

# PROGRAM HANDBOOK

2025-2026 School Year



**SHALOM & HILDE'S HOUSE**  
**EARLY EDUCATION CENTER**  
Raising each child to form a  
community of peace.

# T A B L E O F C O N T E N T S

3	<b>Welcome!</b>	12	<b>The JCC's of North America Early Learning Framework</b> <ul style="list-style-type: none"> <li>Jewish Lenses &amp; Core Elements</li> <li>A Holistic Approach to Jewish Learning</li> <li>7 Jewish Lenses</li> </ul>	21	<b>Child Behavior &amp; Development—Individual Child Needs</b> <ul style="list-style-type: none"> <li>Responding to Individual Child Needs</li> <li>Creating a Unified Support Team</li> <li>Early Intervention &amp; Support Services</li> <li>When Further Support is Needed</li> </ul>
4	<b>Overview</b> <ul style="list-style-type: none"> <li>Shalom Children's Center Early Childhood Programs</li> <li>Curriculum</li> <li>Our Mission</li> </ul>	13	<b>Sh'mirat HaGuf</b> <ul style="list-style-type: none"> <li>Our Commitment to Child &amp; Family</li> <li>A Holistic Approach to Jewish Learning</li> </ul>	22	<b>Values Statement on Gun Play</b> <ul style="list-style-type: none"> <li>Migvan Inclusion Statement</li> </ul>
5	<b>Hilde's House</b> <ul style="list-style-type: none"> <li>Infant &amp; Toddler Program</li> </ul>	14	<b>Food &amp; Nutrition</b> <ul style="list-style-type: none"> <li>Food Safety &amp; Storage</li> <li>Kosher Guidelines</li> <li>Allergies &amp; Dietary Restrictions</li> </ul>	23	<b>JCC Safety &amp; Security</b> <ul style="list-style-type: none"> <li>Arrival &amp; Departure</li> <li>Parking</li> <li>Building Security</li> </ul>
6	<b>Shalom Children's Center</b> <ul style="list-style-type: none"> <li>2-5 Year Olds</li> <li>Classrooms</li> </ul>	15	<b>What Should I Pack?</b>	24	<b>Child Welfare Policies</b> <ul style="list-style-type: none"> <li>Child Abuse Policy</li> <li>Shaken Baby Head Trauma</li> <li>Reporting</li> <li>Preven</li> </ul>
7	<b>Children as Constructivist Learners</b>	16	<b>Sh'mirat HaGuf: Health &amp; Participation</b> <ul style="list-style-type: none"> <li>When Should My Child Stay Home?</li> <li>What Happens if My Child Becomes Sick at School?</li> </ul>	25	<b>Safe Sleep Policy</b> <ul style="list-style-type: none"> <li>Safe Sleep Practices</li> <li>Safe Sleep Environment</li> </ul>
8	<b>Environments as Inspiration for Inquiry</b> <ul style="list-style-type: none"> <li>Loose Parts Play</li> <li>Outdoor Learning Environments (OLE)</li> <li>Ginat Ha'Yaladim</li> </ul>	17	<b>Returning to School</b> <ul style="list-style-type: none"> <li>When to Provide a Doctor's Note</li> <li>Individual Consideration</li> </ul>	26	<b>Swimming Pool Safety</b> <ul style="list-style-type: none"> <li>Supervision</li> <li>Exclusion from Swimming</li> </ul>
9	<b>Families as Engaged Partners</b> <ul style="list-style-type: none"> <li>Our B'rit</li> <li>A Covenantal Community</li> <li>Joining Our Kehilah</li> </ul>	18	<b>Medications, Medical Action Plans, &amp; Nap Time</b>	27	<b>Other JCC Policies</b> <ul style="list-style-type: none"> <li>JCC Outside Employment Policy</li> <li>Inclement Weather Closings &amp; Delays</li> <li>Grounds for Dismissal</li> <li>Non-Smoking Policy</li> </ul>
10	<b>Families as Engaged Partners: Home &amp; School Communication</b> <ul style="list-style-type: none"> <li>Story Gathering</li> <li>StoryPark</li> <li>Day-to-Day Communication</li> <li>Child Conferences</li> </ul>	19	<b>Immunizations, Medical Exemptions, &amp; Purpose</b>	28	<b>Enrollment &amp; Billing Policies</b> <ul style="list-style-type: none"> <li>Enrollment</li> <li>Fees</li> <li>Tuition Payment</li> <li>Tuition Rates, Discounted Payment Plans &amp; Additional Fees</li> </ul>
11	<b>Jewish Early Childhood Education</b> <ul style="list-style-type: none"> <li>Jewish Life &amp; Learning at the JCC</li> <li>Jewish Life &amp; Learning is Interwoven Into Our Curriculum</li> <li>Holidays</li> <li>School Closures</li> <li>Birthdays</li> </ul>	20	<b>Child Behavior &amp; Development</b> <ul style="list-style-type: none"> <li>Responding to Child Needs &amp; Behaviors: A Whole-Child Approach</li> <li>Understanding Behavior as Communication</li> <li>Guiding Prosocial Behavior</li> <li>Co-Constructing Classroom Expectations</li> </ul>	11	<b>Helpful Resources</b>

# WELCOME!

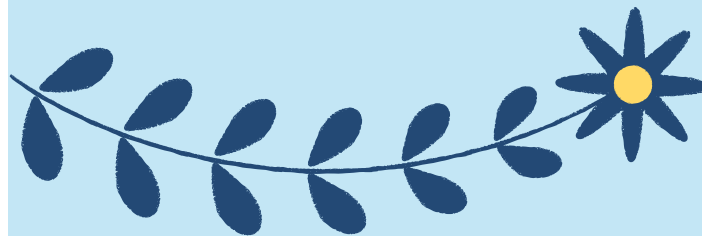
We are delighted to welcome your family to Shalom & Hilde's House Early Education Center at the Asheville JCC. We look forward to partnering with you on this exciting journey. Please read this handbook thoroughly to understand our philosophy, daily operations, policies, expectations, so you feel informed and confident about your child's experience with us.



