OASIS
Children's Ministry of Xenos Christian Fellowship

VOLUNTEER HANDBOOK
# Table of Contents

TABLE OF CONTENTS........................................................................................................................................3

MISSION STATEMENT........................................................................................................................................6

VISION STATEMENT........................................................................................................................................6

ACKNOWLEDGEMENT.........................................................................................................................................6

LIFESTYLE STATEMENT.................................................................................................................................6

OASIS BIG PICTURE.........................................................................................................................................7

GENERAL POLICIES, PROCEDURES & INFORMATION..................................................................................8

The Three P’s..................................................................................................................................................8

   Prayer.........................................................................................................................................................8

   Planning....................................................................................................................................................8

   Preparation...............................................................................................................................................8

Expectations...................................................................................................................................................8

Importance of Fellowship.............................................................................................................................8

Immorality Issues........................................................................................................................................8

General Policies

   Parent Alert Procedure............................................................................................................................9

   Registration............................................................................................................................................9

   CT Teachings.........................................................................................................................................9

Security.........................................................................................................................................................10

Volunteer Screening....................................................................................................................................10

   The Process:..........................................................................................................................................10

Classroom Visitor Policy............................................................................................................................10

Nursery / Toddler / Preschool Classroom Security Policy......................................................................10

All Classrooms...........................................................................................................................................10

Classroom Check-In & Out..........................................................................................................................11

Classroom Supplies....................................................................................................................................12

   Nursery & Toddler Supplies....................................................................................................................12
Mission Statement

Oasis exists to provide a fun, biblically based environment during adult Central Teaching where children can respond to and grow in the truth, grace and love of Jesus.

Vision Statement

The purpose of Oasis for each child is to...

**KNOW** that to all who believe Jesus and accept Him, He gave the right to become children of God. (John 1:12)

**GROW** in the grace and knowledge of our Lord and Savior Jesus Christ (2 Peter 3:18)

**GO** into all the world and preach the Good News to everyone (Mark 16:15)

Acknowledgement

We appreciate your commitment to the Oasis program, the children of Xenos Christian Fellowship and all visitors. Your faithfulness is essential to the success of this ministry.

Lifestyle Statement

All of the roles associated with Oasis are ones that evoke admiration and scrutiny from parents, children and visitors. Therefore, it is important for the volunteers who lead and teach our children to be adequate moral examples to those observing them and to meet spiritual and moral standards. See section on “EXPECTATIONS” in CLASSROOM POLICIES, PROCEDURES & INFORMATION for further explanation.
The Team Members (Adult & Student)...
- Arrive prepared, on time, in the Spirit with a servant attitude
- Are ready to interact with and engage kids in biblical truth
- Are unified

Because the Team Leaders...
- Train, motivate team members
- Communicate effectively w/team members
- Are passionate about kids
- Own the class

Because the Directors...
- Train, motivate team leaders
- Communicate effectively w/team leaders & Oasis staff
- Are passionate about kids

Because the Staff...
- Effectively recruits
- Plans
- Trains, motivates
- Effectively communicates w/Directors & Sphere Leaders
General Policies, Procedures & Information

The Three Ps
Prayer, planning and preparation directly impact your effectiveness in the classroom.

Prayer
We are on the front lines of spiritual warfare for the souls of children. Prayer is essential for victory and unity. "For our struggle is not against flesh and blood, but against the rulers, against the powers, against the world forces of this darkness, against the spiritual forces of wickedness…” (Ephesians 6:12). “Be careful! Watch out for attacks from the Devil, your great enemy. He prowls around like a roaring lion, looking for some victim to devour. Take a firm stand against him, and be strong in your faith” (1 Peter 5:8-9). During the week and prior to class, present yourself to be used by the Holy Spirit in your interactions (Col. 4:2-4).

Planning
The team should plan ahead as often as necessary to ensure all tasks are delegated and each team member has a role. Planning is essential for team unity and ownership.

Preparation
ALL team members should be familiar with the lesson in order to tie the main point with all elements. Prepare to teach without extensive use of notes. Know how to do the craft to be aware of potential problems. Arrive in time to pray together and prepare the classroom.

