



## Parent Handbook 2019-2020



## **Welcome to the Shalom Children's Center Family!**

We are so happy to have your family join us in our incredibly nurturing and fun environment. Please be sure to read this handbook thoroughly in order to better understand our philosophy and goals, day-to-day operations, as well as our policies.

We ask parents and guardians to set an example for their children by adhering to all JCC policies, and by modeling behaviors that demonstrate mutual respect between teachers, parent/guardians, and children. We invite you to work with us in establishing open, two-way communication between our staff and your family. Please make sure to check in with your child's teachers daily, at pick-up or drop-off, or on a regular basis.

The JCC expects parent/guardians to abide by our policies and to treat our teachers with dignity and respect. Please feel free to ask your child's teacher to schedule time away from the classroom to discuss your concerns, either in person or on the telephone. We see families as engaged partners. We invite families through ongoing, regular and meaningful conversations, to partner with us in the education and social emotional growth of your 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 together joyfully celebrate Jewish life.

It is so important that you set aside time to read all written communications to you from our program in order to stay informed on your child's progress, classroom updates, school policy changes, and/or special programming opportunities. Communications from school come home in various forms, including e-mails, 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 teachers will provide you with additional information about specific classroom practices. Feel free to ask questions, and know that it is important for us to work as a team so that your child can have the best experience possible here.

Thank you for sharing your children with us,

### ***The Shalom Children's Center Early Childhood Staff***

236 Charlotte St. & 336 Hillside St.  
Asheville, NC 28801  
(828) 253-0701  
[kate@jcc-asheville.org](mailto:kate@jcc-asheville.org)  
[www.jcc-asheville.org](http://www.jcc-asheville.org)



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## Early Childhood Education at the Asheville JCC

*Shalom* is the Hebrew word for peace, and it is this vision of a harmonious world that we strive to instill in 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, parent/guardians, 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 children's cultural identity and enhance families' exploration of Judaism, we also honor and learn from the diverse experiences and traditions of all who participate in our program.



### **Curriculum**

Shalom Children's Center utilizes a values-based framework that corresponds with the Jewish holidays and cycles of the year. Within this framework are opportunities for emergent inquiry where children help to direct units of learning based on their own interests. As part of the JCC Association, we study the Sheva Core Elements and Jewish lenses that integrate Judaics, constructivism, and community into our daily routines and lessons. We also utilize NC Foundations to inform the developmental appropriateness of our activities. 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 Classrooms (6 weeks to 2 years of age)

Hilde Cohen Hoffman, a former teacher at the Asheville JCC, 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 JCC. 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 highly-trained staff focuses on your child's individual needs, development, and growth. Hilde's House provides a nurturing and positive environment that is rich with active free-play opportunities and teacher directed learning. Each month, educators prepare individualized developmental lesson plans for each child using the framework of NC Foundations while incorporating the interests of the children.

#### Infants

*Required State 5-star Ratio: 1 adult to 5 infants*

*Our Ratio: 1 adult to 3 infants*

In our warm, home-like atmosphere at Hilde's House, 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 staff works to enhance your child's developmental growth through numerous one-on-one interactions, and by focusing on his or her individual interests and pace.

#### Toddlers

*Required State 5-star Ratio: 1 adult to 6 toddlers*

*Our Ratio: 1 adult to 4-5 toddlers*

Babies begin to walk, and their transition to toddler-hood becomes apparent as they find new opportunities to express their burgeoning independence. Our goal for toddlers is to provide a nurturing and positive environment where they can build upon their independence, while learning how to function in a group environment. Through active free play and teacher directed activities, toddlers begin to learn about cooperative play and discover their emerging language and self-help abilities.



# Shalom Children's Center

Ages 2-5

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 and story time
- Free play in classroom centers designed for holistic experiences
- Integrated lessons in Jewish values and festivals
- Physical education in our gymnasium, on the playground, and with a music & movement specialist
- Weekly gardening in our children's educational garden
- Weekly activities with music and movement specialists
- Seasonal swimming for 3-5 year old classes
- Communication and problem solving skills using "Theraplay" techniques and the "Love & Logic" positive discipline approach
- Emergent Inquiry approach utilizing JCCA Sheva Framework
- Intergenerational relationships with community members
- Walks around the neighborhood



Weekly lesson plans are designed using a framework of the Jewish Holidays, Seasons in Nature, and the emerging interests of the classroom community. Through observing the children and documenting their "wonderings", the teachers develop activities that correspond to 5 developmental domains informed by NC Foundations.

## The 5 Developmental Domains of NC Foundations

1. Social and Emotional – The foundation of all learning
2. Language and Literacy- How we communicate and interpret different forms of language
3. Fine & Gross Motor Skills- Navigating space within and around the environment
4. Cognitive- Problem solving, math & science skills
5. Approaches to Learning- The ability to grow as an individual in a group setting

## Shalom Toddlers (Levi'im)

*Required State 5-star Ratio: 1 adult to 6 children*

*Our Ratio: 1 adult to 4-5 children*

- **Levi'im** (Little Lions): This is a transition class from Hilde's House where toddlers and young twos begin at Shalom and see themselves as unique beings in a world of others.

## Two-Year-Olds (Taglit & Olam Echad)

*Required State 5-star Ratio: 1 adult to 8 children*

*Our Ratio: 1 adult to 6-7 children*

Two-year-old children are learning how to socialize in a positive way, while building a healthy self-concept. We focus on language development and emphasize verbal communication. We provide a rich array of age-appropriate activities that enable children to develop peer relationships, independence, self-control and love for learning through exploration and play.



- **Taglit** (Discovery): Middle twos begin to work more independently while exploring the world around them.
- **Olam Echad** (One World): Older twos and young threes focus is on learning respect, empathy, and independence within a group.



## Three-Year-Olds (Reim & Teva)

*Required State 5-star Ratio: 1 adult to 10 children*

*Our Ratio: 1 adult to 7-8 children*

Self-reliance, self-expression and respect for others are our overall goals for three-year-olds. We work with each child to help them develop their skills in dressing, toileting, eating and speaking. We seek to foster their rising abilities to recognize and appropriately express their emotions, to use words to resolve conflicts, and to thrive as an individual within the group environment. We arrange our three-year-old children into two different classes that represent the child's "cohort group" that they will travel to the Pre-K with and eventually, Kindergarten.

- **Reim** (Friends): We all grow and learn to love each other for who we are.
- **Teva** (Nature): We love and care for the earth and its creatures.

## Pre-K (Ahava & Keshet)

Required State 5 star Ratio: 1 adult to 13 children

Our Ratio: 1 adult to 8-9 children

At Shalom Children's Center Pre-K, we build a foundation for long-term success in school by providing opportunities for children to explore new ideas through concrete experiences. We encourage children to take risks, to find peaceful ways to mediate conflicts, and to approach learning with hearty enthusiasm. Children gain self-confidence in the classroom by learning to make independent decisions, understanding how to negotiate relationships, and communicating about their own ideas.

Experts agree that in order to build the social, emotional, language, cognitive, fine motor, and gross motor skills necessary for kindergarten readiness, children need opportunities to use all of their senses to explore and question the world around them. Our Pre-K program is designed to prepare children to enter kindergarten with confidence in their abilities to communicate and problem solve independently. Through individualized, experiential learning activities, we nurture each child's unique personality and learning style. We work to promote understanding of others through exploration of the children's varied family and cultural experiences.



