

Shalom Children's Center

Raising each child to form a community of peace



Program Handbook

2024-2025 School Year

Welcome to the JCC Family!



We are delighted to have your family join us at Shalom Children's Center at the Asheville JCC! Please be sure to read this handbook thoroughly to understand our philosophy and goals, day-to-day operations, policies, and expectations for this new and exciting journey.

We approach our partnership with families through the lens of *tzelem elohim* (dignity) and the value of *kavod* (respect). We ask families to set an example for their children by adhering to all JCC policies, and modeling behaviors that demonstrate mutual respect between teachers, families, and children. We invite you to work with us in establishing open communication between JCC staff and your family. Please feel free to ask your child's teaching team to schedule time away from the classroom to discuss any questions or concerns, either in person or by phone. We invite families through ongoing, meaningful conversations to engage with our program as partners in the education and social emotional growth of our children. We value families as competent thinkers and learners and offer them opportunities to understand our educational philosophy. We support

you on your parenting journey and provide opportunities to joyfully celebrate Jewish life together as a community.

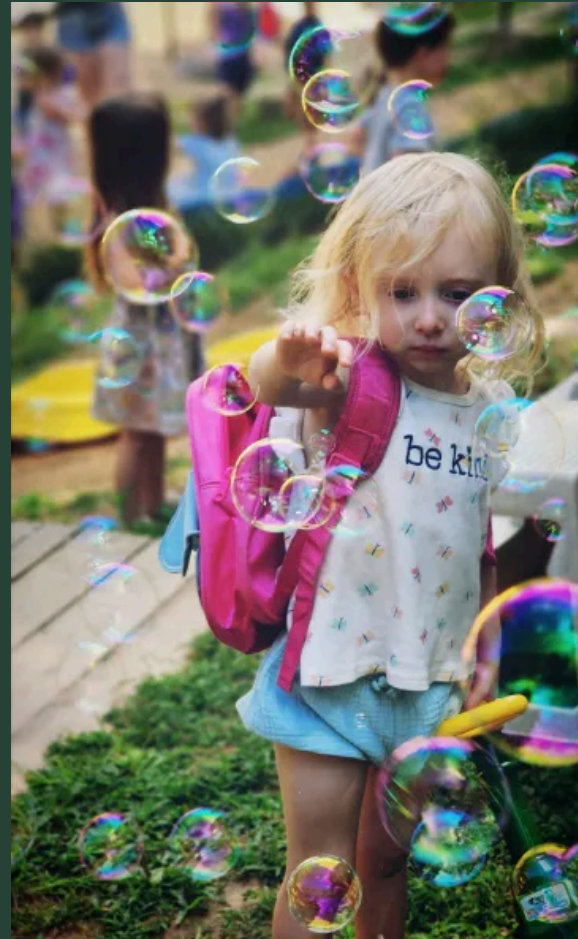
It is important that you set aside time to read all written communications from our program to stay informed on your child's progress, classroom updates, school policy changes, and special programming opportunities. Communications from school come home in various forms, including emails, Storypark posts, notes on cubbies, and mailings. Please check for communications on a daily basis.

There may be some classroom specific instructions that are not included in this handbook. Your child's teaching team will provide you with additional information about specific classroom practices. We encourage questions, and know that it is important for us to work collaboratively to provide an impactful and joyful first early learning experience for your child.

Thank you for sharing your children with us!
The Shalom Children's Center Early Childhood Staff

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Overview

Shalom Children's Center Early Childhood Programs

Shalom Children's Center is a Five-Star rated NC licensed child care facility that serves approximately 120 families with children ages 6 weeks through 5 years. Our year-round program offers full-time enrollment.

Shalom is the Hebrew word for peace, and it is a vision of a harmonious world that we strive to build with our children. We celebrate Jewish traditions and draw from a code of ethics that teaches us to respect and care for the earth and all of its inhabitants. Children, families, and teachers are connected through this circle of care and respect, which expands to the broader world of all human life and nature. While we seek to affirm our Jewish cultural identity and enhance our exploration of Judaism together as a family, we also honor and learn from the diverse experiences and traditions of all who participate in our program.

Curriculum

As part of the JCC Association, we focus our approach through the Shava Early Learning Framework which integrates Judaics, Constructivist learning, and community building into our daily routines and lessons. Children help to direct learning based on their own emerging developmental needs and interests. We also use the North Carolina Foundations for Early Learning and Development as a resource to inform the developmental appropriateness of our activities offered to each age group. Each classroom community is developed to create a strong educational environment where all learning domains are addressed in a holistic way.

Our Mission

The mission of Shalom Children's Center is to raise each child to form a community of peace. We serve the Jewish community and the community at large by developing positive self-awareness and self-esteem in our children, while fostering an understanding of each child's interconnectedness with the rest of the world.



Hilde's House: Infant & Toddler Program

Hilde Cohen Hoffman, a former teacher at the Asheville FCC, was a woman of great compassion and humor who grew up in Leipzig, Germany. She and her father would often walk to the Leipzig Zoo where there was a breeding program for lions. One season, a mother lion gave birth to a cub that was smaller than the rest, and the mother refused to nurse it. Hilde inquired about the cub and was asked if she would like to come each day and care for it. She fed and nurtured the lion, and it grew with no problem.

Years later, Hilde Hoffman ended up in the mountains of North Carolina where she has cared for generations of children at the Asheville FCC. Hilde has now passed away, but her story, and the love she gave to so many children continues to inspire us in all of the classrooms at Shalom Children's Center. Just as Hilde Cohen Hoffman took care of her lion cub, we are loved, nurtured, and cared for with respect for our unique qualities.

The environment at Hilde's House is unique, cozy, and loving. Our caring staff focuses on your child's individual needs, development, and growth as we provide a smooth transition from home to school. We seek to build a strong relationship between your family and our caregivers in order to provide optimal care for your baby.

Our highly-trained teachers work to enhance your child's developmental growth through numerous one-on-one interactions, and by focusing on their individual interests and pace.

Through active free play and teacher-directed enrichments, babies and toddlers begin to learn about the power of social interactive play and discover their emerging abilities to make connections with others.