Expectations

Importance of Fellowship
Consistent involvement in fellowship is vital to spiritual growth and service. Teaching children is a role of leadership which necessitates dependence on the Lord and the support and prayer of brothers and sisters in the Body of Christ. Therefore, Oasis requires volunteers be fully invested in peer fellowship before leading in this secondary ministry role. All Christians need adequate involvement in body life (Christian Fellowship) in order to grow. If they are not fully engaged in their own peer fellowship, they won’t experience the full blessings of the Christian life, nor will they be spiritually fit (see Romans 12, 1 Corinthians 12, and Ephesians 4). As members of one another and to effectively minister, our volunteers need the support, admonition, encouragement and maturity from their local body.

Immorality Issues
All servants of God have sins and shortcomings. However, lifestyles that are flagrantly out of God's will adversely influence children and hurt the reputation of Jesus Christ and His church. If you have unresolved moral issues, such as addictions to pornography, drugs, alcohol and/or sexual relationship/s outside the context of a heterosexual marriage, talk with your Director or Team Leader; and, if necessary for restoration, step out of the ministry until those issues are resolved. Additionally, we expect the volunteer to self disclose if and when they fail to meet the basic requirements of active fellowship or fall into unrepentant immorality.
**General Policies**

**Parent Alert Procedures**
Parents will be alerted via text message for all classrooms students.

**Registration**
Parents will need to fill out new kid registration forms, available at Rock check in stations, for their child or children to be added to the database. Once all data is entered by admin staff, parents or caretakers will be able to check children in to appropriate classrooms using their phone number at the check-in station. If a parent or caregiver comes to class with a new child, please refer them back to the check-in station, CTO or classroom director for assistance.

**CT Teachings**
You can access the audio teachings and power point slides online at [http://www.xenos.org/adult-ct](http://www.xenos.org/adult-ct). Remember: MP3 & PPTs of most of the adult CT teachings are available on line by Tuesday evening. PDFs of Ryan Lowery’s teachings are also available.
Security

Volunteer Screening
The entire screening process must be completed before a volunteer is eligible to serve in the classroom. After screening is complete, the Volunteer Coordinator will assign the volunteer to a classroom and connect them with the Team Lead for orientation. At that time, a picture will be taken and name tag made.

The Process:
Pick up a recruitment packet from the Oasis Administration Booth during CT, or access it via the web (http://www.xenos.org/oasis/lead-oasis-ministry). Complete and return the application to Xenos by mail or place in wire basket at the Oasis Administration Booth at CT. You will be contacted by the Volunteer Coordinator within one to two weeks.

Classroom Visitor Policy
Parents are always welcome to visit their child’s classroom. Any other visitor/s must first receive clearance from the Oasis CT Overseer through a CT Director. If an adult plans regular visits, it is necessary to follow the defined screening procedures above.

Classroom Security Policy
The security system exists for the protection of the young children, staff, and the church. The parent ticket is the “claim check” necessary for the return of a child. NEVER release a child without the correct ticket. Take the parent ticket and cross check the number on the printed name tag and classroom ticket before release of the child. If the parent doesn’t have the ticket, call your Director.

All Classrooms
Attendance accuracy is crucial in case of emergency, as the classroom tickets are the only record of the children in your classroom in which you, the classroom worker, have ready access. Take the classroom tickets with you if you leave the room.
Classroom Check-In and Out

1. Responsible parties will sign children in at Rock check in stations
   **Check in stations prints 3 tickets:**
   - Classroom Ticket (This goes to classroom volunteer and serves as the roster)
   - Parent Ticket (This stays with the parent and serves as the pickup ticket for after class)
   - Name tag (This goes on the child and can be used to verify information during class or at pickup)

2. During Check-in, responsible party will give classroom volunteers the Classroom ticket and ensure name tag is placed on child. Please remind parent to keep track of parent ticket as this is how they will collect the child after the service.

3. At Check-out, ensure unique code on parent ticket matches Classroom ticket and name tag. Once verified, release child to responsible party.