We approach our partnership with families through the lens of **tzelem elohim (dignity)** and **kavod (respect)**. This means we strive to create an environment where everyone—children, families, and educators—is valued and heard. We ask families to set an example for their children by adhering to JCC policies and modeling mutual respect with teachers, staff, and fellow families. Strong partnerships between home and school create a positive and supportive learning environment.

Open communication is key! We encourage families to connect with their child's teaching team for questions and concerns. You are always welcome to schedule a time to speak with teachers outside of class—either in person or by phone. Together, we can create meaningful conversations that support your child's education and social-emotional growth.

We view families as competent thinkers and learners and offer opportunities to engage with our educational philosophy. We are also here to support your parenting journey and to celebrate Jewish life together as a community.



Staying informed is important! Please take time to read all communications from our program so you don't miss out on important updates. Classroom updates, policy changes, and special programming information will be shared via email, Storypark posts, notes in cubbies, and mailings. Since information is shared in multiple ways, we ask that you check for updates daily!



Each classroom may have additional instructions that are not included in this handbook. Your child's teaching team will provide details on specific classroom practices.

We encourage questions and collaboration as we work together to create a joyful and impactful learning experience for your child.

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

# 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 to 5 years. Our year-round program offers full-time enrollment, providing a nurturing and engaging learning environment for young children.



Shalom means "peace" in Hebrew, reflecting our vision of a harmonious and inclusive community. We celebrate Jewish traditions and draw from a code of ethics that emphasizes respect and care for the earth and all its inhabitants. Through this shared commitment, children, families, and educators form a circle of care and respect—one that extends beyond our center and into the greater world. While we affirm our Jewish cultural identity and values, we also honor and learn from the diverse experiences of all families in our program.

### CURRICULUM

As part of the JCC Association, we implement the Sheva Early Learning Framework, which integrates **Judaic Values, Constructivist Learning, and Community Engagement** into our daily routines and lessons. This approach allows children to take an active role in their learning, guided by their unique developmental needs and interests. In addition, we use the North Carolina Foundations for Early Learning and Development to inform our curriculum and ensure that activities are developmentally appropriate for each age group. Each classroom is designed to create a strong, holistic learning environment where all developmental domains—**cognitive, social-emotional, and physical**—are addressed.



### OUR MISSION

The mission of Shalom Children's Center is to nurture and empower each child in the building a strong, connected community. We serve both the Jewish community and the greater community by fostering positive self-awareness and self-esteem while instilling a deep understanding of each child's connection to the world around them.



# HILDE'S HOUSE

## INFANT & TODDLER PROGRAM

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 often visited the Leipzig Zoo, where a breeding program for lions was in place. One season, a mother lion gave birth to a smaller-than-average cub, which she refused to nurse. Hilde, curious about the cub's well-being, inquired about its care and was invited to help feed and nurture it daily. Under her care, the cub thrived.

Years later, Hilde Hoffman found a home in the mountains of North Carolina, where she cared for generation of children at the Asheville JC. Though she has passed away, her legacy of **love, care, and dedication** continues to inspire us in every classroom at Shalom Children's Center.



Just as Hilde once nurtured her lion cub with patience and dedication, we are committed to providing the same level of love, respect, and individualized care to each child.

The environment at Hilde's House is warm, inviting, and nurturing. Our dedicated caregivers focus on each child's unique needs, providing a smooth transition from home to school. We prioritize building strong, trusting relationships with families to ensure each baby receives the highest quality of care.

Our highly trained teachers foster your child's developmental growth through personalized, one-on-one interactions that support their individual interests and pace of learning.

Through a balance of free play and teacher-guided activities, babies and toddlers begin to explore the world around them. They develop **social skills, discover their abilities, and build meaningful connections** with peers and caregivers.

**Infant Room**  
**6 Weeks - 12 Months**  
Group Size: 6 Infants

**Toddlers**  
**12 Months - 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 develop rapidly through a variety of engaging, hands-on activities and meaningful interactions. Our program includes:

- Circle time or group meetings to build social connections, communication skills, and a sense of community.
- Play-based learning in classroom centers where children explore creativity, problem-solving, and independent thinking.
- Active play in our outdoor learning environment to support gross motor skills, encourage exploration, and promote well-being.
- Gardening in our children's educational garden, where little hands cultivate curiosity, responsibility, and a love for nature.
- Seasonal swimming for children ages 3-5 to build water confidence and physical coordination in a safe, supportive setting.
- Neighborhood walks and field trips to expand learning beyond the classroom and foster a connection to the community.



### 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 transition to the next classroom with their peers at the beginning of each new school year.

