עדת התקוה
Adat HaTikvah Messianic Synagogue

EDUCATION MINISTRY LEADERSHIP GUIDELINES (Updated October 2016)

ALL MINITRIES

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Adat HaTikvah Misson Statement:
We want to lead people to return to the God of our fathers by becoming fully devoted followers of Yeshua.

Our Four-Step Process: Worship. Connect. Grow. Serve.

Our Core Values are to:
1. Return to the God of our Fathers
2. Become fully devoted followers of Yeshua.
3. Reflect the Jewishness of Yeshua.
4. Invite all people into the family of God.
5. Demonstrate God's love through our gifts, generous resources, and service.

The Four C's Of Adat Teams

The 4-C's are Calling, Character, Competency, Chemistry/Culture.[1]

Calling: This is critical to us because God has an interest in this decision. Yeshua told us to "Seek first the kingdom of God and His righteousness…" God told Jeremiah, "I know the plans I have for you…" So we remind ourselves to seek God for His purposes. It is quite possible that the person would be a great match in every other way, but that God is directing them towards something else in your organization or in the world.

Character: Character is critical to an influential position. Here are some key words that help to describe character; Team player, teachable, generous, serves regularly, submitted to leadership, maturing Believer, and a Positive Example in Life.

Competency: Simply this is the ability to do something successfully or efficiently. We recruit and appoint positions based on advanced competencies that are determined by leadership and then required for that role.

Chemistry: This is the arena where we determine if the person in question is going to be a good fit in your culture as well as with you as their leader. High character; highly competent people are not always able to accomplish their goal.

- 2011 & 2012 Philadelphia Eagles, 2004 LA Lakers and 2011 Miami Heat.[2]

Culture: This is corporate chemistry**.** Does the candidate have an understanding of the unique role of Messianic Judaism and a clear articulation of how they fit into the goals and vision of Adat HaTikvah?

At Adat take these criteria very seriously. If even just one of them doesn't seem to be lining up, we slow everything down and re-evaluate. Better to struggle through a leadership void for a season of time than to get the wrong person on the bus and find out 6 or 9 months down the line that they aren't going to work out.

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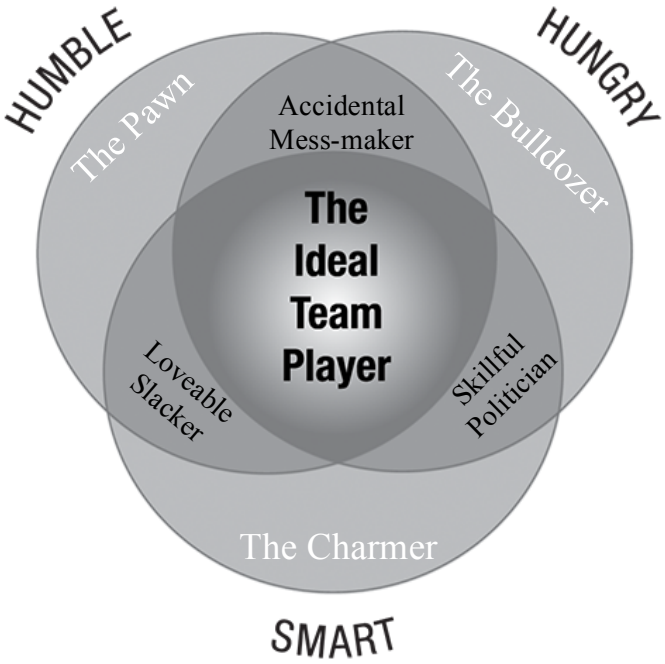
[1] Hybels, Bill. "Teamwork and Communication." Axiom: Powerful Leadership Proverbs. Grand Rapids, Mich.: Zondervan, 2008. Print.
[2] http://wadeoradio.com/leaders-the-4-cs-everyone-on-your-team-should-have/#sthash.wQW4i8i9.dpuf

The Ideal Team Player

By Patrick Lencioni[3]



HUMBLE

The first and most important virtue of an ideal team player is humility. A humble employee is someone who is **more concerned with the success of the team than with getting credit for his or her contribution**s. People who lack humility in a significant way, the ones who demand a disproportionate amount of attention, are dangerous for a team. Having said that, humble team players are not afraid to honestly acknowledge the skills and talents that they bring to the team, though never in a proud or boastful way.

HUNGRY

The next virtue of an ideal team player is hunger; **the desire to work hard and do whatever is necessary to help the team succeed**. Hungry employees almost never have to be pushed by a manager to work harder because they are self-motivated and diligent. They volunteer to fill gaps, take on more responsibilities and are eagerly looking around corners for new ways to contribute to the team.

SMART

The final virtue of a team player is not about being intelligent, but rather about being **wise in how to deal with people**. Smart employees understand the nuances of team dynamics, and know how their words and actions impact others. Their good judgment and intuition help them deal with others in the most effective way.

As simple as these three concepts may be, the key to all this is the unique combination of all three virtues, which make a person **an ideal team player**. Unfortunately, when even one of these attributes is lacking in a significant way, challenges can arise.

At Adat HaTikvah this is an important and vital virtue, we will strive to create competent and healthy teams to accomplish all of our goals and visions. Therefore this concept is fundamental to the future accomplishment of our mission and purpose.

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[3] Lencioni, Patrick. *The Ideal Team Player: How to Recognize and Cultivate the Three Essential Virtues: A Leadership Fable*. Hoboken: 978-1119209591, 2016. Print.

DISC PERSONALITY DESCRIPTORS[4]

LEADER (DOMINANCE)

Leaders typically like to have a variety of projects, becoming bored with repetitive work. They know what they want, will take action to achieve it and like immediate results. They are risk-takers, change-makers, self- determined, competitive, problem-solvers, good decision-makers and entrepreneurs. Leaders appear very direct, quick, indifferent, aloof and not emotional.

EXPRESSOR (INFLUENCE)

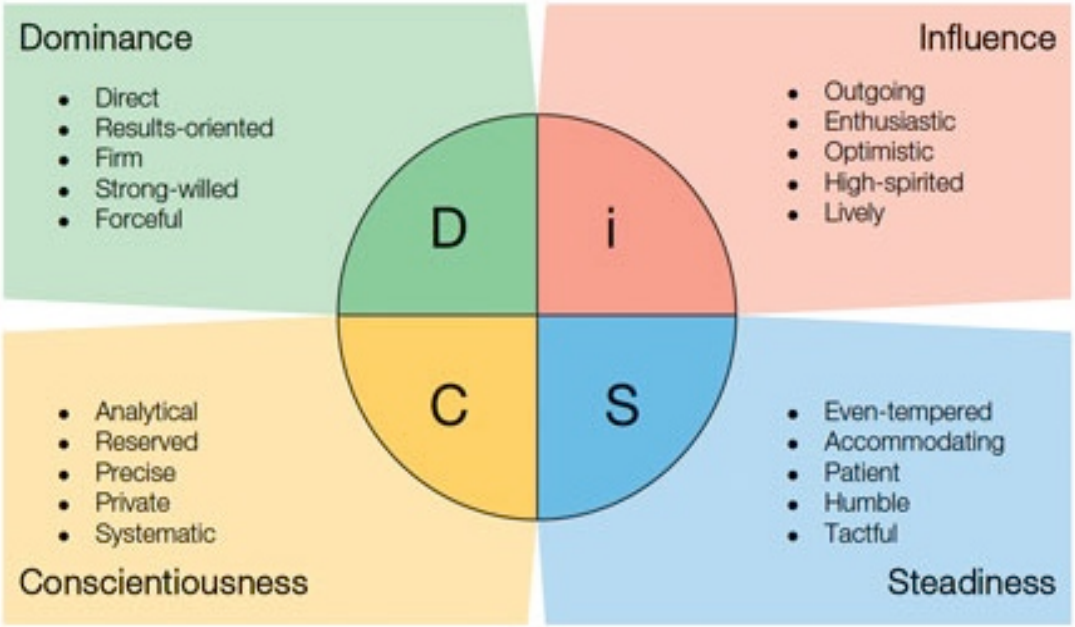
Expressors are typically drawn to group activities. They verbalize well and are sometimes loud and talkative. They are gregarious, aggressive, enthusiastic, entertaining, persuasive, optimistic, fun loving, generous, helpful, dreamers, intuitive, and trusting.