If a responsible party attempts to pick up a child without having a Parent ticket, please contact your CTO and classroom director.
Classroom Supplies

**Nursery & Toddler Supplies**
The nursery and Toddler rooms are equipped with toys, mats and books. Name tags, pens & tape are stored in the plastic drawers on the counter just inside the entry door. Cleaning & diapering supplies are kept in the cupboard by the sink. Curriculum supplies are stored in the plastic file tote.

**Preschool & Elementary Supplies**
In order to help each successive class to quickly locate necessary supplies, PLEASE put the provided items back in the correct places. Place extra craft and lesson worksheets in the shared supply bag to be used by successive classes after your CT.

**Wood storage cabinets**
Where applicable, the storage cabinets contain toys, books, games and bibles.

**Cart**
Each classroom has a 5-drawer plastic cart on wheels with administrative and general craft supplies. The drawers are labeled with the contents in order to return items to the proper place so others can easily find them.

**Shared Supplies**
The "Shared Supplies" bag, labeled by classroom, contains the lesson supplies to be shared by all CTs. Please return all supplies to the bag for the next team's use.

**Expanding Poly Files**
Each CT time has a labeled section in the expanding poly file in the "Shared Supplies" bag. Notify your Director if you are short items.
Classroom Policies, Procedures & Information

Curriculum
All curriculum is written by Xenos members. Please feel free to be creative. Rearrange the order, add appropriate application and activities and omit what doesn’t fit. However, in order to maintain doctrinal consistency, we ask that you not vary the doctrine. If you have any comments on the curriculum or if you would like to let Oasis staff know what worked well for your classroom, please submit a feedback form on the Oasis page of the Xenos website. Concerns, questions about and/or ideas to add to the curriculum are valued. Please discuss immediate concerns with your CT Director.

Teaching Styles
The content of the lessons is only as effective as the presentation. Using the same teaching method every week is ineffective. Vary your teaching methods using lecture, skits, drama, music, puppet shows, learning games and object lessons that appeal to all five senses. You are welcome to use "Bible times" robes and headgear, costumes, puppets, games, books and musical instruments from the various Oasis storage rooms. Please return them to the bin where you find them so others may also have access.

Assessment
The Oasis staff and Directors are committed to working together with your team to accomplish the Oasis vision. Our desire is to give objective, helpful and encouraging input. The goal is for your Director or Team Leader to assess all elements of the class time for your age/grade level two times during the year. Additionally, peer feedback forms are located in your cart. These are a great tool for inter-team communication. Please use them to point out encouraging areas as well as areas for improvement.

Nursery/Toddler Monthly Prayer Focus
While it may seem that working in the nursery/toddler classrooms has less ministry potential than teaching older children, it actually lends itself to the crucial ministry of prayer. There are wonderful “free” moments when rocking a fussy or sleepy baby, changing a diaper, or winding up a swing, when we can be praying for the children. Without the work of the Holy Spirit drawing them to God, there is no hope of coming to Him. We have the privilege of interceding on their behalf. As we spend time with the children, we can “pray without ceasing” for the Lord’s work in their hearts. To that end we strategically place prayer pages in the rooms with a suggested monthly prayer focus and verses to pray for the children. Please use them as a guide and a reminder to intercede.

Absence Policy
All volunteers are responsible to provide their own Oasis-screened substitutes. Only OASIS, Xenos Jr. High and High School screened volunteers (or in an emergency, parents of children in that particular classroom) may substitute for absent team members. Team members should work out the details of absence with their team leader. In the event of sudden illness or emergency on the day of your class, refer to your roster for phone numbers to inform your Director and team leader.

Classroom Size
In order to accommodate as many children as possible, teams are encouraged to take all children, providing safety is not an issue. If a classroom becomes crowded to the extent that you believe safety is an issue, e.g., fire codes noted beside the classroom door are exceeded, notify your CT Director who will help you direct children to another classroom.
Additional Resources
Storage rooms are full of items to supplement your classes. There are a variety of rhythm instruments, puzzles, parachutes, costumes, dress-up clothes, music CDs, books and toys.