# CHILDREN AS CONSTRUCTIVIST LEARNERS

Children are natural learners, and our teaching philosophy encourages them to explore, question, and think critically about the world around them. A Jewish expression of values emphasized that teachers serve as guides who inspire curiosity and encourage multiple perspectives.



Rooted in the belief that children are competent, capable learners full of potential, our educators engaged alongside children in research and exploration, co-constructing knowledge together. When children take an active role in their own learning, they develop lifelong critical thinking skills and become more deeply invested in the learning process.



Our approach consists of engaging children in hands-on, developmentally appropriate explorations that promote learning across multiple disciplines. Children offer input, ask questions, and collaborate to solve problems, fostering curiosity and teamwork.



Through discussions, experiences, and materials, children's ideas and interests naturally evolve into thematic play, demonstrated in our learning centers. This is known as the "emergent inquiry" approach to learning.



We immerse children in a literacy-rich environment, using books to reinforce their ability to ask questions, conduct research, and express themselves both verbally and in writing. STEAM (science, technology, engineering, art, and math) learning is woven into daily experience through open-ended materials and hands-on exploration.

Innovation, creativity, problem-solving, and social skills flourish in a learning environment where children and adults engage together. We cultivate a "brave space" where risk-taking and mistakes are seen as essential parts of growth, allowing children to explore confidently and make meaningful experiences.



# ENVIRONMENTS AS INSPIRATION FOR INQUIRY

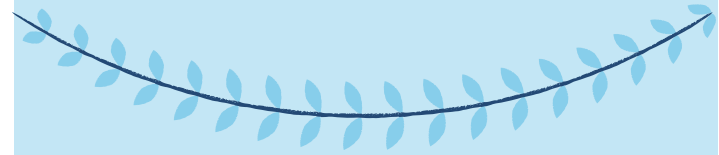
When our classrooms, hallways, and indoor and outdoor spaces are intentionally designed to spark wonder, curiosity, and intellectual engagement, creativity, and joy, our school becomes a place where children develop deep, meaningful connections in their learning.

Our spaces are flexible and thoughtfully arranged, with open-ended materials that encourage exploration, creativity, and independent discovery. Children are given freedom to interact with high-quality materials, fostering a sense of ownership and engagement in their environment.



## LOOSE PARTS PLAY

We partner with families to provide materials that encourage open-ended exploration, problem-solving, creativity, and sensory learning. The Loose Parts approach incorporates non-traditional materials, inspiring children and adults to think, create, and invent new ways.



## OUTDOOR LEARNING ENVIRONMENTS (OLE)

We believe that ample outdoor activity is essential for children's health and well-being. Your child will spend time outdoors year-round, regardless of weather. Please dress your child accordingly, with warm coats, hats, and mittens in winter, and raincoats and boots for wet days.



We view mud as an opportunity for exploration and scientific discovery—expect your child to get messy! To support their comfort and success, we encourage clothing choices that allow for active indoor and outdoor learning, and we ask families to keep an extra change of clothes at school.

## GINAT HA'YELADIM

Our garden curriculum provides children with a hands-on opportunity to explore Jewish ethics and the responsibility of being good stewards of the earth and its resources.



This immersive approach brings Jewish values to life, demonstrating how nature's cycles connect with Jewish holidays and how being a mensch (a good person) translates into living in harmony with the world around us.



# FAMILIES AS ENGAGED PARTNERS

## OUR B'RIT

The Hebrew word **b'rit** means “covenant.” A covenantal relationship allows us to partner with others in pursuit of a shared vision, fostering growth, honest communication, and the courage to take risks. While many relationships in business and politics rely on mutual agreements of rights and responsibilities, a b'rit is valued not just for what it accomplishes, but for the connection it creates.



Our lives are shaped by our relationships—with our environment, families, friends, colleagues, and the world around us. Both personally and professionally, our well-being is enriched by strong, meaningful relationships that provide a sense of security, where individuality is honored, voices are heard, and needs are respected.

## A COVENANTAL COMMUNITY

These deep connections are not only formed between individuals, but also within a larger community. By participating in a covenantal community, we commit to shared values and behaviors. This includes:

- Communicating honestly
- Treating others with respect
- Balancing individual needs with the needs of the group
- Working together toward a shared vision
- Creating space for others to do the same



In Hebrew, two words for “community” are kahal and kehilah. **Kahal** refers to a gathering of people who come together for a specific purpose or task. **Kehilah**, however, often appears with the word **k'doshah** (sacred) to describe a deeper, ongoing, and meaningful connection.

## JOINING OUR KEHILAH

We invite each family to become part of the Shalom Children's Center kehilah, where our shared time, intentions, and efforts in caring for our children and one another are sacred and deeply respected.



Every child, teacher, family member, specialist, support staff, and administrator is a valued and essential member of the “village” that raises our children. Together, we build a nurturing community that honors each individual while fostering collective growth.



# FAMILIES AS ENGAGED PARTNERS

## HOME & SCHOOL COMMUNICATION



### DAY-TO-DAY COMMUNICATION

Upon enrollment, you will receive a classroom packet with details on how to contact your child's teaching team via phone, email, and Storypark.