Infant Room (6 Weeks - 12 Months)

Group Size: 6 Infants

Toddlers (12 - 24 Months)

Group Size: 12 Toddlers



Shalom Children's Center: 2-5 Year Olds

At Shalom Children's Center, children's physical, emotional, and cognitive abilities expand rapidly through the many engaging activities and interactions they experience:

- ★ Daily circle time or group meeting
- ★ Play-based learning in classroom centers
- ★ Physical play on the outdoor learning environment and gardening in our children's educational garden
- ★ Seasonal swimming for 3-5 year olds
- ★ Walks around the neighborhood and field trips

Classrooms

Levi'im (Little Lions): Older Toddlers/2s

Taglit (Discovery): 2-3 Year Olds

Olam Echad (One World): 2-3 Year Olds

Reim (Friends): 3-4 Year Olds

Teva (Nature): 3-4 Year Olds

Ahava Pre-K (Love): 4-5 Year Olds

Keshet Pre-K (Rainbow): 4-5 Year Olds



Children are placed in an age-appropriate cohort upon enrollment, and move up to the next classroom with their age group at the beginning of each new school year.

Children as Constructivist Learners

Children are natural learners. A Jewish expression of values emphasizes that teachers inspire children to question their world and appreciate multiple perspectives. Based on an image of the child as a competent and capable learner full of potential, teachers and children engage in research as a way of co-constructing knowledge. When children are agents of their own learning, they build life-long critical thinking skills and are more deeply invested in the process.

Our approach to learning consists of engaging the children in exciting explorations of developmentally appropriate ideas and concepts to encourage learning across multiple disciplines. Children offer input, raise questions, and work together to solve problems.



Through discussions, experiences, and materials, the children’s ideas and interests emerge into thematic play demonstrated in learning centers. This is called the “emergent inquiry” approach to learning. We immerse the children in a literacy rich environment, using books to reinforce their ability to propose and carry out their own research, and offering numerous opportunities for written and verbal self-expression. STEAM (science, technology, engineering, art, math) learning is interwoven into the learning environment through open-ended materials and hands-on experiences. Innovation, creativity, problem-solving, and social skills are fostered where children and adults engage together in a brave space where we can all work together to create meaning and allow for the growth that comes with taking risks and making mistakes.

Environments as Inspiration for Inquiry

If our classrooms, hallways, indoor and outdoor spaces are an intentional place for children that provoke wonder, curiosity, intellectual engagement, creativity and fun, our schools will be a place that engages children in meaningful and lasting ways. Our spaces are flexible, materials are open ended and children have the freedom to interact with quality materials in their environments.



Loose Parts Play

We partner with families to provide materials that are multi-use and encourage problem-solving, creativity, innovation, and rich sensory learning. The loose parts approach uses non-traditional materials to encourage children and adults to engage together in thinking and inventing in non-traditional ways.



Outdoor Learning Environments (OLE)

We believe that substantial outdoor activity is vital to health and well-being. Your child will spend time outdoors all year round and in all weather. Warm coats, hats, and mittens are essential in winter, and raincoats and boots are helpful in rainy or wet weather. We see mud as an opportunity for exploration and scientific learning – **expect that your child will get messy!** Please help your child make clothing choices that will promote their comfort and success in their indoor and outdoor learning, and keep an extra change of clothes at school.



Ginat Ha'Yeladim

Our garden curriculum offers the children a remarkable opportunity to understand Jewish ethics that require us to be good stewards of the earth and its resources. This hands-on approach to learning in nature makes Jewish ethics come to life, showing how nature's cycles are tied to the Jewish holiday cycle and how our focus on being a mensch (a good human being) translates into living in harmony with the earth and its resources.



Families as Engaged Partners

Our B'rit

The Hebrew word *b'rit* means “covenant.” A covenantal relationship enables us to partner with others in pursuit of shared vision, to grow, to take risks, and to communicate with honesty. Like many relationships typical of business and politics, these relationships are enacted through mutual understanding of specific rights and responsibilities. But covenantal relationships are valued in and of themselves, not just as a means to realize other ends. Our lives revolve around our inescapable relationships to our environment, our families, our friends, our colleagues, and our world. Both our personal and professional lives are enriched by binding relationships in which we feel a true sense of security; relationships in which our individuality is honored, our opinions are heard, and our needs are considered.

Relationships of this sort are not only nurtured between individuals. It is possible to be part of a covenantal community. Through participation in such communities, we accept certain standards of behavior; we agree to communicate honestly, treat others with respect, understand our individual needs in light of the needs of the community, work toward our shared visions, and create space in which others are able to do the same. Two common Hebrew words for community are *kahal* and *kehillah*. The first is more of a “gathering,” possibly of those who come together circumstantially for a specific purpose or short-term task. By contrast, the word *kehillah* is often used in conjunction with the adjective *k'doshah/sacred*.

We invite each family to join in our Shalom Children’s Center *kehillah* to recognize that our time, intentions, and efforts together to care for our children and each other is something sacred and respected. Each child,

teacher, family member, specialist, support staff, and administrators are valuable and contributing members of the “village” in which we raise our children.



Families as Engaged Partners: Home & School Communication



Story Gathering

Upon enrollment and prior to starting a new classroom, families participate in a collaborative meeting with the child's new teaching team called *Story Gathering*. This 30-minute session gives the teaching team a chance to learn all about your family: stories about your child, their likes and dislikes, routines, learning styles, and more. It is also a chance to share about family traditions, expectations, hopes, and goals for the school year. Story Gathering is an important part of building a year-long partnership with your child's progress during their entire time enrolled at Shalom Children's Center.

Storypark

We use Storypark as a way to communicate with families. Storypark is a secure way to share photos, stories, and learning moments that happen in the classroom and learning visible. The teaching team uses Storypark to document developmental progress, child-centered exploration, and active engagement in the cycle of inquiry. Storypark is provided at no cost to families and builds a portfolio of your child's progress during their entire time enrolled at Shalom Children's Center.

Occasionally, the director or your child's teaching team will post important announcements, event invitations and reminders, and general information on Storypark. It is important to check these posts regularly to stay up-to-date on what is happening at school.

Day-to-Day Communication

Upon enrollment, you will receive a classroom packet with information about how to contact your child's teaching team via phone, email, and Storypark. To contact your child's teaching team during the day for an urgent matter, call the JCC Front Desk at (828) 253-0701, and they will be able to connect you with one of the teachers, the ECE Director, and/or the ECE Associate Director(s).

Child Conferences

Child Conferences are an opportunity for families and the teaching team to meet and discuss the growth and developmental interests of your child, provide a lens for understanding your child's work and progress, and collaborate on supporting your child's success in both the home and school setting. Conferences are offered twice per year according to the school-year calendar, and can be arranged with your child's teaching team when needed.



