

What a Fantastic

Place to be!

2020-2021

Moody Early Childhood Center



**THE FAMILY
HANDBOOK**

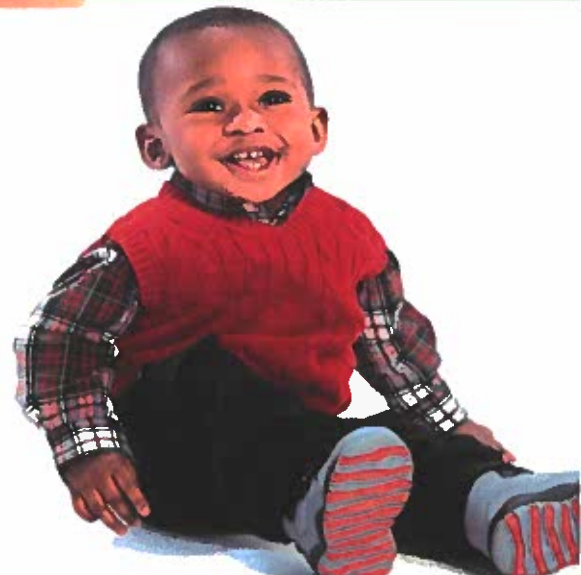


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Program Philosophy

Mission Statement

Moody Early Childhood Center provides a safe, nurturing, and developmentally appropriate program that fosters active learning, support for the whole child, and a child-friendly environment. MECC fosters innovation, embraces teamwork, strives for excellence, respects and supports families, commits to service at all levels, respects and appreciates diversity, actively listens and seeks to understand, communicates openly and productively, uses resources creatively and responsibly and abides by the NAEYC code of ethics.

At Moody Center, we will:

- Be a fun, safe, creative learning center for Galveston children from newborn through Prekindergarten 4.
- Prepare children academically, emotionally and socially for kindergarten.
- Have a highly qualified staff experienced in, and committed to, the very best early childhood education
- Welcome families and community partners into the life of the center.
- Give every child a strong foundation to do his or her best in school and in life.

Moody Early Childhood Center strives to be nationally recognized as an outstanding childcare center.

Vision Statement

The vision of **Moody Early Childhood Center** is to ensure that Galveston children, regardless of their families' economic status, enter kindergarten prepared to succeed.

Motto

“Giving all Galveston children the opportunity to soar”

Handbook

Welcome to Moody Early Childhood Center (MECC). Thank you for selecting MECC as your child's Early Childhood Center. We are the first in-district charter school in the state of Texas serving infants 6 weeks old through Prekindergarten and have created this “Parent Handbook” to introduce you to the Philosophy and Culture of our school. Most of the answers to your questions can be found in the handbook. If your question isn't answered in the handbook, don't hesitate to call a Moody Early Childhood Center Family Advocate at (409) 761-6930. Our handbook is reviewed yearly by Moody Early Childhood Center Board of Directors and any changes made to our policy will be shared with parents immediately. Our policies and procedures are in accordance with the minimum standards posted by the Texas Department of Family and Protective Services, Texas Rising Star, and NAEYC. You can access a copy of the minimum standards by contacting The Department of Family and Protective Services Child Care Licensing Department at 512.834.3195 or at their website: www.dfps.state.tx.us.

Accreditations

Moody Early Childhood Center is licensed by the Texas Department of Family and Protective Services, and accredited school through the Texas Education Agency and the Texas Charter School Association, as well as is working toward additional state and national accreditations. We strive to ensure that our program meets and/or exceeds all requirements.

Administration and staffing

Executive Director

Karin Miller, Executive Director/Executive Director for Moody Early Childhood Center, is an education veteran with more than thirty years of classroom and administrative experience.

Inspired by her own kindergarten teacher, Ms. Miller began her career as a pre-school and kindergarten teacher. After twelve years in the classroom, she moved into program management.

She was an early childhood specialist and federal programs coordinator for Brazosport Independent School District. There she managed district coordinators for all federal programs and established curriculum and staff development for early childhood, pre-kindergarten, kindergarten, and adult education programs.

Karin has extensive experience in school administration, policies, and procedures through her years as assistant superintendents for special programs at Cleveland Independent School District and supports services at Texas City ISD.

Karin holds a Master of Science degree in educational management from the University of Houston Clear Lake and a Bachelor of Science degree in curriculum and instruction from Texas A&M University. She has continued her education with several special training programs, certifications, and professional affiliations.

Staff hiring

When hiring teachers and administrators for our programs, we value diverse education and life experiences. We look for staff members who have a passion for working with young children and their families. All of our staff meet or exceed the Texas Department of Family and Protective Services requirements, and our teachers meet state certification standards.

The foundation of our team is built upon staff members who:

- Are knowledgeable about developmentally appropriate practices for early childhood learners.
- Are prepared to share their life experiences, talents, and interests.
- Enjoy the outdoors and have a personal connection to the natural world.
- Are professional, creative and passionate individuals experienced in fostering the whole child.

Teacher-student ratios

We believe in the importance of maintaining high standards regarding staff to student ratios. We also believe that the process of developing meaningful relationships with children is best achieved in small groups. Therefore, we strive to maintain a staff ratio as follows:

- 0-11 months 1 adult: 4 children
- 12-23 months 1 adult: 5 children
- 24 -30 months 1 adult: 7 children
- 30 -35 months 1 adult: 8 children
- 3 years+ 1 adult: 10 children

Curriculum

At Moody Early Childhood Center, we are deliberate in choosing activities and educational settings that give all our children the opportunity to soar. We have chosen Frog Street Curriculum® for every age group.

Infant

Designed around the latest scientific early brain development research, Frog Street Infant curriculum is designed to build strong foundations for little ones ages 0-18 months. This child-centered program includes activities that:

- Equip caregivers to nurture the little ones in their care.
- Optimize key windows of opportunity for growth and development.
- Are designed with intention and purpose and organized around five developmental learning areas: language, physical/motor, social-emotional, and cognitive.
- Feature Dr. Becky Bailey's Conscious Discipline® strategies to enhance social and emotional development.

Toddler

Our Toddler program is designed around the latest scientific early brain development research. This program focuses on enhancing the simple joy of childhood. Caregivers help children build self-confidence and foster curiosity through exploration. Our teachers provide a warm nurturing environment, safe for each child to discover the world around them.

Frog Street Toddler, created by Dr. Pam Schiller, incorporates Dr. Becky Bailey's Conscious Discipline® and includes activity choices specifically created for children ages 18-36 months. Activity choices:

- Are organized around five developmental domains: language, social-emotional, cognitive, and physical/motor.
- Offer differentiated instruction options to meet the needs of all learners.
- Can be infused into daily routines, such as diaper changing, transitions, and outdoor play.
- Are designed with intention and purpose to move children forward in their development.

Prekindergarten

According to early childhood brain research, the cognitive, physical, and social skills of most rapidly developing three and four-year-olds are significantly different from other ages. Frog Street offers activities developed in accordance with early brain development research that incorporates activities that includes all developmental domains. In addition to developmentally appropriate literacy and foundational math activities, Frog Street incorporates Dr. Becky Bailey's Conscious Discipline activities to ensure all aspects of a child's development are met. Activities:

- Easy-to-use activities developed in accordance with early brain development research.
- A well-rounded scope of activities that includes all developmental domains.
- Individualized/differentiated instruction and activities to target each student at their own learning level.
- Intentional instruction that optimizes key windows of opportunity for growth and development.
- Social and emotional emphasis featuring Dr. Becky Bailey's Conscious Discipline®.

Afterschool Program

MECC offers a program that is engaging for both our teachers and the children participating in the extended day program. We integrate extension activities from the Frog Street curriculum, which is a comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines, with targeted STEAM (Science, Technology, Engineering, Art, and Math) activities to encourage creativity and hands-on learning.

The cornerstones of the program:

- Extensive integration of theme, disciplines, and domains.
- Social and Emotional development including Dr. Becky Bailey's Conscious Discipline®.
- Differentiated instruction.
- Joyful approach to learning.

Classroom Goals

Moody Early Childhood Center has classroom goals to ensure quality care for the children. Striving to meet the goals that we set is important to us. Each age group will build upon the previous goals.

Infant

- To ensure the safety of all of our children during all routines and activities and to be alert and attentive at all times. We constantly make certain that all play areas are safe, secure and we provide a healthy environment.
- To provide an attractive environment for the children with age-appropriate activities that stimulates the use of the five senses.
- To provide physical activities that support large and small muscle development while supporting social and emotional growth through positive guidance and interactions.

Toddler

Moody Early Childhood Center has designed an environment to meet the overall needs of toddlers enrolled in our program. With the use of age-appropriate activities and interactions, the following goals should be met before the child enters Pre-K.

- Shows pride in new accomplishments.
- Feels safe away from parents.
- Demonstrates initiative and independence.
- Can influence others.
- Helps clean-up.
- Displays an interest in communication.
- Can sit well in a chair.
- Uses a crayon and/or paintbrush.
- Attempts self-care, such as putting on own clothing and washing hands.

Pre-K

The Pre-K learning environment at Moody Early Childhood Center is designed to develop children using age-appropriate experiences. Because each child has his or her own individual needs, expectations may vary; each child is challenged but not hurried. Ideally, the following goals help to establish a baseline of goals that should be met by the time a child enters kindergarten.

- Will try new activities.
- Has self-confidence.
- Desire to learn.
- Listens attentively.
- Demonstrates self-control.
- Focuses on tasks.
- Tries to problem solve independently.
- Participates in clean up.
- Takes care of own toileting needs.
- Stands up for own rights.
- Resolves conflicts peacefully.
- Courteous and polite.
- Has age-appropriate vocabulary.
- Recites jingles and rhymes.
- Displays good balance.
- Builds with blocks.
- Throws/catches a ball.
- Demonstrates knowledge of colors, letters, shapes, and numbers.
- Recognizes own name (written).
- Knows birthday, telephone number, and street address.
- Knows age.

Observations and Assignments

All of our teachers are highly trained and qualified. We take great care in placing each student in a classroom that will help them succeed. Please note, we will take parent requests under advisement; however, we cannot promise any particular teacher for your child.

Per TEXAS DEPARTMENT FOR PROTECTIVE SERVICES, children are assigned to classrooms by age. When it is time for your child to move to the next classroom, Moody Early Childhood Center will notify you and develop a transition plan for the child. Teachers will discuss the decision to move your child's classroom prior to any transition. In all instances, when a child transfers to another educational setting we will work to ensure a smooth transition.

We value your child's experiences. When your child starts at Moody Early Childhood Center, observations and ongoing assessment will occur throughout their time here and the results will be sent home and discussed with you. This will help us provide the best care academically and socially for your child.

Logistical information

Hours of operation

Moody Early Childhood Center is open from 7:00 a.m. until 6:30 p.m., Monday through Friday, year-round except for observed holidays and professional development days.

Infant and Toddlers will enter from the Avenue L entrance and may arrive at 7:00 a.m. Academics begin at 9:00 a.m. No student will be allowed to enter after 9:00 a.m. without a doctor's note.