**For urgent matters during the school day, please call the JCC Front Desk at (828) 253-0701. They will connect you with a teacher, the ECE Director, and/or an ECE Associate Director.**



### CHILD CONFERENCES

Child conferences provide families and the teaching team with a dedicated time to:

- Discuss your child's growth, development, and emerging interests
- Gain insight into your child's learning experiences
- Collaborate on strategies to support their success at home and school

Conferences are offered twice per year based on the school-year calendar, but additional meetings can be arranged as needed. We encourage families to reach out to their child's teaching team at any time to discuss progress or concerns.

### STORYPARK

We use Storypark as a secure, interactive platform to communicate with families. Storypark provides a window into your child's classroom experience, sharing photos, stories, and learning moments that documents their progress.

Our teaching team uses Storypark to:

- Capture and share developmental milestones
- Highlight child-centered exploration and inquiry-based learning
- Create an ongoing portfolio of your child's growth

Storypark is provided at no cost to families and remains accessible throughout your child's time at Shalom Children's Center.

Occasionally, the Director or your child's teaching team will post important announcements, event invitations, and general updates on Storypark. **Checking these posts regularly ensures you stay informed about school happenings.**

### STORY GATHERING

Upon enrollment and before transitioning to a new classroom, families participate in a collaborative meetings with your child's teaching team called Story Gathering. This - minute session allows teachers to learn about your child's unique personality, preferences, routines, and learning styles. It is also an opportunity for families to share traditions, expectations, hopes, and goals for the school year. By building this foundation together, Story Gathering helps establish a meaningful year-long partnership between families and teachers.



### JEWISH LIFE & LEARNING AT THE JCC

At the Asheville JCC, we are committed to bringing Jewish learning to life in ways that are meaningful, engaging, and woven into daily experiences. Our approach to seamless Jewish learning helps children understand that living by shared values is not just about celebrating Jewish holidays—it is an everyday practice that encourages us to be kind, honest, and thoughtful individuals.

Through developmentally appropriate and intentional experiences, we transform everyday activities into opportunities for meaningful connection—with each other, our traditions, and stories to create a sense of intergenerational learning, purpose, and gratitude.



### JEWISH LIFE & LEARNING IS INTERWOVEN INTO OUR CURRICULUM

- Universal and Jewish values come to life through hands-on experiences in the Children's Garden, mindful environmental responsibility, and our relationship to the Earth.
- Community-wide holiday observances bring our JCC families together to celebrate and reflect.
- Reflective practices and the integration of the Seven Jewish Lenses help guide our vision and goals as educators.

### HOLIDAYS

We honor Jewish traditions by celebrating the holidays of **Rosh Hashanah, Yom Kippur, Sukkot, Hanukkah, Tu B'Shevat, Purim, and Passover.** Families are warmly invited to participated in year-round events, strengthening the connection between Jewish learning and family life. We celebrate the diversity of all families at the JCC. While we do not hold school-wide celebrations for holidays such as Easter, Christmas, Valentine's Day, or Halloween, we do observe **Thanksgiving, Independence Day, and Martine Luther King Jr. Day.**



### SCHOOL CLOSURES

In addition to some holidays, our Early Childhood programs close for teacher workdays, training sessions, and classroom setup days throughout the year. Please refer to the **most recent school year calendar** to plan ahead for these closures.

These scheduled closures are built into the annual tuition and do not affect monthly tuition payments. Our school year calendar reflects our JCC values and vision, prioritizing:

- Celebration of Jewish life
- Families as engaged partners in learning
- Professional development and growth for educators
- The well-being of our community, including mental and physical health

### BIRTHDAYS

We love celebrating your child's special day at school! Please discuss any birthday plans with your child's teaching team ahead of time.

**If you plan to bring a treat to share, please be mindful of allergies and dietary restrictions within the classroom.**



# THE JCC'S 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. This framework is designed to set the stage for learning, guiding and inspiring our approach rather than serving as a prescribed curriculum.

This framework creates a shared foundation for dialogue among JCC professionals across North America, fostering a common language and a greater understanding of the vital role of early childhood education in supporting young children and their families.



## JEWISH LENSES & CORE ELEMENTS

The Jewish lenses and core elements serve as tools to provoke meaningful conversations and deepen our understanding of how children learn. They encourage listening, observation, and intentional decision-making, helping educators and children co-construct a responsive curriculum.

These Jewish lenses define our approach to teaching and learning. They not only inform our work—they inspire it. Ideally, they are woven into daily experiences within our early childhood centers, shaping:

- The way we structure time, curricula, and classrooms.
- The quality of our relationships—with students, faculty, and our host institutions.
- The partnerships we build with families in our community.

By applying these lenses, we sharpen our vision and develop a deeper, more meaningful perspective on learning and community.



## A HOLISTIC APPROACH TO JEWISH LEARNING

Judaism is not just about “what” we do or “when” we do it—it is about “how” and “why” we engage with the world around us. Jewish learning is a living, evolving practice that embraces diversity, inclusion, reflection, and innovation.

At the JCC, we strive to create a welcoming and inclusive environment where Jewish values come to life—not just through rituals and traditions, but through the daily moments and relationships that shape our understanding of ourselves and our world.



### 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'rah** (Interpretation)  
Inquiry, Dialogue, and  
Transmission

**Tikkun Olam** (Repair of the  
World)  
Responsibility



**JCC Association  
of North America**

**Sheva  
Center**  
Innovation in Early Childhood  
Jewish Education & Engagement

# SH'MIRAT HAGUF: APPROACHES TO HEALTH

At Shalom Children's Center, we prioritize balance, energy, good health, and resilience—not just for the children we serve, but also for the educators and caregivers who support them.