- **Ahava** (Love): The love of family and friends is the greatest joy in life.
- **Keshet** (Rainbow): We are a united family, spanning the horizon with respect for people of all cultures and colors.

### Some of the unique offerings in our Pre-K curriculum include:

- Indoor and outdoor hands-on science and nature experiences
- Numerous field trips to performances, museums, local farms, and more
- Trips on the city bus to downtown to learn about our community, using money, and protecting the environment
- Peaceful conflict resolution strategies and empathy training using the "Theraplay" techniques and the "Love and Logic" positive discipline approach
- Gardening, including planting and harvesting activities, soil exploration, seed saving, environmental stewardship, and cooking what we've grown
- Hands-on activities and lessons incorporating Jewish values and festivals
- Seasonal swimming lessons at the large pool

## 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 themes and concepts to encourage learning across multiple disciplines. Children offer input, raise questions, and work together to solve problems. Through discussions and experiences, the children's ideas and interests emerge into the thematic units demonstrated among learning centers. This is called the "emergent inquiry" approach to teaching.

We immerse the children in a literacy rich environment, using books to reinforce the curriculum and offering numerous opportunities for written and verbal self-expression. Math skill development is a natural outgrowth of our daily activities with counting, measuring, sorting, calendaring, and a variety of games that are integrated throughout the children's classroom encounters.

## Judaics in Early Childhood

At the Asheville JCC, we are committed to making Jewish learning come to life in ways that are exciting, engaging, and meaningful. Our Judaics program is designed to help children begin to understand that living a Jewish life is not merely the celebration of *Shabbat* and holidays, but is also an everyday practice, fostering our ability to be good, honest, kind, and thoughtful people each and every day.

Through the study of *middot* (Jewish ethical principles), the children in our early childhood programs will come to see that everyday activities are opportunities to engage with the world around them in a way that is meaningfully connected to Jewish teachings. Throughout the year, new *middot* are introduced through story-telling, books, indoor and outdoor activities, and the celebration of Jewish holidays.

### Our Judaics curriculum includes:

- Developmentally-appropriate stories from Torah & Jewish sources
- Key Hebrew vocabulary and relevant Jewish blessings
- Ethical lessons that are taught within the annual Jewish holiday cycle.
- Year-long *Tzedakah* (social justice) project to raise money for a community partner

### Weekly Celebrations at Shalom Children's Center:

- *Shabbat* - Each Friday, we gather as a community to reflect on the week and welcome the weekend by breaking bread (Challah) and singing as a group.
- *Havdalah* - Each Monday, we gather as a community to welcome a new week of discovery and sharing together as a community.



## Celebrations and Observances at Shalom Children's Center

### Birthdays

We enjoy celebrating your child's birthday at school. We encourage you to get creative when planning a birthday celebration, rather than thinking only in terms of cake and ice cream. You might want to bring in a photo album of your child's life to show to the class, make a big fruit salad, set up a birthday art project, or plant something with the children in honor of your child's birthday. If you would like to bake something special yourself, consider doing a baking project with the children in the classroom and baking it in the JCC's kitchen. Be sure to discuss your plans with your child's teachers ahead of time. Please be aware of any allergies of other children in your child's classroom when bringing treats to share.



### Holidays

At the JCC we honor Jewish traditions by celebrating and observing the Jewish holidays of *Rosh Hashanah*, *Yom Kippur*, *Sukkot*, *Hanukkah*, *Tu B'Shevat*, *Purim*, and *Passover*. Every Friday we participate in a musical celebration of *Shabbat* and on Mondays we celebrate *Havdalah* with age-appropriate songs and recitations of the blessings. We welcome parents and family members to participate in all the various events held year-round and encourage your involvement, to connect Judaic learning with family life.

While we value and celebrate the diversity of all of our families, we do not have center-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. Please also remember that in observance of some Jewish Holidays, we do close on certain days and these are noted in the annual calendar.

# SHEVA: JCC's of North America Early Learning Framework

Shalom Children's Center is part of a larger network of JCC Early Childhood Schools of Excellence. We are able to utilize the resources of the JCC Association Sheva Center for many professional development needs. As a staff, we continue to develop as a *Sheva* school, reflecting on the *Seven Core Elements* and the seven *Jewish Lenses*.

*Sheva* means seven in Hebrew. The number seven has deep roots in Jewish tradition. Its seven core elements are firmly rooted in the latest research on child development.



## The 7 Jewish Lenses:

1. **Masa - Journey**  
*(Reflection, Return, and Renewal)*
2. **B'rit - Covenant**  
*(Belonging and Commitment)*
3. **Tzelem Elohim - Divine Image**  
*(Dignity and Potential)*
4. **K'dushah - Holiness**  
*(Intentionality and Presence)*
5. **Hit'orerut - Awakening**  
*(Amazement and Gratitude)*
6. **D'rash - Interpretation**  
*(Inquiry, Dialogue, and Transmission)*
7. **Tikkun Olam - Repair of the World**  
*(Responsibility)*



## The 7 Core Elements of Sheva:

1. Children as Constructivist Learners
2. Early Childhood Directors as Visionaries
3. Early Childhood Educators as Professionals
4. Families as Engaged Partners
5. Environments as Inspiration for Inquiry
6. Discover CATCH as Sh'mirat HaGuf  
(taking care of our bodies)
7. Israel as a Source and Resource



## **Jewish Garden**

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

The Asheville JCC offers a welcoming community to all who participate in our programs. We hope that you will become an active member of our extended family, and that you will take part in the numerous cultural, social and educational programming that is available here. Your role in our school is vital! It is extremely important that you get to know and feel comfortable with your child's teachers, classmates, and daily routines. Your own level of comfort here will be directly reflected in your child.

We recognize that our families come from a variety of backgrounds and circumstances. Our teaching staff is sensitive to the varying needs of each of our JCC families and is committed to supporting you in your efforts to raise confident, curious, and healthy children. **The Mitzvah Hours policy requires your family to contribute 5 volunteer hours per year to the JCC. Please fill out the Family Involvement Sheet upon enrollment.**

### Ways to volunteer:

- Help at the Hanukkah 8K in December or the Falafel 5K in the spring
- Volunteer with other parents and staff during an outdoor learning environment workday
- Serve as a room parent or on the PAC
- Volunteer in the classroom
- Help with the JCC Community Market
- Chaperone a field trip with the pre-k
- Volunteer at the Purim Carnival
- Help organize a Shalom Children's Center fundraising event
- Bring a hammer and drill and assist in facility improvements as needed



## Communication between home and school

Teachers at Shalom Children's Center are available to answer and check messages on their classroom telephones in the mornings before 9:00 am and during nap from 1:15-2:45 pm. If there is an emergency or an urgent need to reach your child's teacher at a different time, you may tell the JCC receptionist who will do his or her best to get your child's teacher to the telephone. After hour messages can be left at the individual class extensions. Call (828) 253-0701 to reach the Front Desk of the JCC Main Building.