Pre-K students may enter through Avenue K and may arrive as early as 7:00 a.m. Staff will be outside to assist getting your student out of your vehicle from 7:00-7:30 a.m. If you need to park, you will enter through the Avenue L entrance. Breakfast will be served from 7:00-7:20 a.m. in the cafeteria. Students arriving after 7:20 a.m. will not be served breakfast, and all food must be finished or thrown away by 7:30 a.m. Breakfast is not permitted in the classrooms. After 7:30 a.m., parents must enter through the doors on the Avenue L to get a tardy slip before students may go to their classrooms. Classes begin promptly at 7:30 a.m. and are released at 3:00 p.m.

Children participating in the MECC extended day program remain on campus after the school day ends and can stay until MECC closes at 6:30 p.m. Parents picking up extended day students must enter through the Ave L entrance.

Tuition

Tuition is based on a 12-month calendar. Parents are encouraged to pay the full tuition prior to the first day of school but may choose to pay in monthly or weekly installments. Monthly payments will be due by the first day of the month for the following month. Weekly payments are due Monday morning of each week. Parents have the convenience of using our 'Pay Online' option using the link included on your electronic invoice. Tuition is based on enrollment **not** attendance.

- **Illness:** Refunds or credits will not be issued for illnesses.
- **Vacations:** (For students in the Infant & Toddler program only), refunds or credits will not be issued for vacations that are less than 2 weeks in duration. For vacations for 2 weeks or more:
 - Parent/guardian must give a note to the Attendance Coordinator at least 2 weeks prior to a vacation.
 - Tuition may be reduced to half price for the time the child is on vacation.
- **Holidays:** Refunds or credits will not be given for holiday closings.
- **Inclement weather closings:** Refunds or credits will not be given for inclement weather closings.

Moody Early Childhood Center accepts cash, credit or debit cards, money orders, and cashier's checks.

Non-payment of tuition is grounds for immediate dismissal from the program. Timely payments are essential for continued enrollment at Moody Early Childhood Center; however, if you anticipate difficulty with paying on time, please discuss the matter with the Business Office or your Family Advocate immediately. If alternative arrangements for payment are approved, you will be notified by the Business Office.

Late payment fee

Weekly Tuition: Payments are due by the close of the business day on Monday. Payments not received by the close of day will incur a late fee of \$20.00 that will be added to the tuition payment.

Monthly Tuition: Payments are due by closing on the first business day of each month. Payments not received by the close of day will incur a late fee of \$20.00 that will be added to the tuition payment.

Parents who are late on a payment will be counseled on their options. Students will not be able to return on Wednesday if they are behind on their payment, and we will begin to fill their spot with another family (see withdrawal procedure below). In addition, repeated late payments may be grounds for withdrawal.

Scholarships

Moody Early Childhood Center offers Scholarships to qualified families when funds are available. The prospective family will need to fully complete an application including documentation they have applied to Work Source, a class schedule, and/or one month of recent income statements. A tuition amount will be set if funds are available.

Scholarship Eligibility Requirements:

Each month, Moody Early Childhood Center Scholarship Committee will meet to review the family's economic status, attendance, child(ren) growth and development, as well as Work Source documentation, parent's meeting dates with their Family Advocate, and Family Engagement activities. Following the scholarship review process, tuition may incur an increase, decrease, or stabilize.

Childcare Subsidies

Moody Early Childhood Center accepts childcare subsidies. Families that receive subsidies must have the Texas Workforce Commission Case Manager call the Business Office to authorize care before the child(ren) can start care. Families that receive subsidies must also meet with a Moody Early Childhood Center Family Advocate before the child(ren) may start care. If a Co-Pay is authorized by Texas Workforce Commission, parents are required to fulfill their obligation with Texas Workforce Commission and pay their co-pay by Monday at the beginning of the week or we will have to report non-payments to Texas Workforce Commission. Parents of a subsidized child(ren) must complete all required paperwork on time to continue enrollment at Moody Early Childhood Center. Parents must contact Texas Workforce Commission in the event a family is unable to pay the co-pay designated by Texas Workforce Commission.

Why timely pick-up matters

Transitions are particularly difficult for children during early childhood. Arriving on time helps to ensure that your child will be able to transition in and out of the classroom with ease and reinforces the successes of the day. Please be considerate and pick your child up in a timely manner. If you would like to stay and chat with other parents after the school day is over, please do so outside of the classroom space. This helps us ensure that all the students still waiting to be picked up are safe and accounted for. We must provide constant care for our students, so if you would like to speak with your child's teacher, please make an appointment rather than having a conference during pick up or drop off.

Late pick up fees

Pre-K: Classes end at 3:00 p.m. and it is imperative that students are picked up in a timely manner. Families more than 15 minutes late must pick up the student in the office. If children are late more than 2 times, parents will be counseled. Further late pickup may result in children being withdrawn from the program.

Infant, Toddler, and Extended Day: Parents picking up children after 6:30 p.m. are considered late. Families will be charged late fees when they are late picking up their child. Parents will be counseled at the first late pickup. The late charge will increase to \$5.00 for every minute for any additional incident. Any expenses accrued will be added on and collected with the following tuition payment.

Holding fee

Infant & Toddler: Moody Early Childhood Center provides a "future date of enrollment" option for families. A fee of \$75.00 will be required to hold a slot for your child to attend. Spots can be held for up to two (2) months. Priority will be given to siblings of children currently enrolled in Moody Early Childhood Center. When all spaces are full, children are placed on the waiting list. As spaces come available, and there are no presently enrolled children ready to move up, the next child on the waiting list (based on the date of application) who fits enrollment criteria will be notified. At that time parents can either accept the open slot by paying the full tuition or decline the slot in which case the spot will go to the next child of the appropriate age on the waiting list. Due to these factors and the number of names on the waiting list, MECC cannot guarantee or predict a start-date at the time of application.

To be placed on the waiting list. A registration form must be completed and submitted to the Register Office. A \$75.00 **non-refundable** holding fee is required. When the child is accepted for enrollment, the \$75.00 registration fee will be applied to the first week's tuition.

Additional expenses

All parents should anticipate occasional, small expenses throughout the year; these may include but are not limited to field trips, photos, and special projects.

School closures

As much as possible, Moody Early Childhood Center will follow the Galveston Independent School District for inclement weather closings. However, as your children's safety and learning experience is paramount to us, on occasion inclement weather may cause the limitation or cancellation of school hours independent of the public-school system. In case of closure, we will always do our best to notify you as far in advance as possible. Delays and cancellations will be posted via Tadpoles and sent to parents by email. If the school should need to close early due to weather, you will be notified by phone.

Calendar

School closures and holidays are provided in a calendar to families, in the appendix of this handbook, are posted on the website at www.MoodyChildhoodCenter.org, and included in Tadpoles.

Withdrawal policy

If you choose to withdraw your child from Moody Early Childhood Center, you must fill out a 30-Day Notice of Withdrawal form (available upon request). This form must be signed by the Executive Director and submitted at least 30 days in advance of your child's intended date of withdrawal. You will pay for your child's final month. If you paid the full tuition upfront, you will be reimbursed the remaining months minus a 10% processing fee and the last month's tuition.

Enrollment and admission

Enrollment requirements

Children are admitted to Moody Early Childhood Center regardless of sex, race, color, religion, political, affiliation, national origin, or opinions. The parent must participate in an intake session with the registrar in order to complete all admission forms before a child may begin attending MECC. Enrollees must meet immunization and health requirements set by Texas DFPS Minimum Standards.

In order to enroll in the **Infant and Toddler** program at MECC, your child must:

- Be at least six weeks old and not turn 3 years old before September 1st.
- Be current on all immunizations.
- Submit all required documentation and complete the appropriate paperwork.

In order to enroll in the **Pre-K** program at MECC, your child must:

- Be 3 years old on or before September 1st
- Be current on all immunizations.
- Submit all required documentation and complete the appropriate paperwork.

If your child is older than the ages we serve, our Family Advocates can help find the appropriate program for your child.

Forms

Parents are asked to submit and regularly update all forms provided to them in the welcome packet.

Court Orders

In cases where the child is the subject of a Court Order (i.e.: Custody Order, Restraining Order, or Protective Order) Moody Early Childhood Center must be provided with a Certified Copy of the most recent order and all amendments. All Court Orders on file with Moody Early Childhood Center will be strictly followed.

In the absence of a court order on file with Moody Early Childhood Center, both parents shall be afforded equal access to their child as stipulated by law. Moody Early Childhood Center cannot, without a Court Order, limit the access of one parent by request of the other parent, regardless of the reason. If a situation presents itself where one parent does not want the other parent to have access to their child, and a conflict arises, Moody Early Childhood Center staff will contact the local police.

For the safety of the child, please provide Moody Early Childhood Center with all amended and updated Court Orders. Once presented with a Court Order, Moody Early Childhood Center is obligated to follow the order for the entire period it is in effect. Employees of Moody Early Childhood Center cannot, at the request of anyone, except the issuing judge, allow a Court Order to be violated. Moody Early Childhood Center will report any violations of these Orders to the court.

For enrolled families

Communication

We use Tadpoles, a safe and secure software to create daily reports and share information with parents by text and email. We can share daily reports, photos, videos, notes, and reminders instantly to parents' emails throughout the day. We'll let our parents know what we're working on in school so that they can extend the education at home. We'll send emails out to our parents or notify all parents by text message of school closings or other urgent messages.

Read more about Tadpoles <https://myTadpoles.com/>. You can also download Tadpoles Parent app for iPhone, iPad, or Android:

ANDROID LINK: <https://play.google.com/store/apps/details?id=co.kidcasa.app>

IPHONE AND IPAD LINK: <https://apps.apple.com/us/app/Tadpoles-child-care-app/id902823296>

Why attendance matters

As with arriving on time, attending consistently establishes an important routine for your child. Good attendance is a habit that children need to form. If they don't do so early, attendance suffers later. Plus, we want to maximize the fun learning experiences of every child. Interactive and instructional playtime begins at 7:30 a.m. for our PreK students and at 9:00 a.m. every day for our Infants and Toddlers. To ensure all students have ample time to learn and explore during the day, we need the students to be here on time and ready to learn.

Attendance

Infant and Toddler: Regular attendance is an important element of your child's success here at Moody Early Childhood Center. Academics begin at 9:00 a.m. and children must arrive before 9:00 a.m. to attend school. After 9:00 a.m., they must have a doctor's note to attend. Please speak with your child's teacher or Attendance Coordinator if an extended absence is anticipated.

PreK: Regular attendance is an important element of your child's success here at Moody Early Childhood Center. Academics begin at 7:30 a.m., therefore, children arriving after 7:30 a.m. will be marked tardy, and parents must pick up a tardy slip in the office before taking their child to class. Children arriving to class without a tardy slip will be sent back to the office.

After excessive tardies and/or five absences, families will be required to meet with Moody Early Childhood Center's Attendance Team to discuss an improvement plan to ensure consistent attendance.