You will also find resources at http://www.xenos.org/ministries/oasis/resources.htm

 Accident Reports
If an accident occurs, please complete an accident report, have it signed by a teacher and the parent and return it to the CT Overseer or Director.

Children’s Giving
Place the provided giving globes next to the sign-in sheets at check-in for children to deposit their money when they arrive. Oasis money goes to approved Humanitarian Aid and Development Fund projects. A regular flyer goes out to inform students and parents of the current giving campaign. Develop a consistent pattern during class to briefy explain the joy of giving as well as the work being done through their giving. Take money to the Oasis administration booth at the end of class.

Special Events
While we encourage you to develop relationships with the children, for legal reasons, any event outside the Oasis program, i.e., outside regular meeting and class time, must have prior written approval by your CT Director and the CT Overseer.
Behavior Management & Discipline

One of the most important, yet challenging, aspects of working with young people is how to train their behavior (Eph. 4:15). There are many different approaches that parents, Oasis volunteers and school professionals can take, from militaristic to permissive.

Oasis subscribes to the Bible’s position on discipline (Eph. 5 – don’t exasperate). The Bible doesn’t give many specific discipline strategies, but emphasizes that parents - and other authorities - must invest deeply in their children. Such investment must involve correction motivated by love. The Bible also clearly teaches that it is possible to abuse one’s authority or to be ineffective in training a child due to excessive rules and consequences that disrupt the relationship between child and adult and that do more harm than good to the child.

The staff’s vision for Oasis volunteers is to keep several goals in mind when we practice discipline. Our hope and prayers are that you will be committed to the same vision.

Students will internalize values, learn from mistakes. Classrooms will be conducive to learning and teaching. Oasis will be a safe, healthy environment.

We work to accomplish these goals by practicing the following values and strategies. Many of these values and strategies are biblical in nature; some are well-articulated by the philosophy known as Love & Logic.  

**Love – Build loving, trusting relationship with students**

In order to go beyond compliance to an internalized value system, students must grow to trust the authority figures in their lives. Oasis volunteers are committed to do their part to establish strong bonds of love and trust with the students.

We seek to interact with students in ways that meet their basic needs for inclusion, control, affection and competency. We find every opportunity to communicate in word and deed that our students are loved and accepted, regardless of whatever poor choices they may make. We offer students opportunities to make choices, to communicate that they are competent and that they have a level of control over their lives.

We administer consequences with empathy, rather than with anger, disgust or lecturing when a student needs correction. We avoid unnecessary power struggles. Trusting relationships are the basis for character growth and development to take place in the lives of children.

**Some practical suggestions:**
- **Greet each child by name and warmly engage**, “Hi, I’m so glad to see you.”
- **Show genuine concern** and care, “What was the most favorite thing you did this week?” “Last time I saw you, you said you were going to ____________. Did you have fun/how’d that go?”
- **Engage with eye contact**
- **Observe** to learn more about each child
- **Remember and use children’s names** – this is easily accomplished by assigning volunteers to the same small groups of children

---

1 Adapted from *Harambee Christian School Parent Handbook*
- **Recognition without opinion**, “I noticed… you like sports… you’re wearing flip-flops today…”
- **Pray with and for** children in your small group

**Logic – Setting limits and empowering students to solve their own problems**

We recognize that every student and situation is unique. Therefore, the volunteers do not feel the need to clearly define every rule, reward and consequence in advance. Instead, we operate from the general principle, if someone creates a problem for themselves or someone else, then action must be taken to correct the problem. When setting out this principle, the younger children will need instruction to consider what it looks like to create a problem. To know how much they understand, ask them to give examples of what it looks like to create a problem for themselves or someone else. Richard the Rule Minder could be a helpful tool to further instruct younger children.

The appropriate corrective action could vary from student to student or situation to situation. Sometimes it’s important to leave some time to think about the solution or corrective action to give the adult and student opportunity to think clearly, rather than make an impulsive decision in the heat of the moment.

One way to redirect students when they make a poor choice is to use a recovery area. While isolated for a short period of time, they have time to think about solutions. Note there is a purpose for them to consider how to solve their problem. This is not merely a time out to satisfy your frustration. Work with your director to determine how to accomplish this.

