

1. Support other staff by being a positive role model, treating others with respect and care.
2. Meet with other staff for planning and problem solving.
3. Communicate with directors, minister for families with young children and maintenance supervisor with concerns about equipment, building repairs and maintenance, bringing any problems to their immediate attention.

PERSONAL CHARACTERISTICS

1. Possess the stamina to do the physical labor of cleaning.
2. Display abilities in planning, coordinating and implementing cleaning procedures.
3. Demonstrate initiative and competence in working effectively without close supervision.

QUALIFICATIONS

Some experience in custodial work, or willingness to learn proper cleaning techniques is desired.

RESPONSIBILITIES

Daily

1. Clean all bathrooms including mirrors, sinks, towel dispensers, toilets, floors and door knobs following prescribed cleaning techniques using disinfectant solutions.
2. Replenish paper towels, bathroom tissue and fill soap dispensers in bathrooms.
3. Empty wastebaskets.
4. Vacuum hallway, staff lounge, reception and entrance areas.
5. Mop linoleum and tile floors with proper cleaning solutions, changing cleaning water frequently.
6. Clean glass doors in reception and entrance areas.
7. Sweep and mop the reception and entrance area tile.
8. Check mini-gym and vacuum as necessary.
9. Check exit doors and lock classroom doors.

Weekly (do one each day)

1. Visually check for cobwebs and clean as needed.
2. Clean the glass exit doors and glass panels in classroom entrance doors.
3. Sweep the sidewalk leading into the building.
4. Vacuum offices.
5. Clean the mini-gym: vacuum, wipe window ledges and heating units, and clean mirrors.

Monthly

1. Clean one-way glass both inside and out.
2. Mop storage room floors.
3. Wipe door moldings and baseboard moldings.
4. Clean trash receptacles.
5. Dust air vents in reception area, classrooms and storage rooms.
6. Vacuum edges of carpet.

OTHER RESPONSIBILITIES

1. Weather permitting, clean windows inside and out in August, December and April.
2. Inform director as supplies are needed.

NOTE: THE EARLY CHILDHOOD STAFF WILL

1. Sweep tile flooring daily;
2. Vacuum carpeting daily;
3. Clean classroom sinks, drinking fountains and counters daily;
4. Clean and sanitize all equipment as well as storage units as directed by the lead teacher;
5. Clean teacher work areas and refrigerators as directed by the lead teacher;
6. Keep storage shelving neat and clean; and
7. Clean and organize the mini-gym storage room.

Job Description for Child Care Lunch Assistant

Responsible to: Child care Director, Cook

The primary responsibility of the Child care Lunch Assistant is to support the Cook with the aim of supporting dietary needs of children by preparing and/or serving snacks and meals daily.

DAILY RESPONSIBILITIES

1. Assist the cook with menu preparation.
2. Actively prepare food for cooking and distribution.
3. Maintain proper storage and control of waste.
4. Prepare and serve food.
5. Supervise the proper maintenance of equipment, kitchen and pantry area.
6. Maintain good sanitation and safety practices, including personal hygiene.
7. Participate in food-related learning activities, including classroom participation in introducing new foods to children and other food-related learning experiences.
8. Attend trainings, workshops and seminars pertaining to food preparation and nutrition.
9. Fully clean the kitchen daily.
10. Perform other duties as assigned.

QUALIFICATIONS

1. High school diploma or GED or relevant vocational trainings/certifications required.
2. Food Preparation Training/Food Handler's Certificate required.
3. First Aid and CPR trainings required and recertified as needed.

PHYSICAL REQUIREMENTS

Must have the ability to complete all standard administrative and support tasks including but not limited to climbing up and down stairs; operation of computers/phones/fax/printer/copy machine; and the ability to lift boxes, furniture; and equipment up to 30 lbs. Must be able to thrive in a high-temperature environment.