Dress Code

Your child's attire should be age appropriate. Clothing should never display inappropriate pictures or wording. Underpants should always be covered. If a child is wearing a dress, they must have shorts or bloomers underneath. Also, should spaghetti straps be worn, they must fit correctly. If they constantly slip off and expose the child's chest, a t-shirt will be placed on the child unless alternate clothing is provided, at which time we will have the child changed. Clothing malfunctions can often produce unnecessary inappropriate conversations.

Children are required to wear their shoes throughout the entire day. This rule is aligned with our new shoe policy: Shoes should be comfortable and provide adequate protection for the feet during outdoor play. We ask that children wear rubber-soled tennis shoes. Sandals, flip-flops, jellies, crocks are not allowed, as this type of shoe is a safety hazard.

Necklaces and bracelets are not allowed, as they are a distraction, and they may be lost or broken while at school. We ask that no toys, money, gum, candy, and cosmetics be brought to the center.

Infant and Toddler: Children should wear comfortable age-appropriate clothes that can be worn for multiple activities. Please dress your student in clothes that they can easily handle themselves when going to the bathroom (if potty trained). Dress your student appropriately for the weather. Long sleeves and long pants or sweat suits are appropriate when it is chilly and short sleeves and short pants or skirts when it is warm.

PreK: PreK students are required to wear our school uniform. The PreK uniform consists of a navy blue or white polo shirt and your choice of pants/shorts/skirts with closed-toed shoes. All dress code requirements as stated above apply.

Clothing and Personal Belongings

All children should have at least one complete set of clothing that is to be kept in the classroom or backpack in case of accidents, spills, etc. The clothes should have the child's name on it and should be seasonally appropriate. Parents of children using diapers are asked to provide diapers and wipes.

Labeling

Please label all clothing and other belongings with your child's name. Accidents happen and it's easy for clothes to get mixed up.

Accidents

Your child will occasionally have accidents. Please keep an extra change of clothes, including socks, underwear, and shoes in a large Ziploc bag labeled with your child's name in your child's cubby every day. You will need to replace the clothing in the bag once they have been used.

If your child does have an accident, we will send the soiled clothes home in a labeled plastic bag at the end of the day.

Breastfeeding

Breastfeeding moms are welcome at all times on campus! They are provided with a comfortable and padded rocker for their use in the Family Engagement Room. Every opportunity will be made to give our moms the level of privacy that she feels comfortable.

For moms having difficulty or challenges with breastfeeding, please talk with your Family Advocate for additional support and help.

Parents have the right to breastfeed or provide breast milk for their child while in care.

Supplies

Please refer to the supply list in the enrollment packet for all needed supplies.

Your child's first day

Please bring the following to school on or before your child's first day:

- All required enrollment packet forms.
- Backpack.
- Extra set of clothing (including socks, underwear and shoes).
- **Infant and Toddlers:** bottles, milk/formula, and diapers if appropriate. (Bottles must be made are ready for use.)

Adjustment to Moody Early Childhood Center

Starting school is a big step for most kids. Some children are excited to participate, and they easily acclimate to class. Other children are nervous at first but quickly 'warm-up' as they are engaged in activities. Still others may have a longer adjustment period as they gradually become comfortable with a new environment and expectations. Occasionally a child who is eager at first may have difficulty later upon realizing the change is a permanent one. There is no right way for a child to "adjust" to school. Our expectations are open-ended, and we understand children will acclimate in their own unique way, and we will provide support and encouragement to help each child adapt to our program.

As a parent/guardian, you have a unique insight as to how your child reacts to new settings. There are many ways to prepare your child for class, such as talking about it one week before school starts. "Next week you'll be going to Moody Early Childhood Center! Won't that be fun?!" As your child asks questions, answer them honestly. "You're going to meet friends, sing songs, make art, go on adventures and learn new things — you will have lots of fun!" Try to address the upcoming change in as natural a way as possible and acknowledge your child's feelings about it.

When you drop your child off, assure him or her that you will be excited to hear all about the day when it is time to be picked up. You might even give your child a challenge: "While you are in class today, pick your favorite thing to tell me about — I can't wait to hear about your day!" If your child is experiencing a very difficult transition, please share your concerns with the teacher so that she can help provide a smooth and happy experience.

Saying goodbye

Figuring out the best way to support your child at drop-off can be an anxiety-inducing process for parents as well as children. It is important to recognize that if a child does not know when the parent is leaving, there can be constant stress waiting for that moment and he/she may never fully settle. If you or your child is concerned about saying goodbye, we are more than happy to work with you to make a plan ahead of time. The most important thing is to tell your child exactly what will happen and then follow through decisively. Planning and practicing a routine the night before can be comforting for everyone involved. Let them learn how to let go and find their rhythm, make friends, and discover their favorite school-time activities while also communicating your confidence that they will do fine. It can be difficult to walk away on that first day of school, but in so doing you will assure your child that it is all right for them to do the same, adjust, and join in with their peers. A quick, direct exit from the classroom will provide secure boundaries for your child and signal to them that you are confident they are going to be happy and safe. If your child is upset when you leave, just relax and know that children usually calm down and are participating before a parent reaches the parking lot. Please feel free to call at any time to check on your child.

Parent participation

Open door policy

Note: MECC will follow the Pandemic Plan located in the Appendices in the event of an outbreak.

Families may begin to schedule visits after the first month of school. All visitors will need to check in to obtain a visitor's ID badge before entering classrooms. While visiting Moody Early Childhood Center we ask that parents observe and encourage their child to adhere to school rules and routines. If you wish to visit for an extended period, please arrange a time with your child's teacher to avoid scheduling conflicts or multiple visitors. To assure as smooth a transition as possible, we ask that you refrain from visiting during the first month of school. This is a special time, both for your child and the staff. Also, if your child is having a difficult time with adjustment, we may ask for you to refrain from visiting the classroom beyond the first month until they have successfully made the adjustment. Our Family Service Department will

be happy to meet with you and your child to make a smooth transition. We do ask that if you plan to bring friends or other family members you specify that in advance.

Please, also remember that drop-off and pick-up times are very busy periods of time for the facility. For safety reasons, we highly discourage Prekindergarten pickup after 2:00 p.m. unless your child has a doctor's appointment. Also, these periods are not the best times to discuss your child's progress or growth especially if he or she is standing with you. Therefore, conferences may be held at any time throughout the year, at either the request of the parent or the teacher. Parent meetings will be held at various times throughout the year. These include both social and educational events.

How to get involved

We always appreciate parents who can help with cooking projects, join us for a walk, read a story, or share something special about themselves with the class. Please discuss these possibilities with your child's teacher. For the safety of our children, all adults volunteering and interacting with other students at Moody Early Childhood Center (including parents), must undergo a background check, training, and must always wear a visitor's ID badge, and always be under the supervision of regularly scheduled teaching staff at all times.

Volunteer opportunities include:

- Family Engagement activities
- Photography
- Reading to students
- Marketing assistance
- Musical presentations
- Work Parties
- Cultural Celebrations
- Chaperoning
- Birthday Celebrations
- Holiday events
- School programs

Communication

An open line of communication enriches the educational experience of our students and is an essential element for building partnerships. Your input is important to us. We are always happy to schedule time to discuss academic, social, emotional, or developmental questions either by phone, e-mail or in person. Please keep the lines of communication open with us and let us know of any significant events in your child's life. Visitors, work trips, moving, new babies, divorce, illness or death can affect children in class. When we are informed about these changes, we are better equipped to offer support and encouragement to your child.

To keep you informed (and well supplied with pictures of your child!), we use Tadpoles system to communicate ASAP with parents. We encourage you to sign up and use it regularly.

Parent Code of Conduct

Moody Early Childhood Center requires the parents of enrolled children to behave in a manner consistent with decency, courtesy, and respect at all times. One of the goals of Moody Early Childhood Center is to provide the most appropriate environment in which a child can grow, learn, and develop. Achieving this ideal environment is not only the responsibility of the employees of Moody Early Childhood Center but is the responsibility of each and every parent or adult who enters the Center. Parents who violate the Parent Code of Conduct will not be permitted on the property thereafter. Please refer to the Policy on Parent's Right to Immediate Access for additional information regarding disenrollment of the child when a parent is prohibited from accessing agency property.

Cell Phones

Every moment you spend with your child can help develop a positive relationship. In order to facilitate parent-child, and parent-teacher interactions cell phones are not permitted to be used inside the building. Please complete your calls/text/emails prior to entering or after leaving the building.

Swearing/Cursing

Parents must be responsible for their behavior at all times. No parent or adult is permitted to curse or use other inappropriate language on Center property at any time, whether in the presence of a child or not. Such language is considered offensive by many people and will not be tolerated. At NO time shall inappropriate language be directed toward members of the staff.

Threats of any kind will not be tolerated. All threats will be reported to the appropriate authorities and will be prosecuted to the fullest extent of the law. While apologies for such behavior are appreciated, Moody Early Childhood Center will not assume the risk.

Smoking

For the health of all Moody Early Childhood Center employees, children, and associates, smoking is prohibited anywhere on agency property. Parents are prohibited from smoking in the building, on the grounds, and in the parking area of Moody Early Childhood Center. Parents who are smoking in their cars must dispose of the cigarette prior to entering the parking area.

Interactions

While it is understood that parents will not always agree with the employees of Moody Early Childhood Center or the parents of the other children, it is expected that all disagreements be handled in a calm and respectful manner. Confrontational interactions are not an appropriate means by which to communicate a point and are strictly prohibited.

Daily schedule

Though Moody Early Childhood Center opens at 7:00 a.m., our core curriculum hours for the infant and toddler program are 9:00 a.m. to 4:00 p.m. and are 7:30 a.m. to 3:00 p.m. for our PreK students. A copy of the week's schedule and activities will be made available on Tadpoles. After 4:00 p.m., enrichment activities will be provided for infant and toddlers and after 3:00 p.m. for PreK students attending the extended day program.

Arrival/Drop off procedure

Note: MECC will follow the Pandemic Plan located in the Appendices in the event of an outbreak.

Infant and Toddlers: To access MECC, please use the Avenue L entrance. Parents must park in the designated spaces, and turn off their vehicles when they arrive. All children must be signed-in by the parent or guardian each day when they first arrive. There is a logbook in each classroom. All children should be escorted into the building by a parent or guardian. Children should arrive at school with clean clothes (not pajamas), diapers, hair, face & hands, including fingernails cut, and ready for the day. A small animal to soothe students during naptime can stay in cubbies for students 18 months and up. We ask that children wear rubber-soled tennis shoes. Sandals, flip-flops, jellies, crocs are not allowed as this type of shoe is a safety hazard. Necklaces and bracelets are not allowed because they can become a choking hazard.