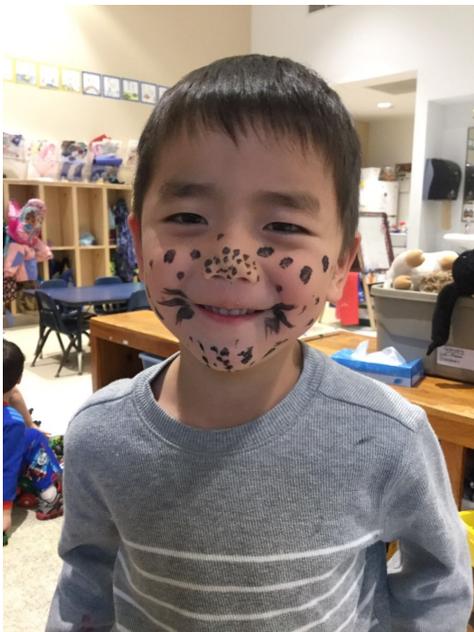
### Individual classroom extensions are:

Leviim	115	Reim	152
Taglit	116	Teva	151
Olam Echad	150	Ahava	154
Keshet	153		

To reach Hilde's House, call (828) 774-5888.

Additionally, the director, program coordinator, and Room Parent will send out emails with dates to remember and updates. Each classroom will also have access to a classroom directory of contact information for each child in the classroom.

**Please only use this list for social purposes and not for business solicitations.**



### 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 make learning visible.

Teachers use 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 his or her entire time enrolled at Shalom Children's Center.

Occasionally, the director, program coordinator, or your child's teacher 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!

To learn more, visit [www.storypark.com](http://www.storypark.com).



# Be more involved in your child's learning

Storypark creates a secure online network of the people that matter most for your child. It helps working parents, far-away family, educators and specialists ensure children receive the best opportunities possible.

## How does Storypark help my child?

- Deeper insights into your child's unique interests, needs and abilities allows better support and [improved outcomes](#).
- [Improves communication](#) between educators and families.
- Enables educators to spend their time with your child more effectively.
- Helps your child define 'what's next' in their learning.
- Share movement, song, and creative expression through [audio](#) and [video](#).
- Actively involves [grandparents, family and close friends](#).



## Safe and private

- You [own all content](#) and control your child's digital footprint
- You [manage who's invited](#) to your child's storypark community
- In line with international online security [best practices](#).



## Free access for families

[Access is free](#), for as long as you wish. Storypark [travels with your child](#) throughout their learning journey.



## Need help?

Explore our [help centre](#) to find the answer for *almost* everything.

## NEXT STEPS

### 1 Sign up and log in

Once you accept the [email invitation](#) from your child's teacher you'll be taken to a [sign-up](#) page where you can enter your name and [choose a password](#). Storypark is an online service, so you can [log in](#) without installing software on your computer.

### 2 Invite family

Share your children's stories by [inviting family members](#) and close friends. Create a private network of people to share and support your child's learning journey.

### 3 Comment and create

[Stories](#) your child's teachers create will show up in your [child's profile](#). Build understanding with teachers by [responding](#) to stories. Download the [Storypark Families app](#) and [log in to your account](#) to see your child's profile and start creating your own moments about your child.



Find us at [storypark.com](http://storypark.com)



“ It keeps me in touch with my children and family. I can spend long hours in the office, so it brightens my day to click and see my children's smiles and day-to-day activities. ” – Storypark Dad



## Story Gathering

Upon enrollment and prior to starting a new classroom, families participate in a conference with the child's new teachers called Story Gathering. This 30-minute conference gives the teachers a chance to learn all about your family: stories about the child, their likes or dislikes, routines, learning styles, etc. 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 educational team and is required for all enrolled families.



## Parent-Teacher Conferences

Parent-Teacher conferences are an opportunity to meet with your child's teachers throughout the school year to talk about the child's observable social, emotional, and academic learning experiences and development at school. Teachers prepare for conferences by documenting progress, completing developmental assessments, and engaging in reflective practice. Parent-Teacher conferences are optional and are typically offered once in the fall and again in the spring, and throughout the year on an as-needed basis.

## Resources for Families

We believe in supporting families on the *masa*, or shared journey of parenthood. We offer parent support classes for enrolled families to attend such as:



- ***Coffee with Kate***

Morning and bedtime routines stressing you out? Coffee with Kate is a chance to sit down for informal conversation with Kate, early childhood education director, about using Love & Logic positive discipline techniques and helpful approaches to challenging behaviors.

- ***Becoming A Soulful Parent***

This 6-week class is a heartfelt parenting approach that is grounded in Jewish wisdom, to create a community of parents who put their experience as parents at the center. Through Ayeka's signature methodology that places an emphasis on safe space, reflection, and sharing invites a parent cohort to have honest conversations around what gets in the way of being the kind of parents and partners they want to be. Instead of depending on all the parenting wisdom "out there" it enables parents to become attuned to the parenting wisdom that every parent intuitively has, within themselves.

## Behavior Policy and Procedures

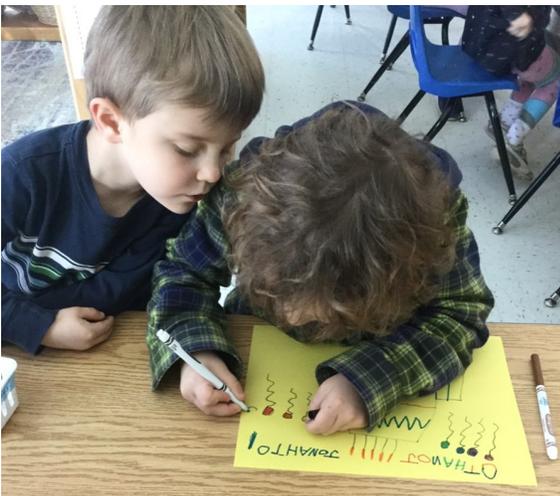
At Shalom Children's Center, we strive to create a nurturing and positive environment where children learn about the world through exploration. In a group setting, children learn to follow the routines and rhythms of our day, while also beginning to understand their ability to impact others. In order to guide the children towards positive social interactions, we use positive reinforcement, offering praise to encourage appropriate behaviors. Inappropriate behaviors are interrupted and children are redirected to appropriate alternatives. Corporal punishment, isolation, and/or harsh tones are never used.

If a teacher feels that a child is having excessive difficulty in dealing with the group, the child's parents will be consulted. Parents and teachers can then work together to help the child get through any difficulties he or she may be having.



### Infants, Toddlers and Twos

At Shalom Children's Center, we strive to create a nurturing and positive environment where children learn about the world through exploration. In a group setting, infants and toddlers learn to follow the routines and rhythms of our day, while also beginning to understand their ability to impact others. In order to guide the children towards positive social interactions, we use positive reinforcement, offering praise to encourage appropriate behaviors. Inappropriate behaviors are interrupted and children are redirected to appropriate alternatives. Corporal punishment, isolation and/or harsh tones are never used.



### Three and Older

As children grow, we seek to help them work through their difficulties using a process known as conflict resolution. We help children to talk about their issues with other children and/or teachers so they may better understand their feelings and how their response to those feelings impacts others.