The one exception to this principle of treating each situation as unique is when their behavior endangers themselves or another child. The consequences for this type of behavior should be predetermined by your team and be immediate.

Another way that students internalize character values is when they own and solve their own problems. Remember that the problem belongs to the student; they are responsible for solving or correcting the problem. Throughout any interaction with students about their poor choices, our role is to come alongside the child to help him or her resolve whatever issues they have created.

Empowering students is relevant when students have conflict with one another. Our goal is to train students to talk in a healthy way with each other before they solicit the help of an adult.

Oasis recognizes that the parent’s voice is the most significant voice in the life of the child. This is the way God has ordained it to be. Our goal is to partner with parents for the good of the child. Therefore, communicate frequently and establish a working, trusting relationship with the parents.

**Some practical suggestions:**
- **Make sure your entire team is unified on the classroom expectations** – this requires the entire team to discuss together
  - Before the teaching every week take 5 minutes or less to ask the question, “What are the rules of this classroom?”… “What are some things that might cause a problem for others?”… If you repeat this every week, most of the kids will be able to tell you quickly what is expected.
  - Post and use visual reminders such as “Richard the Rule Minder” in younger classes and the laminated pictures of mouth, feet, zipped lips, eyes, ears, hands in elementary classes.
- **Follow through with Consequences** using Empathy vs. Anger
  - The adults’ role is to set limits
  - The kids’ role is to test those limits
  - We do not love kids when we don’t follow through. The kids will only learn if they experience...
Consequences for creating a problem
  o Consequences are unique to the child and situation. “It’s so sad you are creating a problem during this teaching. We will talk about this later.”

- **Addressing the problem**
  o Ask questions, “This is a problem. Do you know why?”
  o Hand the problem back to the child
    ▪ “How do you think you can fix it?”
    ▪ “What do you plan to do about it?”
    ▪ “How do you intend to solve the problem?”
  o Take time to consider the consequence with your team and follow through.
Policy in Regard to Child Abuse

According to a Children's Defense Organization State of America’s Children 2011 report, a child is abused or neglected every 41 seconds; 71 percent of them are victims of neglect. Infants are the most likely to suffer from maltreatment. Children under the age of four are most at risk for abuse and neglect with infants representing the largest proportion of victims. Estimates of children who witness family violence are in the millions. As children’s advocates, we need to be alert for signs of abuse and neglect.

**Defining Child Abuse & Neglect**

Abuse of a child is an act of commission. An abused child has experienced substantial non-accidental physical or emotional injury, sex offense, torture or excessive corporal punishment.

Neglect of a child is an act of omission, a failure to act on behalf of the child. The neglected child has experienced lack of necessary care, nourishment, medical care, education, clothing and shelter or one who is abandoned.

**Protecting the Child**

**Procedures for Suspected Child Abuse**

- Be aware
- Avoid overt reactions of disgust, shock, or anger
- Get basic information, record observations remembering that objectivity is your friend especially in a potentially emotional situation.
- Be clear on what the child disclosed
- Give your CT Director the information
- Keep this information confidential, as the law of immunity may not protect those who disclose information to anyone other than children's services.

For more information, please see Franklin County Children’s Services pamphlet – http://www.franklincountyohio.gov/children_services/assets/pdf/brochures/reporting-abuse.pdf

**Avoiding the Appearance of Child Abuse**

**Classroom Policy**

There should be two screened workers (one must be an adult) with the children at ALL times. With large groups of students it is easy for things to get out of control and teachers to lose their tempers. To guard against any implication of physical abuse and to protect volunteers and/or the church from accusations, following are necessary guidelines:

- It is only legitimate to hold a student if necessary to break up a fight.
- When there is a need to discipline, yelling, threats or actions of anger are unacceptable.
- If a student continues to be disruptive, call your Director.
- If necessary, interact with the parent to establish a redemptive plan.

**Diaper Changing Policy**

Unless otherwise directed by the parents, children in the infant/toddler room will be checked and changed by a female team member as needed.
**Bathroom Policy**
Children Ages Two through Preschool:
- Encourage parents to take their potty-trained child to the restroom before class. Two Team Members (one must be an adult) will escort the children to the bathroom. If the child needs help, one team member will help while the other observes.