PreK: To access MECC, parents may use the Avenue K drop off drive. Parents must stay in their cars and advance through the lines until they are motioned to a drop off station number. Students will be greeted at the car and escorted into the school by staff. Parents can also enter through the Ave L office to walk their students in. Students will enter and go into the cafeteria for breakfast from 7:00-7:30 a.m. Parents must park their vehicles in the designated spaces and turn off their car when they arrive. Students are considered tardy after 7:30 a.m. and need be escorted into the office on the corner of 21st Street and Ave K by a parent or guardian to pick up a tardy slip. Children should arrive at school in their uniform, with clean hair, face & hands, including fingernails cut, and ready for the day. We ask that children wear rubber-soled tennis shoes. Sandals, flip-flops, jellies, crocs are not allowed as this type of shoe is a safety hazard. Necklaces and

bracelets are not allowed because they can become a choking hazard and easily broken or lost while playing. **Toys from home are not allowed.** Students will not be able to enter the classrooms after 7:30 a.m. with breakfast from home.

All children will be required to wash their hands upon arrival. We encourage parents to help make this a part of the daily routine by assisting their child(ren) at the sink upon arrival to their classroom. Infant and Toddlers will use the sink in the classrooms. Children in PreK will use the restrooms closest to their classrooms. While this has always been a preferred habit, MECC would like to make sure it becomes a consistent positive habit, especially considering the health concerns of 2020. In addition, if your child (Prek) arrives after 7:30 a.m. we would like you to walk them to their classroom after they have washed their hands. This is extremely important to the children and will aid in Parent/Teacher communication.

Pick-up/check-out procedure

No child will be allowed to leave Moody Early Childhood Center without being accompanied by those designated as primary caregivers on his/her enrollment form as an Authorized Person or after that, in writing, by using our Authorization for Release of a Child form. Giving a note or verbal permission to your child's teacher is unacceptable.

You must add/remove people from the pickup list in person at the registrar's office. Please let us know if someone other than yourself will be picking your child up. Please inform them to have proper identification when they arrive, as this will be required. If they are not on the list and/or fail to provide proper identification (state ID), your child will not be released.

Infant and Toddlers: If you are picking up your child early, please let the office know if you will be bringing your child back after your appointment. **When you pick up your child, you must park and turn off your vehicle, and then sign them out using the classroom logbook.**

PreK: **If you must pick up your child before 3:30 p.m., you need to park and turn off your vehicle, then go to the office Ave L to sign your child out.** Students will not be allowed to leave after 2:00 p.m. unless a doctor's note is provided upon return. After school, parents must enter office Ave L and go to his or her student's classroom and sign them out.

Napping/Rest time

It is required that all children under the age of five and in care for more than 4 hours have a rest time.

Infant and Toddlers: Children under the age of 18 months will sleep in a crib and may not sleep with covers or toys. We will provide children over the age of 18 months with a cot and cover for naps. A toddler can bring a small blanket or stuffed animal from home to have at naptime. Children that are not sleeping after ½ hour rest can get up to have quiet play, like books, puzzles, coloring, etc. If a child falls asleep, he/she will be allowed to sleep for the entire naptime.

In order to reduce the risk of SIDS the following rules will be applied:

1. All infants under one year of age will be placed on their backs to sleep.
2. When an infant is able to roll over from back to belly, they will be put down on their backs but will be allowed to adopt whatever sleep position they prefer.
3. No pillows or blankets are allowed in any infant rooms.
4. Infants will not be allowed to sleep in a restricted device, such as a swing or bouncy seat.
5. Infants and Toddlers will not be put down with bottles.
6. Pacifiers will be removed from an infant's crib once they have fallen asleep.
7. The infant's head will remain uncovered at all times.
8. If your child is asleep when arriving we will wake them in order to keep them on schedule.

If you have any questions about this or need further information, please ask or call the SIDS alliance at 1-800-221-SIDS or Back to Sleep Campaign at 1-800-505-CRIB.

PreK: Students will be given a 45-minute rest period. Children who are not sleeping after ½ hour rest can have quiet playtime, like books, puzzles, coloring, etc. If your child falls asleep, they will be allowed to sleep for the entire naptime.

Food

Mealtime philosophy

Moody Early Childhood Center participates in the Child and Adult Care Food Program and provides all necessary food and beverages throughout the day, for children 12 months and older. Outside food is prohibited without director permission due to the Food Program guidelines. We approach diverse family values around food in the same way we support the individuality of each child. Meals are a time for coming together as a community and sharing the observations of the day.

Breakfast, morning snack (I&T Only), lunch, and afternoon snack are provided for all solid food children through the Galveston ISD Child Nutrition Department.

PreK: Breakfast is served 7:00-7:20 a.m. Food will not be served after 7:20 a.m., and all food must be finished or disposed of by 7:30 a.m. Breakfast is not allowed in the classrooms, so as not to interfere with instructional time. If you would like for your child to participate in our breakfast program, please make sure your child arrives before 7:20 a.m. Please refer to Tadpoles for your child's snack and lunch schedule.

Infants: We ask that parents supply all milk, breast milk, and formula for bottle-feeding children as well as baby food for those working up to solid table food. Bottles should be brought to the Center labeled with the child's name and the date they were prepared, and "ready to feed." Bottles will be refrigerated and warmed with water by the teachers. Empty bottles will be rinsed and placed in your child's diaper bag.

Toddlers: Breakfast is served 8:00-9:00 a.m. Food will not be served after 9:00 a.m., and all food must be finished or disposed of by 9:00 a.m. If you would like your child to participate in our breakfast program, please make sure your child arrives before 9:00 a.m. Students will not be allowed to bring in outside food for breakfast after 9:00 a.m. Please refer to Tadpoles for your child's snack and lunch schedule.

Until children are able to eat the meals provided by the Center, parents are required to supply formula and baby food. When your child is making the transition to table food, we will offer appropriate selections from the daily menu. Milk and fruit juice will also be available.

Allergies

If your child has an allergy or food restriction or special diets, documentation must be on file with Moody Early Childhood Center. For the safety of your child, parents are required to provide a signed copy of the "Food Allergy & Anaphylaxis Emergency Care Plan" form, detailing any allergies, or food allergies, the child suffers from at the time of enrollment or when the allergy is discovered.

This form must be completely filled out by your child's Physician as well as the Parent(s) or Legal Guardian(s) and must be updated every six months, or more frequently, as needed. In addition to this form, parents must provide Moody Early Childhood Center with a copy of any additional Physician's Orders and procedural guidelines relating to the prevention and treatment of the child's allergy. This form can be obtained from the Business Office.

Parents must also execute a "Release and Waiver of Liability for Administering Emergency Treatment to Children with Severe Allergies" form. This form releases Moody Early Childhood Center from liability for administering treatment to children with severe allergies and taking other necessary actions set forth in the "Food Allergy & Anaphylaxis Emergency Care Plan" form, provided Moody Early Childhood Center to exercise reasonable care in taking such actions. Any medication required to treat an allergic reaction must be provided in accordance with Moody Early Childhood Center Medication Policy.

Potty Training

When you feel your child is ready for toilet training, we ask that you begin teaching at home. We will follow through and encourage your child while they are in our care. Daily communication between the parent and day care provider is very

important. We will assist in potty training with the understanding that it will only be successful if we work together. Your child will not learn if they do not do it while in our care and at home.

- We use a low-key approach with lots of praise. Please realize that this should be your child's accomplishment and not yours or ours.
- Clothing should be easy to manage to encourage self-help skills. Buckles, belts, onesies, and suspenders when in a hurry to use the bathroom may create a problem and we ask that you do not dress your child in these types of clothing.
- We also require that each potty-training child bring training pants or pull-ups.
- We also require additional clothing in case your child has an accident.

Setting limits

Behavior policy

Please see the attached 2020-2021 Student Code of Conduct.

If a negative behavior occurs in the preschool, staff will address and seek to resolve it directly with the child. It is important that parents, teachers, and administration work together, but the consequences and problem-solving need to be immediately tied to the behavior. Our policy is as follows:

- Hurting another child or throwing a tantrum leads to being away from the group until the child is calm enough to rejoin the activity.
- Abuse of an activity or object leads to a loss of the privilege of using that object or material for a specific length of time
- Repeated, unprovoked hurting of another child and/or using object as weapons to injure staff or children leads to a conference with the parent, teacher, and our Department of Family Services to determine additional interventions
- Biting is subject to the same behavior actions as hurting another child and repeated, unprovoked hurting of another child
- Issues may arise when a student's behavior become a safety and/or learning environment issue. Our goal at MECC is to work with both the student and their family to manage these behaviors. MECC complies with the discipline guidelines in the Texas Education Code for school-aged students.

Discipline and Guidance

The goal of discipline is to develop self-regulation. Our early childhood program fosters an environment in which children learn to respect others and their surroundings. We teach and encourage children to use problem solving and conflict resolution skills. Other discipline techniques we employ are

1. **Prevention** - Children are explained the rules of the classroom frequently so that all know the guidelines.
2. **Teacher shadowing** – The Child works one on one with a teacher and mimics positive behavior.
3. **Redirection**- We offer alternatives to children engaged in undesirable behavior by presenting a different activity.
4. **Positive modeling** – We ask a child to stop and think about his/her behavior to enable the child to work at self-control.
5. **Gentle reminders**- We explain to the child the inappropriate behavior and show him/her the appropriate way to handle the situation.

Discipline will be fair, consistent, and appropriate for the age and maturity of the child. Physical punishment, such as spanking, is strictly prohibited. Any cruel and unusual discipline that is frightening or humiliating is never used.

Every effort will be made to help parents and children resolve difficulties that may arise in the program. Steps toward resolution include:

- Community resource connections and referrals for your child and family to help with issues at school and home.
- Scheduling a conference with the parent/teacher/ and our Department of Family Services.

- Developing a written plan of action agreed upon by parent, teacher, and Family Advocate.
- A referral to assess if there seem to be developmental or behavioral concerns.

Celebrations

Birthdays and holidays

Note: MECC will follow the Pandemic Plan located in the Appendices in the event of an outbreak.

Here at Moody Early Childhood Center, excitement and adventure abound. We celebrate each child's special day. You are welcome to bring a special store-bought snack, but please do not feel obliged! We like to emphasize that your child's life is the most important treat of the day. Please check with your teacher beforehand to make sure there are no dietary restrictions that need to be met and avoid excessive sweets. Muffins, fruit, yogurt, bubbles or stickers are great! If you choose to bring a treat, please provide for all children in the class. Parents are invited, but we understand scheduling often gets in the way of your ability to attend. No pressure!

If you are planning a birthday party for your child outside of school, please do not have invitations passed out at school unless all students in the class are invited. We will not be able to provide students' full names or addresses.

Staying healthy

Note: MECC will follow the Pandemic Plan located in the Appendices in the event of an outbreak.

Sick child policy

Parents are required to keep children home if they exhibit any symptoms of illness as listed below. We understand the difficulty of this for working parents, but this must be done to maintain a healthy environment for everyone. Parents are asked to not give their child medicine to lower their fever prior to coming to school. Parents are also asked to not put medication in a child's bottle or sippy cup. Parents are obligated to report any communicable disease or condition (i.e., conjunctivitis, head lice, chickenpox, etc.) to the staff so that we can alert other parents as soon as possible, in order to prevent the spread of symptoms. Students who miss three or more days of school due to illness will need a doctor's note to return.