Brainstorming solutions and compromises often solves the problem and in some cases, the simple act of redirection is still effective. On other occasions we use “recovery time” after an incident to help a child collect themselves. Corporal punishment, isolation, and/or harsh tones are still never used.

If a teacher feels that a child is having excessive difficulty in managing his or her interactions with others, the child’s parent/guardians will be consulted. The parent/guardians and teachers can then work together to help the child get through any difficulties the child may be having at school.

### **Biting**

Biting is an unfortunately common occurrence for young children in group care. Children, particularly toddlers, lack the verbal skills necessary to communicate with peers, and may turn to biting as a way to get their point across. Some common reasons that children may bite include teething, sensory exploration, experimenting with cause and effect, the need to feel powerful, frustration or excitement. When a bite occurs, the child that has been bitten is taken care of immediately. The child is comforted and the bite is washed with soap and water. Ice is used if necessary. Our teachers will express strong disapproval of biting, however, we will not use any response that harms a child or is known to be ineffective. The child’s teacher will fill out an incident report for the bitten child’s parents, and the parents of the biting child are also informed of the occurrence. We do not disclose the name of the biting child to the bitten child’s parents or vice versa.

If a child develops a pattern of biting, our staff will work closely with that child and his or her parents to identify patterns that lead to biting. Once we have determined potential causes for biting, we can begin to address the behavior appropriately. The plan of action will depend greatly on the child’s age and will be shared with the parents, to be followed through with at home. Our goal is to teach the child more effective behaviors to deal with the various situations and emotions they are dealing with each day.



## **The Love & Logic® Way**

At Shalom Children's Center, we value each child as an individual. Because of this, we lead our communication with love, empathy, and understanding. A framework for this approach that we find helpful is based on the Love & Logic® Way (founded by Jim Fay and Foster W. Cline).

Our goal is to foster social and emotional skills in each child to enable their success in a group environment. This is one of the primary building blocks for school readiness. Our children participate in activities that teach them about themselves and each other in a non-biased manner and help to develop emotional and social literacy. We use positive behavior support strategies to build children's self-confidence and esteem, and we provide activities that will foster their relationships with others, help them to develop empathy, problem solving, and listening skills.



**Your child's success and unique needs are important to us, and our staff is committed to meeting the following goals each and every day:**

- Maintaining clear and developmentally appropriate expectations for behavior
- Establishing simple, consistent, and explicit rules to follow
- Teaching conflict resolution skills by encouraging children to use and listen to each other's words, and helping children to develop awareness of their emotions in order to work towards a satisfactory solution for all the children involved.
- Providing techniques for children to regain calmness and center themselves
- Fostering the ability for children to self-regulate, which is necessary to make good and safe decisions

**Some children experience difficulty working within our regular classroom framework. In order to ensure each child's success, parents and teachers must work together as a unified support team to develop specific and consistent strategies for school and at home.**

For the child who exhibits challenging behavior, behavior that is not developmentally appropriate, or behavior that inhibits learning in the classroom, the following steps will be employed:

- Teachers will inform the child’s family and the Early Childhood Education Director about their concern.
- Teachers will document behavior incidents using a daily behavior log and/or home/school journal to inform a behavior action plan to use in the classroom.
- A meeting will be scheduled with the Early Childhood Education Director, the child’s parent/guardians, and teachers to determine a plan of action.
- Teachers will begin to use agreed upon strategies in the classroom, with consistent support from parent/guardians at home.
- Resources will be utilized over an agreed upon period of time and results will be recorded to determine whether the new strategies and supports are effective.

In some instances:

- the child may be moved to a different classroom;
- the family may be required to provide a one-on-one aide for the child;
- an alternate childcare arrangement may be recommended.

### **Children with Special Needs**

Sometimes behavior issues in the classroom point to a potential learning difficulty, developmental delay, or other exceptionality. Recent brain science has shown that early identification and intervention is often very successful in helping children to overcome future learning problems. Therefore, depending on whether or not the strategies for mitigating behavior challenges in the classroom are successful, we may recommend the following additional steps:

- Outside assistance, evaluation and/or additional support in the classroom may be required. Examples of assistance that can be utilized include assessment through the Sunshine Project, use of an Occupational Therapist, Mental Health Services, or the Asheville City/Buncombe County Schools Preschool Exceptional Children’s Team.
- A team consisting of the child's parent/guardians, teachers, the ECE Director and outside support will be put in place and will develop a plan to provide additional support in the classroom as needed. This additional step will help us to learn more about your child’s strengths and developmental needs in a group care setting.
- Resources will be utilized over an agreed upon period of time and results will be recorded to determine whether the new strategies and supports are effective. In some instances:
  - the child may be moved to a different classroom;
  - the family may be required to provide a one-on-one aide for the child;
  - an alternate childcare arrangement may be recommended.

## **Child Abuse Policy**

According to North Carolina State 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.

### **Prevention of Shaken Baby Syndrome (SBS) and Abusive Head Trauma (ABT) Policy**

Recognizing SBS/ABT:

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 the 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 from 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 Kate Brantley, Early Childhood Director
- Call the parents/guardians
- 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 Division of Child Development and Early Education (DCDEE) by calling 1-800-859-0829

Instances of suspected child maltreatment in the home are reported to the county 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.

## Values Statement on Gun Play

*We believe...* that all children deserve to feel physically and emotionally safe at all times during school and during 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 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, pro-social 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*

# Health

## Health & Exclusion Policy

In order to prevent the spread of illness, we are very strict about our health policy. Please help us to avoid widespread illness among our children by staying aware of when your child should not be brought to the JCC. If your child shows any sign of illness, please note that the child may only attend when they are not contagious and is able to fully participate in the program - both indoors and outdoors.

Sometimes, the decision about whether to keep a sick child home is not a straightforward matter. We've adopted these guidelines to help you decide. Children should be kept home if their condition is:

- **Contagious, presenting a health risk to other children and staff.**
- **Disruptive of our staff's ability to tend to all of the children. Our programs are not designed to provide care for ill children, and the extra attention required by sick children can compromise the routine care of others.**
- **Unable to participate in regular activities. Illness can make a child feel miserable. If the physical or emotional needs of your child cannot be reasonably met because of illness (and despite the staff's best efforts), then the child will be sent home.**

Children MUST stay at home until all symptoms of communicable disease have subsided for 24 hours. Symptoms that must have subsided for 24 hours include but are not limited to:

- **fever of 100 degrees or more**
- **vomiting**
- **eye discharge**
- **rash and/or open lesions**

Your child also needs to stay home with:

- **Chickenpox-** Children should remain at home for seven to ten days or until all the pox are scabbed over.
- **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
- **Pink Eye-** Children must be on medication for at least 24 hours before returning to school.
- **Diarrhea-** Children can return to school when symptoms have not appeared for 12 hours.
- **Lice-** The JCC Early Childhood office should be notified of any children with confirmed or suspected cases of 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 parents when a child in the group has a contagious disease or there is a documented case of head lice.

If your child becomes ill during the school day, you will be notified and arrangements must be made to take your child home within 15-20 minutes. We value the health of our children and families and this measure is to protect your child as well as the rest of the class from contagion.