Children Grades Kindergarten through Third:
- Encourage parents to take their child to the restroom before class. Communicate with CTO or Director via walkie talkie. They will make sure bathroom is clear. Allow one child at a time to go to the bathroom.

Children Grades 4th through 5th:
- Workers will ensure bathroom is clear at the beginning of the class period. One worker or hall monitor will wait outside bathroom the entire class period, including small group time. Only allow one child at a time to go into the bathroom.

**Role of Physical Contact**
Each child comes with their own personality and life experiences. Some may want and need touch, while others are uncomfortable with any contact. Respect what they tell you through their words, actions and body language.

**Appropriate touch:**
- non-demanding, gentle, aware
- shoulders, hands, arms, head, back
- sitting on the floor with child on one leg
- sitting on a chair w/child in your lap

**Inappropriate touch:**
- kissing
- demanding or initiating hugs
- sitting in center of crossed legs
- touching chest, genital region, upper legs, buttocks
- "piggyback" rides

To avoid physical injuries, either as a result of play or out of anger:
- never grab a child
- never spin a child by their limbs
- never toss a child
- never shake a child
Infectious Disease Policy

**General**
In order to protect the health of all workers and children, children should be clear of fever, diarrhea and/or vomiting for at least 24 hours before coming to class. If, upon arrival, a child appears to be ill, graciously ask the parent if the child has been free of fever, vomiting and diarrhea for 24 hours, explaining that we want to avoid spread of illness.

**AIDS/HIV**
Every volunteer is encouraged to view the AIDS Awareness video available in the Xenos Study Center. The following policy is to safeguard your health and the health of the adults and children using our facility.

- Blood, vomit, or other body fluids are potentially hazardous to the health of individuals coming into contact with it. When dealing with a situation that involves bleeding or vomiting, do the following:
  - Put on disposable gloves (kept in the carts, the diaper changing area and the Oasis storage room) before touching any body fluid.
  - Isolate yourself and the children from the body fluid.
  - Deal with wounds and/or lesions using standard first-aid procedures.
  - After dealing with the immediate problem, notify your CT Director or CTO to notify facilities.
  - Pull gloves off from wrist turning them inside out without touching bare skin to outside. Dispose of gloves into a lined wastebasket.
  - Wash hands thoroughly.

NOTE: If you don’t have time to put on a pair of gloves, place any available barrier (e.g., towels/paper towels/papers, etc.) between your hands and the body fluid. IMMEDIATELY wash hands thoroughly with soap and water.

Any object "mouthed" by a child (or adult!) is contaminated and must be disinfected. Team members dealing with babies, toddlers and preschoolers need to conscientiously follow health guidelines.

Disposable gloves are to be worn when changing diapers and dealing with all body fluids.

**Vaccinations**
Each volunteer is required, unless by doctor’s order, to be generally vaccinated. The following are required for service: DTap or Tdap, Polio, MMR, and Varicella (unless you’ve had the chicken pox)
Tornado Procedures
In the event of a tornado, all students and teachers are to take the most expedient route to the closest bathroom. Once bathrooms are filled, students are to sit against the walls in the hallway until an all-clear announcement is made by the Emergency Response Team or CTO. The security policy and procedures in this handbook must be followed for dismissing children. No nursery, toddler or preschool child should be released to his/her parent without the necessary security tag.

Fire Procedures
Instructions for specific classrooms follow. In the event of a fire, adults in the auditorium will be instructed to move out of the building, not to their children’s classrooms. The security policy and procedures in this handbook must be followed for dismissing children. No child should be released to his/her parent without the necessary security tag.

Infant/Toddler
- Team members should solicit help of directors & adults at Welcome Booth to carry two infants each out of the building.
- Toddlers should hold the knotted rope (located with classroom supplies) at all times with a team member at each end.
- Exit the closest door.
- The last adult to exit will pick up attendance roster on the way out of the room
- Once outside, take attendance to account for all children.