ANALYST (CONSCIENTIOUS)

Analysts have high standards and lack trust. They collect data, follow rules and recognize authority, making them good company people. They are hard workers, detailed, calculating, factual, accurate, precise, straightforward, questioning, non- aggressive, good organizers and diplomatic.

DEPENDABLE (STEADINESS)

Dependables prefer the status quo, typically staying in one place and focusing on tasks. They have close relationships and do not like risk-taking. Dependables are patient, calm, polite, warm, loyal, family-oriented, traditional, kind, good listeners, team people, neat, organized, good performers and good with details.



[4] Larry Gilbert, Cindy Spear, "The Big Book of Job Descriptions for Ministry", Gospel Light; Pap/Cdr edition (January 3, 2002) Pg. 19; http://www.everythingdisc.com

ALL MINISTRY COMMITMENT

MORE OF GOD
We have a desire for more of God, a desire for living for God and to see God's power live in us.

SERVANT'S HEART
We have a servant's heart. We recognize that we are members of one body and we are serving both God and his body.

TEACHABLE SPIRIT
We have a teachable spirit. We have a willingness to let leaders speak into our lives, and make adjustments if needed.

WORSHIPPER
We are worshippers. We desire to see God lifted high not just on Sabbath but in our daily lives. Our heart is to worship Him both with music and with our lives. We worship Him for who He is, and we thank him for what he's done.

AWARENESS FOR "OTHERS"
We understand that our goal is to create an environment for people to encounter God. We will strive to remove all obstacles and distractions for others.

ATTITUDE OF HUMILITY
We have an attitude of humility. Remember that ministry is a privilege not a right.

DESIRE FOR EXCELLENCE
We have a desire for excellence. We want to continually improve our skills, knowing that we want to give God our best.

SUBMISSION TO LEADERSHIP
We submit to the leadership God has placed over us in our congregational ministries. We choose to submit to their authority and support their vision and direction for their respective teams.

TO HAVE OUR HEART RIGHT BEFORE GOD
We commit to having our heart right before God, to guarding our heart, and to constantly examine our heart before him.

TO PERSONAL SPIRITUAL DEVELOPMENT
We commit to pursue spiritual growth and development as affirmed by congregational leadership. Our goal is that the Holy Spirit would lead us into all the fruit and gifts of the spirit being evident in our lives.

TO THE TEAM CONCEPT
We commit to the team concept, that we are not simply soloists. We are a team and need to play and sing in a way that enhances the whole.

TO ATTEND PRACTICES or MEETINGS
We commit to do our best to attend practices, prayer, and other meetings as needed.

TO PROPER ATTIRE
Although we recognize that God does not judge us by outward appearance, members are encouraged to be neat, clean, and appropriately dressed for all services. Inappropriate dress for regular worship includes old jeans, sweats, short skirts, etc

TO BE PUNCTUAL
We commit to being punctual to practices and arriving on time the week in which we are schedule

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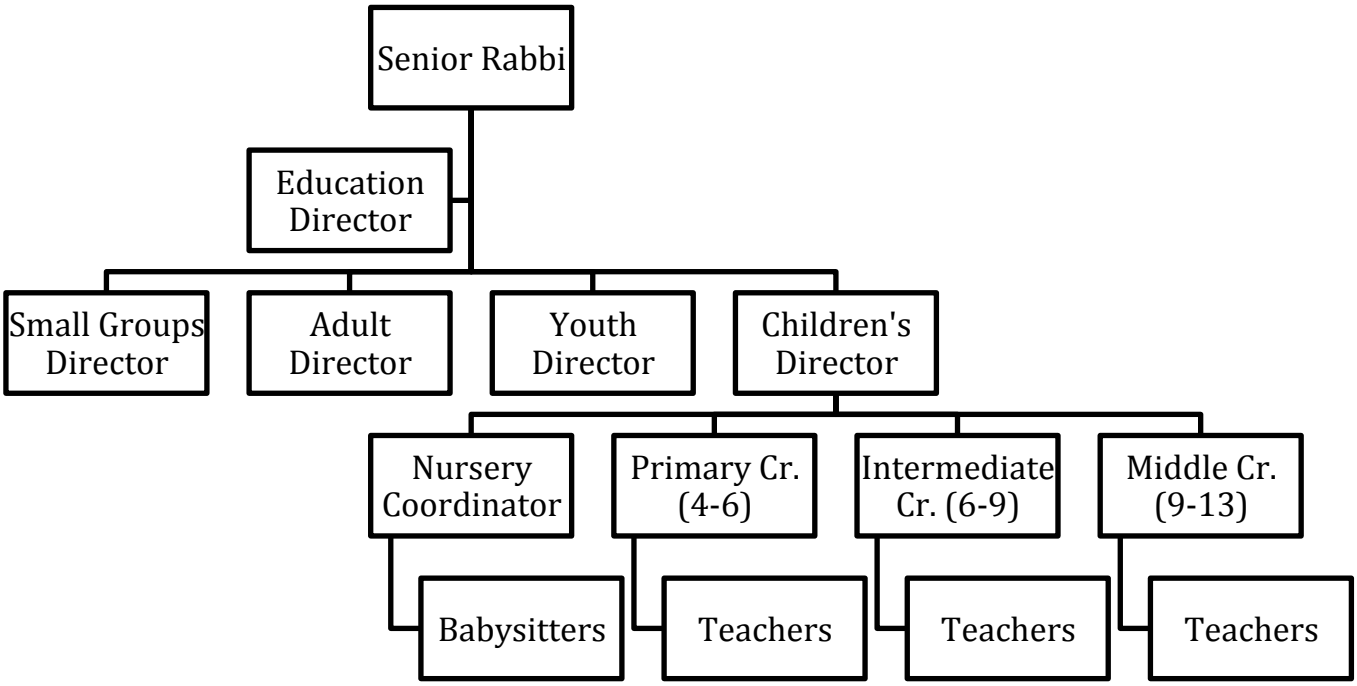
Education Ministry Organizational Chart

(Updated October 2016)



CHILDREN'S EDUCATION STATEMENT OF MISSION (AGES 0-13)

Including
Curriculum (Objectives, Goals and Structure)

Statement of Mission

Our mission is to help children encounter God and grow into an intimate relationship with Him in a fun and safe atmosphere.

