Apple
EARLY LEARNING CENTER

Family Handbook

Where little ones grow every day.

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SECTION 1

About our program

Philosophy

Our motto at Apple Early Learning Center is “Building A Brighter Future”. The children will participate in developmentally appropriate activities. We strive to assist in the social, emotional, linguistical and physical development of each child. In our program we believe children should be free to develop and advance at their own pace. Children of all abilities are welcome in our center regardless of special health or developmental needs. We individualize our activities to meet those needs and welcome specialized services providers, such as therapists or nurses, with parent or guardian permission. In our program we believe it is important to individualize each child to ensure they are successful in achieving excellence. In our program we welcome all children and families by integrating information for the children’s lives, families, and communities into lessons to give a feel of community and acceptance. We provide learning activities for families to engage in at home to further expand and learn and close the gap. We believe that all families deserve to be a part of the decision making and goal setting for their child to ensure a founded learning environment. Families are engaged using several communication types such as newsletters, flyers, email, and face to face engagements. The engagements from personnel are welcoming and authentic. Our program also provides several diverse materials for children to engage with. Children are allowed to explore, make choices, and lead activities. We use several types of assessments and inquiry tools to ensure each child’s needs, interest and strengths are enriched. We are sure to include several types of learning strategies and topics which embrace family backgrounds, culture, and home languages. We believe that having positive family relationships is a critical component in delivering high quality education.

Program

Our Program at Apple Early Learning Center is designed to meet the individual needs of each child in an environment that is safe, clean, healthy, and oriented for children. Our program uses observations to monitor the children’s progress when planning for instruction, our teachers must develop goals. Our teachers use a variety of assessment tools such as; observation, checklist, and written and oral tests. These assessment tools help us determine if students have mastered an objective. A few examples of how we record are: Notes jotted on paper, Video Recordings and Audio Recordings. Children are observed daily through written and oral tests, while assessments and checklists are done quarterly by the classroom teachers. These assessments begin the first week of school so the teacher can get a clear sense of each child’s level. Observations allow the teachers to individualize and create goals based on the information gathered from the children. Through these observations the teachers are not only able to meet each child at their own level, but they are also able to narrow down areas of concern or goals mastered to discuss with families during conferences.

Parent-Teacher Conferences

Our program conducts parent teacher conferences in November and in April. We have added the dates for parent teacher conference to our school calendar which is given out to families on the first day of school. Our school calendar is also posted on the parent communication board for parents to review. Families are sent a message on ProCare Connect with information on how to schedule parent teacher conference with

their child's teacher on a specific date and time. A phone conference is available upon request if a parent is unable to attend.

Selection of Learning Materials

Our program prides itself on the learning environment and selection of learning materials. A few factors that influence the selection of learning material are: Developmental levels of children, Ages of children, Differences in ways children learn, Information from Family Service Plans(IFSPs), Individualized Education Programs (IEPs), when provided by families, Accessibility to all children, Learning domains. The overall learning environment for each age group has chairs, tables and other furnishings in the classroom that are child size appropriate. We consult with families or other professionals to learn more about each child's needs to ensure children of all abilities can fully participate in every activity. The teacher in each classroom plans and develops lessons that are inclusive and stimulating for children. We choose culturally relevant, developmentally appropriate items that are linked to children's interests. We always have a variety of toys and activities that are linked to learning goals such as but not limited to:

- **Dramatic play:** Clothes for boys and girls, Diverse picture of community helpers, Toy foods that represent dishes from around the world, Baby dolls of different races, Kitchen set, Child-sized eating utensil.
- **Discovery:** Pieces of felt, Small bean bags, Small plush toys, Pipe cleaners, Squish balls, Bendy material, Magnifying glass, Magnets, Interesting items for the natural environment, Ramps and scales, Puzzles, Water, Sand, Playdough.
- **Literacy:** Book that give positive messages about age, gender, race, culture, special needs, family types and linguistic diversity. Alphabet magnets, beads, stamps, blocks. Variety of writing tools and surfaces. Variety of print materials, Puppets, Soft furnishing (bean bags) .
- **Arts and Crafts:** Markers, Construction Paper, Glitter, Glue, Scissors, Crayons, Stickers, Stamps, Paint, Paint brushes.
- **Blocks:** Figurines that represent a range of ages, races and abilities. Images of homes and buildings from locations around the world. Books of buildings, roads and vehicles. Variety of building blocks, Materials.
- **Music:** Variety of instruments, Scarves, Cd player, Diverse selection of music.