As required by the Texas Department of State Health Services, please keep your child home if he/she has any of the following conditions:

- Fever of 100+: (Must be fever-free for 24 hours before returning).
- Diarrhea: More than one loose stool within a 24-hour period.
- Vomiting: More than once in 24-hour period.
- Severe coughing with a runny nose and colored mucus.
- Rashes: (un-identifiable or non-typical rash).
- Pinkeye (conjunctivitis): Redness of eyelid, swelling and/or discharge.
- Change of color of skin or eyes (may be signs of hepatitis).
- Unable to participate in normal activities including outdoor play.
- Lice or scabies: For head lice, children and staff may return after treatment and no nits; for scabies, return after treatment.
- Ringworm: (May return 24 hours after treatment was begun).

If your child becomes ill while at the Center, you will be called to pick-up your child as soon as possible. If you have a permission slip for your child to be seen at the Teen Health Pediatric Clinic, staff will take your child to see the Physician's Assistant.

A student may not return to school the following day unless a doctor's note is provided. A student must be fever, or diarrhea free, or on medication for 24 hours (1 calendar day) before returning to school. You will be notified should your

child be exposed to a contagious disease. (Please note the MECC Pandemic Plan will be implemented during pandemic outbreaks. Procedures listed in the Pandemic Plan are based off CDC recommendations and will supersede these

Illness at school

We will follow this procedure if a child becomes ill while on campus:

- If a child exhibits possible symptoms of an illness, we will move the child away from others and have them lie down quietly and rest. The on-premises nurse will be on-hand for consultation.
- If a parent has signed a permission slip, the student may be taken to the onsite Pediatric Clinic that is run by Teen Health to be seen by the Physician's Assistant on staff.
- If a child continues to feel ill, we will call the parents. If parents cannot be reached, a relative or emergency contact will be called to pick the child up.
- In the case of minor injury, the child's parents will be notified and an "Incident/Illness Report" will be completed.
- If a child has a head or eye injury, the parent will be notified by phone.
- In the case of an emergency involving serious illness or injury, parents and 911 will be called.
- Staff members will follow the same exclusion criteria as children.

Medication policy

Any medication or special medical procedures will be administered only with a signed Medication Authorization form (available upon request) from the parents or guardians. They are required for all types of medication, including non-prescription medication such as Tylenol, sunscreen, lip balm products, lotions and ointments, etc. Please follow the procedures below:

- Prescription drugs must be in the original prescription bottle with the child's and physician's names, the prescription number, dosage, and frequency must be current and legible
- Non-prescription medications must be in the original container with the child's first and last name and the date it was brought to school written on the container.
- Medication will only be administered to the limit of the instructions on the label.
- All medications must be dispensed by a staff member for Infant and Toddlers, or the School Nurse for PreK students.
- Before we can administer any prescription or non-prescription medications to your child you will need to do the following:
 - Keep them home for 24 hours after the first dose ~ for possible allergic reactions.
 - Sign a Medication Authorization Form.
 - All medications must be brought in the original container with the following information on the label: Child's name, Prescription name, Doctors name, dosage, Pharmacy name and phone number, Instructions for administering, & dates the medication is to be used for.
 - Nonprescription medications may include but are not limited to:
 1. Antihistamines,
 2. NON-aspirin fever reducing/pain reliever
 3. Decongestants
 4. Anti-itching ointment or lotions
 5. Diaper rash ointments or lotions
 6. Sunscreen
 7. Cough syrup
 8. Teething gels
 9. Insect repellent
- These must be sent in original containers. If any of them will be taken differently than indicated on the labels or for more than 5 days, we will need a note from the physician.

- If you fail to bring your child's prescription medication, you will be asked to go home and get it or take the child home and give the required dosage.
- We have a medication log that you can review at any time to see when your child was given his/her medications. Plus, a note giving the times and dosage administered will be on your daily reports.
- If a child will be on long term meds, or as needed medications like asthma inhalers, a note from your doctor will be required to put in our files.
- Medications that are not being used must be sent back home. Inhalers, nebulizers, and epi-pens can be kept here to be used when needed.

Immunizations and hearing/vision screenings

We require that all children be vaccinated. Families must submit a vaccination record prior to the start of school and update them periodically as additional vaccinations are due. Families have the right to choose not to vaccinate their children for personal, philosophical, or medical reasons; however, for the safety of the other children at Moody Early Childhood Center, we cannot enroll a child who is not current on their appropriate vaccinations.

The State of Texas requires all children age 4 and older to receive hearing and vision screenings. Some of our children are not of the required age, we do not provide screenings for all children; however, if parents or teachers are concerned about developmental hearing or vision issues the school nurse may be tapped to coordinate screenings for the child.

HIV/AIDS and blood-borne pathogens awareness

Every staff member is required to attend an HIV/AIDS / BBP awareness course. We will follow the Texas Guidelines when working with bodily fluids. All staff members will use universal precautions when exposed to bodily fluids with universal precautions, including:

- Using gloves or some other barrier when dealing with a bleeding wound.
- Washing hands thoroughly after dealing with blood or bodily fluids, even if gloves were used.
- Disposing of bloodied gloves, tissues, etc., by sealing in two plastic bags and placing in a waste receptacle.
- Cleaning and disinfecting all exposed surfaces.

Tuberculosis policy

MECC requires that all staff receive TB testing. PreK students also must complete a form prior to enrollment.

Additional policies

Field trips, water activities, and transportation

Infant and Toddlers: By signing the contract and enrollment form you are giving your child permission to participate in all activities at the Center.

PreK: We will have additional notification forms and permission slips regarding field trips and activities going on throughout the school year. It is your responsibility as a parent to check your child's folder and Tadpoles for notifications of events. For your child's safety, the student will not be able to attend the event if a permission slip is not signed.

Child abuse reporting

As required by Texas State Law, suspected child abuse and/or neglect will be reported to Child Protective Services (CPS). Employees are responsible for submitting reports. Under the law, employees do not notify parents when CPS has been called about possible abuse, neglect, or exploitation except on the recommendations of CPS or police personnel.

All Moody Early Childhood Center staff receive recurring training on identifying the signs of child abuse and reporting procedures. Additionally, our Department of Family Services has ongoing relationships with the Texas Department of Family Services as well as other agencies that assist families in crisis, including Family Services Center. Moody Early Childhood Center will periodically host Family Information nights that may highlight the warning signs of child abuse or neglect.

If you have questions about the signs of child abuse, please consider our Department of Family Services as a resource. Additionally, you may contact the abuse and neglect hotline at 1-800-252-5400 or visit the Texas Department of Family Protective Services at <https://www.dfps.state.tx.us/>.

Anti-harassment

We are committed to providing an environment where staff and families are treated with respect. We will not tolerate harassment from staff, families, vendors or visitors. Harassment takes many forms, and can include unwelcome comments, slurs, jokes, innuendoes, cartoons, pranks or other verbal or physical conduct that creates an uncomfortable working environment.

Grievance and licensure check policy and procedure

We recognize parents as the first and most important influence in their child's life, and that a positive working relationship between the parent and Moody Early Childhood Center is of primary importance. If a grievance occurs that cannot be satisfied by discussion with the staff, families are advised to contact their teacher, first. If it cannot be resolved by the teacher, the Education Advocate shall be notified for further assistance. Should further support or discussion be required, the Director of Education shall be contacted. If the grievance is related to registration, tuition, or other business office matters, the Director of Administration shall be notified for further assistance. If the grievance is related to Family Services, the Director of Community, Family, and Student Services will be contacted. If necessary, the grievance process will be followed culminating with a meeting with the Deputy Executive Director and/or Executive Director.

Parents may review a copy of minimum standards and Moody Early Childhood Center most recent licensing inspection by inquiring in the business office or contacting the Executive Director directly.

The local licensing office is located at 2221 West Loop S, Houston, TX 77027.

Gang-free zone

Moody Early Childhood Center is in a 'Gang-Free Zone'. Moody Early Childhood Center will report any and all criminal activity within the 'Gang-Free Zone'. Moody Early Childhood Center will post all policies and notices associated with being a gang-free zone in the main office.

Emergency preparedness plan

In the event of an emergency closing and/or inclement weather, Moody Early Childhood Center will notify families via Tadpoles. Should the school need to close in the middle of the day, the school staff will attempt to reach the child's parents first to arrange for pick up. If the staff is unable to reach the parents, the persons listed on the emergency contact form will be called until pick up arrangements can be made. Should the children need to be evacuated from the childcare center, staff will notify the parents or emergency contact person of the pick-up location.

Confidentiality

Moody Early Childhood Center respects the privacy of every child and family and holds confidential all records regarding your child's personal information. All records will be kept secure in the child's file in the office. Only the Executive Director and lead staff have access to these records. Moody Early Childhood Center will always seek your permission to share information with other professionals.

Notice Informing Individuals About Nondiscrimination and Accessibility Requirements

Moody Early Childhood Center complies with applicable Federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex. Moody Early Childhood Center does not exclude people or treat them differently because of race, color, national origin, age, disability, or sex. Moody Early Childhood Center:

- Provides free aids and services to people with disabilities to communicate effectively with us, such as:
 - Qualified sign language interpreters.
 - Written information in other formats (large print, audio, accessible electronic formats, other formats).
- Provides free language services to people whose primary language is not English, such as:
 - Qualified interpreters.

- Information is written in other languages.

If you need these services, contact Antonio Ford, Deputy Executive Director. If you believe that Moody Early Childhood Center has failed to provide these services or discriminated in another way based on race, color, national origin, age, disability, or sex, you can file a grievance in person or by mail, fax, or email. with: Antonio Ford, Deputy Executive Director, 1110 21st Street, Galveston, TX 77550, Telephone (409) 761-6930, Fax (409) 750-7177, Email antonio@moodychildhoodcenter.org. If you need help filing a grievance, Antonio Ford, Deputy Executive Director, is available to help you. You can also file a civil rights complaint with the U.S. Department of Health and Human Services, Office for Civil Rights, electronically through the Office for Civil Rights Complaint Portal, available at <https://ocrportal.hhs.gov/ocr/portal/lobby.jsf>, or by mail or phone at:

U.S. Department of Health and Human Services
200 Independence Avenue, SW
Room 509F, HHH Building
Washington, D.C. 20201
1-800-368-1019, 800-537-7697 (TDD)
Complaint forms are available at <http://www.hhs.gov/ocr/office/file/index.html>.

PANDEMIC PLAN

In response to COVID-19, Texas Health and Human Services Commission (HHS) provided specific Guidance to Childcare Facilities. Moody Early Childhood Center will operate based on best practices that are consistent with new requirements in accordance with state law, state disaster declaration, and federal guidance.