What your Family can expect from Adat

We will reinforce the faith, beliefs, lifestyle and principles being espoused by the families and leadership comprising the congregation including the following:

1. Discover
    1. Provide and teach biblically based curriculum centered on the following statement: "Teach the fulfillment of GOD's inspired Torah, Prophets and Writings through Yeshua Ha-Mashiach as documented and reinforced in GOD's inspired Old and New Covenants"
    2. Presenting the Person of GOD and strengthening a personal relationship with the LORD GOD (Ha-Shem) through our Messiah Yeshua and in the Holy Spirit.
    3. Encouragement of the children to accept the "Grace of The LORD" and guide them in turning their lives over to GOD
2. Become
    1. Reinforce the children's identity as a Messianic Believer (Jew and Gentile) by teaching and worshipping within a biblically based Jewish/Hebrew context. The GOD given cycles of the Jewish/Hebrew year shall be observed. (I.E. Holy Days/Readings weekly and yearly cycles)
    2. Presenting a Holy Lifestyle integrating culture, lifestyle worship and language shall be used as a vehicle to teach **"Live Holy as I am Holy"**
    3. Presenting that as Believers (Jew and Gentile) we are not only part of the Body of Jewish Believers but also an important part of the entire Body/Community of Believers
    4. Guide the children in prayer
    5. Discuss God's expectations for righteous living and decision making.
3. Invest
    1. We will help the children discover how to grow and use their gifts and talents to grow God's kingdom and serve the congregation.

What Adat Expects from your Child

1. We believe that your child has the full capability of knowing and loving the Lord through the empowerment of His Holy Spirit. We expect God to be at work in them and we will look for His hand in their lives. The Kingdom belongs to such as these. (Matt 19:14)
2. We expect to see the unique gifting and life that God has built into your child. (Ps. 139:14)
3. Respect God and His Word (Deut. 10:12-13). We expect children to come and be prepared to pray, study and grow in the Lord.
4. Respect Teachers & Leaders (Hebrews 13:17). We expect children to grow in their understanding, ability and willingness to show respect for teachers and leaders including listening well, participating in group activities, and obeying classroom rules.

5. Respect Each Other (Hebrews 10:24-25). We expect children to develop an understanding of what it means to love and respect their community including acts of service, showing grace, forgiveness, and love.

What Adat Expects from your Family

1. GOD gives the parents the responsibility of spiritually nurturing and educating their children. (Deut. 6:4-7) Ask questions and engage in conversation during the week to reinforce the lessons and spiritual truths being presented in the Peer Fellowship Group
2. GOD tells us to teach our children by example of self and home (Deut. 6:8-9).
3. GOD lays on each of our hearts how we are to be in relationship with HIM and commands us to pass our faith onto our children (Prov. 22:6)
4. Be in Communication with their Child's Peer Fellowship Group Teacher (Madrich). If there are any concerns, please bring these concerns to the immediate attention to the Children's Education Coordinator
5. Consider volunteering to serve as a Peer Fellowship Group Teacher and/or provide help as needed
6. Keep the children and Leaders of the program in consistent prayer praying for the Spirit to lead the children and Leaders in productive conversation and that relationships shall develop that would lead the congregational Children to Faith and a "Holy Life Style"

Teachers/Ma'dricim

A Ma'dric is really best translated as a guide. Our goal is to be a help and guide the children of Adat as they encounter God's Word and prayerfully God himself. Undeniably teaching must be a part of this but we hope to work as a partner with the LORD as He is working in their lives.

CHILDREN'S EDUCATION MINISTRY COMMITMENT

In addition to the All Ministry Commitment, Children's Education volunteers also commit to:

SERVICE
In addition to giving God our best, we commit to serve the congregational children, to up hold them and their parents/families in prayer and be empowered by the Holy Spirit.

AWARENESS OF EXAMPLE
How we act in public matters. We are an example to the congregational children and their families. We should recognize that the congregational children are looking at us during worship, in the Peer Fellowship Groups (PFG) and throughout the Shabbat.

TO PREPARE AND COLLABORATE
We commit to do our best to attend planning, prayer and educational training meetings as needed. We also shall be prepared for each Shabbat PFG ready to engage and challenge each of the children in their spiritual growth

TO PROPER ATTIRE
Education team members (director, coordinators, and teachers) are encouraged to be neat, clean, and appropriately dressed for all services. Inappropriate dress for regular worship includes old jeans, short skirts, etc.

CLEANLINESS AND HYGIENE
We commit to cleanliness and Hygiene. Good personal hygiene, including proper and frequent hand washing is the best way to prevent foodborne illness.

Those who are ill must be excluded from leading and/or interaction with the children. If a replacement/substitute is needed in any of the PFG's this shall be coordinated with the Children's Education Director or Coordinator along with your team leaders. Refer to Child Protection policies.

PURSUING BEING an ACTIVE MEMBER
We commit to being active member of the congregation, regularly attending, tithing, and affirming a unity of vision with the missional vision of our congregation. Potential team members should be pursuing membership.

CAPACITY TO SERVE
We recognize that we have family and work responsibilities. We commit to measure our capacity to serve emotionally, physically, and spiritually. If we are unable to serve we will give appropriate notice to ministry leaders and directors.

PART TIME OR SPECIAL MEMBERS
All members at Adat who are already active using their primary gift in another ministry at Adat are encouraged to join for special occasion or on a part time as a substitute member.

MANUAL
We commit to read and live out the guidelines and rules set forth in the Volunteer Manual and Child Protection policies.

SEE JOB DESCRIPTIONS FOR MORE SPECIFIC QUALIFICATIONS.

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JOB DECRIPTIONS

Education Director

The Education Director (ED) will oversee the All Education ministries.

Ministry Area/Department	Education
Position	Education Director
Accountable To	Senior Rabbi
Ministry Target	Members and Visitors
Position Is	Volunteer
Position May Be Filled By	Synagogue member
Minimum Maturity Level	Strong, Stable, Mature Believer
Spiritual Gifts	Serving • Exhortation • Administration
Talents or Abilities Desired	Comfortable talking to and greeting guests • Ability to give good directions regarding education • Ability to lead and direct others • Experience and Training on education and spiritual formation.
Best Personality Traits	Hospitable • Outgoing • Sensitive to needs and feelings of others • Detailed oriented
Passion For	Education and Spiritual formation
Commitment	Two-year minimum

ANTICIPATED TIME COMMITMENTS

Doing ministry/preparing for ministry: 5-10 hrs/week

Participating in meetings/training: Monthly ministries meeting with Rabbi, quarterly meetings with Coordinators, weekly meeting with leaders as needed and observing in each of the Peer Fellowship Groups (PFG).

RESPONSIBILITIES/DUTIES

Recruit, coordinate schedule, train and set meetings with teachers and coordinators.
Oversee curriculum
Oversee budget and expenditures for the Education ministry
To provide educational and spiritual development to congregation.

Children's Education Director

The Children's Education Director (CED) will oversee the Education ministry based upon the primary education objectives and goals per the Children's Education Mission Statement and Curriculum Matrix and Classroom Guidelines.