We believe a healthy school is more than just the absence of illness; it is a thriving community where physical, social-emotional, mental, and spiritual well-being are integral to our educational approach.



## OUR COMMITMENT TO CHILD & FAMILY HEALTH

We incorporate a holistic approach to well-being in many ways, including:

- **Encourage Active Play:** Children engage in fun, developmentally appropriate activities that build locomotor, non-locomotor, and manipulative skills in a non-competitive setting.
- **Collaborating Across Programs:** We work with other departments—including Aquatics & Wellness, School-Age & Teen Programs, and Jewish Lifelong Learning—to support a whole-person approach to child and family health.
- **Fostering Healthy Habits Together:** Teachers, children, and families partner to build lifelong habits that promote well-being.
- **Creating an Environment Where Health is Valued:** We emphasize movement, health education, and nutritious eating as essential, everyday practices.



## A HOLISTIC APPROACH TO JEWISH LEARNING

Judaism is not just about “what” we do or “when” we do it—it is about “how” and “why” we engage with the world around us. Jewish learning is a living, evolving practice that embraces diversity, inclusion, reflection, and innovation.

At the JCC, we strive to create a welcoming and inclusive environment where Jewish values come to life—not just through rituals and traditions, but through the daily moments and relationships that shape our understanding of ourselves and our world.



## FOOD & NUTRITION

Parents/guardians provide a **nutritious, meatless (fish allowed) lunch** and **two snacks** for their child each day.

To comply with these guidelines, please include:

- At least **three food groups** plus milk for lunch
- At least **two food groups** for snacks

Food Groups Include

- Protein
- Whole Grains & Starches
- Fruits and Vegetables
- Dairy

Sweets are allowed only on a **limited basis** for special occasions. If you are planning a classroom celebration, please explore healthy alternatives and consult the **food allergy list** in your child's classroom.

## FOOD SAFETY & STORAGE

- All food must be sent in sealed, non-glass containers labeled daily with your child's name and date.
- Thermos containers are not allowed due to **North Carolina Sanitation Laws (18A .2806 (f)(h)(i))** which require food to be stored at or below 45F or above 140F.
- JCC staff members are not permitted to heat up or prepare children's lunches or snacks in accordance with North Carolina regulations.

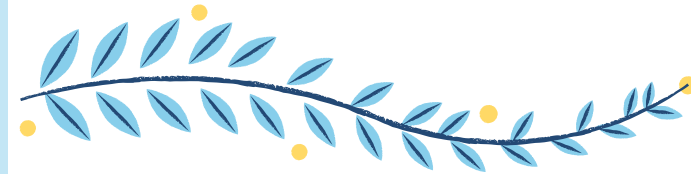


## KOSHER GUIDELINES

As a Jewish facility, the Asheville JCC is committed to maintaining a **Kosher environment** for those who follow **Kosher dietary laws**. Therefore, all food brought into the program must be **pescatarian**.

**Please do not send foods containing:**

- Beef
- Pork
- Shellfish
- Lamb
- Poultry



## ALLERGIES & DIETARY RESTRICTIONS

To ensure your child's safety and the safety of others:

- Only send foods that your child has eaten at home **without** an allergic reaction.
- You may be asked to avoid sending certain foods (e.g., peanuts, eggs, sesame) if another child in the class has a severe allergy.
- Inform your child's teachers of any **confirmed or suspected allergies**, including:
  - Food allergies
  - Medication allergies
  - Insect stings
  - Relevant medical conditions

# WHAT SHOULD I PACK?

**Lunch:** Pick one or more from each column.

**Snack:** Pick from at least two columns.

## GRAINS

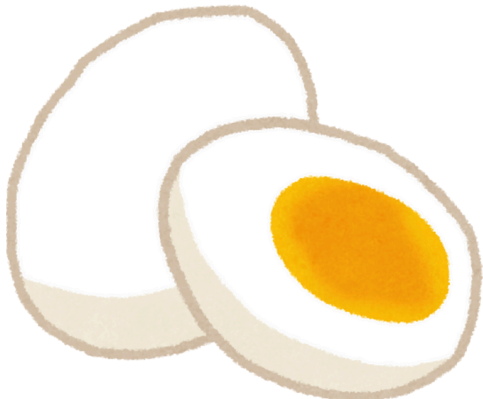
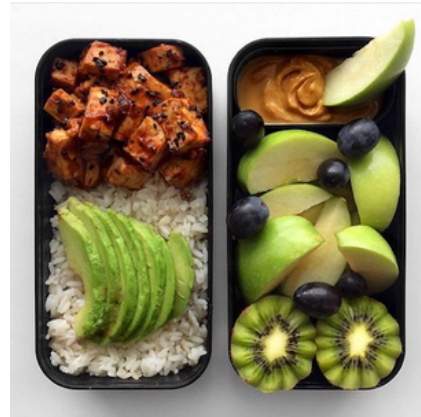
Bagel | Barley | Biscuit | Bread | Bun | Cereal |  
Cornbread | Couscous | English Muffin |  
Granola | Grits | Matzo | Muffin | Multi-Grain  
Crackers | Oatmeal | Pancake | Pasta | Pita |  
Pizza Crust | Rice | Risotto | Tortilla | Waffle |  
Whole-Grain Wrap