Please notify us as soon as possible if your child will be absent because of any illness. It is important for us to know your child's condition, particularly if there is a risk that other children and staff may have been exposed to something contagious and may begin to show similar symptoms. We reserve the right to contact the health department regarding any suspected illness or health condition in order to follow their suggestions.



## 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 any 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 a pharmacy label if prescription medication. We cannot keep any medication that is brought in any other container.

Sunscreen, hand sanitizer, 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 a separate permission form, signed by the parents, 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.

## **Shalom Children's Center Immunization Policy**

North Carolina General Statute 130A-152(a) requires immunizations for every child in this state. 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:

- Name of child
- Name of parent/guardian
- Child's birth date
- Vaccine administration dates
- Date of issue
- Name and address of physician
- If applicable - physician-verified history of disease, laboratory evidence of immunity or medical exemption.

Parent/guardians are required to provide updated immunization records each time their child receives a vaccination. Parent/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 Shalom Children's Center until the child is caught up. ***We do not accept religious exemptions.***

### **Medical Exemption**

If a licensed physician certifies in writing that the child has a health condition which is a valid contraindication to receiving a specific 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 they may be detrimental. 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 report. 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.

## Nutrition and care for our bodies (Sh'mirat HaGuf)

When we nurture a love of physical activity and encourage young children and their families to develop life-long healthy eating habits, they are able to learn, study and play in more meaningful ways.

Parents/guardians provide a nutritious, meatless (fish allowed) lunch and snack (two snacks for the full-day program) 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 the NC mandatory 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.

Please note that sweet treats should not be included in your child's snacks or lunches. Sweets may be served on a very limited basis for special occasions and celebrations, such as birthdays. If you are planning a special celebration for your child's classroom, please remember that there are lots of healthy options for special treats, and be sure to consult the food allergy list in your child's classroom.



### **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 in to the program is vegetarian. Please do not send your child to school with any beef, pork, shellfish, lamb or poultry. *Hilde's House is not kept kosher.*

### **Food Program**

For parent/guardians who prefer the convenience of not packing lunches, Shalom Children's Center (classrooms ages 2-5 only) offers an optional Food Program that can be purchased for an additional monthly cost. The program includes 1 lunch and 2 healthy snacks each day, catered by an off-site provider. Like tuition, the Food Program is billed monthly and according to enrollment schedule, not actual attendance. The parent/guardian is still responsible for bringing in a water cup and milk cup (or milk substitute) each day. The Food Program is not offered for infant and toddlers at this time.

## Allergies

A child with a food allergy can have a life-threatening reaction to eating the food or touching a contaminated object or surface. You may be asked to avoid sending certain items (such as peanuts) to school if a child has been identified in the class with a food allergy. Also, please be sure to only send your child to school with foods that have been eaten at home without any allergic reaction. Make sure the office and your child's teachers know of any confirmed or suspected allergies that your child may have by indicating the allergy on your child's enrollment paperwork. These include medication, insect sting, or food allergies as well as pertinent medical history. A Food Allergy Action Plan is required to be completed for any confirmed food allergies.

Because reactions can escalate from mild to severe in a short period of time, you may be contacted by the teacher if it is suspected that your child may be having a mild allergic reaction.



**\*\*\*In order to comply with state and local health and sanitation laws, 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 at 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 NC rules, JCC staff members are not allowed to heat up children's lunches or snacks.\*\*\***

# Mix & Match Vegetarian Lunch and Snack Ideas for Kids

Lunch = pick 1 or more from EACH column

Snack = pick from AT LEAST 2 columns

Grains	Protein/Dairy	Fruits & Veggies
Bread	Cheese – sliced, shredded, cheese stick	Apple slices/applesauce
Pita	Hummus	Banana
Oatmeal	Eggs – scrambled, hard boiled, frittata	Grapes (cut lengthwise)
Rice	Cream cheese	Fruit cup
Waffle	Beans – pintos, black beans, kidneys	Melon
Cereal	Tofu chunks	Raisins/dried fruit
Grits	Egg salad	Berries
Pasta noodles	Tuna	Pineapple
Biscuit	Salmon	Peach
Muffin	Cottage cheese	Pear
Tortilla	Yogurt	Kiwi
Bagel	Veggie burger or veggie dog	Mango
Bun	Peanut butter	Avocado
Multi-grain crackers	Nuts – cashews, peanuts, almonds	Cabbage
Pizza crust	Quinoa	Beets
Granola	Falafel	Seaweed
Couscous	Lentils	Greens – Turnip, spinach, kale
Pancake	Tempeh	Celery
Cornbread	Ricotta	Carrots
Risotto		Zucchini/squash
English muffin		Sprouts
Barley		Sweet potato
Matzo		Veggie soup
Whole-grain wrap		Tomato
		Cucumber
		Asparagus
		Green beans
		Peas
		Broccoli
		Cauliflower
		Fruit & veggie smoothie

## **Breastfeeding Policy**

Because breastfeeding provides a healthy start for babies, providing ideal nutrition and a multitude of health benefits for both infant and mother, it is important for our center to support breastfeeding. The purpose of this policy is to ensure that all breastfeeding families have the support they need to continue breastfeeding while their children attend Shalom Children's Center. We also strive to make sure that families are well-informed about the risks and benefits of infant feeding choices by providing breastfeeding information.

- All infant room staff receive training in storage and handling of breast milk, developmentally appropriate infant feeding practices, and the risks/benefits of different infant feeding choices.
- We provide learning and play opportunities for children which normalize breastfeeding. We discuss interactions between mothers and babies, including how they feed.
- We ensure that all families properly store and label milk for use during the school day. We have written guidelines for milk storage, and all milk at our center is properly labeled.
- We provide a breastfeeding-friendly environment. We welcome mothers to come to the center and nurse their babies. We also support breastfeeding employees.
- We develop a feeding plan that supports best feeding practices with each family. This includes nursing on demand when with their baby, responding to feeding cues rather than feeding on a schedule, as well as developmentally appropriate introduction of complementary foods.



## **Potty Training**

While we do not have a strict policy about when your child is required to be out of diapers, we encourage parents to have potty training well under way by the time your child turns three years old. Potty training needs to be encouraged at home as well as at school. We will support your efforts to potty train at school and will provide loving support and lavish amounts of praise throughout potty training. Please discuss your potty training plans with your child's teachers, who will be able to offer ideas and suggestions. Please note that we do not use food as a reward.

## 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 based on an autopsy, an investigation of the place where the baby died and a review of the baby's clinical history.

Child care providers can maintain safer sleep environments for babies that help lower the chances of SIDS. NC law requires that child care providers caring for children 12 months and younger, implement a safe sleep policy, share this information with parents, and participate in training.

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

### Safe Sleep Practices

1. All child care staff working in this room, or child care staff who may potentially work in this 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 filed in the infant's file.
3. The American Academy of Pediatrics recommends that babies are placed on their back to sleep, but when babies can easily turn over from the back to the 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.  
*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

7. Room temperature will be kept between 68-75°F and a thermometer kept in the infant room.
8. 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 crib mattress on the floor for older infants. We may allow the use of a sleep sack. At no time will the sleeping child's face be covered.
9. A pacifier may be allowed in infants' cribs, mats or cots while they sleep.
10. 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.
11. Only one infant will be in a crib, cot, or mat at a time, unless we are evacuating infants in an emergency.
12. No smoking is permitted in the infant room or on the premises.
13. 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.
14. To promote healthy development, awake infants will be given supervised "tummy time" for exercise and for play.
15. 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.