Our selection of outdoor materials is selected based on the same influences. Outdoor spaces are checked daily to ensure safety. We create interest areas outdoors to enhance and extend children's exploration. Examples of materials but not limited to: **Outdoor:** Bubbles, Sidewalk chalk, Variety of balls, Magnifying glasses, Trucks, Hula-Hoops, Playground sets and slides, Tunnels and water play

All of the items are accessible and within the children's reach daily.

Transition Plan

To help families and children transition from home to our program, we offer visits before the start date, encouraging discussions between staff and parents. During these visits, we ask parents to prepare their children for the transition. Our staff prepares classrooms by labeling and adding children's name and pictures. Teachers also incorporate transitions into lesson plans, teaching classroom rules and daily schedules. We foster independence by teaching daily routines. Before a new child arrives, teachers discuss the new friend with the class and plan a welcome. New children tour the center and are introduced to staff. Teachers may pair students to ease the transition. If a child struggles, we allow a comfort item from home or a family photo in their cubby. Parents are kept informed through notes, emails, our website, visual aids and

personal contact. We offer visits before transitions and ask parents and teachers to discuss the change, ensuring readiness for new group settings or kindergarten. Teachers collaborate, discussing developmental goals and sharing assessments to align educational objectives. To ensure successful transition to other programs or schools, we familiarize ourselves with local kindergarten programs and options. We maintain contact information with school offices and programs that support children. We keep families updated on timelines, procedures, and kindergarten enrollment requirements. Our administration share information about special events via flyers, ProCare, and notes. We also invite parents of former students to share their experiences and tips. For families of children with special needs, we assist with kindergarten enrollment and special services qualification. We help them find advocacy organizations and special services within the community. Our staff communicate effectively to stay informed about health care needs or disabilities during the transition. Teachers review each child's history, IFSPs, and IEPs, and seek additional training as needed.

Positive Behavioral Practices

Staff will use only positive guidance, redirection, and setting of clear rules and expectations that foster the child's own ability to become self-disciplined and learn how to self-regulate. Staff will encourage the child to be fair, and respectful to others, to demonstrate proper use of property, and assume personal responsibility. Discipline involves teaching character and self-control. Because families differ in how they approach discipline, parents are asked to work closely with staff in setting goals in discipline that are achievable for the student. We use a variety of ways to build positive relationships with the children and families within our program. A few include daily interaction such as greeting them every morning and celebrating their successes. We also plan activities around their interest. We model positive work, encouraging children to describe their feelings, acknowledging positive behaviors and intervening before negative behavior or situations occur.

Screen Time Policy

Our program has a limited use of appropriate interactive technology that may support, but does not replace, other forms of learning, such as outdoor play, creative play, hands-on exploration, social interaction, etc. We understand facilitated learning requires that teacher directed instruction occurs before, during and after media use that is directly related to the lesson plan. (Passive TV or Media is not permitted). Children under age 2 are not permitted any screen time. (not even facilitated). The policy is shared with family and friends through the parent and staff handbook.

Providing Choices

We provide choices throughout the day. Children can choose the interest area they would like to explore. We allow children to choose toys and materials they would like to add to an area of interest. During breakfast and snack time we give the children a choice between two selections. Children can choose which classroom job they would like to do. We believe giving children choices encourages independence and decision making. It allows for positive control over their environment.