Jewish Early Childhood Education

At the Asheville JCC, we are committed to making Jewish learning come to life in ways that are meaningful and engaging. Our approach to seamless Jewish learning is designed to help children begin to understand that living a life enriched with shared values is not merely the celebration of Jewish holidays, but is also an everyday practice, fostering our ability to be good, honest, kind, and thoughtful people each and every day. Through developmentally appropriate and thoughtful invitations, everyday activities and interactions become opportunities to engage with our world and each other in a way that is meaningfully connected to each of our contexts, traditions, and complex identities. Throughout the year, we draw on the wisdom and ideas of Jewish thinkers, texts, histories, and stories to bring generations together in finding meaning, purpose, and gratitude.

Jewish Life and Learning in Intertwined Through Our Curriculum

- ★ Universal and Jewish values elevated and made tangible through lessons in the Children’s Garden, mindful practices for environmental responsibility and our relationship to the Earth.
- ★ Holiday observances as a JCC community
- ★ Reflective practices and integration of the Seven Jewish Lenses into creating our vision and goals as educators

Holidays

We honor Jewish traditions by celebrating and observing the Jewish holidays of Rosh Hashanah, Yom Kippur, Sukkot, Hanukkah, Tu B’Shevat, Purim, and Passover. We welcome family members to participate in all the various events held year-round and value the connection of Jewish learning with family life. We celebrate the diversity of all our families. At the JCC, we do not have school-wide celebrations for some holidays such as Easter, Christmas, Valentine’s Day, or Halloween. However, in addition to the Jewish holidays, we do celebrate Thanksgiving, Independence Day, and Martin Luther King Jr.’s birthday.

School Closures

In addition to some holidays, Early Childhood programs also close for teacher work days, training, and classroom set-up days throughout the year. Please refer to the most recent school year calendar in order to plan ahead for closings. These closing days are built into the annual enrollment tuition and do not affect monthly tuition payments. Our school year calendar is informed and reflects our vision and values for our JCC community: celebration of Jewish life, families as engaged partners, professional development and growth for the educator workforce, and care for physical health and mental wellness of all.

Birthdays

We enjoy celebrating your child’s birthday at school. Be sure to discuss your plans with your child’s teaching team ahead of time. Please be aware of any allergies of other children in your child’s classroom if bringing treats to share.

The JCCs of North America Early Learning Framework

The foundation of our work is the JCCs of North America Early Learning Framework which outlines a dynamic vision of excellence in early childhood Jewish education. It is meant to set the stage for learning, not as a prescribed curriculum.

This framework provides a focal point for dialogue among JCC professionals across North America, with the goal of developing a common language and a greater understanding of the vital importance of early care and education for young children and their families.

The Jewish lenses and core elements are meant to provoke conversation and learning that inspire deeper listening, observation, and decision-making that support the construction of curriculum with young children.

These lenses articulate the approach to our work. They inspire as much as they inform. They are ideally manifested daily in each of our early childhood centers – in the ways in which we structure our time, our curricula, and our classrooms; the quality of our relationships with our students, our faculties, our host institutions; and the partnerships we forge with the families in our communities. They improve and sharpen our vision, and enable us to see the world more clearly and in a particularly focused way.

Judaism is not exclusively a matter of the “what” or “when” in the world of ritual and faith, but includes the deeper matters of the “how” and “why” of the totality of our lives and our relationships to the world as a whole. It welcomes diversity, inclusion, reflection, and innovation.



7 Jewish Lenses

Masa (Journey)

Reflection, Return, and Renewal

B'rit (Covenant)

Belonging and Commitment

Tzelem Elohim (Divine Image)

Dignity and Potential

K'dushah (Holiness)

Intentionality and Presence

Hit'orerut (Awakening)

Amazement and Gratitude

D'rash (Interpretation)

Inquiry, Dialogue, and Transmission

Tikkun Olam (Repair of the World)

Responsibility



Sh'mirat HaGuf: Approaches to Health

At Shalom Children's Center, we prioritize ways to find balance, energy, good health, and endurance in the children we serve as well as the adults who teach and care for young children. We believe the health of our school means more than just a lack of sickness; a healthy school engages the whole community in thinking about our physical, social-emotional, mental, and spiritual well-being as a critical focus to our educational practice.

We Employ a Holistic Approach to Child and Family Health in Many Ways

- ★ Children learn to have fun while exercising and developing locomotor, non-locomotor, and manipulative skills in a series of age-appropriate, non-competitive activities.
- ★ We collaborate with other departments for a whole-person approach to continued child and family health, including Aquatics and Wellness, school-age and teen programs, and Jewish Lifelong Learning departments.
- ★ Teachers, children, and families are encouraged to work together to build healthy habits.
- ★ An environment is created where physical activity, health education, and healthy eating behaviors are valued and taught.



Food & Nutrition

Parents/guardians provide a nutritious, meatless (fish allowed) lunch and two snacks for their child each day. The North Carolina Division of Child Development requires that all meals and snacks meet specific nutritional guidelines. Please help us to comply with these guidelines by providing at least three food groups plus milk for lunch, and at least two food groups for snacks. Food groups to choose from are protein, whole grains and starches, fruits and vegetables, and dairy.

Sweets may be served on a very limited basis for special occasions. If you are planning a special celebration for your child's classroom, please remember that there are lots of healthy options, and consult the food allergy list in your child's classroom.

- ★ All foods must be sent in **sealed, non-glass containers that are labeled daily with your child's name and the date.**
- ★ Because they do not meet temperature requirements for food to be stored at or below 45 degrees or above 140 degrees, Thermos containers are not in compliance with the sanitation laws of North Carolina (18A.2806 f,h,i) and therefore should not be used for your child's lunch or snacks.
- ★ Also in accordance with North Carolina rules, JCC staff members are not allowed to heat up or prepare children's lunches or snacks.

Kosher Rules

The Asheville JCC is a Jewish facility and we are committed to maintaining a Kosher environment for those in our community who choose to adhere to a Kosher lifestyle. Therefore, we ask that any food brought into the program is **pescatarian**. Please do not send your child to school with any beef, pork, shellfish, lamb, or poultry.

Allergies

Please send your child to school with foods that have been eaten at home without any allergic reaction. You may also be asked to avoid sending certain items (such as peanuts) to school if another child in the class has a food allergy.