## Naptime

### Hilde's House

Babies and toddlers need lots of rest. At Hilde's House, children nap throughout the day, based on their own patterns and needs. The toddlers work toward taking one longer afternoon nap so that their transition to the 2 year old room reflects a similar schedule.

### 2-3 year olds

It is very important that children this age get the rest that they need in the midst of a very busy day. Nap-time takes place from about 1:00 p.m. to about 3:00 p.m. Children that no longer nap are encouraged to rest or play quietly during the class nap-time. Children will be allowed to nap during naptime, based on their own demonstrated need for rest.

### Pre-K

Nap-time takes place from about 1:30 p.m. to about 3:00 p.m. Children that no longer nap are encouraged to rest or play quietly during the class nap-time.

## Clothing

We believe that substantial outdoor activity is vital to a child's health and well-being. Your child will spend lots of time outdoors all year round, and children three-years-old and up will also have time at our aquatics facility during the summer. Please provide adequate clothing for every weather situation. Warm coats, hats, scarves and mittens are essential in winter, and swimming suits, t-shirts and shorts are appropriate in the summer. Raincoats and boots are helpful in rainy or wet weather. We see mud as an opportunity for exploration and emergent learning-- **expect that your child WILL get messy!**

Children at the JCC are encouraged to develop their independence, and clothing choices can make a big difference. For children two and older, shoes with Velcro closures and pants that can easily be pulled down and up by potty novices are essential. Pre-K children will begin practicing with tying their own shoes, at which point shoe laces will become appropriate.

Our children are very active, and this means they often get messy. Clothing should be washable and shoes should be made to stay on. Flip-flops, clogs, and fancy shoes can hinder a child's activity and are not safe for playground and gym activities. Closed toe shoes are a must for safe play on the playground. Swim shoes are a good choice in the summer, as these will go from water to playground easily. Please make sure that your child has at least one change of clothing, suitable for the season, at school at all times. Younger children and babies need at least two changes of clothing.

Please avoid sending children to school in super-hero costumes, as these tend to encourage super-hero behavior – even when nobody needs rescuing. Help us to teach the children that non-violent conflict resolution is effective.



# Safety and Security Policy and Procedures

Safety and security are top priorities to the JCC and we ask that you observe the following:

## In the parking lot:

- Do not park in the Fire Lane. Vehicles parked here are subject to be towed.
- Exercise caution when exiting and entering on Hillside street. Look for other vehicles as well as young children and families crossing the street.
- The JCC is not responsible for items lost or stolen from your vehicle while on JCC property. Exercise caution and lock your doors, and do not leave valuables unattended.
- Do not leave children unattended in your vehicle at any time.

## When entering and exiting the building:

- Please be sure to enter and exit the JCC main building through the front entrance at all times. ENTRANCE and EXIT through playground gates is prohibited. This is to keep your children safe and to ensure security for all who enter and exit the building.
- 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.
- Children must be escorted to and from the classroom with supervision maintained at all times. You must sign out with the classroom teacher on the class attendance sheet each day.
- All visitors to the building must sign in and present photo ID. Visitors will only be allowed entry to the children's program 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 any bag that is brought into any of our program facilities. Families will be supplied bag tags to label all bags that belong at school.



**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.**

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



## **Times of Operation**

Our school year runs from mid-August through the following summer, as closely linked to Asheville City School's schedule as possible.

Full-time hours are from 7:30 a.m. - 6:00 p.m., Monday through Friday.

Part-time options include half days (7:30 a.m. - 1 p.m.) Monday through Friday, and full or half days on Monday, Wednesday and Friday or Tuesday and Thursday. Infant room enrollments are for Monday through Friday only.

## **Arrivals & Departures Policies**

Please have your child arrive at school no later than 10:00 a.m. There is a classroom community that is built in the early part of the morning and this time allows the teachers and children to get to know each other well. Just as each classroom keeps a consistent daily schedule, having a regular school schedule is key in your child's ability to know what's coming next. Our specialists come in the morning and we want your child to experience all that our school has to offer. Check with your child's classroom schedule for specific specialist times, as some may begin before 10:00 a.m.

Please let your child's teacher know when your child will be arriving late because of a scheduled appointment. Also, please call if your child will be out because of sickness or vacation.

**To assure the safety of all students at the JCC, parents/guardians and designated caregivers must follow the Safe Arrival & Departure Procedure as established for licensed child care facilities in North Carolina, effective March 2019:**

1. When you arrive in the morning, bring the child into an open classroom and sign in on the attendance sheet. **This may not be your child's assigned classroom.** Make direct contact with the teacher in the classroom.
2. When you pick up your child, gather their belongings from the cubby, and **sign and write the time of pick up on the attendance sheet.**
3. If any person other than a parent will be picking up your child, please list their names below. **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.** It is the responsibility of the parent/guardian to communicate any changes to this list; changes must be done in writing ahead of the scheduled pick-up. Please let your child's teacher know if there is a change from the normal pick-up routine. If a teacher does not know the person picking up your child, a photo ID is required.

## **School closures**

Shalom Children’s Center closes for several holidays and for teacher 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.

## **Snow & inclement weather**

In case of inclement weather, please call 253-0701, extension 215 for a recorded message or check our website at [www.jcc-asheville.org](http://www.jcc-asheville.org). 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 telephone recording and website will have the most accurate and updated information. We will also send a group text message, StoryPark post, and email, so please make sure that we have your current cell phone and email on file and are checking for communications regularly. In the event of an emergency situation that requires an unplanned closure or evacuation, staff will follow JCC Emergency Procedures and parent/guardians will be notified accordingly. Please make sure you keep your contact information updated in your child's file.



## **JCC Staff Outside Employment Policy**

The JCC recognizes that families participating in JCC programs may choose to engage in social or employment relationships 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 social or 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.

## Summer Session and Swimming

Our early childhood program runs year-round, with a Summer Session period between mid-June and the end of August. During the Summer Session, the 3-5 year old classrooms participate in swimming at our Aquatics Facility on Clyde Street. *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 Governing Public Swimming Pools” in accordance with 15A NCAC 18A. 2500. Our pool is regularly inspected by the health department to ensure compliance. Legible safety rules for the use of swimming pool shall be posted in a conspicuous location, and caregivers responsible for supervision of children should read and review them often.

To prevent drowning or becoming physically incapacitated due to injuries received in swimming pool accidents, safety measures are in place including:

- There should be 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 not allowed to dive head first into the shallow end of pool
- The storage of the pool chemicals should be in a locked secure area
- Any outdoor swimming pool which is located on the child care facility premise shall be enclosed by a fence and shall be separated from the remaining outdoor play area by that fence.
- For every 25 children participating in aquatic activities, there must be at least one person who has a current lifeguard training certificate. These certified lifeguards cannot be counted in the required 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 shall be adequately supervised by center staff at all times while participating in aquatic activities. The following staff-child ratio must be maintained during aquatic activities:

Age of children	Ratio staff/children
3-4 years	1/8
4-5 years	1/10
5 years or older	1/13

Regardless of the number of children participating, a minimum of two staff members must supervise aquatic activities. Half the center staff needed to meet staff-child ratios must be in the water and other half must be out of the water. If an uneven number of staff is needed to meet the required staff-child ratio, the majority shall be in 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 perform this routine care.