Preschool
- Children should hold the knotted rope (located with classroom supplies) at all times with a team member at beginning, middle and end.
- Exit the closest door.
- The last adult to exit will pick up attendance roster on the way out of the room
- Once outside, take attendance to account for all children.

Elementary
- Have children line up in single file with one adult to lead, one in the middle, and one the last to exit.
- Instruct the children to remain quiet as they exit the building.
- Take the attendance roster.
- Exit the closest door.
- Once outside, take attendance to account for all children.
Lockdown Procedures

Lockdown procedures may be initiated in the case of a terrorism or some (not all) active shooter threats during Central Teachings. The security policies and procedures in this handbook must be followed for dismissing children. No child should be released to his/her parent without the necessary security tag.

**Indoor Procedure**

When indoors, staff and students should:

- Listen for the lockdown procedure announcement.
- Leave walkie talkie on for communication purposes
- Immediately bring students from the area immediately outside the classroom into the classroom.
- Leave blinds or curtains open, unless directed otherwise.
- Turn off lights.
- Crouch down away from windows and doors.
- Remain silent and ensure the room looks and sounds like it is unoccupied.
- Ensure students with access and functional needs are properly assisted in the lockdown.
- Remain calm.
- Be prepared to move away from danger. Teachers should look for several escape routes.
- Continue the lockdown until otherwise notified by the appropriate authority.

**Outdoor Procedure**

When outdoors, staff and students should:

- Listen for the lockdown procedure announcement.
- Gather behind a natural barrier.
- Leave walkie talkie on for communication purposes
- Be prepared to move away from danger. Teachers should look for several escape routes.
- Ensure students with access and functional needs are properly assisted.
- Remain calm.
- Continue the lockdown until otherwise notified by the appropriate authority.
Oasis Organization

Staff Positions

Program Director – Full-Time
Oversees the Oasis staff, develops training & curriculum

Administrative Coordinator – Part-Time
Curriculum development; weekly lesson, craft and facilities preparation & organization for all CTs

Volunteer Coordinator – Part-Time
Oversees Oasis and VBS volunteer recruitment, screening & placement

CT Oversight – Part-Time
Oversight of one CT every week, connection with Directors & teams as necessary

TNT Director – Part-Time
Development & oversight of a lively, fun program including biblical content & small group discussion, organize yearly TNT mission’s camp

Volunteer Positions

Director
• CT Director – works with team leaders to accomplish the Oasis vision

Classroom
• Team Leader
• Adult Volunteer
• Student Volunteer
• Student Volunteer in Training
• TNT 4th/5th Core Teachers -- A team of teachers responsible to teach the large group TNT meetings at all Oasis meetings; able to present a polished ‘stage presence’ and maintain the students’ interest. Teachers are provided with topic, outline, and possible application points, but are responsible for correctly interpreting and creatively emphasizing the main point of the given passage using applicable points from Scripture.
Dear Parents and Youth Workers,

March 8, 2012

I would like to introduce a new policy in Student Ministries that affects Jr. and Sr. high school students who want to serve younger kids in our ministry. Let me explain. Xenos has many strong ministries in which our students serve. Middle and high school students enjoy serving younger kids in Oasis. High school students make a huge impact in our Jr. High program and college aged students successfully lead our high school ministry. In addition, many students learn the joy of hard work while serving on mission trips. We think this is great and want to continue the ethic of serving. However, we have noticed that many of these serving students are not adequately engaged in their own peer ministry or even being regular in fellowship. This has come to light particularly with students transitioning into the sixth and ninth grades.

Our desire is for students to be fully invested in peer fellowship before allowing them to lead in additional Xenos Student Ministries. All Christians need adequate involvement in body life (Christian Fellowship) in order to grow. If they are not fully engaged in their own peer fellowship, they won’t experience the full blessings of the Christian life, nor will they be spiritually fit (See Romans 12, 1 Corinthians 12, and Ephesians 4). As members of one another and to effectively minister, our students need the support, admonition, encouragement and maturity from their local body.