## PROTEIN & DAIRY

Beans | Falafel | Hummus | Lentils | Nuts |  
Peanuts | Plant-Based Meat Substitutes |  
Quinoa | Salmon | Seitan | Tempeh | Tofu  
Chunks | Tuna  
  
Cheese | Cottage Cheese | Cream Cheese |  
Egg Salad | Butter | Ricotta | Yogurt

## FRUITS & VEGGIES

Apple Slices | Applesauce | Avocado | Banana |  
Berries | Fruit & Veggie Smoothie | Fruit Cup |  
Grapes (Cut Lengthwise) | Kiwi | Mango |  
Melon | Pear | Pineapple | Raisins/Dried Fruit  
  
Asparagus | Beets | Broccoli | Cabbage |  
Carrots | Cauliflower | Celery | Collards |  
Cucumber | Green Beans | Kale | Peas |  
Seaweed | Spinach | Sprouts | Squash | Sweet  
Potato | Turnip | Veggie Soup | Zucchini



# SH'MIRAT HAGUF: HEALTH & PARTICIPATION

It is important that children are healthy and free from infection while at school at Shalom. We expect all families and staff to follow the procedures below to support the JCC's commitment to the health and safety of children, families, and staff.



## WHEN SHOULD MY CHILD STAY HOME?

If your child is:

- Too sick to participate in classroom activities
- In need of individualized attention due to discomfort or illness
- Showing symptoms of a contagious illness

They should stay home until they are well enough to fully participate in the day and are no longer at risk of exposing others to illness.

This includes, but is not limited to:

- Diarrhea
- Vomiting
- Fever

The following symptoms require exclusion from care until your child has been symptom-free for at least 24 hours (without the use of medication):

- Fever of 100.4F or higher
- Vomiting
- Contagious rash and/or open lesions
- Eye discharge

If you are unsure whether your child should attend school, we encourage you to keep them home and consult with the Early Childhood Director. Please notify us if your child will be absent due to illness.

## WHAT HAPPENS IF MY CHILD BECOMES SICK AT SCHOOL?

If your child develops symptoms of illness during the school day—such as fever, cold, persistent coughing, green nasal discharge, vomiting, diarrhea, fatigue, or irritability, or an unusual skin rash—the following steps will be taken:

1. The teacher will assess your child's ability to participate in classroom activities. The following will be documented:
  - a. Specific symptoms
  - b. Frequency and timing
  - c. Temperature
  - d. Changes in behavior or energy levels
2. Temperature checks will be conducted using two methods: first by forehead, then by ear thermometer.
3. School leadership will evaluate the situation to determine if it is in the best interest of your child and the class for them to remain at school.

If your child does not need to go home:

- You will be notified about your child's symptoms and kept informed.

If your child does need to go home:

- You will be contacted and asked to pick up your child within one hour.
- If you are unable to come, please arrange for another authorized adult to pick up your child.

# RETURNING TO SCHOOL

In general, if a child has been absent due to illness, they may return to school when they have been **symptom-free** (e.g., no fever, vomiting, or diarrhea) for at least **24 hours without the use of medication**. This includes being well enough to fully participate in the school day.

\*If your child was sent home from school due to a fever but is not showing a temperature, please contact the ECE Director and/or the Associate Director of Childcare Compliance so we can discuss next steps together.

## WHEN TO PROVIDE A DOCTOR'S NOTE

We kindly ask that you provide a doctor's note in any of the following situations:

- Your child is absent for more than one week
- Your child visits a doctor for evaluation related to illness
- Your child is cleared to return under other medical circumstances

## INDIVIDUAL CONSIDERATION

We understand that every situation is unique and will make return-to-school decisions on a **case-by-case basis**, with the health and well-being of **both your child and the entire school community** in mind.



<b>Chicken Pox</b>	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.
<b>Covid-19, Influenza A or B (Flu), Respiratory Syncytial Virus (RSV)</b>	See "fever" below AND children should remain at home for at least 24 hours of symptom improvement overall.
<b>Diarrhea &amp; Vomiting</b>	Children can return to school when symptoms have not appeared for 24 hours.
<b>Fever without Specific Cause</b>	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.
<b>Head Lice</b>	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.
<b>Illness</b>	If illness prevents the child from participating in class activities as normal, child may return to school when able to take part in activities.
<b>Pertussis (Whooping Cough)</b>	Student must remain at home until they have finished all their antibiotics. The school will notify families when there is a documented case.
<b>Pink Eye</b>	Children must be on medication for at least 24 hours before returning to school.
<b>Ringworm/Rash</b>	Keep child at home until seen by a healthcare provider and treated if needed.
<b>Strep Throat</b>	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 for staff to administer medication during school hours, the State of North Carolina requires all licensed childcare facilities to follow specific protocols. Please note the following:

- **A signed consent form is required for any over-the-counter, homeopathic, natural, or prescription medication.**
  - This form must include: dosage, times, and dates to be administered.
  - Prescription medications require a physician's signature on the form.
  - In some cases, over-the-counter medications may also require a physician's signature.
- **We cannot store or administer any medication without an up-to-date, signed consent form.** Any unused or expired medications will be discarded if not picked up by the expiration or end-date on the form.
- **All medications must be in their original, labeled containers:**
  - Prescription medications must include the pharmacy label.
  - Medications brought in unmarked or alternate containers cannot be kept or administered.