- ★ Make sure your child's teachers know of any confirmed or suspected allergies that your child may have, and indicate the allergy on your child's enrollment paperwork. These include medication, insect stings, or food allergies, as well as pertinent medical history.
- ★ An Allergy Action Plan is required to be completed for any confirmed food allergies. You may be required to provide an epi-pen for severe allergies

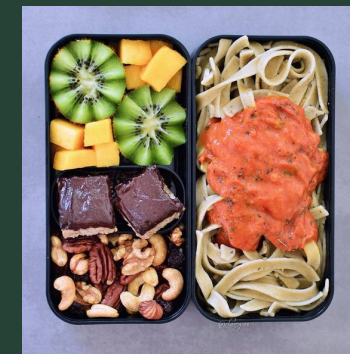
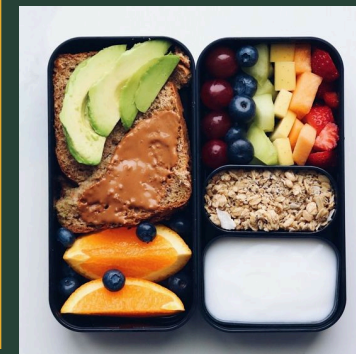
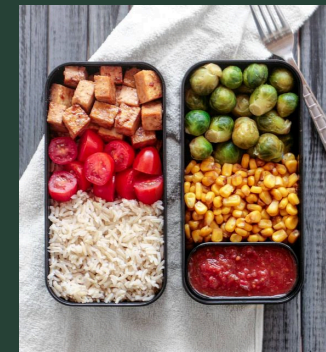
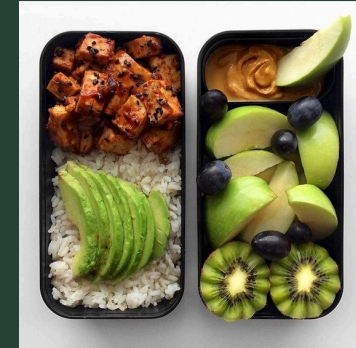


What Should I Pack? Mix & Match Vegetarian

Lunch: Pick one or more from each column

Snack: Pick from at least two column

Grains	Protein & Dairy		Fruits & Veggies	
Bagel	Beans	Cheese	Apple Slices	Asparagus
Barley	Falafel	Cottage Cheese	Applesauce	Beets
Biscuit	Hummus	Cream Cheese	Avocado	Broccoli
Bread	Lentils	Egg Salad	Banana	Cabbage
Bun	Nuts	Butter	Berries	Carrots
Cereal	Peanuts	Ricotta	Fruit & Veggie	Cauliflower
Cornbread	Plant-Based	Yogurt	Smoothie	Celery
Couscous	Meat Substitutes		Fruit Cup	Collards
English Muffin	Quinoa		Grapes (Cut Lengthwise)	Cucumber
Granola	Ricotta		Kiwi	Green Beans
Grits	Salmon		Mango	Kale
Matzo	Seitan		Melon	Peas
Muffin	Tempeh		Pear	Seaweed
Multi-Grain Crackers	Tofu Chunks		Pineapple	Spinach
Oatmeal	Tuna		Raisins/Dried Fruit	Sprouts
Pancake				Squash
Pasta				Sweet Potato
Pita				Turnip
Pizza Crust				Veggie Soup
Rice				Zucchini
Risotto				
Tortilla				
Waffle				
Whole-Grain Wrap				



Sh'mirat HaGuf: Health & Participation

It is important that children are healthy and free from infection while at school at Shalom. We expect families and staff to follow the procedures below to support the JCC's efforts to safeguard child, family, and employee health.

When Should My Child Stay Home?

If your child is too sick to participate in school activities, requires individualized or special attention due to discomfort or illness, or has a contagious illness, the child should stay home until they are well enough to participate fully and not expose others to illness. This includes, but is not limited to diarrhea, vomiting, and fever.

The following symptoms require exclusion from care until the child has been symptom-free for 24 hours: fever of 100.4 degrees or higher, vomiting, contagious rash and/or open lesions, eye discharge. A more complete exclusion list is on the following page.

If you have any doubts about your child's health prior to coming to school on any given day, please keep your child at home and consult with the Early Childhood Director. Additionally, please notify us if your child will be absent because of illness. We love having your child at school and will be concerned about them if they are absent without prior notice. This will also help us know if children and staff in your child's classroom should be monitoring for similar symptoms after a possible exposure.

What Should I Expect if My Child is Sick at School?

If your child shows signs of illness (such as: fever, cold, coughing, green/runny nose, vomiting, diarrhea, fatigue, irritability, unusual skin rash, etc.) or develops any illness symptoms during their day at school, the following steps will be taken:

- ★ The teacher will assess if the child can reasonably participate in activities. The following will be noted: symptoms, how much or how often, when they began, how long they lasted, temperature, behavior change, and any other information.
- ★ When a child's temperature is checked, it will be done by two methods: first via forehead, then via ear.
- ★ School leadership will determine if it is in the child's and the group's best interest for the symptomatic child to remain at school.
- ★ If school leadership determines that the child's condition does not require them to go home, their parents will be contacted and notified of their child's symptoms. If school leadership determines that it is not healthy for the child to remain at school, the parent will be contacted and given up to one hour to pick up the child. If the parent is unable to pick up the child, the parent will need to arrange for the child to be picked up by someone else.

Returning to School

In general, if a child is absent, they may return to school if they have been symptom-free (fever, vomiting, diarrhea, etc.) without medication for 24 hours* (minimum one full day of school).

*If your child was sent home after having a temperature at school but is not showing a temperature at home, please reach out to us so we can discuss our options together.

Kindly bring a doctor's note to the school in the following cases:

- ★ If your child is absent for more than one week
- ★ If your child requires a visit to the doctor's office
- ★ If your child receives clearance from your doctor under any other circumstances

Every case is different and will be decided on an individual basis with the well-being of the child and the whole school in mind.



Chicken Pox	Children should remain at home for 7 to 10 days or until all the pox are scabbed over. The school will notify families when there is a documented case.
Covid-19, Influenza A or B (Flu), Respiratory Syncytial Virus (RSV)	See "fever" below AND children should remain at home for at least 24 hours of symptom improvement overall.
Diarrhea & Vomiting	Children can return to school when symptoms have not appeared for 24 hours.
Fever without Specific Cause	If child has an oral temperature 100.4 F or higher and not feeling well enough to participate in class, keep child at home until fever free for 24 hours without using fever-reducing medicine.
Head Lice	Any child with a confirmed diagnosis of head lice may return to school with proof of treatment after 24 hours. The child will continue to be checked for viable nits, and may be sent home for additional treatment. The school will notify families when there is a documented case.
Illness	If illness prevents the child from participating in class activities as normal, child may return to school when able to take part in activities.
Pertussis (Whooping Cough)	Student must remain at home until they have finished all their antibiotics. The school will notify families when there is a documented case.
Pink Eye	Children must be on medication for at least 24 hours before returning to school.
Ringworm/Rash	Keep child at home until seen by a healthcare provider and treated if needed.
Strep Throat	Children can return to school after they have been on medication for at least 24 hours and are not in the contagious phase.