### **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 under water or running at poolside will be asked to leave the pool and sit at a quiet area where it is easily supervised by the staff. Staff will explain to them the danger of their behavior and will let them return into the pool when they are ready (no longer than one minute/age in years). If these dangerous behaviors persist, a parent meeting will be called. A plan will be formed with input from parent to help the children understand the safety rules around the swimming pool. If none of these methods mentioned above work, for the safety of all children, these children will be excluded from swimming activities.



### **Leaders in Training (LIT) Program**

Each summer, Shalom Children's Center hosts rising ninth-grade students in a Leaders in Training (LIT) summer program. These young adults go through an application and training process to be able to spend time in the classrooms and gain valuable first-time work experience, and to participate in building community. Over the summer, you may see these students joining and interacting with the children as a teacher's helper. LITs are not counted in the staff-child ratio and are supervised at all times.

**Shalom Children's Center Rates  
2019-2020 School Year**

**Annual Registration Fee: \$100**

**Annual Membership Fee: \$50**

Fees are charged based on enrollment schedule, not actual attendance.

Annual tuition is broken into monthly payments that are due on the 1<sup>st</sup> of each month.

**Monthly Rates for Full-Day Program (7:30am to 6pm)**

	<b>Monday-Friday</b>	<b>Mon/Wed/Fri</b>	<b>Tues/Thurs</b>
<b>Hilde's House Infants</b>	\$1225	---	---
<b>Hilde's House Toddlers</b>	\$1180	\$945	\$765
<b>Shalom Toddlers</b> (Levi'im)	\$1180	\$945	\$765
<b>Shalom 2 year olds</b> (Taglit & Olam Echad)	\$1000	\$800	\$663
<b>Shalom 3-5 year olds</b> (Teva, Reim, Ahava, Keshet)	\$980	\$780	\$640

**Monthly Rates for Half-Day Program (7:30am to 1pm)**

	<b>Monday-Friday</b>	<b>Mon/Wed/Fri</b>	<b>Tues/Thurs</b>
<b>Hilde's House Infants</b>	---	---	---
<b>Hilde's House Toddlers</b>	\$880	\$720	\$585
<b>Shalom Toddlers</b> (Levi'im)	\$880	\$720	\$585
<b>Shalom 2 year olds</b> (Taglit & Olam Echad)	\$760	\$615	\$500
<b>Shalom 3-5 year olds</b> (Teva, Reim, Ahava, Keshet)	\$720	\$575	\$470

*Rates and fees are effective as of September 1, 2019.*

# Shalom Children's Center Billing Policies 2019-2020

## Annual Enrollment

Children are enrolled for a 12-month period, with the school year beginning in mid-August as per the Asheville City Schools calendar. New classroom rates will start on September 1st of each new school year. All children participating in early childhood programming will be billed a \$50 membership fee annually upon the original enrollment date. A registration fee of \$100 is due upon enrollment. This fee will be billed annually upon the start of each new school year.

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 summer tuition in order to hold their child's space in the program for the new school year. If these conditions are not met, the JCC cannot guarantee that space will be available in August. Children who elect to graduate from Shalom Pre-K in June must notify the Director as a schedule change (see below).

## Tuition

Fees will be charged based on a 12-month enrollment schedule, rather than actual attendance. Tuition will not be reimbursed or discounted for absences due to vacation or illness. Tuition will not be credited or discounted due to the JCC's closure for inclement weather. Annual tuition is broken into 12 monthly payments. Tuition is pre-billed and payment is due by the 1st of each month.

- If payment is not received by the 15th of the month, a late fee of 5% will be charged.
- A 2% discount will be applied when 6 months of tuition is paid in advance.
- Each family must have a valid credit card on file. Any outstanding balances past 45 days will be charged to your credit card.
- A \$40 fee is assessed on all returned checks.
- Enrollments receiving child care subsidy tuition assistance will be billed the differential at a variable rate.
- If a family fails to give 2-weeks advance notice of withdrawal, a penalty of 2-weeks tuition will be charged.
- We do not prorate tuition on a daily or weekly basis. When enrollment, withdrawal, or schedule change occurs during the month, we will bill tuition for the ½ or full month based on date of change.

### **Additional Fees**

The JCC does not offer drop-in care for unscheduled days. However, in the event of an emergency, we may be able to accommodate your child in our program. The Director must be notified in writing, and unscheduled attendance will be charged a full day rate of:

- Hilde's House - \$70
- Shalom - \$60 Full Day/ \$45 Half day (extend am schedule to stay for nap)

### **Late Pickup**

For those on a part-time (7:30-1:00) schedule, the half day rate will be applied on any day that a child is picked up after 1:30pm. Parents who pick up their children later than 6:00pm will be billed and invoiced at a rate of **\$1 per minute with a \$5 minimum.**

### **Schedule Changes**

All schedule change requests must be made in writing to Kate Brantley, Early Childhood Education Director by the 15th of the month and will go into effect on the 1st of the following month. Only one schedule change is permitted each year. Each change thereafter will incur a \$100 fee.

The following requirements apply to both centers and homes.

### **Transportation**

Child care centers or family child care homes providing transportation for children must meet all motor vehicle laws, including inspection, insurance, license, and restraint requirements. Children may never be left alone in a vehicle and child-staff ratio must be maintained.

### **Program Records**

Centers and homes must keep accurate records such as children's attendance, immunizations, and emergency phone numbers. A record of monthly fire drills and quarterly shelter-in-place or lockdown drills practiced must also be maintained. A safe sleep policy must be developed and shared with parents if children younger than 12 months are in care.

### **Discipline and Behavior Management**

Each program must have a written policy on discipline, must discuss it with parents, and must give parents a copy when the child is enrolled. Changes in the discipline policy must be shared with parents in writing before going into effect. Corporal punishment (spanking, slapping, or other physical discipline) is prohibited in all centers and family child care homes. Religious-sponsored programs which notify the Division of Child Development and Early Education that corporal punishment is part of their religious training are exempt from that part of the law.

### **Parental Rights**

- Parents have the right to enter a family child care home or center at any time while their child is present.
- Parents have the right to see the license displayed in a prominent place.
- Parents have the right to know how their child will be disciplined.

The laws and rules are developed to establish minimum requirements. Most parents would like more than minimum care. Child care resource and referral agencies can provide help in choosing quality care. Check the telephone directory or talk with a child care provider to see if there is a child care resource and referral agency in your community. For more information visit the Resources in Child Care website at: [www.ncchildcare.nc.gov](http://www.ncchildcare.nc.gov) . For more information on the law and rules, contact the Division of Child Development and Early Education at 919-527-6335 or 1-800-859-0829 (In State Only), or visit our homepage at: [ncchildcare.nc.gov](http://ncchildcare.nc.gov)

### **Reviewing Files**

A public file is maintained in the Division's main office in Raleigh for every center or family child care home.