Redirection

Our program uses redirection in several ways to guide positive behavior. We use verbal redirection by giving simple directions that distract a child away from a challenging behavior or situation. We guide the child to more appropriate activities or better choices. An example of this: We use classroom rules and share other

ways for children to engage with their peers. We encourage the children verbally to praise each other. We also use redirection through physical guidance. We offer a gentle touch to interrupt a challenging behavior while giving a simple direction and guiding the child to a more appropriate positive behavior or activity. An example of this: when we notice a child is on the verge of losing control or beginning to show frustration, we quickly seamlessly guide the child with a gentle touch on the back or hand to a new interest area or activity to engage in. Throughout the center there are visual cues to remind children and redirect challenging behavior. During transitions in hallways teacher may place a finger to the lip as a visual cue that children should be quiet in the hallway. Often the teachers in the classroom use redirection with attention. Example: during large group activities, if a child is sitting and being attentive and following carpet rules while others are not, we will point out that model behavior. This encourages the other children to behave as expected.

Reflection and Problem Solving

Our program has implemented the five-step problem solving approach. All staff are to model, teach, and help children practice these steps which continues to contribute to positive problem-solving skills. 1. IDENTIFY the problem, 2. BRAINSTORM three ways to handle it. 3. CHOOSE one way to try first and decide on a back-up plan. 4. Try out the STRATEGY. 5. EVALUATE how well the strategy works. We understand that supporting each child and teaching them to reflect and solve problems encourages them to believe in themselves. As a successful problem solver, a child will build healthy social and emotional skills.

Clear Rules and Expectations

The rules that are developed in our program are established by both the children and teachers the first week of school and it is clear on the expectations. The rules are reinforced and reviewed daily to support positive behavior and are age appropriate. Example: “We will use our walking feet” and “We will use kind words”. The rules are clear and simple language for children to understand. Expectations are modeled by all staff and visual cues are associated with each rule.

SECTION 2

Inclusion, enrollment & fees

Inclusion

Apple Early Learning Center is committed to providing developmentally appropriate early learning experiences that support every child's full access and participation. We use developmentally appropriate practices, considering each child's unique needs. Our staff adapts schedules, routines, and activities, working with therapists and special educators to integrate accommodations and modifications into classroom routines. Adaptations are reviewed with families and professionals. Staff respect the privacy of all families. We encourage families to collaborate with our staff to ensure each child's success. Staff meetings address successes and challenges. Training ensures staff competence in meeting the developmental needs of all children. Staff receive inclusion policy orientations and training on effective inclusion and disability topics. The director provides additional support and resources. Families are encouraged to share IFSPs and IEPs. We provide local resources for early intervention/special education services should parents have concerns about developmental delays or disabilities.

Eligibility

Apple Early Learning Center is open to all children ages 6 weeks thru 13 years of age. Center hours are 6:30 am – 6:30 pm. All enrollment forms including the financial agreement must be signed and turned into the administrator prior to the start date.

Enrollment and Required Paperwork

All necessary paperwork must be completed and signed by parents before the start date. Prior to enrolling it is recommended to spend quality time visiting the center to become familiar with the daily routine and meet with your child's teacher. This is your time to review essential information with the Director and discuss any special needs or concerns for your child. The following paperwork must be filled legibly and signed prior to your child's/children first day at Apple Early Learning Center. (NO EXCEPTIONS)

- Enrollment Application
- Enrollment Questionnaire
- Financial Agreement
- Media and Privacy Policy
- Maryland State DOE Emergency Form
- Maryland State DOE Health Inventory Assessment
- Maryland State DOE Allergy and Anaphylaxis Medication Administration Authorization Plan (if applicable)
- Maryland State DOE Medication Administration Authorization Form (if applicable)

Emergency Information

On an annual basis AELC will be required to update your emergency information. This includes persons authorized to pick up your child/children. It is the responsibility of the parent to update the emergency card should anything change during the year. This will include any and all individuals authorized to pick up. Please note identification may be requested for anyone other than parent picking up, even on the pickup authorization to ensure safety for your child/children. ANYONE NOT LISTED on the pickup authorization form will NOT be allowed to pick up under any circumstances. In an emergency only, if anyone is picking up not listed on the pickup authorization form, the parent must notify the administration in advance, and proper identification will be required.