Medications

In order to give your child medications during school hours, please be aware that the state of North Carolina requires all childcare facilities to:

1. Obtain a signed consent form to administer any over-the-counter, homeopathic or natural, and prescription medications. This form must specify dosage, times, and dates to be administered. Consent forms for prescription medications must have a physician's signature on them, and we may also require a physician's signature on requests to administer over-the-counter medications.
2. Dispose of any unused medication and/or medication that is left with us past the date specified on the consent form. (We cannot keep medicine without an up-to-date, signed consent).
3. Dispense only medications that are in their original, labeled containers (with pharmacy if prescription medication). We

cannot keep any medication that is brought in any other container. Sunscreen, hand lotion, diaper rash ointment, bug spray, and lip balm are considered to be medications by the North Carolina Division of Child Development. We must obtain separate permission forms, signed by the parent/guardian, in order to use these items on your child. This form is in effect for one year from the date it is signed. These items must be stored in a locked cabinet in your child's classroom. If these items are found in the child's cubby, the teacher will label and lock the item.



Medical Action Plans

Medical Action Plans are required for children with any medical conditions that require emergency rescue medication (such as an epi-pen, inhaler, or seizure medication). Medical Action Plans must be signed by a physician and are required to be complete and on file on the first day of the child's attendance, and updated at least every year, or if there are pertinent changes to the child's medical status.

If the child requires emergency medication for allergies, seizures, or asthma, it is the responsibility of the parent/guardian to provide the medication to be kept on-site.

Nap/Rest Time

All children enrolled in Shalom Children's Center will be provided provisions for rest. Each age group may have a different level of developmental need for sleep, but all classrooms designate a rest time occurring approximately between 1:00p.m. to 3:00pm. every day. Children who are enrolled for a full day program are expected to participate in rest time with their classmates by resting their bodies, avoiding disrupting sleeping children, and/or engaging in the provisioned quiet activities at the teacher's discretion. Teachers will not rouse a child who sleeps during the designated rest time.



Immunization Policy

North Carolina General Statute 130A-152(a) requires immunizations for every child in the state of North Carolina. All children entering Shalom Children's Center must have an immunization record on file prior to admission. We will accept the Child in Care Medical Statement signed and dated by the physician or a copy from the physician's office.

The Immunization Record Must Include:

1. Name of Child
2. Name of Parent/Guardian
3. Child's Birth Date
4. Vaccine Administration Dates
5. Date of Issue
6. Name and Address of Physician
7. If Applicable: Physician-Verified History of Disease, Laboratory Evidence of Immunity or Medical Exemption

Parents/guardians are required to provide updated immunization records each time their child receives a vaccination.

Parents/guardians of children with missing or overdue vaccinations have 14 business days to submit an updated copy of their child's immunization record. Failure to comply within 14 business days will result in the child being excluded from participation in children's programming until the child is caught up. We do not accept religious exemptions.

Medical Exemptions

- ★ If a licensed physician certifies in writing that the child has a health condition which is a valid contraindication to receiving a vaccine, then a permanent or temporary exemption may be granted. This statement must specify those immunizations which may be detrimental and the length of time.
- ★ In the event of an outbreak, medically exempt children will be excluded from care to avoid potential complications of the disease. The length of exclusion will depend upon the incubation period of the particular disease. The Department of Health will be consulted if an outbreak does occur.

Purpose

- ★ The Buncombe County Health Center, the American Academy of Pediatrics, the American Academy of Family Physicians, and the Centers for Disease Control and Prevention all strongly recommend that the vaccines be given according to recommendations. Vaccines are less effective when large numbers of parents opt out. The more who opt out, the less protected all children become.
- ★ North Carolina Immunization Law (G.S. 130A-155 (c)) requires all licensed child care facilities to submit an annual immunization record. The purpose of this report is to ensure that all children enrolled in the program are protected against vaccine preventable diseases and to determine the number of children who meet state immunization requirements.
- ★ The Shalom Children's Center will maintain a current and complete list of children who are susceptible to vaccine preventable disease(s) so they may be rapidly identified in the event of an outbreak.

Child Behavior & Development



Responding to Child Needs and Behavior: A Whole-Child Approach

At Shalom Children's Center, we strive to create a nurturing environment where children learn about the world through exploration, risk-taking, and trial and error. In a group setting, teachers guide children through a meaningful flow of the day that is responsive to the needs of the individual as well as the group as a whole.

Foundational to our approach to child behavior and development is the core understanding that *behaviors communicate needs*. We observe and respond to how each child perceives and processes their world according to their sensory, physical, cognitive, social, and emotional needs; uses their unique assets, gifts, and limitations; interacts creatively within the classroom/family; and co-regulates and responds to caring adults.

In order to guide the children towards prosocial classroom participation, we use positive reinforcement, scaffolded guidance, and positive presence and affirmation. Corporal or aversive punishment, isolation, and harsh tones are never used.

Each teaching team and classroom of children collaborate to co-construct expectations and agreements for respectful and meaningful engagement within our school community. This manifests in diverse ways with each age group and classroom by:

- ★ Maintaining clear and developmentally appropriate expectations for behavior
- ★ Teaching conflict resolution skills and actively seeking peaceful solutions
- ★ Teaching awareness of self, others, and coping skills
- ★ Preserving space and time for each child's individual process
- ★ Leading with values of *kavod*, *kehillah*, *tzelem elohim*, *b'rit*, and *tikkun olam*.



Responding to Individual Child Needs

We understand that behaviors arise from a need or root cause. Together as a team we work to create an understanding of each child's process.

As experienced educators, we notice that when a child is in a period of *reorganization*, behaviors that may appear as *regression* may occur.

We recognize child development can be a non-linear, unpredictable journey. If we begin to notice subtle or significant changes in your child's behavior, moods, or needs, we use the following tools to document and collaborate with the teaching team:

- ★ Collaborative observation and gathering of data
- ★ Asking questions to gain understanding
- ★ Open communication with the team and family through phone calls, emails, Storypark, and conferences.

Some children experience difficulty working within our day-to-day classroom framework. In order to ensure each child's success, families, teaching teams, and support specialists must work together as a unified support team to develop specific and consistent strategies for school and at home. The team helps translate observations and data through the lenses of:

- ★ Developmentally appropriate teaching practices and the continuum of child growth
- ★ Child autonomy, competency, and relationships
- ★ Safety and security
- ★ Shalom Children's Center philosophy and shared values
- ★ Collaborative and constructivist learning
- ★ Classroom, teachers, and peer dynamics

Early identification and intervention is often successful in helping children, families, and teachers to proactively meet learning, social, communication and self-regulation challenges. We seek to build an inclusive learning setting, and all children can benefit from an intentional approach to support to help them learn to relate to themselves, others, and the environment. We work closely with specialists and invite them to collaborate to meet the child's needs and help children experience success. These may include:

- ★ Observation and team support from school admin
- ★ Outside assistance, evaluation, and/or support in the classroom
- ★ Assessment through the Sunshine Project
- ★ Referral to and evaluation by a Speech Therapist, Occupational Therapist, Physical Therapist, Mental Health Services, or Asheville City/Buncombe County Schools Preschool Exceptional Children's Team

Concerning behavior that harms or disrupts the safe learning of others will be immediately addressed.