BUILDING ACCESS

- Any person, except the following, are prohibited from accessing MECC: staff; persons with legal authority to enter, including law enforcement officers, HHSC Child Care Licensing staff, and Department of Family and Protective Services staff; professionals providing services to children; children enrolled at the operation; and parents or legal guardians who have children enrolled and present at the operation.
- Pickup and drop-off of children is required to take place outside of the operation, unless it's determined that there is a legitimate need for the parent to enter an operation.
- Before allowing entry into the building, all individuals listed above will be screened which includes taking the temperature of each person upon arrival at the operation each day and participating in answering questions. Social distancing will be applied while screening. Persons will be denied entry who meet any of the following criteria.
 - A temperature of 100.4°F or above;
 - Signs or symptoms of a respiratory infection (cough, shortness of breath, sore throat, body aches, low-grade fever), or GI symptoms (diarrhea or vomiting) within the past 72 hours;
 - In the previous 14 days has had contact with someone with a confirmed diagnosis of COVID-19; is under investigation for COVID-19; or is ill with a respiratory illness; or
 - In the previous 14 days has travelled internationally to countries with widespread, sustained community transmission;
 - In the previous 14 days has travelled domestically to any area deemed a national "hot spot" for COVID-19, as these areas require a 14 day self-quarantine when entering Texas.
- All students and staff will wash their hands upon entering the building.

SOCIAL DISTANCING

- Staff will comply with social distancing standards when waiting on screening, taking breaks, and eating lunch.
- Staff will be encouraged to comply with social distancing and wear facial protection when going to a public place.
- To assist students to maintain social distance, MECC will:
 - Keep each group of children in a separate room.
 - Limit the mixing of children, such as staggering playground times and keeping groups separate for special activities such as art, music, and exercising.
 - Ensure, if possible, that children's naptime mats (or cribs) are spaced out as much as possible, ideally 6 feet apart. Consider placing children head to toe in order to further reduce the potential for viral spread.
 - Allow students to arrive as needed, not all by mandated 9:00 a.m. as stated in handbook.
 - They should monitor their health and the child's health for fever, cough, and shortness of breath during the 14 days after the last day they were in close contact with the individual with COVID-19.

STUDENT PRACTICES

- Students' hands will be washed upon entering the building.
- No outside personal items such as toys or blankets may be brought into the center with the exception of items needed for diapering, food, bottles/sippy cups, and change of clothing.
- Class sizes will keep children in small groups, having no more than 10 individuals (including children and teachers) in an activity or room.
- Small groups will be kept together throughout the day, and we will not combine groups. In addition, we will maintain the same groups from day to day.
- Social distancing will be practiced by keeping a distance of six feet and not sharing items (pens, paper, electronics, etc.) as much as possible. Wash hands immediately following any interaction and sanitize shared items.
- No large group activities under any circumstances.
- Limit the use of water tables and sensory tables, and have children wash their hands immediately after using these play stations.
- Minimize time standing in lines, keeping children at safe distances apart from each other.
- Plan activities that do not require close physical contact between multiple children.
- Increase the distance between children during table work.
- Incorporate additional outside time and open windows frequently.
- Stagger mealtimes for older children to pick up their food in the cafeteria.
- Provide individual meals and snacks in each classroom to avoid congregating in large groups
- Stagger outdoor times to limit interaction.
- Children over 2 years of age may wear face coverings that parents provide.
- No outside food may be brought in to be shared with friends.

HYGIENE AND CLEANING PRACTICES

- All children, staff, and volunteers should engage in hand hygiene at the following times:
 - Arrival to the facility and after breaks
 - Students and staff will wash their hands every hour on the hour and after interactions.
 - Before and after preparing food or drinks
 - Before and after eating or handling food, or feeding children
 - Before and after administering medication or medical ointment
 - Before and after diapering
 - After using the toilet or helping a child use the bathroom
 - After coming in contact with bodily fluid
 - After handling animals or cleaning up animal waste
 - After playing outdoors or in sand
 - After handling garbage
- Assist children with handwashing, including infants who cannot wash hands alone.
 - After assisting children with handwashing, staff should also wash their hands
- Hands will be washed with soap and water for at least 20 seconds.
- Children over 2 and staff may use hand sanitizer if hands are not visibly dirty when soap and water is not available.
 - Staff will supervise children when they use hand sanitizer to prevent ingestion.
 - Hand sanitizer will be stored out of reach of students.
 - Students will be closely supervised to ensure that they do not ingest alcohol-based hand sanitizer.
- Students and staff will avoid touching eyes, nose, and mouth with unwashed hands.
- Children and adults will cough and sneeze into a tissue, then throw it into a trash receptacle immediately, or cough and sneeze into their upper shirt sleeve at the inner elbow, completely covering the mouth and nose.
 - All persons will wash their hands after coughing, sneezing, or blowing their nose.

- Classrooms, offices, and common areas will be wiped down with bleach water solution every hour, including frequently touched surfaces and objects. Toys, doorknobs, handrails, faucets, electronic keyboards and touchscreens, tables, chairs and cabinet edging are some of the items included in this procedure.
- Staff will be careful not to expose children in the near vicinity to cleaning and disinfecting materials.
- Toys that cannot be cleaned and sanitized will not be used.
- Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions will be set aside until they are cleaned by a staff member by hand while wearing gloves. Toys will be cleaned with water and detergent, rinsed, sanitized with an EPA-registered disinfectant, and air-dried or cleaned a mechanical dishwasher.
- Machine washable cloth toys will be used by one individual at a time or will not be used at all. These toys will be laundered before being used by another child.
- Toys will not be shared with other groups of infants or toddlers, unless they are washed and sanitized before being moved from one group to the other.
- Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfecting procedures.
- All bedding, highchair/swing/bouncy seat covers will be laundered every evening and returned to the classroom.
- In the evening, staff will clean toys by washing with soap and water, rinsing, spraying with bleach solution, rinsing again, and air drying.
- MECC will use products that are recommended by the CDC as effective against COVID-19.
- Classrooms will be disinfected every night after closing.
- Classrooms will be stocked each night to keep staff from possible cross-contamination of areas.

CARING FOR CHILDREN

- Diapering
 - When diapering a child, staff will wash their hands and the child's hands before they begin.
 - MECC staff will follow the CDC safe diaper changing procedures. Procedures will be posted in all diaper changing areas. Steps include:
 - Prepare (includes putting on gloves)
 - Clean the child
 - Remove trash (soiled diaper and wipes)
 - Replace diaper
 - Wash child's hands
 - Clean up diapering station
 - Wash own hands
 - After diapering, staff will wash their hands and the child's hands, then disinfect the diapering area with a 10% bleach water solution. If the surface is dirty, it will be cleaned with detergent or soap and water prior to disinfection.
 - If reusable cloth diapers are used, they will not be rinsed or cleaned in the facility. The soiled cloth diaper and its contents (without emptying or rinsing) should be placed in a plastic bag or into a plastic-lined, hands-free covered diaper pail to give to parents/guardians or laundry service.

WASHING, FEEDING, OR HOLDING A CHILD

It is important to comfort crying, sad, and/or anxious infants and toddlers, and they often need to be held. To the extent possible, when washing, feeding, or holding very young children:

- Staff can protect themselves by wearing a smock, or long-sleeved shirt, and by wearing long hair up off the collar in a ponytail or other updo.
- Staff will wash their hands, neck, and anywhere touched by a child's secretions.
- Staff will change the child's clothes if secretions are on the child's clothes. They should change the smock, or button-down shirt if there are secretions on it, and wash their hands again.
- Contaminated clothes will be placed in a plastic bag or washed in a washing machine.

- Infants, toddlers, and their care givers will have multiple changes of clothes on hand in the childcare center or home-based childcare.
- Staff will wash their hands before and after handling infant bottles prepared at home or prepared in the facility.
- Parents are responsible for washing bottles, nipples, and sippy cups every evening.
- All children will eat individually prepared meals in the classroom.
- Food preparation will not be done by the staff.
- Sinks used in the classroom located by the changing stations are for washing hands will not be used to wash serving utensils, bottles, sippy cups, etc.
- Children will wash hands prior to and immediately after eating.
- Staff will wash their hands before serving food and after helping children to eat.

STAFF PRACTICES

- All staff will undergo background and preservice training.
- Staff will participate in daily screening procedures and will comply with building access and illness procedures.
- Staff who become symptomatic during the day will be sent home, and those who exhibit symptoms at night will notify the office as soon as possible and will stay at home from work.
- MECC will monitor the absenteeism of staff.
- MECC will hire staff members to assist in covering classrooms in the event of staff illness.

ACTIONS TO CONSIDER IF A CHILD, STAFF, OR PARENT HAS CONTACT WITH A POSSIBLE COVID-19 PATIENT BUT HAS NO SYMPTOMS

If staff members or parents believe that they or their child have had close contact to someone with COVID-19 but is not currently sick, they should not go to work or school and should avoid public places for 14 days.

- They should monitor their health and the child's health for fever, cough, and shortness of breath during the 14 days after the last day they were in close contact with the individual with COVID-19.

ACTIONS TO TAKE IF A CHILD, STAFF, OR PARENT TESTS POSITIVE FOR COVID-19 BUT DO NOT HAVE ANY SYMPTOMS

- Isolation may be discontinued when at least 7 days have passed since the date of their first positive covid-19 diagnostic test and they have had no subsequent illness.
- For 3 days following discontinuation of isolation, these persons should continue to limit contact (stay 6 feet away from others, and limit potential of dispersal of respiratory secretions by wearing a covering for their nose and mouth whenever they are in settings where others are present.

ACTIONS TO CONSIDER IF A CHILD, STAFF, OR PARENT HAS SIMILAR SYMPTOMS, DEVELOPS OR TESTS POSITIVE FOR COVID-19

If a child or staff member develops symptoms of COVID-19 (fever of 100.4 or higher, cough, or shortness of breath) while at MECC:

- Immediately separate the individual from all others until the ill individual can leave the facility.
 - Administration or School Nurse must advise the employee or child's parent or caregiver to inform the facility immediately if the individual is diagnosed with COVID-19.
 - MECC will utilize the CDC guidance on how to disinfect the building or facility if someone is sick.
 - The isolation area in the facility will be cleaned and disinfected after the child has gone home.
- If MECC experiences a confirmed case of COVID-19 among our students or staff, MECC will follow the advice of the local health officials.
 - MECC will ...
 - Close off areas used by the person who is sick.
 - Open outside doors and windows to increase air circulation in the areas.

- Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle before cleaning and disinfecting.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, and common areas.
- If more than 7 days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection are not necessary.
- Continue routine cleaning and disinfection.
- Symptom-free children and staff should not attend or work at another facility, as this would potentially expose others.
- MECC will undergo a thorough cleaning and disinfecting and will continue to monitor for ill individuals.
- For any of these circumstances, MECC administrators will notify parents of other children at the facility of the situation and the facility's response, as well as communicating any updates regularly with parents.
- The individual must not enter the facility for at least seven days after the onset of the first symptoms.

RETURNING TO A CHILD CARE FACILITY AFTER COVID-19 OR SIMILAR SYMPTOMS

If individuals had COVID-19 symptoms and were under isolation, the individual may return under the following conditions:

- At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications; **and**
- resolution of symptoms (e.g., cough, shortness of breath, vomiting, diarrhea, etc.); **and**,
- At least 10 days have passed since symptoms first appeared.

In addition, the following criteria are needed to be sent to the school nurse prior to returning:

- COVID-19 results; **or**
- Medical release note.