Tuition and Registration Fee

Apple Early Learning Center's tuition is based on a market rate analysis and is subject to change. Tuition is figured out on an annual basis, taking into consideration closing and holidays. There are no sibling discounts, vacation, or sick discounts. Tuition is due on Monday and it is considered late at the close of business on that Monday. A late fee will be applied to your account on Tuesday if any balance is left unpaid. If your account is delinquent, Apple Early Learning Center has the right to dis-enroll your child/children and may result in collections. The center requires families to set up auto debit from your checking or credit/debit card. The center will accept checks or money orders payable to Apple Early Learning Center. During spring and winter break tuition will be charged based on the summers full time rate. A non-refundable registration fee is required to be paid prior to enrolling. If you should withdraw and request re-enrollment prior to the start date you will be required to pay a reenrollment registration fee. Space is limited and subject to availability at the time of registration.

Program/Summer Fees

The program fee supports our curriculum, and the additional materials that is necessary. The summer fee goes toward all in-house programs and extra supplies for the summer. The Program fees will be charged and due on the first day of October, January and April. Summer registration is sent out March/April. In order to secure your spot, the Summer Program fee must be paid for each child attending. This fee DOES NOT INCLUDE FIELD TRIPS.

Late Pick Up

The center closes at 6:30 PM. A $15 LATE FEE will be charged to the families' account for every fifteen minutes or a fraction of per child. This balance is due and must be paid prior to the next drop off.

Drop In

Apple Early Learning Center's drop in policy is based on availability. All the same paperwork is required for a family to utilize our drop-in care, including the registration fee. The daily fee is a prorated of the weekly age-appropriate tuition. The family must notify the center 24 hours in advance and have approval from the administration prior to dropping off.

Returned Check/Credit Card Fees

There will be a $35.00 fee applied for checks and credit/debit cards that are returned from the bank for NSF. This fee and current tuition must be paid prior to dropping off unless payment arrangements have been made with the administrator. If the center receives two returns or declined payments, then all future payment must be paid by money order. AELC reserves the right to terminate at any time for unpaid balance.

SECTION 3

Attendance, arrival & what to bring

Absent

Please call or notify the center administration through the ProCare Connect App by 10:00 AM if your child is absent. Should your child/children be absent for an extended timeframe please notify the center in writing. If possible, a two weeks' notice is appreciated. If your child is absent for more than 6 days without notification, your child is subject to withdrawal and your space can be filled.

Arrival and Departure

All children must be accompanied by an adult when dropping off and picking up. All authorized adults must sign your child/children in/out using the ProCare Connect app. It is recommended to drop off your child by 9:00 AM. This will allow your child/children to obtain most of the program and activities. We ask if you are going to be later than 9:00 AM that you notify the center through ProCare Connect or by calling. The center will not accept children past 11 AM, unless approved by Administration or a doctor's note. It becomes difficult for the child to transition and adjust to the daily routine when dropped off after the request time and very disruptive to the other children. On Friday please be sure to collect all completed work and bedding.

Wait List

Apple Early Learning Center generally has a waiting list for all classes. The waiting list is used on a first come first serve basis. Families will be contacted as soon as space becomes available. Siblings will be given priority to the wait list.

Children Attire

Please bring a complete change of clothes appropriate for the season for your child/ren. This should be clearly labeled including child's classroom. Soiled clothing should be taken home, and a new set replaced the next day. Closed toe shoes are required. Sneakers are appropriate. A cot cover will be provided by the center and laundered when necessary. Please provide but not required a soft cover no larger than 24" x 52" for napping. The size is important for safety reasons. On Friday's all covers should be picked up by parent, taken home for cleaning. Reminder children should be dressed in their best clothing. AELC will not take responsibility for stains caused by activities and playground time.