If the team requires more support in understanding and supporting any child within the context of their developmental continuum, we may require the family to explore the following supports:

- ★ The child may be moved to a different classroom
- ★ The family may be asked to provide a one-on-one aide for the child during school hours
- ★ Participation in specialized services
- ★ An alternate enrollment schedule or child care arrangement may be needed.

Values Statement on Gun Play

We believe... that all children deserve to feel physically and emotionally safe at all times during school and play. Shalom Children's Center is a place of peace.

The problem is... when children engage in gun play, they may make intimidating gestures, postures, and sounds that can create an unequal power dynamic and can provoke feelings of fear. This may result in aggressive play patterns and then interruption of healthy social, emotional, and cognitive development.

We need... young children to feel empowered by supportive caregivers and environments in their daily lives, so they are able to explore and exercise feelings of power and control in healthy ways that do not compromise the physical or emotional safety of others. We need young children to understand power in relationships and what it means to be "powerful."

Together, we can... promote peacemaking at Shalom Children's Center by raising children who are strong in character and self-esteem, and who are praised, rewarded, and admired for demonstrating empathetic, prosocial behaviors. We can do this by involving children in our decision-making process of what kinds of play are acceptable, reflecting on how our choices and actions influence other people, and by being positive role models in healthy self-expression and respect for the integrity of others.



Migvan Inclusion Statement

We welcome you.

The Asheville JCC is committed to creating inclusive spaces. All are welcome to be part of our community and to participate in JCC programs and events regardless of religion, belief system, race, national or ethnic origin, appearance, language spoken, gender identity, sexual orientation, age, marital status, or disability. We strive to foster inclusion, compassion, dialogue, and understanding among all people with a goal of ending bias and discrimination in any form.

You belong here.

Created by the 2018 Migvan Task Force to promote diversity and inclusion in all JCC programs.

JCC Safety & Security

Arrival & Departure

Please have your child arrive at school no later than 9:00 a.m. Please let your child's teacher know if your child will be arriving late because of a scheduled appointment. Please call the front desk at (828) 253-0701 or email the teaching team if your child will be out for any reason.

When you pick up your child, gather their belongings from the cubby and sign out on the attendance sheet. Make direct contact with the teacher.

- ★ If your child is not in their regular classroom, check the whiteboard outside the classrooms for directions. Your child may be in a shared outdoor space or in another classroom.
- ★ If any person other than a parent/guardian will be picking up your child, their names must be listed on the Safe Arrival & Departure sheet upon enrollment. It is the responsibility of the parent/guardian to communicate any changes to this list and changes must be submitted in writing prior to the scheduled pick up.
- ★ Please let your child's teaching team know if there is a change from the normal pick up time or routine.
- ★ **If a teacher does not recognize the person picking up your child, a photo ID is required.**
- ★ Children must be escorted to and from the classroom with supervision maintained at all times.
- ★ All authorized persons will be issued a key fob and must have it with them for entry to the appropriate drop off and/or pick up location. There is a \$5 deposit per key fob. Please report lost key fobs immediately to the front desk.

Parking

Park in legally designated parking spots only. Vehicles parked in the fire lane or illegally parked on the street are subject to be towed. The JCC is not responsible for items lost or stolen from your vehicle while on the JCC campus or surrounding property. Exercise caution and lock your doors and do not leave valuables unattended. **DO NOT LEAVE CHILDREN UNATTENDED IN YOUR VEHICLE AT ANY TIME.**

Building Security

- ★ Please be sure to enter and exit the JCC main building through the front entrance at all times. To keep our entrance secure, enrolled families must use their assigned key fob to gain entry to the building. Do not hold the door open for people you do not recognize. Do not share key fobs with unauthorized persons. Report lost or misplaced key fobs immediately to the front desk.
- ★ All visitors will be screened at the entrance to the building and must sign in and present a photo ID. Visitors will only be allowed entry to children's programs if they are on the authorized departure list or have pre-arranged a visit. Walk-in tours of the early childhood spaces are not accepted at this time.
- ★ In an effort to ensure the safety of all children, the Asheville JCC staff reserves the right to check and hold any bag or personal item that is brought into any of our program facilities.
- ★ For your security, the JCC premises, including parking lot, indoor, and outdoor play spaces, entrances, and exit-only doors are under 24/7 video surveillance. **If you notice any suspicious behavior or items on JCC property or surrounding area, please contact the front desk or dial 911 immediately.**

Child Welfare Policies

Child Abuse Policy

According to North Carolina Law, all licensed child care providers are mandated to report any case of suspected child abuse or neglect to Child Protective Services. All staff members are trained in the identification, reporting, and prevention of child abuse and neglect.

Shaken Baby Head Trauma

Children are observed for signs of abusive head trauma, including irritability and/or high pitched crying, difficulty staying awake, lethargy or loss of consciousness, difficulty breathing, inability to lift head, seizures, lack of appetite, vomiting, bruises, poor feeding/sucking, no smiling or vocalization, inability of the eyes to track and/or decreased muscle tone. Bruises may be found on the upper arms, rib cage, or head resulting from gripping or hitting the head.

Behaviors that are prohibited include (but are not limited to): shaking or jerking a child, tossing a child into the air or into a crib, chair, or car seat, pushing a child into walls, doors, or furniture.

If SBS/ABT is suspected, staff will:

- ★ Inform the Early Childhood Director
- ★ Call the parent/guardian
- ★ If the child has stopped breathing, trained staff will call 911 and begin pediatric CPR

Reporting

Instances of suspected child maltreatment in child care are reported to the Division of Child Development and Early Education (DCDEE).

Instances of suspected child maltreatment in the home are reported to the count Department of Social Services.

Prevention

Staff are trained in safe ways to care for children ages birth through five, de-escalate behaviors, and support an environment of safety and respect for the child. All staff are required by licensing to complete a two-hour *Recognizing and Responding to Suspicions of Child Maltreatment NC* course upon employment and renew every five years.