Equal Opportunity Employer

Director Evaluation By Staff

Director _____ Date _____

Key:

C= Consistently U=Usually O= Occasionally N= Never

The Director:	C	U	O	N
Promotes an environment where Christ permeates the school climate				
Is more reflection vs. rule-based				
Promotes high expectations and professional, Christian ethics				
Encourages the use of innovation and best practices in education				
Promotes quality early childhood environments				
Creates camaraderie, collaboration and staff cohesion				
Is fair and equitable to students, staff and families				
Communicates clear expectations and information in a timely manner				
Seeks out input from others				
Is available as needed				
Offers assistance and support to students				
Offers assistance and support to families				
Offers assistance and support to staff				
Is an advocate for the early childhood program				
Is easy to talk to				
Is a good listener				
Strives to develop leadership skills in others				
Offers resources and options for professional growth				
Creates opportunities for reflection and growth				
Creates options for peer collaboration				

COMMENTS:

Director Evaluation

Early Childhood Director _____

Completed by _____ Date _____

Signatures _____

Evaluation Scale

Please complete the ratings in each section, with higher numbers indicating a positive rating.

I. PERSONAL AND PROFESSIONAL	9	7	5	3	0
1. Is dependable and responsible					
2. Has a positive attitude toward Christian calling					
3. Is respected for integrity					
4. Uses the Means of Grace regularly					
5. Is cooperative with staff members					
6. Exercises sound and mature judgment					
7. Promotes effective teacher-pupil relationships					

Section I Total Score _____

II. RELATIONSHIPS	8	6	4	2	0
1. Develops and maintains cooperative parent-teacher relationships					
2. Has Christian relationship with family					
3. Conducts life in professional manner					
4. Is tolerant of others					
5. Reflects total parish view of the "teaching ministry"					
6. Is accepted for leadership ability					
7. Knows current trends of curriculum development and practice in early childhood education					
8. Is recognized as an effective teacher					
9. Takes criticism well					

Section II Total Score _____

III. LEADERSHIP ROLE	7	5	3	1	0
1. Speaks with conviction at opportune times					
2. Delegates responsibility wisely when in leadership role					
3. Reflects commitment to democratic leadership and decision making					
4. Seeks opportunity for innovation					
5. Dresses properly; is well groomed					
6. Participates in in-service programs					

Section II Total Score _____

IV. HEALTH & WELLBEING	6	5	2	1	0
1. Uses good common sense in all matters					
2. Possesses sound health and physical energy					
3. Has a sense of humor					
4. Reads widely in professional areas					
5. Demonstrates competence in parish work					
6. Performs effectively as a public speaker					

Section IV Total Score _____

V. COMMUNITY INVOLVEMENT/OUTREACH	5	4	2	1	0
1. Has been active in professional organizations					
2. Is active in civic affairs					
3. Is active in some physical activity (e.g., golfing, jogging, skiing)					

Section V Total Score _____

SCORE COMPARISON AND INTERPRETATION

	Score Received	Most Desirable Score Range
Section I	_____	49–63
Section II	_____	54–72
Section III	_____	30–42
Section IV	_____	30–36
Section V	_____	12–15
Total Score	_____	175–228 Total Desirable

This form may be adapted and used by boards of education to evaluate the director/administrator of the early childhood program and by directors to self-evaluate their strengths and weaknesses.

(Adapted from the Lutheran School Administrator's Handbook, LCMS School Ministry.)

Staff Evaluation

Name _____ Date _____

Assigned Classroom _____ Supervisor _____

Please rate on scale of 1 – 5.

1=excellent, 2=above average, 3 = average, 4= below average, 5=unsatisfactory

DOES THIS PERSON....?	1	2	3	4	5
Self-management and professional conduct					
Understand the mission					
Demonstrate positive role modeling of the love of Jesus					
Demonstrate a gentle and consistent temperament					
Demonstrate caring relationships with children/families					
Demonstrate positive, enthusiastic attitude for their work					
Attend staff meetings					
Hold CPR & first aid certifications		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Have current TB test		<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Have current physical		<input type="checkbox"/> Yes	<input type="checkbox"/> No		