FAMILIES FIRST COVID RESPONSE ACT (FFCRA)

MECC will follow the guidance of the Families First Coronavirus Response Act (FFCRA):

- The Act provides that covered employers must provide to all employees:
 - Two weeks (up to 80 hours) of paid sick leave at the employee's regular rate of pay when the employee is unable to work because the employee is quarantined (pursuant to Federal, State, or local government order or advice of a health care provider), and/or experiencing COVID-19 symptoms and seeking a medical diagnosis; or
 - Two weeks (up to 80 hours) of paid sick leave at two-thirds the employee's regular rate of pay because the employee is unable to work due to a bona fide need to care for an individual subject to quarantine (pursuant to Federal, State, or local government order or advice of a health care provider), or care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19, and/or the employee is experiencing a substantially similar condition as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of the Treasury and Labor.
- A covered employer (see below) must provide to employees that it has employed for at least 30 days:
 - Up to an additional 10 weeks of paid expanded family and medical leave at two-thirds the employee's regular rate of pay where an employee is unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19.

Covered Employers: The paid sick leave and expanded family and medical leave provisions of the FFCRA apply to certain public employers, and private employers with fewer than 500 employees.

- An employee qualifies for paid sick time if the employee is unable to work (or unable to work from home) due to a need for leave because the employee:
 1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;

2. has been advised by a health care provider to self-quarantine related to COVID-19;
 3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
 4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
 5. is caring for a child whose school or place of care is closed (or childcare provider is unavailable) for reasons related to COVID-19; or
 6. is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.
- Under the FFCRA, an employee qualifies for expanded family leave if the employee is caring for a child whose school or place of care is closed (or childcare provider is unavailable) for reasons related to COVID-19.

Duration of Leave

- For reasons (1)-(4) and (6): A full-time employee is eligible for up to 80 hours of leave, and a part-time employee is eligible for the number of hours of leave that the employee works on average over a two-week period.
- For reason (5): A full-time employee is eligible for up to 12 weeks of leave at 40 hours a week, and a part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

Calculation of Pay

- For leave reasons (1), (2), or (3): employees taking leave shall be paid at either their regular rate or the applicable minimum wage, whichever is higher, up to \$511 per day and \$5,110 in the aggregate (over a 2-week period).
- For leave reasons (4) or (6): employees taking leave shall be paid at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to \$200 per day and \$2,000 in the aggregate (over a 2-week period).
- For leave reason (5): employees taking leave shall be paid at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to \$200 per day and \$12,000 in the aggregate (over a 12-week period—two weeks of paid sick leave followed by up to 10 weeks of paid expanded family and medical leave).

2020–21

Student Code of Conduct

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Dear Parent/Legal guardian:

Welcome to the 2020-2021 school year. We know you have many choices when selecting a school and we appreciate your decision to enroll your child in Moody Early Childhood Center (MECC).

One of the highest priorities for Moody Early Childhood Center (MECC) is providing a safe learning environment for all students. In order to help us meet this goal, please read and review the 2020-2021 Student Code of Conduct. This Code provides important information for parents/legal guardians and students about the rights and responsibilities of all members of the MECC community. It outlines expectations for student behavior to foster a safe, positive and supportive learning environment.

After you have reviewed this guide, please sign and date the enclosed Acknowledgement of Electronic Distribution of Student Code of Conduct form on page 45 and return it to your child's teacher.

An electronic copy of this Code is available on the school website at <https://www.MoodyEarlyChildhoodcenter.org/parent-information/conduct-code>. Please refer to it as needed throughout the school year.

Thank you in advance for your cooperation in helping to make your child's school a safe place for learning.

Sincerely,

Karin Miller, M.Ed.
Executive Director or
designee

Summary

This Student Code of Conduct (Code), approved by the Moody Early Childhood Center Board of Directors, provides information and direction to students and parents regarding behavioral expectations and consequences for the code of conduct violations. Parents/legal guardians and students are encouraged to read and regularly review the school's code to ensure a successful and productive school year for all.

Student responsibilities:

- Follow the schools or campus dress code.
- Attend school for the entire instructional day, except when ill or otherwise lawfully excused.
- All students shall be on time to all classes.
- Follow the rules and regulations established by the teacher and the school as stated in the Code, campus handbooks and the procedures concerning appropriate behavior.
- Cooperate with all lawful and reasonable directives issued by school personnel.
- Respect and be polite to staff, students and school visitors.
- Do not use profanity or threatening statements towards anyone.
- Do not post threatening messages on social media outlets, directed at students, parents, staff or school property.
- Help keep campus safe by reporting any verbal threats or incidents of violence toward other students, staff or school property.
- Be prepared to learn something new every day; prepare yourself to be successful in trade, college, career, and community leadership.
- Comply with the campus administrator's authority to determine appropriate possession and use of electronic devices (mobile phones included) on campus and at school-sponsored activities.
- Respect the school's electronic communications systems; use of school computers and Internet services is a privilege.
- Students are responsible for all items they bring on campus and are encouraged to inspect items in their personal belongings before arriving at school.
- Drugs, alcohol, firearms and other illegal weapons are prohibited on campus, on school vehicles and at school-related and school-sponsored events.

Students participating in extra-curricular activities may have to follow higher standards of behavior than those in the school's Code.

Campus administrator and teacher responsibilities:

- Promote a positive learning environment for all.
- Demonstrate a positive attitude toward students and parents/legal guardians.
- Assist students in the development of good study habits.
- Work with students and parents/legal guardians to solve problems at the classroom level.
- Value parents/legal guardians as partners to assist their children with academic success.
- Promptly work with parents/legal guardians and other school professionals to address behaviors of concern.
- Promptly notify parents/legal guardians when students are suspended due to serious or persistent misconduct.

- As required by law, notify law enforcement when a student's inappropriate behavior breaks local and state laws.
- Follow local and state guidelines to maintain discipline and keep all students safe.

The school has the authority to handle discipline and give consequences when:

- The interest of the school is involved on or off school grounds in conjunction with or independent of classes and school-sponsored activities.
- Students violate the code of conduct during the school day while attending or participating in a school-related or school-sponsored activity, including in any vehicle owned by the school.
- Students post threatening messages on social media towards another student, staff or school property, regardless of time or location.
- Students engage in specific criminal activity, as determined by law enforcement, regardless of time or location.
- During the regular school day, the student is within 300 feet of the school's real property boundary line and while the student is going to and from school on school transportation.

Determining consequences:

- As required by law, the Executive Director, the Deputy Executive Director, or designee will serve as the Campus Behavior Coordinator (CBC). The CBC is primarily responsible for maintaining student discipline.
- Before the CBC recommends a suspension or the student's removal to an alternative school setting, they must consider:
 - If the student acted in self-defense;
 - The student's intent or lack of intent at the time the student engaged in the conduct;
 - The student's disciplinary history;
 - Whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of their conduct, regardless of whether the decision involves a mandatory or discretionary action.
- The CBC can offer students the following options to restore order, help students with their social and emotional development and keep students engaged with their academic progress at their home campus:
 - Parent/teacher conference;
 - Conflict resolution;
 - Classroom circles (used to establish a respect agreement, build school community, repair harm and teach decision-making strategies and/or content);
 - Behavior coaching;
 - Behavior improvement plan;
 - Referral to the school's student support team;
 - Referral to social services in the community;
 - Transfer student to another classroom;
 - Student Support Center (in-school suspension) or out-of-school suspensions.

The school has the right to remove a student to an alternative school setting for serious or persistent misconduct or when the student breaks local or state law:

- Students have the right to participate in a due-process conference before they are removed from their regular school setting.

- Students can be removed to a school alternative education program.
- If a student engages in a serious criminal act, the student can be expelled to the Juvenile Justice Alternative Education Program (JJAEP).
- Students placed in alternative educational programs are not allowed to attend or participate in any extracurricular activities.
- Students are not allowed to visit their home campus during the time of removal.
- Students have the right to appeal a removal or expulsion to an alternative education program.

Note: After you have reviewed this guide with your child, please sign and date the enclosed Acknowledgement of Electronic Distribution of Student Code of Conduct form on page 45 and return it to your child's teacher.

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Moody Early Childhood Center Student Code of Conduct

Adopted by the MECC Board of Trustees

Moody Early Childhood Center Mission Statement

Moody Early Childhood Center (MECC) is a fun, safe, creative learning center for Galveston children from newborn through PreKindergarten. We want to give every child a strong foundation to do his or her best in school and in life. We provide a fully integrated learning environment that allows every Galveston child the opportunity to soar! At the Moody Center we will:

- Be a fun, safe, creative learning center for Galveston children from newborn through Prekindergarten
- Prepare children academically, emotionally and socially for kindergarten
- Have a highly qualified staff experienced in, and committed to, the very best early childhood education
- Welcome families and community partners into the life of the center
- Give every child a strong foundation to do his or her best in school and in life

MECC exists to fulfill the mission put forth by the State of Texas: to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic and educational opportunities of our state and nation." [Texas Education Code § 4.001(a)]

In order to achieve this mission, all educators will demonstrate the attitude and skills to model and support responsible, fulfilling and respectful lives. To ensure that students' learning environment is socially and emotionally safe and free from disruption, each educator is expected to:

- Develop positive relationships in the school community.
- Look for opportunities for proactive intervention before disciplinary action.
- Model courtesy and respect.
- Take a holistic approach to conflict and problem-solving
- Be an active listener.
- Communicate with all pertinent stakeholders.
- Keep equity (see glossary) in mind.

Parents* as Partners

(*Parents includes a person standing in parental relation but does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under court order [Education Code §26.002].)

Students, parents and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication. As role models, parents and school staff should exhibit the behaviors that they would like to see students emulate.

Parents must be familiar with the Student Code of Conduct (Code) to ensure that they become active and involved partners in promoting a safe and supportive environment. School officials are responsible for sharing the information in this document with students, parents, and staff. Schools are encouraged

to provide workshops for parents about understanding the Code and how best to work with the school to support their child's social-emotional growth. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff issues that may affect and strategies that may be effective toward student behaviors.

Maximum consultation and communication between the school and the home is important. Child Study Team (CST) (see glossary) conferences attended by the Executive Director, the Deputy Executive Director, or designee, a guidance counselor, the student's parent(s) and one or more of the student's teachers are an effective means of encouraging parental input and should be held with the student when appropriate. Parents who want to discuss interventions in response to student behavior should contact their child's school.

In the event a student engages in inappropriate behavior, the Executive Director, the Deputy Executive Director, or designee must report the behavior to the student's parent. When a student is believed to have committed a crime the police must be summoned, and the parent must be contacted.

Parents who have questions or concerns about student discipline decisions arising from violations of the code should contact the MECC Deputy Executive Director or designee.

Parents who have questions or concerns about discipline arising from violations of the code for students with disabilities should contact the Executive Director, the Deputy Executive Director, or designee.

Positive Behavior Program

As an alternative to suspension, a student below grade three who engages in prohibited conduct under this code may be enrolled in the Positive Behavior Program.