Safe Sleep Policy

Sudden Infant Death Syndrome (SIDS) is the unexpected death of a seemingly healthy infant for whom no cause of death can be determined. Child care providers can maintain safer sleep environments for babies that help lower the chances of SIDS. North Carolina law requires that child care providers caring for children 12 months and younger implement a safe sleep policy, share this information with families, and participate in training.

In the belief that proactive steps can be taken to lower the risks of SIDS in child care and that families and child care providers can work together to keep babies safe while they sleep, the JCC will practice the following safe sleep practices:

Safe Sleep Practices

1. All child care staff working in the infant/toddler room, or child care staff who may potentially work in the infant/toddler room, will receive training on our infant Safe Sleep Policy.
2. Infants will always be placed on their backs to sleep, unless there is a signed sleep position waiver on file. In that case, a waiver notice will be posted at the infant's crib, cot, or mat, and the waiver filled in the infant's file.
3. The American Academy of Pediatrics recommends that babies be placed on their back to sleep, but when babies can easily turn over from the back to stomach, they can be allowed to adopt whatever position they prefer for sleep.
4. We will follow this recommendation by the American Academy of Pediatrics. We will post a notice at the baby's crib, cot, or mat if we have witnessed the baby turning over.
5. Visually checking sleeping infants. Sleeping infants will be checked daily, every 15–20 minutes, by assigned staff. The sleep information will be recorded on a Sleep Chart. The Sleep Chart will be kept on file for one month after the reporting month. We will be especially alert to monitoring a sleeping infant during the first weeks the infant is in child care.
 - a. We will check to see if the infant's skin color is normal, watch the rise and fall of the chest to observe breathing, and look to see if the infant is sleeping soundly. We will check the infant for signs of overheating, including flushed skin color, body temperature by touch, and restlessness.
6. Steps will be taken to keep babies from getting too warm or overheating by regulating the room temperature, avoiding excess bedding, and not over-dressing or over-wrapping the baby.

Safe Sleep Environment

1. Room temperature will be kept between 68–75F and **a thermometer kept in the infant room.**
2. We will not allow blankets in a crib wherever a baby under 12 months is sleeping. We may allow the use of blankets on a cot for toddlers aged 12 months or older. We may allow the use of a sleep sack. At no time will the sleeping child's face be covered.
3. A pacifier may be allowed in an infants' cribs, mats, or cots while they sleep.
4. A safety-approved crib with a firm mattress and tight fitting sheet, cot, or mat will be used. We may also allow a firm mattress and tight fitting sheet to be used on the floor.
5. Only one infant will be in a crib, cot, or mat at a time, unless we are evacuating infants in an emergency.
6. No smoking is permitted in the infant room or on the premises.
7. All parents/guardians of infants cared for in the infant room will receive a written copy of our Infant/Toddler Safe Sleep Policy before enrollment and any revisions.
8. To promote healthy development, awake infants will be given supervised "tummy time" for exercise and for play.
9. The center shall post a copy of its safe sleep policy or a poster about infant safe sleep practices in a prominent place in the infant room.

Swimming Pool Safety

The 3-5 year old classrooms participate in swimming at our Aquatics Facility. The following classes participate in swimming: Ahava, Keshet, Teva, Reim, and Olam Echad.

All swimming areas used by children at the JCC meet the “Rules and Governing Public Swimming Pools” in accordance with 15A NCAC 18A. 2500. Our pool is regularly inspected by the health department to ensure compliance.

To prevent drowning or injury, safety measures are in place, including:

- ★ A physical barrier in the swimming pool to prevent younger children from crossing over to the deep end of the swimming pool by accident.
- ★ Children are required to pass the “deep end test” prior to being allowed access to the diving board.
- ★ The storage of the pool chemicals is in a locked and secure area.
- ★ For every 25 children participating in aquatic activities, there is at least one certified lifeguard that is not counted in the staff-child ratio.
- ★ Children under the age of three may not participate in aquatic activities unless it is necessary to implement the child’s Individualized Family Service Plan.

Supervision

Children are supervised by JCC staff at all times while participating in aquatic activities. The following staff-child ratio is maintained during aquatic activities:

Age	Ratio
3-4	1:8
4-5	1:10
5+	1:13

Regardless of the number of children participating, a minimum of two staff members must supervise aquatic activities. Half the staff needed to meet staff-child ratios must be in the water and the other half must be out of the water. If an uneven number of staff is needed to meet the required staff-child ratios must be in the water and the other half must be out of the water. Staff must be positioned in pre-assigned areas that will allow them at all times to hear, see, and respond quickly to the children. When taking a child for toileting, an extra staff member will be called upon to assist.

Exclusion From Swimming

Children or staff who have a contagious disease or open wound are prohibited from using the pool. Children who exhibit dangerous behavior in or around the pool, such as pushing other children, rough play, holding each other underwater, or running at poolside, will be asked to leave the pool and go in an area that is easily supervised by the staff. If dangerous behavior persists, a family meeting will be called. A plan will be formed with input from the parent/guardian to help the child understand the safety rules around the swimming pool. If none of these methods mentioned above work, for the safety of all children, the child will be excluded from swimming activities.



Other JCC Policies

JCC Outside Employment Policy

The JCC recognizes that families participating in JCC programs may choose to engage in a social or employment relationship with JCC staff members outside of official or approved JCC business or activities. Although the JCC does not prohibit participating families or staff members from entering into private or social employment relationships, it similarly does not condone, support, or endorse these private relationships or the suitability of JCC staff members to enter into these private relationships. The JCC will not provide staff names, contact information, or recommendations to JCC families desiring to identify candidates for private social or employment relationships. The JCC wants you to know that if you elect to hire any of our staff for any purpose, that you do so at your own risk and you should take whatever precautions you deem necessary and appropriate to protect your children, including conducting your own due diligence.

Inclement Weather Closings and Delays

In the case of inclement weather, we will try to make closure or delay decisions by 6 a.m. We also try to post closing information on WLOS-TV, however, when a delayed opening is changed to a closing, our website will have the most updated information. We will also send a group text message and Storypark post, so please make sure that we have your current cell phone and email on file and are checking for communications regularly.

If weather conditions worsen during the day, we may close early to allow families and staff to travel home safely. You may be notified via Storypark, email, or phone call and will be required to pick up your child prior to the adjusted closing time.

In the event of an emergency situation that requires an unplanned closure or evacuation, staff will follow JCC Emergency Procedures and parents/guardians will be notified accordingly. Please make sure you keep your contact information updated in your child's file.