STAFF MANAGEMENT	1	2	3	4	5
Support other staff by being a positive role model					
Support other staff by treating others with respect and care					
Communicate problems or concerns with other staff					
Attend, participate or facilitate classroom meetings					
Communicate concerns with director					
Maintain inventory of equipment and supplies					
Request supplies monthly					
Plan goals and lesson plans based on needs of children					
Submit lesson plans to director in timely fashion					

CHILD MANAGEMENT	1	2	3	4	5
Keep written lesson plans available for substitutes					
Supervise the management of the classroom schedule					
Supervise maintenance of attendance records					
Supervise maintenance of lunch records					
Supervise execution of fire and/or tornado drills					
Follow positive discipline policies					
Assist in serving lunch & snack (family style where appropriate)					
Clean tables properly before and after lunch or snack					
Set up cots before rest, clean and put away afterwards					
Assist children during nap and monitor while asleep					
Effectively supervise children					

CHILD MANAGEMENT, CONTINUED	1	2	3	4	5
Supervise all areas of playground in partnership with others					
Supervise bathroom activities					
Change diapers following proper sanitation guidelines					
Assist child to, or keep track of children's belongings					
Administer appropriate first aid when necessary					
Report incidents and accidents appropriately					
Administer medicine carefully and precisely					
Assist children in keeping room neat and orderly					
Maintain cleaning list for equipment in classroom					
Keep other areas of center neat and orderly (hallway, restrooms, mini gym, storerooms)					
Demonstrate open and honest communication with parents					
Call director in timely manner if ill or tardy					
Arrive to work on time					
Become familiar with policies in caregiver's manual					
Comply with policies in caregiver's manual					
Demonstrate appropriate physical contact for age of child					
Demonstrate awareness of children's individual needs					

PERSONAL CHARACTERISTICS	1	2	3	4	5
Demonstrate physical stamina to work with children					
Demonstrate emotional stamina and composure					
Display ability to assist in implementing program					
Demonstrate initiative and competence to work effectively					
Exhibit genuine care and concern for children and families					
Demonstrate interest in extending professional development					

IMPROVEMENT	1	2	3	4	5
Show signs of improvement since last evaluation					

COMMENTS:

Staff signature

Date

Staff signature

Date

Teaching Assistant Evaluation

Aide _____ Date _____

1 = Poor 2 = Fair 3 = Average 4 = Good 5 = Excellent NA = Not Applicable

QUALITIES	1	2	3	4	5	NA
1. Maintains a friendly and orderly environment in order to enhance the educational process.						
2. Works patiently with children in whatever way is needed.						
3. Shares educational ideas with the classroom teacher and the department.						
4. Helps set up the physical arrangement of the room.						
5. Is aware of the monthly curriculum and assists in acquiring the needed supplies.						
6. Sets up for the daily activities.						
7. Accepts assigned responsibilities to help facilitate the program.						
8. Assists in maintaining communication with the parents and maintains communication with other school personnel.						
9. Discusses with the head teacher any problems or concerns that may arise with the curriculum, a specific project, a specific child or the philosophy of the program.						
10. Assists the teacher in evaluating each child's progress.						
11. Assists in enrichment activities with children in small groups.						
12. Directs concerns of the parents to the head teacher.						
13. Is responsible for teaching or directing activities when the head teacher is with a parent, individual child or the principal.						
14. Assists in the discipline of a child or group of children when the need arises.						
15. Helps maintain a file of the program.						
16. Evaluates and makes suggestions for updating projects and the curriculum.						
17. Is willing to attend meetings or workshops pertinent to the program.						
18. Assists in the arrival and dismissal of children.						