Ministry Area/Department	Education
Position	Children's Education Director
Accountable To	Education Director or Rabbi
Ministry Target	Congregation Children, Parents and Families as well as Children's Education Volunteers
Position Is	Volunteer
Position May Be Filled By	Synagogue member
Minimum Maturity Level	Strong, Stable, Mature Believer
Spiritual Gifts	Serving • Exhortation • Administration
Talents or Abilities Desired	Comfortable talking to and greeting guests • Ability to give good directions regarding education • Ability to lead and direct others • Experience and Training on education and spiritual formation.
Best Personality Traits	Hospitable • Outgoing • Sensitive to needs and feelings of others • Detailed oriented
Passion For	Education and Spiritual formation
Commitment	Two-year minimum

ANTICIPATED TIME COMMITMENTS

1. Doing ministry/preparing for ministry: 5-10 hrs/week
2. Participating in meetings/training: Monthly ministries meeting with Rabbi, quarterly meetings with Coordinators, weekly meeting with leaders as needed and observing in each of the Peer Fellowship Groups (PFG).

RESPONSIBILITIES/DUTIES

1. Recruit, coordinate schedule, train and set meetings with teachers and coordinators.
2. Oversee curriculum
3. Oversee budget and expenditures for the Education ministry
4. To provide educational and spiritual development to congregation children, parents and families.
4. In Collaboration w/ the Coordinators address any issues that might arise between the PFG's Leaders and any child and/or parents.

Children's Education Coordinators

A Children's Education Coordinators (CEC) may be assigned to oversee each group age level including Primary, Intermediate, and Secondary. CEC's will work closely with the CED and each of the teaching teams toward the primary education objectives and goals per the Children's Education Mission Statement and Curriculum Matrix and Classroom Guidelines.

Ministry Area/Department	Education
Position	Children's Education Coordinators
Accountable To	Children's Education Director
Ministry Target	Congregation Children, Parents and Families as well as Children's Education Volunteers
Position Is	Volunteer
Position May Be Filled By	Synagogue member
Minimum Maturity Level	Strong, Stable, Mature Believer
Spiritual Gifts	Serving • Exhortation • Administration
Talents or Abilities Desired	Comfortable talking to and greeting guests • Ability to lead and direct others. • Able to connect with children and yet still keep discipline
Best Personality Traits	Hospitable • Outgoing • Sensitive to needs and feelings of others • Dependable-expresser or expresser-analyst
Passion For	Making children and families feel welcomed and loved
Length of Service Commitment	One year minimum

Anticipated Time Commitments

1. **Doing ministry/preparing for ministry:** 1-5 hours a week preparing lessons or adjusting curriculum
2. **Participating in meetings/training:** Quarterly with teachers to discuss curriculum, Quarterly with Education Director (or as needed), Meeting with Teachers or Parents as needed, Training Meetings twice yearly

Responsibilities/Duties

1. Collaborate with each of the teachers providing the spiritual, curriculum and/or physical support
2. Direct or lead visitors to the correct PFG and introduce program to new congregate/visitors/families
3. Address any issues that might arise between the PFG's Teachers and any child and/or parents.
4. Coordinate with Peer Fellowship Teachers for snacks and food.
5. Participate in Teacher team planning meetings and training opportunities

CHILDREN'S TEACHING TEAMS

The Teacher (Ma'dric) is the shepherd of the class, responsible for the growth of their students, with the support of the CED and CEC leadership in the Education Program, toward the primary education objectives and goals per the Children's Education Mission Statement and Curriculum Matrix and Classroom Guidelines.

Ministry Area/Department	Education
Position	Teacher
Accountable To	Children's Education Coordinator
Ministry Target	Congregational Children and Parents
Position Is	Volunteer
Position May Be Filled By	Synagogue member
Minimum Maturity Level	Stable, Maturing Believer
Spiritual Gifts	Shepherding • Teaching • Exhortation
Talents or Abilities Desired	Ability to communicate well with others • Able to speak in front of a group -Able to connect with children and yet still keep discipline
Best Personality Traits	Dependable-leader • Expresser • Compassionate • Patient • Adaptable • Cooperative
Passion For	Teaching and leading a group of people • Discipling others
Commitment	One year minimum

ANTICIPATED TIME COMMITMENTS

1. **Doing ministry/preparing for ministry:** 1-5 hrs/week for class preparation & teaching, Regular prayer for the students
2. **Participating in meetings/training:** Weekly check-in with coordinator, Quarterly meeting for curriculum prep, twice early training

RESPONSIBILITIES/DUTIES

Participate in Teacher meetings and training opportunities.
Work with the ED, CEC, and other Team teachers to prepare curriculum for your PFG.
Study and prepare for each weekly lesson.
Teach, reach, pray and minister to the children
Lead each week's PFG and involve participants in studying and learning God's Word through various methods.
Promote spiritual growth and unity among PFG members.
Insure safe environment by following all policies set by Adat.

Nursery Coordinator

The Nursery Coordinator shall provide an enriching and safe environment for toddlers and infants while coordinating volunteers and babysitters with the support of the CED.

Ministry Area/Department	Education
Position	Nursery Coordinator
Accountable To	Children's Education Director
Ministry Target	Congregational infants and toddlers, parents, families and the baby sisters
Position Is	Volunteer
Position May Be Filled By	Synagogue member
Minimum Maturity Level	New, maturing Believer
Spiritual Gifts	Serving
Talents or Abilities Desired	Comfortable talking to and greeting guests • Ability to give good directions to parents • Ability to lead and direct Others-Good child care skills, ability to nurture and has an imaginative and creative spirit
Best Personality Traits	Hospitable • Sensitive to needs and feelings of others • Dependable • Loving
Passion For	Making people feel welcome and nurturing of children
Length of Service Commitment	One year minimum

ANTICIPATED TIME COMMITMENTS

1. **Doing ministry/preparing for ministry:** Approximately 3 hrs/week, regular prayer
2. **Participating in meetings/training:** Meeting with ED as needed, twice yearly training

RESPONSIBILITIES/DUTIES

1. Coordinate babysitting for each week inline with the primary education objectives and goals per the Children's Education Mission Statement and Curriculum Matrix and Classroom Guidelines.
2. Be caring and loving to both the children and Baby sitters and up hold them in prayer in and outside to the nursery
3. Develop standard of practices so the health and wellbeing is insured for each of the children during their stay in the Nursery.
4. Insure each child is checked and out appropriately per the operational standards of the children's education program
5. Make sure children are fed and kept clean during their stay and insure Baby sitters are following all child care protocol set down by the children's education program.

CURRENT CURRICULUM

(October 2016)

Based upon the Statement of Mission the following objectives will be the curriculum foundation for all ages of children (Peer Fellowship Groups) with the aim of meeting the goals set out in the Statement of Faith from a Messianic Jewish perspective.