SECTION 4

Closings, safety & communication

Center Closing and Snow Policy

The centers hours are Monday-Friday from 6:30 AM to 6:30 PM. However, AELC reserves the right to request early pick up and late opening due to unforeseen circumstances. A message will be sent through the ProCare app should these circumstances arise. Should this occur, we will make every effort to keep you safe and involved in their daily routine. The center will be closed for the following holidays:

- New Year's Day
- Memorial Day
- Labor Day
- Dr. Martin Luther King Jr. Birthday
- Juneteenth Day
- Thanksgiving Day & the Day after
- Presidents' Day
- July 4th (Independence Day)
- Christmas Day

The last FRIDAY (of the summer program before school begins) the center will be closed. This day is used for Staff Training and deep cleaning.

Snow Policy

AELC will open on time if PGCPS open on time. AELC will open on time if PGCPS is delayed 1 or 2 hours. (AELC reserves the right to change) A message will be sent through the ProCare app with the most up to date details when necessary.

Accident or Injury

If a child is injured during the day and medical attention is required, a parent will be immediately notified. Should it be more serious, AELC may request you pick up your child. If the situation is an emergency, our

staff will call 911 first, then contact the parents. Should the child need to be transported to the hospital a staff member will accompany the child. All accidents and injuries require an accident/incident report. This is a written document to be signed by all parties involved. It is IMPERATIVE to keep all emergency information and contact numbers up to date. It is the responsibility of the parent to make sure that any information that is different than what was originally on the emergency card is corrected by written notification to the administrative staff.

Parent Communication

Effective parent communication is the key to providing a quality education experience for your child/ren. Our center has an open-door policy, and you are welcome to visit and participate in your child's class at any time. Written communication may be daily depending on your child's class. Please be aware of this communication as it may contain important information about your child/ren day. Communication is always welcomed through the ProCare app. At any time, should you wish to discuss a concern or administrative matter please reach out to the director. We may ask that you schedule an appointment so that we have more quality time to discuss the situation.

Van Policy

AELC is pleased to offer transportation with our private Ford Transit Vans. If your child is transported by one of our AELC vans, your child must follow all safety guidelines. Any violation may result in suspension from being allowed to ride in our van to and from school and field trips. AELC reserves the right to terminate the service for any reason. If your child is not transported for any reason, it is required to notify the center in advance. Failure to do so will result in a $10.00 transportation fee added to your account.

SECTION 5

Illness, health & medication

Exclusion Health and Safety

Staff will monitor children for signs and symptoms of illness. Parents will be notified if such signs or symptoms are observed. When notified, it is the parent's responsibility to arrange for the child to be picked up IMMEDIATELY from the center. During the interim the child will be placed in a suitable equipped area with supervision. Your child's /ren health and well-being are our top priority. To maintain a safe and healthy environment for all children and staff, we follow a strict illness policy in accordance with the guidance from the Maryland State Department of Education's Office of Child Care (MSDE OCC) and local health department recommendations. Our staff will conduct daily health observations throughout the day. If a child appears unwell or is not acting like themselves (example: increased lethargy, irritability and or loss of appetite) we will perform a temperature check and assess for any signs of illness. If Symptoms of concern should be present at any time families will be contacted for IMMEDIATE pickup: Symptom of concern but not limited to are as follows:

- Fever of 100.4 or higher
- Fatigue
- Difficulty breathing
- Eye drainage
- Cough

- Drowsiness
- Rapid Breathing
- Eye Redness
- Sore throat
- Runny or congested nose
- Body aches
- Vomiting or diarrhea
- Unusual Rash/Skin discoloration
- Eye Irritation

AELC reserves the right to request pick up for any of the following and not limited to. Please be considerate of the request for the safety of your child, other children and our staff.