We also think Luke 16:10 applies, "He who is faithful in a very little thing is faithful also in much; and he who is unrighteous in a very little thing is unrighteous also in much." Although this passage is about financial stewardship, the principle still applies. Resist giving additional ministry opportunities to those not taking advantage of the ministry opportunities God has already given them. 1 Corinthians 4:1-2 also teaches that it is required of Christian servants to be found trustworthy. In short, we want our students enjoying healthy peer body life before asking them to lead in other Xenos student ministries.

**Special considerations for incoming sixth and ninth graders**
The transitions from one level of schooling to the next can be challenging. (e.g. middle school to high school). Students find life busier, and time management becomes more difficult. Not only do the number of fellowship meetings increase, but academic rigors rise substantially including more demanding coursework and focus on grade performance. The pressure to participate in extra-curricular activities is at an all time high. At a time when active engagement in fellowship is more important than ever, the pressure to conform to culture is real. Many have lost their way during these transition years by allowing fellowship to slip into last place. Still others show up at fellowship, but are too exhausted to engage. Therefore, we should give students time to adjust to this transition before they become eligible to lead in other Xenos student ministries. This is what we have done for years in our college ministry. College freshman are not qualified to lead in our high school ministry until they get settled into their college home church. We’d like to do the same for incoming sixth and ninth graders.

**A new policy as it applies to the various ministry opportunities**
Service in Oasis: Incoming sixth and ninth graders won’t be eligible to lead in Oasis until November of their sixth and ninth grade years, respectively. Even if students have faithfully served in Oasis throughout their Jr. High years, they must exit the ministry after eighth grade. They may re-apply in November of their freshman year.

Service in Jr. High: Incoming ninth graders won’t be eligible to lead until November of their freshman year. When and how do sixth and ninth graders apply? In November! But students should first confer with their respective home group leader before applying. If the home group leader thinks it is a good idea, then interested students should complete an application. Find the applications in both the Jr. High and Oasis web sites under the link for volunteers.

See the Frequently Asked Questions sheet below for other questions and contact information.
Frequently Asked Questions

“What about currently serving students not going into sixth or ninth grades? Do they need to step down from leading in Oasis or Jr. High?”
No. The change was for incoming sixth and ninth graders to help them with the transition from one ministry to the next. Know, however, that the Oasis and Jr. High ministries will continue their practice of conferring with the serving student’s home group leader. This is important. The teen years are tumultuous. If a serving student is seriously struggling in their walk with God, we want to know.

“What about students wanting to serve as leaders in the Oasis or Jr. High ministry for the first time?”
Again, students should first confer with their respective home group leader. Then, if their leaders agree, they should apply. Find the applications in both the Jr. High and Oasis web sites under the link for volunteers.

“What about students wanting to serve as leaders at camps and missions trips?”
The same principle will apply. Before students qualify to serve as leaders on these trips, they must be fully engaged in peer fellowship, including a commitment to attend their own respective Jr. or Sr. High school camp. Incoming ninth graders will not be eligible for student leadership in the Oasis or the Jr. High Blow Out camp as these camps occur in the summer, prior to November.

“Is it really Biblical to give the students a break from serving?”
We are not proposing that students take a break from serving! Rather, we are proposing they shift their service towards developing strong peer relationships within their new ministry before looking to work with younger kids. If approached this way, they will be in a better position to lead younger kids at a later date.

“If the incoming sixth and ninth graders don’t get to participate until November, won’t they get too far behind in terms of knowing the students? Won’t this hurt the ministry?”
Yes, they will be behind. But student leaders who do a good job investing into the kids can make up for lost time in just a few short weeks. It may be a setback in the short run, but over the long term, it should prove to be healthier approach for everyone.

“What about VBS?”
Because of the short term nature of this ministry, students (including incoming sixth and ninth graders) will be eligible to serve as long as they were a member in good standing in their previous group and are committed to active engagement in their new home fellowship group.

Contact with Questions
Please contact the following people with any concerns or questions.
Oasis: Jeff Risley at risleyj@xenos.org 614-823-6500 ext. 1147
Jr. High: Quest Shannan shannanq@xenos.org 614-823-6500 ext. 179
Sr. High: Bret McCallum at mccallumb@xenos.org 614-432-1874
Notes