Curriculum Objectives (Content and Concepts)

1. Topics/Concepts/Applications to be applied to each Peer Fellowship Group based upon Torah (Five Books of Moses), Nevim (Writings), Ketovim (Prophets) and Brit Hadashah (New Covenant). In summary **"GOD's WORD"**

Topic/Concept	Application
Biblical Law (10/613 and New Testament)	Presents how GOD expects us to live a Holy Life Style in HIS image and in Love
Holy Days/Life Cycles	Presents evidence of the fulfillment of the Law by Yeshua. Foundational concepts of our faith and GOD's future plan of completion
Biblical History and Personalities	Presents how GOD works, fellowships and exists in our lives in the Spirit and our Lives. Development of relationship with GOD and our responsibility to be his servant. Submission to GOD
Nature/Person of GOD (Names of GOD)	Presents the person of GOD; The Father, The Son, The Spirit, our comforter, our Messiah, our savior, our father, …. Building relationship w/ GOD
Salvation and Yeshua	God's plan for salvation and the road He helps us to discover to receive salvation through Yeshua
Life in the Spirit	Presents wisdom of GOD. Provides insight for how GOD desires us to live our lives and understand how we are to serve GOD and the community. Include Fruits of the Spirit.
Hebrew	Enriches our Jewish identity and opens doors to scriptures. Provides additional Godly wisdom
Prayer	Highlights the need to be in constant fellowship with GOD and is a way to serve our community

2. Curriculum Goals
   a. The above noted objectives shall lead the children of the congregation to;
      i. Personal relationship with Yeshua
      ii. A Habit of Study and Prayer
      iii. Biblical based applications of GOD's Word
      iv. Messianic Jewish understanding of faith and practice
   b) The structure will help our families of the congregation lead their children to spiritual maturity by;
      i) Children confessing their faith in Messiah
      ii) Children under going spiritual rites of passage (Mik-vah of Faith, Bar/Bat Mitzvah)
      iii) Young Adults becoming responsible members of the congregational community and Body of Believers
   c) The ultimate goal is that the children of the congregation shall live through Messiah, with GOD the Father and in the Spirit and have a strong identity of self and community as a Messianic Believer

3) Curriculum Structure
   a) Family Worship
      i) Children 0-3 may be left by their parents in the nursery. There will be two baby sisters to care for the children throughout the entire service
      ii) Children ages 4-13 attend the first part of the worship services with their parents and are dismissed and escorted by their parents down to their class after the Torah Service to their Peer Fellowship Group.
      iii) Children Ages 7-13 will be picked up by their parents after the main service has ended and their Peer Fellowship Group has finished the lesson and closed in Prayer.
      iv) Young Adult ages 13 and above are not part of the Children Education program, but are now under the Youth Peer Group guided by the Youth Peer Group Coordinator.
      v) Any child may remain in services with their parents but are not permitted to leave and/or join the Peer Group once a session has started.

Peer Fellowship Groups

Nursery (0-3)

- Provide a safe and comfortable environment where the very young children shall be tended to (i.e. fed, diapered and allowed to sleep or floor play)
- The children shall be exposed to songs, games, books puzzles, toy…etc. Which are of a messianic orientation
- The group is made up of infants and toddlers who are still developing sufficient attention spans and motor skills in preparation of a more structured group

Primary (4-6)

- The Feinberg or equivalent curriculum shall be followed. A review of the yearly Holy Day Cycle and highlighting the Plan of Salvation
- In an age appropriate manner discussions, storytelling, activities, worship, prayer, scripture memorization, and craft shall be used to set forth the objectives and goals of the curriculum. It will also include introduction to Hebrew alphabet and introductory Hebrew words and phrases.
- Parents are encouraging to display the craft they bring home so the lesson may be amplified and continued at home.
- After the lesson the Leader serves the children a snack and executes the craft. Part of the craft will be to memorize the monthly memory verse and the Leader shall continue to interact with the children during this phase of the group activity
- Children attending this per group has an attention span that allows him/her to listen, comprehend and communicate to the age appropriate lessons. Has sufficient motor skills but not ready for an academic program

Intermediate (6-9)

- Following the Torah Club or similar Curriculum that observes the order of the yearly readings/teachings of the "Word G-D".
- At beginning of lesson open in prayer and reflect on previous week's lesson.
- In an age appropriate manner, the leader shall read the Word of G-D selection that is being studied for the week, engage in discussion with the children and provide a hands on activity emphasizing the lesson being taught. At end of lesson a challenge is presented to the child to put into practice or thought during the following week.
- Once the lesson is completed, requests for prayer are shared, peer group is closed in prayer in time for parent pick up.
- Children attending this Peer Fellowship Group have developed fine motor skills, follow the progression of development of logical thought, but are yet not fluent readers

Middle (9-13)

- Following the Torah Club or similar Curriculum (Possibly Lineage or Chai) older kids that observes the persons of God and how G-D work in their lives.
- At beginning of lesson open in prayer and reflect on previous week's lesson.
- In an age appropriate manner, the leader shall read the Word of G-D selection that is being studied for the week, engage in discussion with the children and provide a hands on activity emphasizing the

lesson being taught. At end of lesson a challenge is presented to the child to put into practice or thought during the following week.

- Once the lesson is completed, requests for prayer are shared, peer group is closed in prayer in time for parent pick up.
- Children attending this Peer Fellowship Group shall read fluently but have not reach spiritual age of maturity. They also have not under gone through the spiritual rite of passage (Mikvah and Bar/Bat Mitzvah)

CHILD PROTECTION POLICY

(Revised October 2016)

The purpose of this policy is to provide protection for everyone involved with our children's ministry and to help us remain above reproach and blameless in the eyes of the community.

Volunteers:

1. Volunteers over 18 years of age must have successfully completed the Volunteer Application & Training Process.
2. Volunteers under 18 years of age must be approved by the Rabbi.
3. There must be sufficient staff to provide adequate supervision and safety.
4. No one is allowed in the room who is not on the approved list of volunteers or babysitters.
5. Nursery, Primary, and intermediate classes must always have two volunteers. At least one must be a female worker. At least one must be 18 years old.
6. Secondary classrooms may have one adult but under no circumstances may that adult be alone with a child. If only one secondary child is present they must either be returned to service, or included in the Primary/Intermediate classes.

Diaper and Bathroom Policies:

1. Diaper changes should occur in an area where others are present and only by females.
2. Only check diapers from behind (never from the front).
3. Do not place children on tables or counters to change their diapers. Have them lie down on a changing mat and have all supplies ready before putting child on the changing table. Sanitize changing pad between each diaper change.
4. Never administer diaper cream without parental consent.
5. Wash your hands with soap and water after changing a diaper or assisting a child in the restroom.
6. Only females may assist in the restroom and only provide assistance when absolutely necessary.
7. Tell another adult where you are going before taking a child to the bathroom and report back to that second adult upon returning.
8. Tell the child what you are doing before you assist (ex. I'm going to wipe you.)
9. When assistance is not needed, escort the child to the bathroom, have the child wait outside the bathroom, check to make sure no other adults are in the restroom or in the stalls, and then stand outside the bathroom in the hallway while the child goes in alone.
10. No adult is allowed in the restroom with children while the door is closed for any reason. When assisting a child in the restroom, the door must be open wide.

Health Issues:

1. Before serving food or drink, check to make sure no one is allergic to any of its ingredients.
2. Anyone who has or has had within the last 24 hours a fever, nausea, vomiting, and/or diarrhea should not participate in childcare or a children's event. Additionally, they should be free of the following symptoms free without medication: sore throat, constant cough, unexplained rashes, skin infections, pinkeye, communicable diseases, lice/nits/eggs, colored mucus.
3. Wash hands upon entering the classroom and after every diaper change, nose wipe, restroom assist, handling a pacifier, restroom break, sneeze, etc.
4. No medication may be administered by our volunteers with the exception of an EpiPen in the case of life-threatening reactions as provided by the parents. We do not have an EpiPen in the classroom.