The following items are classified as **medications** by the **North Carolina Division of Child Development** and require a **separate, parent-signed permission form:**

- Sunscreen
- Hand Lotion
- Diaper Rash Ointment
- Bug Spray
- Lip Balm



These forms are valid for **one year** from the signature date. All such items **must be stored in a locked cabinet** in your child's classroom.

**If any of these items are found in a child's cubby, staff will label and store them securely in accordance with licensing requirements.**



## MEDICAL ACTION PLANS

Medical Action Plans (MAPs) are required for any child with a medical condition that may require **emergency rescue medication** (e.g., epi-pen, inhaler, or seizure medication).

- Plans must be **signed by a physician** and kept on file **starting the first day of attendance.**
- Plans must be **updated annually or sooner if there are changes** to the child's medical condition.



**It is the responsibility of the parent/guardian to provide all emergency medications to be kept onsite and available at all times.**



## NAP TIME

All children enrolled in Shalom Children's Center are provided with a daily rest time. While the developmental need for sleep varies by age, **each classroom has a designated rest period from approximately 1:00P–3:00P.**

During this time, children are expected to:

- Rest their body quietly
- Avoid disturbing peers who are sleeping
- Engage in teacher-approved quiet activities if they are unable to sleep.

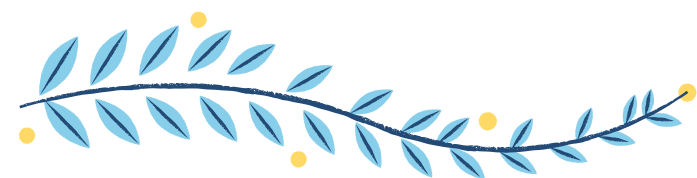
**Teachers do not wake children who naturally fall asleep during this rest time.**

# IMMUNIZATION POLICY

North Carolina General Statute 130A-152(a) requires immunization 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 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



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 participating 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 all children who are susceptible to vaccine preventable diseases(s) so they may be rapidly identified in the event of an outbreak.

# CHILD BEHAVIOR & DEVELOPMENT

## RESPONDING TO CHILD NEEDS & BEHAVIOR: A WHOLE-CHILD APPROACH

At Shalom Children's Center, we are committed to creating 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 **thoughtful, responsive daily flow**, supporting both individual needs and the well-being of the group.

## UNDERSTANDING BEHAVIOR AS COMMUNICATION

Central to our approach is the belief that **all behavior is a form of communication**. We carefully observe and respond to:

- How each child perceives and processes their world—through **sensory, physical, cognitive, social, and emotional** lenses.
- Each child's unique strengths, needs, and abilities.
- How children engage with their peers and adults in creative and meaningful ways.
- The importance of co-regulation with **caring, responsive adults**.



## GUIDING PROSOCIAL BEHAVIOR

To support children in developing **positive social skills** and becoming active participants in their classroom community, we use:

- Positive Reinforcement
- Scaffolded Guidance
- Consistent, Affirming Presence

We **never** use corporal punishment, isolation, harsh tones, or aversive techniques.

## CO-CONSTRUCTING CLASSROOM EXPECTATIONS

Each teaching team collaborates with their classroom community to **co-create expectations** for **respectful and meaningful engagement**. These expectations are developmentally appropriate and reflect the unique dynamics of each group.

We focus on:

- Clear, age-appropriate expectations for behavior
- Teaching conflict resolution skills and supporting peaceful problem-solving
- Helping children build self-awareness, empathy, and coping strategies
- Honoring each child's individual process, giving them space and time to grow
- Leading with core values of **kavod (respect), kehilah (community), tzelem elohim (dignity of each person), b'rit (covenant), and tikkun olam (repairing the world)**.



## RESPONDING TO INDIVIDUAL CHILD NEEDS

At Shalom Children's Center, we understand that **all behavior has meaning** and often arises from an **underlying need or cause**. As a team, we are committed to building a deep understanding of each child's unique developmental journey.

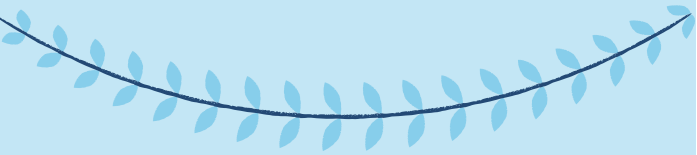
As experienced educators, we know that times of growth and change—**what we call periods of reorganization**—may sometimes look like regression.

We recognize that child development is **non-linear** and **often unpredictable**. If we notice changes in your child's **behavior, mood, or needs**, we take the following steps to document and collaborate:

- Collaborative observation and data collection.
- Asking questions to understand the root cause.
- Open, ongoing communication with families through phone calls, emails, Storypark updates, and conferences.

## CREATING A UNIFIED SUPPORT TEAM

Some children may experience challenges navigating the classroom environment. When this occurs, our goal is to support the child through a **team-based approach**, involving families, teachers, and support specialists. Together, we develop **consistent strategies** for use both at school and home.



Observations and data are interpreted through lenses such as:

- Developmentally appropriate practices and growth milestones.
- Respect for child autonomy, competence, and relationships.
- Safety, security, and belonging.
- Shalom Children's Center philosophy and shared values.
- Collaborative and constructivist learning approaches.
- Classroom dynamics and peer interactions.