Return to Center Requirements

Children sent home due to illness must be symptom-free for at least 24 to 48 hours without the use of fever-reducing or other medication. AELC reserves the right to request a doctor's note prior to returning to the center. If a doctor's note is provided prior to the 48 hour our administration will take careful consideration to allow the child to return based on the severity of the illness.

Communicable Illness Reporting

It is mandatory to report any illness to our center IMMEDIATELY upon being diagnosed. Illnesses to be included but not limited to are as follows.

- Influenza
- RSV
- COVID-19
- Strep Throat
- Conjunctivitis (pink eye)
- Hand/Foot/Mouth

This allows us to monitor and look for symptoms among other children and inform affected families if needed, while maintaining confidentiality. We kindly ask that families be on the side of caution. If your child is not feeling well, please keep them home. Sending a sick child to school not only prolongs their recovery but also puts the other children and our staff at risk.

- PLEASE BE CONSIDERATE WHEN IN DOUBT-STAY OUT

Medication Policy Reminder

Staff and Administration may only administer medication with a completed Medication Authorization from the Maryland State DOE Medication Administration Authorization Form Signed by both the parent and healthcare provider. Over-the-counter medications (including cold medicine) will not be given without this documentation. If you have any questions regarding this policy, please do not hesitate to reach out to the front office. Thank you for your cooperation in helping us maintain a healthy learning environment.

SECTION 6

Staff, field trips & nutrition

Staff

At Apple Early Learning Center, we pride ourselves on recruiting and retaining the best and brightest in the industry. Our staff are dedicated and caring individuals with a variety of experience and education in the early childhood field. AELC is committed to providing a quality early childhood program that will help your child to achieve the appropriate developmental skills, concepts and experiences that will help them transition to the next stage of growth and success.

Field Trips and In-House Programs

AELC will participate in field trips when permitted during the school year. The summer program offers trips weekly. These trips are educational and fun. We encourage parents to volunteer to chaperone during these trips. To ensure the safety of the children AELC reserves the right to request parents with children under the age of 2 participating, MUST have a parent or chaperone present to attend. The cost of the field trip is not a part of the regular tuition or program/activity fee. Each trip will have an associated cost applied to your account. Although children are not obligated to attend, they are strongly encouraged. To attend a field trip, you will need to fill out the necessary paperwork and pay in advance for the trip according to the details. Your account must be current to sign up. If your child does not attend, they can remain at the center for the normal school day. All children are required to wear the Camp Tee Shirt (paid in your summer activity fee) the day of the trip.

Child Care Nutrition

AELC understands that good nutrition is vital for children to develop strong bodies and brain, as well as giving them the energy to participate in daily activities. We appreciate good nutrition because it helps them concentrate and stay focused throughout the day. Our program provides nutritionally balanced breakfast and snack. A nutritional lunch can be provided for an additional cost. Our program accommodates the special dietary needs of all children enrolled. Staff will encourage parents to send lunch and snack for their child/ren to be nutritionally balanced. Our program will make sure to adhere to any food allergies or special dietary needs. Example we will allow a parent to bring in lactose free milk if a child cannot drink the milk we provide. If a child has an allergy to food that is being served, we will substitute for something that is equally nourishing. All known allergies must be listed on the Maryland State DOE Allergy and Anaphylaxis Medication form and must have a plan of action filled out on the Administration Authorization Plan. This is for the safety of your child/ren. AELC will serve the following and not limited to fruits at least two times a week for Breakfast or Lunch (if signed up) or a healthy snack. We serve 100% juice and 2% or whole milk. Our program allows sugary food only on a special occasion. For the holiday celebration a sign-up sheet with specific food and beverage will be place in classrooms so that all can participate but not required too

Weekly Menu

When planning our weekly menu we follow childcare nutrition guidelines. We limit the amount of sugar, fats and salt provided for our breakfast, Lunch (if requested) and snack. We also include food that is culturally diverse and seasonally appropriate. We include new and different foods as well as include the children's favorite recipes. AELC has a weekly rotating menu to provide the children with a balance of variety and familiarity. Menus are available at your request. Menus are subject to change. Students will be served a hot and/or cold breakfast, lunch and afternoon snack at the following times. Breakfast is offered from 7:00 am – 8:30 am Lunch is served at 12:00 pm and PM snack is at 3:00 pm. Meals and a snack are planned so that no child will go more than four hours without being offered food.