Discipline:

1. Physical punishment (slapping, spanking, shaking, hitting, etc.) should not be used to discipline children in the classroom.
2. Discipline in the classroom may include timeouts/separation, redirection, and asking the child to apologize. When appropriate we encourage prayer with the child for forgiveness and help to be kind, obedient, etc.
3. Volunteers may never use words or tones of voice that shame or frighten a child.
4. If necessary, call/text or pull the parent out of the service.
5. If you feel ineffective or frustrated with a particular child or situation, please share your concern with the Rabbi or Children's Ministry Coordinator. They will assist you with finding an appropriate solution.

Behavior Expectations:

1. Children are not permitted to throw toys.
2. Children are not permitted to climb, sit, or stand on furniture.
3. Children are expected to show kindness and respect to others and obey the staff.

Notification of Injury or Incidents

1. Call 911 if an emergency occurs including choking, a child knocked unconscious, if there is serious trouble breathing, in case of a fire, or a security issue. Please use your judgment if additional situations not listed here occurs which requires immediate emergency attention.
2. A report of any injuries or significant incidents must be reported to parents including those that a child does or has done to them. This may include biting, hair pulling, scratching, kicking, hitting, repetitive disobedience, verbal abuse, fighting.
3. Significant and repeated behavior must be reported to the Children's Ministry Coordinator who will work with the parent to find a way forward.

Physical Contact:

1. Remain conservative with touch. Keep hugs of children to side hugs only.
2. Adults may not sit children in their laps.

Social Media Guidelines:

1. No direct or confidential messaging communication with students or minors unless we are directing them to a public forum. Private meetings are to be set up in person in a public place with parents' approval and other adults within view.
2. All public posts statuses, and pictures should reflect Adat values.
3. All pictures, videos, etc of students or minors should be posted on public Adat page and not on personal social pages.
4. Texting with a minor should only be done with parents' permission and only between same gender leader.

Child Pick-up:

1. Every child must get a name tag when entering the room. Parents (or assigned family members) must have the coordinating number tag in order to pick-up.
2. If a parent has lost the tag, they may present their drivers license to match the check in form.

Abuse Awareness Policy

If you suspect physical abuse, sexual abuse, or neglect call the Children's Ministry Director immediately. They will then take the proper action to report it to the congregation authorities and proper legal authorities.

Reporting Requirements:
If someone witnesses a violation of this policy or any behavior (including verbal) that is inappropriate or puts children at risk of harm, they are required to report it promptly to the Rabbi, Children's Ministry Coordinator, or a member of the Deacons or Elders.

Volunteer or Staff Member Statement:
With my signature below I am hereby declaring that I have read, understood, and agree to abide by this policy.

_____	_____	_____
Name (printed)	Name (signed)	Date

עדת התקוה
Adat HaTikvah Messianic Synagogue

CLASSROOM GUIDE LINES

Heather Rosenberg Emergency Contact: 845-271-9824 or call 911!

Time	Nursery	Primary	Intermediate	Middle
10:15-30	Drop Off			
10:30	Free Play	In Service	In Service	In Service
11:10		Check-in Downstairs	Check-in Downstairs	Check-in Downstairs
11:15		Lesson	Lesson & Activity	Reading & Discussion
11:25		Snack	Cont'd	Cont'd
11:35		Craft	Snack	
11:45		Games or Free Play	Games or Free Play	Prayer
12:00		Clean Up	Clean Up	
12:15	Pick Up	Pick Up	Pick Up	Pick Up

Classroom Set Up:

*Before service begins please check to make sure that your classroom area is ready.

1. Have a child Information Sheet & roster somewhere obvious (check in table, meeting table)
2. Put on your nametag and get out nametags for the children.
3. Chairs/tables set up for lesson time
4. Confirm that craft, games and snack items are ready
5. Pray over your room and for the children who will be there that day.
6. Nursery, Primary & Intermediate:
    a. Child Gate set up in the door
    b. Any new babysitters must sign the Child Protection Policy
    c. Second adult sets up snack table during lesson time for Primary & Intermediate.
    d. Make sure there are at least 2 adults in the room at ALL times. Find a second volunteer who has signed the child protection policy if second babysitter does not arrive

Child Drop-Off:

1. Make sure that the child is signed in on the roster and that a Information sheet is in the binder for each child.
2. Make sure that each child has a nametag and that the parent has been given the coordinating pick-up tag.
3. Make a note of any special instructions from the parents.
4. Welcome each child by name & a smile. :)
5. Direct the child to the first activity.
6. Welcoming a Visitor
    a. When you have visitors, briefly outline the lesson and activities plan for the day, explain that we have child protection policies and background checks, and invite the parents to enjoy service while their kids are taught and cared for.
    b. Make sure to have them complete an Information Sheet for the child including phone number where they can be texted and any allergies.
    c. If the child is reticent/nervous/crying provide distractions and pray over them for calm. Try to move the child as away from the door. Assure the parents that we are happy to pray and work with their children.

Child Pick-up:

1. Make sure hand/faces are clean
2. Check parent's security tag with child's name tag
3. Take name tag and security tag back

Engagement:

1. Set a fun tone by engaging/interacting with children at all times (play, read, sing, pray, action songs, etc) and have fun yourself!
2. Make sure to talk with the children on their physical level (get down low or sit on ground), and developmental level
3. Instruments are available in the craft room. Dancing can be fun! Invite students to enjoy praise and worship when possible.
4. In all of the classes there will be a time of prayer. during this time, teachers may be asked to pray over the children. The teacher may split the children up and pray over them or take prayer requests or invite students to pray for each other.
5. If you are the support teacher (and not the lead teacher) be sure to listen and watch the teacher to see how to shepherd the children along so they can participate fully.

Free Play Time Suggestions:

1. Alternate Crafts or Coloring
2. Short Games
    a. Musical Chairs
    b. Come Home my Little Chickens
    c. Musical Chairs
    d. Duck/Duck Goose
3. Gym Time (if not in use)
4. Puppet Show
5. Bubbles
6. Music & Dancing time
7. Videos (last resort!)

Room Closing:

1. Put back the child gate
2. Clean up all toys & crafts
3. Pull the Sign up/Roster sheet table inside
4. Chairs back around the table
5. Wipe down any surfaces that have gotten dirty
6. Lights off & doors closed

<u>Classroom Rules & Rewards:</u>

Classroom Rules (to get a star sticker for the day):

1. Respect Others
2. Keep your hands to yourself
3. Say Please and Thank you
4. Help Clean Up
5. Listen when others are talking
6. Younger Children:
    a. To get attention: "1-2-3- Eyes on Me" and children respond "1-2, Eyes on You"
    b. When Lining Up: Assign a train "Engine" and walk in a choo choo Train line

Discipline Policy:

When a student is having a difficult time behaving in class attempt to use correction that includes:

1. If action has to be stopped tell the child "no" but then give the child a new instruction on how to act
2. Offer positive verbal correction
3. Redirect the child
4. Sit them away from the situation
5. Praising for good behavior/ corrected behavior
6. We never use words or tones of voice that shame or frighten the child
7. We will never use physical punishment (ex spanking, grabbing, etc)
8. If behavior is excessive or continuous, text/call the parent. If the parent is able to talk with the child and correct the behavior they may return to class. Be sure to welcome them back as enthusiastically as the first time. It may be necessary for one of the volunteers to work directly with that child. Parents will not be allowed in the classroom to address the behavior.

Dress Code

During the course of a typical service, volunteers may play games, get on the floor, raise their hands during praise and worship, pray of a child, and be in contact with many parent. Therefore, proper dress must be modest and comfortable. Please remember: if you are not sure if your clothing is modest or appropriate, err on the side of caution and don't wear it.