These files can be

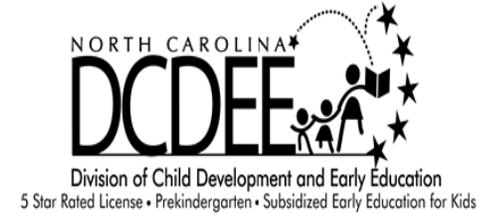
- viewed during business hours (8 a.m. -5 p.m.);
- requested via the Division's web site at [www.ncchildcare.nc.gov](http://www.ncchildcare.nc.gov); or
- requested by contacting the Division by telephone at 919-527-6335 or 1-800-859-0829 -800-859-0829.

### **How to Report a Problem**

North Carolina law requires staff from the Division of Child Development and Early Education to investigate a licensed family child care home or child care center when there has been a complaint. Child care providers who violate the law or rules may be issued an administrative action, fined and may have their licenses suspended or revoked. If you believe that a child care provider fails to meet the requirements described in this pamphlet, or if you have questions, please call the Division of Child Development and Early Education at 919-527-6500 or 1-800-859-0829.

### **Child Abuse, Neglect, or Maltreatment**

Every citizen has a responsibility to report suspected child abuse, neglect or maltreatment. This occurs when a parent or caregiver injures or allows another to injure a child physically or emotionally. It may also occur when a parent or caregiver puts a child at risk of serious injury or allows another to put a child at risk of serious injury. It also occurs when a child does not receive proper care, supervision, discipline, or when a child is abandoned. **North Carolina law requires any person who suspects child maltreatment at a child care facility to report the situation to the Intake Unit at Division of Child Development and Early Education** at 919-527-6335 or 1-800-859-0829. Reports can be made anonymously. A person cannot be held liable for a report made in good faith. The operator of the program must notify parents of children currently enrolled in writing of the substantiation of any maltreatment complaint or the issuance of any administrative action against the child care facility. **North Carolina law requires any person who suspects child abuse or neglect in a family to report the case to the county department of social services.**



# Summary of the North Carolina Child Care Law and Rules

Division of Child Development and Early Education

North Carolina Department of Health and Human Services  
820 South Boylan Avenue  
Raleigh, NC 27699

Revised March 2016

The North Carolina Department of Health and Human Services does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or provision of services.

### **What Is Child Care?**

The law defines child care as:

- three or more children under 13 years of age
- receiving care from a non-relative
- on a regular basis - at least once a week
- for more than four hours per day but less than 24 hours.

The North Carolina Department of Health and Human Services is responsible for regulating child care. This is done through the Division of Child Development and Early Education. The purpose of regulation is to protect the well-being of children while they are away from their parents. The law defining child care is in the North Carolina General Statutes, Article 7, Chapter 110.

The North Carolina Child Care Commission is responsible for adopting rules to carry out the law. Some counties and cities in North Carolina also have local zoning requirements for child care programs.

### **Star Rated Licenses**

Centers and homes that are meeting the minimum licensing requirements will receive a one star license. Programs that choose to voluntarily meet higher standards can apply for a two through five star license. The number of stars a program earns is based upon the education levels their staff meet and the program standards met by the program.

### **Family Child Care Homes**

A family child care home is licensed to care for five or fewer preschool age children, including their own preschool children, and can include three additional school-age children. The provider's own school-age children are not counted. Family child care homes will be visited at least annually to make sure they are following the law and to receive technical assistance from child care consultants. Licenses are issued to family child care home providers who meet the following requirements:

- Home providers must be 21 years old with at least a high school education or its equivalent, and mentally and emotionally capable of caring for children.
- He or she must undergo a criminal records background check initially, and every three years thereafter.
- All household members over age 15 must also undergo a criminal records background check initially, and every three years thereafter.
- All family child care home providers must have current certification in CPR and first aid,

complete an ITS-SIDS training (if caring for infants 0 -12 months) every three years and the Emergency Preparedness and Response in Child Care training and plan. They also must complete a minimum number of training hours annually.

All family child care homes must meet basic health and safety standards. Providers must maintain verification of children's immunization and health status. They must provide developmentally appropriate toys and activities, as well as nutritious meals and snacks for the children in care. All children must participate in outdoor play at least one hour per daily, if weather conditions permit.

### **Child Care Centers**

Licensing as a center is required when six or more preschool children are cared for in a residence or when three or more children are in care in a building other than a residence. Religious-sponsored programs are exempt from some of the regulations described below if they choose to meet the standards of the Notice of Compliance rather than the Star Rated License. Programs that operate for less than four consecutive months, such as summer camps, are exempt from licensing. Child care centers may voluntarily meet higher standards and receive a license with a higher rating. Centers will be visited at least annually to make sure they are following the law and to receive technical assistance from child care consultants.

Licensed centers must meet requirements in the following areas.

### **Staff**

The administrator of a child care center must be at least 21, and have at least a North Carolina Early Childhood Administration Credential or its equivalent. Lead teachers in a child care center must be at least 18 and have at least a North Carolina Early Childhood Credential or its equivalent. If administrators and lead teachers do not meet this requirement, they must begin credential coursework within six months of being hired. Staff younger than 18 years of age must work under the direct supervision of staff 21 years of age or older. All staff must complete a minimum number of training hours including ITS-SIDS training for any caregiver that works with infants 12 months of age or younger. At least one person on the premises must have CPR and First Aid training. All staff must also undergo a criminal records background check initially, and every three years thereafter. One staff must complete the Emergency Preparedness and Response in Child Care training and plan.

### **Staff/Child Ratios**

Ratios are the number of staff required to supervise a certain number of children. Group size is the maximum number of children in one group. Ratios and group sizes for licensure are shown below and must be posted in each classroom.

Age	Teacher: Child Ratio	Max Group Size
0-12 mths	1:5	10
12-24mths	1:6	12
2 years old	1:10	20
3 years old	1:15	25
4 years old	1:20	25
School-age	1:25	25

*Small centers in a residence that are licensed for six to twelve children may keep up to three additional school-age children, depending on the ages of the other children in care. When the group has children of different ages, staff-child ratios and group size must be met for the youngest child in the group.*

### **Space and Equipment**

Centers must have at least 25 square feet per child indoors and 75 square feet per child outdoors. Outdoor play space must be fenced. Indoor equipment must be clean, safe, well maintained, and developmentally appropriate. Outdoor equipment and indoor furnishings must be child size, sturdy, and free of hazards that could injure children.

### **Curriculum**

Four and five star programs must use an approved curriculum in their four-year-old classrooms. Other programs may choose to use an approved curriculum to get a quality point for the star-rated license. Activity plans must be available to parents and must show a balance of active and quiet, and indoor and outdoor activities. Rooms must be arranged to encourage children to explore, use materials on their own and have choices.

### **Health and Safety**

Children must be immunized on schedule. Each licensed center must ensure the health and safety of children by sanitizing areas and equipment used by children. Meals and snacks must be nutritious, and children must have portions large enough to satisfy their hunger. Food must be offered at least once every four hours. Local health, building, and fire inspectors visit licensed centers to make sure standards are met. All children must be allowed to play outdoors each day (weather permitting) for at least an hour a day for preschool children and at least thirty minutes a day for children under two. They must have space and time provided for rest.