COMMENTS:

Teaching assistant's signature

Date

Evaluator's signature

Date

Personnel Record

Name of facility _____ Date _____

1. PERSONAL

Name _____ Birth Date _____

(Last – First – Middle)

Home Phone _____ Mobile Phone _____

Address _____

Family Members _____

2. PREVIOUS EMPLOYMENT

Name/Address of Employer _____

Job Title/Work Description _____

Dates from/to _____

3. EDUCATION

High School Attended & Location _____

Names of Universities or Colleges _____

Highest Diploma/Degree Attained _____

4. HEALTH

Last TB Test Date _____ Last Physical Exam Date _____

Medications _____

Special Health Conditions _____

5. EMERGENCY CONTACT INFORMATION

Contact #1 _____ Relationship _____ Phone _____

Contact #2 _____ Relationship _____ Phone _____

Contact #3 _____ Relationship _____ Phone _____

6. PROFESSIONAL & TECHNICAL QUALIFICATIONS

List licenses or certificates of competence held: _____

Names of professional associations of which you are a member: _____

7. REFERENCES

List names of three persons not related to you who can give information about your background:

<i>Name/Title</i>	<i>Business Phone</i>	<i>Business Address</i>	<i>Nature of Acquaintance</i>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

8. ADDITIONAL INFORMATION

Have you been convicted of a felony within the last 7 years? Yes _____ No _____

If yes, explain and give dates: _____

Are you prevented from lawfully becoming employed in the U.S.A. because of visa or immigration status?

Yes _____ No _____

Are you willing to complete the child protection procedures as outlined in the staff handbook, which includes completing a form, responding to an interview, having references checked, being fingerprinted and participating in a one-hour child protection class?

Yes _____ No _____

Name and location of church where you are an active member:

I promise that the above statements are true and give my permission for verification. I understand that any falsification, omission or misrepresentation will result in a rejection of this application.

Signature

Date

Environment Safety Checklist

Date of inspection: _____ Inspector: _____

INDOOR FACILITY

(Check if satisfactory. If unsatisfactory, indicate action taken or planned on reverse side.)

- 1. Smooth floor surfaces to avoid falls
- 2. Clean walls and ceiling; no peeling paint or damaged plaster
- 3. Children always supervised
- 4. No poisonous plants, vermin or disease-bearing animals (no turtles, parrot family birds, harmful pets)
- 5. Trash storage is covered; sanitation adequate
- 6. No smoking in facility
- 7. Plastic bags are safely used
- 8. No use of plastic balloons
- 9. No precariously placed small, sharp or otherwise hazardous objects
- 10. No tacks or pushpins used
- 11. Heating/ventilation working; pipes and radiators inaccessible (or covered to prevent bodily contact)
- 12. Outlets covered or grounded; no dangling or covered extension cords or window blind cords
- 13. No pest strips or poisons used
- 14. Safeguards in place to prevent children from entering unsupervised or hazardous areas

OUTDOOR AREAS

- 15. Walkways to enter/exit maintained to prevent falling
- 16. Play area covered with clean, safe surface
- 17. Play equipment anchored firmly
- 18. No nuts, bolts, screws, nails or other sharp edges on play equipment
- 19. No loose ropes, chains or cords
- 20. No lead-based paint used

Actions to be taken to improve safety conditions:

(Adapted from Prime Times: A Handbook for Excellence in Infant and Toddler Programs © 2008 by Jim Greenman, Anne Stonehouse and Gigi Schweikert.)

Accident Report

Date _____

Child's name _____

Age _____ Child's class _____

Child's address _____

Parents' names _____

Date of accident _____ Time of accident _____

Place of accident _____

Describe accident (Be as objective as possible.)

Describe nature of injury

Witnessed by _____

Describe action taken

Follow-up actions needed

Additional information

Staff member's signature/position

Date

Parent's signature

Date

Authorization and Permission for Administration of Medication

Student's name _____ DOB _____

Grade _____ Homeroom teacher _____

Date medication begins _____ Final date of medication _____

Medication _____

May student self-administer medication under supervision of health service personnel? (check one)

YES NO (A student self-administration form must be completed.)