Grounds for Dismissal

The following may result in immediate dismissal from participation in early childhood programming at the Asheville JCC:

- ★ Activity or actions that pose a perceived threat to the safety or wellbeing of any program participants or members of the JCC community, including children, families, and staff
- ★ Failure to comply with safety policies and protocols as outlined in the Program Handbook
- ★ Failure to make payments for tuition, registration, and other fees as outlined in the Tuition & Billing Policy section
- ★ Participation in illegal activity while on JCC property

Non-Smoking Policy

All buildings on the JCC campus are smoke-free. Do not smoke on JCC property or near program entrances.

Tuition & Attendance Policy

Annual Enrollment

Children are enrolled for a **12-month program period**, with the school year beginning in mid-August. A JCC Membership is a prerequisite for enrollment in all programs and must be active during the entire enrollment period. Once active, your membership establishes an account for registrations and billing with a valid card, HSA, or other account on file. An annual program registration fee will be billed at the start of each new school year with your enrollment.

Families who decide to take off during the summer months must notify the JCC by the re-enrollment deadline and must pay a retainer fee of 25% of tuition in order to hold the child's space in the program for the new school year. That fee guarantees your child's spot in the program. Children who elect to graduate from Shalom Pre-K in June must notify the Director as a schedule change. All schedule change requests must be made in writing to the Early Childhood Education Director by the 15th of the month and will go into effect on the 1st of the following month. Failure to notify the Director within the 15 day period will result in you being responsible for half a month's tuition.

Tuition Payments

Annual tuition is broken into interest-free monthly payments with discounts for quarterly, semi-annual, or annual payments. Your child's registration is billed to your tuition account in 12-month increments for the class they have been assigned. Payments are set up for auto-draft to your card or account, and monthly payments due on the 1st of each month. Tuition is not adjusted or refunded for attendance, absences, or in the event of an emergency or weather-related closure of the JCC, or any change or alteration to program operating hours. In the event of an organization-wide closure, emergency tuition arrangements may be available during the time that the school is closed and regular programming is interrupted, as determined by the Finance Office and Executive Director.

Accounts that are delinquent 90 days will forfeit participation in programs unless a payment plan has been approved and implemented with the Finance Office. Any outstanding balances past 45 days will be charged to your card or account on file.



Shalom Children's Center

2024-2025 Tuition

Age (Classroom)	Annual Tuition	Monthly Payment
Hilde's House Infants	\$18,720	\$1,560
Hilde's House Toddlers	\$18,346	\$1,529
Shalom Toddlers (Levi'im)	\$17,993	\$1,499
2-3 Year Olds (Taglit & Olam Echad)	\$16,157	\$1,346
3-4 Year Olds (Reim & Teva)	\$14,982	\$1,248
4-5 Year Olds (Ahava & Keshet)	\$14,982	\$1,248



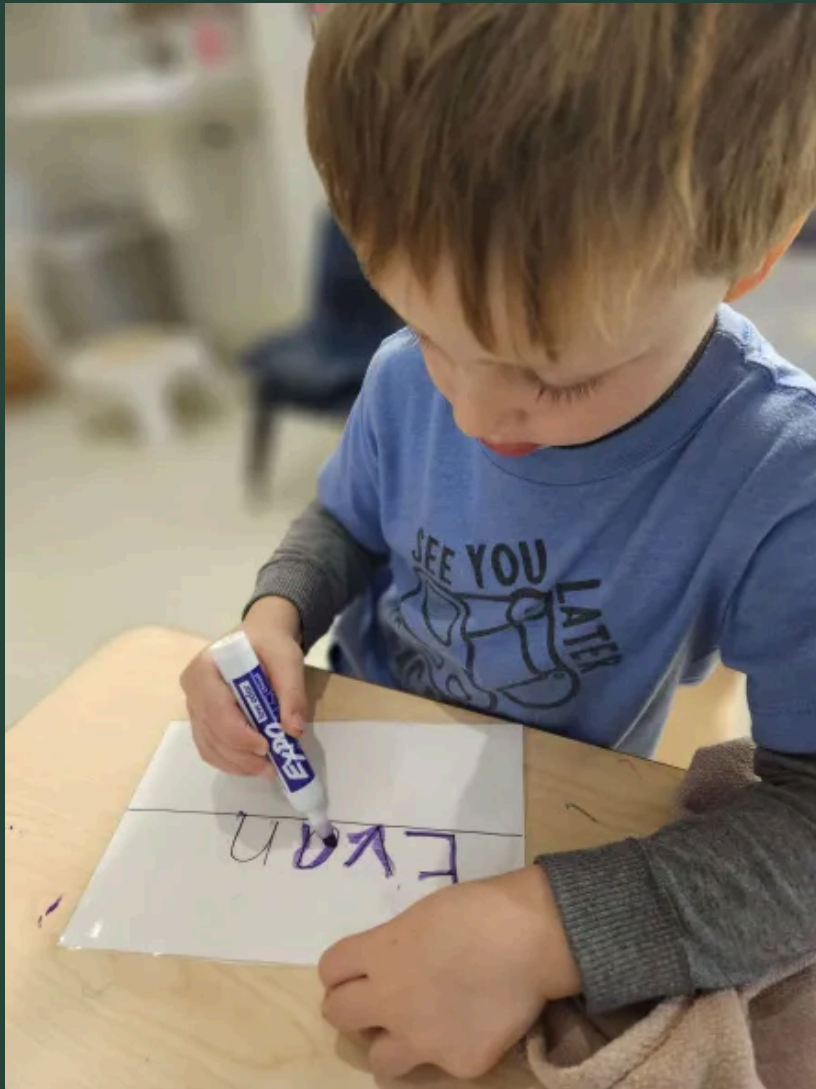
Additional Fees

- ★ Annual Registration/Materials Fee
 - Per Child: \$110
- ★ Annual JCC Membership Fee
 - Per Child: \$60

Discounts for Pre-Payments

- ★ 3-Month Payment: 2% Discount
- ★ 6-Month Payment: 4% Discount
- ★ Full-Year Payment: 5% Discount





Helpful Resources

Asheville JCC Links

Asheville JCC Facebook Page: <https://www.facebook.com/ashevillejcc>

Asheville JCC Website: <https://www.jcc-asheville.org>

Child Care & Development Resources

Buncombe Partnership for Children: <https://buncombepfc.org>

North Carolina Foundations for Early Learning and Development

https://ncchildcare.ncdhhs.gov/Portals/o/documents/pdf/N/NC_Foundations.pdf

North Carolina Division of Child Development and Early Education:

<https://ncchildcare.ncdhhs.gov>

Recommended Reading

Parenting with Love & Logic by Foster Cline & Jim Fay, 2006

It's OK Not to Share by Heather Shumaker, 2012

No Bad Kids: Toddler Discipline Without Shame by Janet Lansbury, 2014