PRIMARY and INTERMEDIATE (4-9 yrs)

*During this time adults who are not teaching can assist by:

1. Set up the craft and snacks and
2. Keep littles quiet/occupied

1. **Lesson Schedule** (approximately 15-20 minutes)
    1. Welcome & Prayer
        1. This may include informal catch-up such as "how was your week?", learning about one another such as "tell me about your favorite birthday party", etc (although depending on size of group may not be possible)
    2. Songs (pick 1-2)
        1. May include silly dance moves, music on Cd's, liturgy, Worship or a "learning" song such as Hebrew Alphabet, word declarations
    3. Review the Verse of the Month
        1. Review in variety of silly ways: slow, weird voices, super fast, and then explaining what the verse means, Round robin, 2 people together, have them turn away from the board and try to remember, etc
    4. Review Letter/Word of the Month
        1. Try using the word in a sentence alternating the use of the hebrew word, remember some of the stories from that month that included the word
    5. Tell the Story
        1. Flannel graph or videos
        2. Supporting videos, books, or pictures when possible
        3. Consider using activities when possible (ex. have a treasure hunt when talking about God's Word being like a treasure)
    6. Review the Main Idea and talk about what this means for their lives
        1. Be sure to engage the children by asking questions for comprehension and adaption to their life at home, school, etc
    7. Prayer & Thanksgiving in response to the lesson
        1. Whenever possible have the children pray to close, pray out loud or in some way participate
    8. Outline the Craft and connect to the lesson
    9. Dismiss to Snack
2. Snack (approximately 10 minutes)
3. Craft (approximately 10-15 minutes)
4. Games or Free Time
    1. Allow the children to have some unstructured free time but no more than 10 minutes at a time. Intersperse with organized games or activities including some of the ideas listed above.
5. Clean Up Time
    1. Use Clean up Song or some other device to have all children help (ex everyone pick up 5 toys)

6. Purpose

1. Connection- To provide an opportunity for leaders to connect with the kids and get them talking- preferably about the lesson or what God is doing in their hearts.
2. Application- To make sure that main point of what God is saying is understood and how it applies to their lives
    1. Did they get it?
    2. What does it mean to them?
    3. How do they live this out in everyday life?

7. Practical Tips

1. Make sure kids speak one at a time and listen while others are talking
2. We should lead the discussion, allowing for and encouraging the children's input. Remember we are facilitators and NOT dominators
3. If you notice a child who is quiet ask them a question directly and don't let one child dominate the small group
4. Never belittle or make fun of a child for his/her answer. Always be encouraging and if possible, find something positive (NOT sarcastic) to communicate about what they said.
5. Use reflective listening to restate/reframe and affirm what has been answered. Use positive feedback where possible. "Good answer, great point."
6. If a child forgets their answer say things like, "Can someone else help him out?" This will keep the group moving and minimize embarrassment.
7. Ask open ended questions. What happened? What does that mean to you? How might knowing this truth help you?
8. Be sure to ask for help from another adult in the room if there is a child who is particularly disruptive and needs attention.

8. Policy

1. We don't allow Adat kids to lead small groups by themselves
2. **Bring your Bible to small group!**
3. Pray! This should be viewed by the leader as just as important as the lesson or worship. Therefore, he/she should pray before leading a group expecting God to move. AND pray DURING the discussion for God's guiding and to be able to hear Him as His Spirit leads.
4. Have Fun! Praise the Lord for the opportunity to be involved in this pivotal time in their lives.

Middle (9-13 yrs)

Small Group Discussion for Middle:

1. Sample Schedule (50min-1hr)
    1. Welcome & Prayer
        1. This may include informal catch-up such as "how was your week?", learning about one another such as "tell me about your favorite birthday party", etc
    2. Read of the selected text
        1. Leader brings a set of verses taken from the Torah portion to highlight
        2. Leader brings a B'rit Chadashah connection portion
        3. Have children open their own Bible to the selected text
        4. Read the portion out loud perhaps taking turns around the circle a few verses at a time
    3. Complete the "MAH? Study Sheet"
        1. Instruct students to answer one question at a time.
        2. Discuss the answers as you go along.
        3. Make sure to leave plenty of time to talk about what they think the LORD may be leading them to do in response to the passage.
        4. Ask if there is anything they need from the LORD in order to do this.
            1. Help them with suggestions such as "I need help to be patient", "I need to forgive this person."
        5. Lead in prayer for those specific needs mentioned in response to the question above.
            1. This may take time for students to be comfortable with each other and with you. If that is the case, ask for other prayer requests and then pray.
            2. You can also introduce different prayer formats such as praying of the person next to them, one person praying for everything, popcorn prayer, etc
    4. If there is more time:
        1. Give them the Torah Club worksheets to work on and take home. Encourage them to keep a folder at home of their completed worksheets.
        2. Be sure to keep the kids engaged by either doing something fun, asking more get-to-know you questions, talking about the B'rit Chadashah passage, etc.
2. Purpose
    1. Connection- To provide an opportunity for leaders to connect with the kids and get them talking- preferably about the lesson or what God is doing in their hearts.
        1. Not a time to re-teach
        2. Not a time for the kids to play
    2. Application- To make sure that main point of what God is saying is understood and how it applies to their lives
        1. Did they get it?
        2. What does it mean to them?
        3. How do they live this out in everyday life?
3. Practical Tips
    1. We should sit in such a way as to be able to make eye contact with each child
    2. Make sure they are all facing you and aren't hiding behind others
    3. Make sure kids speak one at a time and listen while others are talking
    4. We should lead the discussion, allowing for and encouraging the children's input. Remember we are facilitators and NOT dominators
    5. If you notice a child who is quiet ask them a question directly and don't let one child dominate the small group
    6. Never belittle or make fun of a child for his/her answer. Always be encouraging and if possible, find something positive (NOT sarcastic) to communicate about what they said.

7. Use reflective listening to restate/reframe and affirm what has been answered. Use positive feedback where possible. “Good answer, great point.”
8. If a child forgets their answer say things like, “Can someone else help him out?” This will keep the group moving and minimize embarrassment.
9. Ask open ended questions. What happened? What does that mean to you? How might knowing this truth help you?

4. Policy
    1. We don’t allow Adat kids to lead small groups by themselves
    2. **Bring your Bible to small group!**
    3. Pray! This should be viewed by the leader as just as important as the lesson or worship. Therefore, he/she should pray before leading a group expecting God to move. AND pray DURING the discussion for God’s guiding and to be able to hear Him as His Spirit leads.
    4. Stay in your group until the time is up.
    5. Close your group promptly when time is up
    6. If a child mentions something that concerns you (potential abuse or major prayer needs) in a group please immediately let the Children’s Ministry Coordinator know.
    7. Have Fun! Praise the Lord for the opportunity to be involved in this pivotal time in their lives.

מה Study Sheet

Shabbat:
Torah Portion:

Hebrew Date:
Scripture Reference:

מי - (Mi) **Who** are the characters?	**מה - (Mah)** **What** do you notice? What is interesting?
מתי - (Ma-ti) **When** Are there any time stamps?	**איפה - (E'fo)** **Where** is this happening?
הקשר ומה - (v'mah hachosher) **What is the** *New Testament* **Connection**? What does it tell us?	