Administration instructions (dose/frequency/time to be administered)

Intended effect of this medication _____

Possible side effects, if any _____

Discontinue/reevaluation/follow-up date _____

Prescriber's signature

Date signed

Prescriber's phone #: _____ Emergency phone #: _____

I herewith acknowledge that I am primarily responsible for administering medication to my child. However, in the event that I am unable to do so or in the event of an emergency, I hereby authorize _____ and its employees and agents, on my behalf and stead, to administer or to attempt to administer to my child (or allow my child to self-administer, while under the supervision of the employees and agents of _____), lawfully prescribed medication in the manner described above. I acknowledge that it may be necessary that the administration of medications to my child be performed by an individual other than a school nurse, and I specifically consent to such practices. I further acknowledge and agree that, when the lawfully prescribed medication is so administered or attempted to be administered, I waive any claims I might have against _____, its employees and agents arising out of the administration of said medication. In addition, I agree to hold harmless and indemnify _____, its employees and agents, either jointly or severally, from and against any and all claims, damages, causes of action or injuries resulting from the administration or attempts at administration of said medication.

Parent's signature

Date

Parent's phone #s:

Home _____ Mobile _____ Work _____

Parent's address _____

Family Needs Survey for Early Childhood Programming

The members of our congregation want to know more about ways we can better serve families. Please help us to assist you by answering the following questions. Thank you!

Check all ages of children in your household.

- | | | |
|---|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Birth to 1 year | <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 5th Grade |
| <input type="checkbox"/> 1 year to 2 years | <input type="checkbox"/> 1st Grade | <input type="checkbox"/> 6th Grade |
| <input type="checkbox"/> 2 years to 3 years | <input type="checkbox"/> 2nd Grade | <input type="checkbox"/> 7th Grade |
| <input type="checkbox"/> 3 years to 4 years | <input type="checkbox"/> 3rd Grade | <input type="checkbox"/> 8th Grade |
| <input type="checkbox"/> 4 years to 5 years | <input type="checkbox"/> 4th Grade | <input type="checkbox"/> High School |

Check the type of early childhood programs/classes that might be of most interest to your family. Check as many as might apply within the next three-year period.

INFANT & TODDLER CARE:

- Infant care (Birth to 1 year; offered 5 days/week; 5+ hours per day)
- Infant care (Birth to 1 year; offered 2-4 days/week; 5+ hours per day)
- Half-day infant care (Birth to 1 year; offered 2-4 days/week; 2-4 hours per day)
- Toddler care (1-3 years; offered 5 days/week; 5+ hours per day)
- Toddler care (1-3 years; offered 2-4 days/week; 5+ hours per day)
- Half-day toddler care (1-3 years; offered 2-4 days/week; 2-4 hours per day)

INTERACTIVE PARENTING CLASSES:

- Parent/infant classes (1 morning/week)
- Parent/toddler classes (1 or 2 mornings/week)
- Parents' Day Out (care for young children for several hours; 1-2 days/week)
- Parenting classes (weekly)

PRESCHOOL & KINDERGARTEN:

- Full-day preschool (3-5 years; offered 5 days/week; 5+ hours per day)
- Full-day preschool (3-5 years; offered 2-4 days/week; 5+ hours per day)
- Half-day preschool (3-5 years; offered 5 days/week; 2-3 hours per day)
- Half-day preschool (3-5 years; offered 2-4 days/week; 2-3 hours per day)
- Full-day kindergarten (5-6 years; offered 5 days/week; 5+ hours per day)
- Half-day kindergarten (5-6 years; offered 5 days/week; 2-3 hours per day)

EXTENDED CARE/SUMMER CAMP PROGRAMS:

- Extended care program (3-6 years; 1-5 days/week; before school hours)
- Extended care program (3-6 years; 1-5 days/week; after school hours)
- Extended care program (3-6 years; on school holidays)
- Summer camp (3-6 years; 10-20 days per summer)
- Summer camp (3-6 years; 21-30 days per summer)
- Summer camp (3-6 years; 31-40 days per summer)
- Summer camp (3-6 years; 41+ days per summer)

WHAT WOULD BE YOUR TOP 10 REQUESTS FOR AN EARLY CHILDHOOD PROGRAM:

- Licensed teachers (2-year degrees)
- Certified teachers (4+ year degrees)
- Christian teachers
- Christian early childhood program
- A state-licensed program
- A nationally accredited program
- A newly designed building
- Multiple classrooms
- School gym
- Outdoor playground
- Age-appropriate equipment & materials
- Bus transportation
- Child-sized bathrooms in the classrooms
- Special education services
- A high level of family involvement
- Gifted services
- A high level of congregational involvement
- School nurse
- Technology integrated into the classrooms
- School library

GENERAL COMMENTS:

Lutheran Preschool Parent Survey

Please take time to fill out this survey and return it by _____.