Role of Staff in Nutrition Education

Our staff provide opportunities for children to learn about nutrition frequently during the week. Our staff will act as role models for health eating in front of children. During mealtimes staff will sit and converse with students about meals and specific foods to promote healthy eating habits.

Nutrition and Punishment

Staff will never use food as a reward or punishment.

Professional Development

Annual nutrition training is required to ensure that all staff understand the important role nutrition plays in the overall well-being of the children.

Toys from Home

At times the center has show-and-tell where your child can bring a special stuffed animal or toy to share with his/her classmates. All items should be labeled with your child's name. Apple Early Learning Center is not responsible for any items brought into the center from home that get lost or stolen. **Smart Watches are not permitted within classrooms due to privacy reasons.

SECTION 7

Withdrawal & termination

Withdrawal

AELC requires a two-week written notice if you are planning to withdraw your child/ren from our program. Failing to give proper notice will result in a fee not exceeding two weeks' tuition. For any reason you should withdraw and re-enroll there will be a reenrollment registration fee and current tuition is due prior to start date.

Termination Policy

Apple Early Learning Center is committed to providing a safe and nurturing and developmentally appropriate environment for all children in our care. While we strive to support every child and family through challenges, there may be instances where continued enrollment is not in the best interest for the child, other children, staff or the program. Termination of care is considered a last resort after reasonable efforts have been made to resolve concerns. Situation that may lead to termination include, but are not limited to:

- Ongoing disruptive, unsafe, or aggressive behavior that poses a risk to the child and others.
- Failure to follow center policies or repeated violations of the parent agreement.
- Non-payment or habitual late payment of tuition and fees.
- Inability of the program to meet the individual needs of a child within the scope of our resources and staffing.
- Repeated failure to follow drop-off or pick-up procedures, including late pickups.
- Any behavior from a parent or guardian that is threatening, hostile, or disrespectful toward staff, children or other families.

Procedure for Termination

Documentation and communication

Concerns will be documented and discussed with the parent/guardian as they arise. Staff will make reasonable efforts to address concerns through communication, observations, and intervention strategies.

Support and Intervention

AELC may implement temporary strategies or accommodation in attempt to support the child's continued enrollment, where appropriate and feasible.

Notice of Termination

If issues persist or are deemed severe enough to warrant immediate action, AELC reserves the right to issue either a verbal or written notice of termination. A two-week notice may be provided at the discretion of the director, unless circumstances require immediate termination for the safety and well-being of others. This will be determined at the discretion of the director and other staff members.

Immediate Termination

In cases of extreme behavior, safety threats, or other urgent concerns, AELC reserves the right to terminate care effective immediately without prior notice.

Final Decision

All termination decisions will be made at the discretion of the center director and are final. AELC understands that termination can be difficult for both families and staff. Every effort will be made to handle these situations with professionalism, empathy and respect.

ACKNOWLEDGEMENT

Policies and procedures

Please sign to confirm you have read, understood and agree to the policies and procedures of Apple Early Learning Center. Families enrolling online sign these acknowledgements electronically in the enrollment form.

My signature below indicates that I have received a copy of the **nutrition policy**, it has been reviewed, and I have read and fully understand the policy.

Parent signature _____ Date _____

Print name _____

I have received and read, and fully understand, the **AELC Family Handbook** detailing the policies, procedures and fees, including the termination policy.

Parent signature _____ Date _____

Print name _____

Additional resources: Maryland State Department of Education, Office of Child Care: earlychildhood.marylandpublicschools.org