What verses were cool to you?

What is God doing in this passage?

What does this passage teach you about God?

What is the LORD specifically leading you to do in response to this passage?

For Mandated Reporters ONLY

Who are mandated reporters?

Members of the general public are encouraged to report suspected child abuse and neglect. However, state law mandates that workers in certain professions must make reports if they have reasonable cause to suspect abuse or neglect. Mandated reporters include:

- **Medical Personnel:** Physicians, psychiatrists, surgeons, residents, interns, dentists, dentist hygienists, medical examiners, pathologists, osteopaths, coroners, Christian Science practitioners, chiropractors, podiatrists, registered and licensed practical nurses, emergency medical technicians, substance abuse treatment personnel, hospital administrators and other personnel involved in the examination, care or treatment of patients.
- **School and Child Care Personnel:** Teachers, administrators, certified and non-certified school employees, school board members, educational advocates assigned to a child pursuant to the School Code, truant officers, directors and staff assistants of day care centers and nursery schools, and child care workers.
- **Law Enforcement:** Truant officers, probation officers, law enforcement officers, and field personnel of the Department of Corrections.
- **State Agencies:** Field personnel from the Department of Children and Family Services, Department of Public Health, Department of Corrections, Department of Human Rights, Department of Healthcare and Family Services, and Department of Human Services. Supervisors and administrators of general assistance under the Illinois Public Aid Code are also included.
- **Others:** Social workers, counselors, social service administrators, substance abuse treatment personnel, domestic violence program personnel, crisis line or hotline personnel, foster parents, homemakers, recreational program or facility personnel, registered psychologists and assistants working under the direct supervision of a psychologist, funeral home directors and employees, and members of the clergy.

Mandated reporters who make good faith reports have the same immunity from liability under the law as non-mandated reporters. **However, a mandated reporter's willful failure to report suspected instances of child abuse or neglect to DCFS constitutes a Class A misdemeanor.** A second or subsequent violation is a Class 4 felony.

Does reporting my suspicions to a superior satisfy my mandated reporter requirement?

No. While you may also inform your superiors (such as the school principal or an administrator) of your suspicions, this does not satisfy your mandated reporter requirement that you call the hotline.

Am I still a mandated reporter if someone who is now over 18 years old tells me he or she was abused as a child?

If the person reporting the abuse has reason to believe that the alleged perpetrator has had, or currently has, access to children under 18, you should call the hotline. In cases where the alleged perpetrator does not have access to children, contact your local law enforcement agency.

How should mandated reporters make reports?

Call the child abuse hotline as soon as possible. You must also send written confirmation to the appropriate DCFS field office within 48 hours. The department will provide a form to use when sending this confirmation. If you suspect a child's death may have been caused by abuse or neglect, you must also call your county's coroner or medical examiner.

NOTICE

Any person who knowingly transmits a false report to the department commits the offense of disorderly conduct under subsection (a)(7) of Section 26-1 of the Criminal Code of 1961. A first violation of this subsection is a Class B misdemeanor, punishable by a term of imprisonment for up to one year, or by a fine not to exceed $500, or by both such term and fine. A second or subsequent violation is a Class 4 felony.

How can I learn more?

The DCFS publication *A Manual for Mandated Reporters* is available in English and Spanish, and can be downloaded from the department's website (www.DCFS.illinois.gov). Additional training opportunities will also be advertised on the DCFS website.

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Illinois Department of DCFS Children & Family Services

Care Enough to Call

To Report Child Abuse and Neglect

1-800-25-ABUSE

Toll-Free • 24 Hours

Care Enough to Call

Protecting children is a responsibility we all share. It is important for every person to take child abuse and neglect seriously, to be able to recognize when it happens, and to know what to do next. Care enough to call the state's child abuse hotline:

1-800-25-ABUSE
(1-800-252-2873)
1-800-358-5117 (TTY)

What are child abuse and neglect?

This year hotline workers will handle approximately 70,000 reports of child abuse and neglect. Child abuse is the mistreatment of a child under the age of 18 by a parent, caretaker, someone living in their home or someone who works with or around children. The mistreatment must cause injury or harm, or put the child at risk of injury or harm. Child abuse can be physical (such as bruises, burns or broken bones), sexual (such as fondling, penetration, exposure to pornography, or incest) or emotional.

Neglect happens when a parent or responsible caretaker fails to provide adequate supervision, food, clothing, shelter, medical care or other basics for a child.

When should I call the hotline?

You should call the child abuse hotline whenever you believe that a person who is caring for the child, who lives with the child, or who works with or around children may have caused injury or harm or put the child at risk of injury or harm as defined in the Illinois Abused and Neglected Child Reporting Act.

Some examples of situations in which you should call the hotline include:

- If you see someone beating a child or hitting a child with an object.
- If you see marks on a child's body that do not appear to have been caused by accident.
- If a child tells you that he or she has been harmed by someone.
- If a child appears to be undernourished, is dressed inappropriately for the weather, or is young and has been left alone.

Use your own judgment and call the hotline whenever you think a child may have been abused or neglected.

When should I NOT call the hotline?

Some situations do not require calling the hotline. Use good judgment. Call only when you think a child may have been or will be injured or harmed as described above. Some examples of when you should **not** call the hotline include:

- Situations where a child is causing a problem that concerns you, but the problem is not related to abuse or neglect. In some cases you may wish to call law enforcement or talk to the child's parents or relatives.
- Domestic situations where family stress is evident, but the child has not been abused or put at risk of abuse. Community service agencies are often available to help.
- If you're seeking information about DCFS or its programs, the Office of Communications is available to answer questions. Call 312-814-6847, or you may call your local DCFS office.

What should I report?

Hotline staff are workers with special training in determining what constitutes child abuse and neglect under Illinois law. Details are important. Ideally, you should be able to tell the hotline worker:

- The child's name, address and age.
- The nature of the suspected abuse or neglect, including when and where it occurred.
- The names of suspected perpetrators, if known, and their relationship to the child (parent, teacher, etc.).
- Any other information you think may help.

What happens when I call the hotline?

When you call, a hotline worker will listen to what you wish to report. The worker will then ask questions to help gather enough information to determine whether to take a formal report. If there is not enough information to make a report, the worker will tell you so and answer any questions you may have.

If a formal report is taken, an Investigation Specialist will begin the investigation within 24 hours–much sooner if the child is considered in immediate risk of harm.

How am I protected?

People who report alleged child abuse or neglect in good faith cannot be held liable for damages under criminal or civil law. In addition, their names are not given to the person they name as the abuser or to anyone else unless ordered by a hearing officer or judge. Members of the general public may make reports to the hotline without giving their names.

Should I call the police?

Always call the child abuse hotline to report suspected child abuse or neglect. However, you should also consider calling the police–especially in emergencies, when the child has been injured, or when the child is in immediate danger of being harmed.

How else can I help?

The Illinois income tax check-off program enables anyone to donate to the Child Abuse Prevention Fund when they file their state income tax returns. The money is used to support community-based family education programs designed to help parents improve their parenting skills and to help them learn how to cope with family life.

You can also be an important part of improving foster care in your community. There are many ways you can make a difference, including becoming a foster parent, mentoring a foster child, volunteering at your local foster care agency, and helping to change the way people think about foster care. For more information, call 888-4 R KIDS 2 (toll free) or visit www.fosterkidsareourkids.org.