PLEASE SHARE YOUR THOUGHTS ABOUT:

1. Communication from the office

2. Communication from my child's teacher

3. Program and classroom orientation

4. My child's home visit

5. Parent events during class time

6. Parent events in the evening with your preschooler

7. Singing in the church services

8. Christmas service participation

9. Field trips

WHAT DID/WOULD YOU APPRECIATE MORE? *SELECT ONE CHOICE IN EACH CATEGORY*

Newsletter sent home Electronic newsletter through the parent portal Both

Reminders sent home via book bags Email reminders

Parenting classes on Sunday mornings Weekday evenings Saturday mornings

Leading a parenting class Attending a parenting class Neither

Parent Questionnaire

Please take the time to respond to this parent questionnaire. Your responses will assist us in determining areas of strength and areas for improvement in the school. To be most helpful, your responses should reflect your honest opinions about the school as it affects your child(ren). Please respond to the following statements and return this survey to the school office by _____.

1. As a parent of a student at this school, I am most thankful for:

2. If I could recommend one change, it would be:

3. I perceive the greatest facility need is:

4. I perceive the greatest curricular need is:

5. Additional comments that I would like to share with the teachers and administrators are:

SNACKS/MEALS	10	9	8	7	6	5	4	3	2	1
Nutritious										
Balanced										
Tasty										
Appealing										
Frequency										
Generous										
New taste experience										

GENERAL	10	9	8	7	6	5	4	3	2	1
Cost										
Registration procedures										
Conferences										
Information made available to parents										
Opportunities for parent involvement										
Efficiency of total operation										

COMMENTS

Name (optional) _____

Family Exit Survey

Dear Friends in Christ,

We are seeking feedback from families who have chosen not to reenroll. We would like to know what has influenced your decision. Please be as honest and open as possible. If you would like to be contacted, please include your name and telephone number on the back of this form. No comment or suggestion is too minor to have an impact on our mission to provide the best Christian educational experience for our students.

Thank you in advance for your help in this important matter.

The main reason we have chosen not to reenroll our child for the next school year is due to:

- Moving out of the area
- Financial (Please explain) _____
- We have children who attend another school, and it is easier for us.
- The available educational programs (i.e., preschool) do not fit into our schedule.
- Lack of certain educational programs and/or experiences. (Please explain) _____
- Transportation problems
- Quality of educational programs (Please explain) _____
- Quality of teachers (Please explain) _____
- Bad experience (Please explain) _____
- Intended preschool enrollment only; no intention to enroll in grade school
- Other _____

Please rate our success at meeting the following goals:

Please rate on scale of 1 – 5. 1=excellent, 2=above average, 3 = average, 4= below average, 5=unsatisfactory

QUALITY	1	2	3	4	5
1. Offers a quality Christian educational program					
2. Offers a program appropriate to the needs of the child					
3. Extends Christian love and fellowship					
4. Serves the needs of families in the congregation and the community					
5. Supports the parent or guardian as the child's primary teacher					
6. Provides an environment where the parent or guardian and school work together to enhance the child's life					
7. Provides Christian nurture for families					

A CHILD AT OUR SCHOOL . . .	1	2	3	4	5
8. Is accepted with his or her own God-given gifts and limitations					
9. Is encouraged to develop at his or her own rate					
10. Is encouraged to build a healthy self-concept					
11. Knows Jesus as his or her personal Savior					
12. Is provided a stimulating, hands-on environment					
13. Gains independence and problem-solving skills					
14. Gains social skills					
15. Gains a love for learning					