## EARLY INTERVENTION & SUPPORT SERVICES

We believe in **early identification and intervention** to proactively support children with learning, social, communication, or self-regulation challenges.

Our inclusive learning environment benefits from **intentional, supportive practices** that help all children build positive relationships with themselves, others, and their surroundings.



When needed, we collaborate with families and outside specialists to help children experience success. Support may include:

- Observation and consultation from school leadership.
- Classroom support and/or external evaluations.
- Assessment through the Sunshine Project.
- Referrals to specialists such as:
  - Speech, Occupational, or Physical Therapists
  - Mental Health Providers
  - Asheville City or Buncombe County Schools Preschool Exceptional Children's Team

## WHEN FURTHER SUPPORT IS NEEDED

If a child exhibits **behavior that harms others or disrupts the safety of the classroom**, we will respond immediately to ensure a safe and supportive learning environment for all.

In cases where **additional support is needed to meet a child's developmental needs**, the family may be asked to explore one or more of the following options:

- A classroom transition to better meet the child's needs.
- Providing a one-on-one aide during school hours.
- Participation in specialized services.
- An alternate schedule or child care arrangement to better support the child's development.

# 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...**that when children engage in gun play, they may use gestures, postures, and sounds that can create fear or discomfort in others. This type of play can result in unequal power dynamics that may lead to aggressive play patterns, which can interrupt health social, emotional, and cognitive development.

**We need...**young children to feel empowered by supportive caregivers and safe environments, so they can explore feelings of power and control in healthy, respectful ways that do not compromise the safety of others. We want children to understand the meaning of power in relationships and what it truly means to be "powerful" in a positive, prosocial sense.

**Together, we can...**promote peaceful, respectful play at Shalom Children's Center by raising children who are:

- Strong in character and self-esteem.
- Praised and admired for empathetic, prosocial behaviors.

We can support this by:

- Involving children in decision-making about acceptable types of play.
- Reflecting together on how choices and actions impact others.
- Modeling healthy self-expression and respect for others' integrity.



## MIGVAN INCLUSION STATEMENT

**We Welcome You.**

The Asheville JCC is committed to creating inclusive, welcoming spaces for all. Everyone is encouraged 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, with a goal of **ending bias and discrimination** in any form.

**You Belong Here.**



# 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 by calling the front desk at (828) 253-0701 or email the teaching team if your child will be out for any reason before 8:30 a.m. **If your child arrives after 9:00 a.m. without proper notice, they may not be allowed to participate in the school day.**

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, poor feeding/sucking, no smiling or vocalization, inability of the eyes to track and/or decreased muscle tone.

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/AHT 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 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.



# 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 YEARS	1:8
4-5 YEARS	1:10
5+ YEARS	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, the majority will be in the water and the others will be out of the water.

Staff are pre-assigned areas that will allow them to hear, see, and respond quickly to children at all times. When taking a child for toileting, an extra staff member will be called upon to assist, if needed to maintain ratio or safety reasons.

## 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 & 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.

# ENROLLMENT & BILLING POLICIES

## ENROLLMENT

Early Childhood program enrollment is for a 12-month period, with the school year beginning in mid-August and ending mid-August of the following year. Operating hours are 8:00 am-5:00 pm, M-F. Families who want to suspend enrollment for any period of time must notify the JCC and pay a retainer fee of 25% for the time period to hold space in the program. All withdrawals, schedule changes, or hold 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 within the 15 day period will result in a fee equal to half a month's tuition.

## FEES

An annual non-refundable Registration Fee is due at the start of each new school year upon enrollment. JCC Membership is a prerequisite for registration (in all programs) and must be active during the entire enrollment period. Your tax-deductible membership establishes an account for billing and enables you to register your child in any JCC programming. All tuition accounts require a valid credit card, HSA, or other payment method on file, with account access available 24/7 through the online portal. Children picked up after hours will incur a per minute fee.

## TUITION PAYMENTS

Tuition fees are divided into 12 interest-free monthly increments with discounts for quarterly, semi-annual, or annual payments. Fees are billed at registration by the class assigned, and payments set up for the first of each month to the method established in your account. Tuition is not adjusted or refunded for attendance, absences, emergencies, weather-related closures, or any change or alteration to program operating hours. Any outstanding balances past 45 days will be charged to your payment method on file in order to maintain continuity of your child's enrollment. Accounts that are delinquent >90 days will forfeit participation in programs unless a payment plan has been approved and implemented with the Finance Office.

## TUITION RATES

AGE (CLASSROOM)	ANNUAL TUITION	MONTHLY PAYMENTS
Hilde's House Infants	\$19,656	\$1,638
Hilde's House Toddlers	\$19,272	\$1,606
Shalom Toddlers (Levi'im)	\$19,272	\$1,606
2-3 Year Old (Taglit & Olam Echad)	\$16,980	\$1,415
3-4 Year Old (Reim & Teva)	\$15,732	\$1,311
4-5 Year Old (Ahava & Keshet)	\$15,732	\$1,311

## DISCOUNTED PAYMENT PLANS

Four quarterly payments - 2% discount  
Two semi-annual payments - 4% discount  
One annual payment - 5% discount



## ADDITIONAL FEES

Annual Registration/Materials Fee - \$110  
Annual JCC Membership Fee - \$60



# 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](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