Promoting Positive Student Behavior

School culture and climate have a profound impact on students' academic progress and their relationships with peers and adults. Each school is expected to promote a positive school culture that provides students a supportive environment that helps them grow socially and academically. Student connections to school through opportunities to participate in a wide range of pro-social (see glossary) activities and to bond with caring, supportive adults, coupled with a comprehensive program of prevention and intervention, provides students with the experiences, strategies, life skills and support they need to thrive.

Social-Emotional Learning (SEL) is a basic component of a school's program of universal prevention for all students. Schools are expected to take a proactive role in nurturing students' pro-social behavior. Providing a range of positive behavioral supports as well as meaningful opportunities for SEL fosters resiliency. Effective SEL helps students develop fundamental life skills, including recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions and constructively and ethically handling challenging situations. When students develop SEL skills, they experience more positive relationships with peers, engage in more positive social behaviors and are less likely to engage in misconduct.

The establishment of a school-wide, tiered framework of behavioral supports and interventions is

essential to implementing progressive discipline. The goal of behavioral supports is to foster resiliency, help students understand and follow school rules and support students in developing the skills they need to meet behavioral expectations. School staff members are also responsible for addressing inappropriate student behaviors that disrupt learning.

Administrators, teachers, counselors, and other school staff are expected to engage all students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent(s).

Intervention and prevention strategies include but are not limited to: CST support and services that address personal and family circumstances; SEL; conflict resolution; peer mediation; collaborative negotiation; restorative circles; anger management; stress management; collaborative problem-solving; communication skills acquisition; the use of alternative instructional materials and/or methods; enrichment services; alternative class placement; development or review of functional behavioral assessments and behavioral intervention plans, which should be developed and/or reviewed as an early intervention strategy. If at any time, school officials suspect that a student's difficulties may be a result of a disability that may require special educational services, the student should be referred immediately to the CST.

Through the use of interventions and prevention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

Positive Behavior Supports

Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline. Positive behavior supports uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Positive behavior supports does not seek punishment. Instead, positive behavior supports seeks concurrent accountability and behavioral change.

The goal of positive behavior supports is the prevention of a recurrence of negative behavior by helping students learn from their mistakes. Positive behavior supports helps students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused; understand what they could have done differently in the same situation;
- Take responsibility for their actions;
- Be given the opportunity to learn pro-social strategies and skills to use in the future; and
- Understand the progression of more stringent consequences if the behavior reoccurs.

Every reasonable effort must be made to correct student behavior through guidance interventions and other school-based strategies such as restorative practices.

Guidance interventions are essential because inappropriate behavior or violations of the Code may be symptomatic of more serious problems experienced by students. School personnel must be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, foster resiliency, prevent disruption to student's education and promote positive school culture. When a student's misconduct results in a placement out of the classroom, the school should consider using a

peer mediation or the restorative circle process as an effective strategy to support a successful return to the student's regular program.

For students with disabilities whose behavior impedes the student's participation in school, a functional behavior assessment (FBA) is an essential tool to understand the causes of the student's behavior. A behavioral intervention plan (BIP) after an FBA provides specific approaches to address the student's behavior.

Addressing the Behavioral Needs of Pre-K Children

A student enrolled in a grade level below grade three is prohibited from being placed in out-of-school suspension, unless while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in: conduct that contains the elements of an offense related to weapons (unlawful carrying weapons or prohibited weapons); conduct that contains the elements of a violent offense (assault (see glossary), sexual assault, aggravated assault or aggravated sexual assault), or selling, giving or delivering or another person or possessing, using or being under the influence of: any amount of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage. [Texas Education Code §37.005]

There is no simple solution to complex student needs. At the core of our response to PK students, we should ask the following questions: What do we see when the student is in front of us? What is the root cause of the behavior? What does the student need?

We do not ask: What is wrong with the student? Instead, we do ask: What is going on with the student?

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The following graphic demonstrates MECC's approach to the Child Study System and the related Preventative, Response and Intensive Intervention Support Services. MECC utilizes this approach to support the implementation of Section 37.005 with alternatives to PK-2 Suspension.

Tier I Prevention

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Cultural Proficiency and Inclusiveness (CP&I): An understanding that an adult's personal culture, background, and experiences impact their student's learning and social and emotional development. MECC's Cultural Proficiency and Inclusiveness work seek to provide ongoing, meaningful professional learning opportunities for staff to engage in critical self-reflection regarding their interaction with students and their families in a manner that considers the diverse needs of all.

Positive Behavioral Interventions and Supports (PBIS): A broad range of systemic and individualized strategies with an emphasis on proactive interventions for promoting, teaching, reinforcing and monitoring positive student behaviors by all adults on campus while preventing problem behavior with all students.

Restorative Practices: A continuum of responsive practices available to the campus to focus on developing a campus culture and climate that supports the needs of each individual student and their family.

Social and Emotional Learning (SEL): A fundamental research-driven approach where students learn critical life skills such as recognizing and managing emotions, solving problems effectively and establishing positive relationships through explicit instruction and adult-modeling. MECC is moving into the next stage of implementation that includes a deep integration of SEL into core teaching and learning in every classroom, maximizing implementation on every campus and ensuring seamless delivery systems of intervention and support.

Trust-Based Relational interventions (TBRI): A trauma-informed intervention designed to meet the needs of children who have experienced abuse, neglect and/or trauma and students who are not responding to the learning environment.

Tier II Targeted Response

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Assessment and Monitoring

- Campus and/or campus reflection questions
- Child Study Team Meeting or 504, ARD, or LPAC committee meeting as appropriate to conduct a Functional Behavior Assessment and develop a Behavior Improvement Plan (for 504 or special education students)
- Conference with parents or legal guardians and campus support personnel such as the parent support specialist and the Licensed Mental Health Professional (LMHP)
- Development or monitoring of Apricot (see glossary) academic or behavior plan in partnership with the student, teacher, behavior coach and family
- Restorative circle (with support as needed by school staff)

Supports

- Classroom and peer observations from campus administration, behavior coach, SEL and/or early childhood specialists to identify resources and academic or behavioral strategies
- Counseling with the school counselor or by a service provider (based on capacity)
- Development of a classroom Peace Area
- Development of a campus SEL mindfulness space
- Referral to a school mental health center or a licensed mental health professional

Tier III Intensive Response

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Assessment and Monitoring

- Intensive Intervention School CST meeting co-facilitated by Deputy Executive Director or designee and PK multi-tiered system of support coach to determine additional supports, resources, and/or personnel. Participants may include:
 - School: Associate Executive Director or representative, counseling staff, multi-tiered system of support coaches, early child specialist, cultural proficiency and inclusiveness coordinator, 504/dyslexia staff, special education staff, SEL specialist and behavioral counselors
 - Family: Parent/guardian, student
 - Campus: Executive Director or designee or representative, teachers, campus counselor, campus mental health resource officer (as relevant)
- LMHP administers a family needs intake to connect the family to community mental health providers to provide more intensive wraparound support for student and family (as relevant)

Supports

- Referral to school mental health centers/family resource center
- Referral to community partners and service providers available at school

Learning Support Center

- Intensive on-site instructional and behavioral support
- Intensive behavioral counseling by LMHP learning support center behavior counselor
- Individual Learning Plan in Apricot

Purpose

The Code is the school's specific response to requirements of Chapter 37: Discipline; Law and Order of the Texas Education Code.

The Code provides clear guidance and reliable information to students, parents, and staff, so everyone knows what to expect if disciplinary issues arise. This Code also aligns with MECC's goals and philosophy of respect, success, prevention, guidance and early intervention.

The law requires the school to define misconduct that may or must result in a range of specific disciplinary consequences.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of race, color, religion, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status, or any other basis prohibited by law.

This Code is an outgrowth of collaboration among school, campus staff, parents and other community members. This Code, adopted by the MECC Board of Trustees, provides information and direction to students and parents regarding standards of behavior as well as consequences of misconduct. In the case of conflict between the Code and board policy, the Code will prevail.

References are made throughout this document to Chapter 37 of the Texas Education Code (TEC), which governs various aspects of the Code. TEC and MECC policies, regulations and exhibits concerning discipline and behavior management can be accessed online:

TEC: <http://www.statutes.legis.state.tx.us/?link=ED>

MECC policies, regulations, and exhibits: <http://pol.tasb.org/Home/Index/1146>

I. Expectations for Student Behavior

In order to achieve MECC's mission, all students will demonstrate the attitude and skills to lead responsible, fulfilling and respectful lives; all students will understand the components of a healthy lifestyle. To ensure that students learn in a psychologically-, physically- and emotionally safe environment free from disruption, each student is expected to:

- Demonstrate courtesy and respect for others;
- Behave responsibly;
- Attend all classes regularly and on time;
- Avoid Code violations;
- Prepare for each class and take appropriate materials and assignments to class;
- Cooperate with or assist the school staff in maintaining safety, order, and discipline;
- Be well-groomed and dress appropriately according to school or campus dress code;
- Respect the property of others, including school property and facilities;
- Respect the rights and privileges of other students, teachers and other school staff.

A student whose behavior shows disrespect for others, including interference with a person's access to a public education and/or a safe environment, will be subject to disciplinary action. The school or individual schools may impose campus or classroom rules in addition to those found in the Code. These

rules may be listed in the campus student handbooks or posted in classrooms and may or may not constitute violations of the Code.

In general, discipline will be designed to correct the misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action and the length of the assignment will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Disciplinary action will be related to, but not limited to, the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, whether the student was acting in self-defense, the effect of the misconduct on the school environment, intent or lack of intent at the time the student engaged in the conduct and whether a student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of their conduct (as required by law, IDEA, 504). Because of these factors, varying techniques and responses may be considered for discipline for a particular offense (unless otherwise specified by law).

The following techniques may be used alone or in combination for Code and non-Code violations, such as campus or classroom rules:

- Verbal correction;
- Cooling-off time or "time-out";
- Seating changes in the classroom or in vehicles owned or operated by the school;
- Counseling by teachers, counselors or administrative personnel;
- Parent-teacher conferences;
- Confiscation of items that disrupt the educational process;
- Behavioral contracts;
- Sending the student to the office or other assigned area, or to Student Support Centers (in-school suspension);
- Assignment to another classroom;
- Detention;
- Restriction or revocation of bus school transportation privileges;
- Assigned school duties other than class tasks;
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility to seek and hold honorary offices;
- Techniques or penalties identified in individual student organizations' codes of conduct;
- School-assessed and school-administered probation;
- Grade reductions for cheating, plagiarism and as otherwise permitted by policy;
- Referral to an outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the school;
- Other strategies and consequences as specified by the Code or deemed appropriate by the campus administrators, such as suspension, removal or expulsion.

Note: Corporal punishment is not permitted in MECC.

When disciplinary consequences require a conference or hearing, the CBC or Deputy Executive Director or designee will make valid attempts to inform the student's parent or legal guardian of the time and place of the conference or hearing. The school may hold the conference or hearing regardless of whether the student, the student's parent or legal guardian or another adult representing the student

attends. (See Notification on page 19.)

Discipline Authority

School rules and the school's authority to administer discipline apply whenever the interest of the school is involved on or off school grounds in conjunction with or independent of classes and school-sponsored activities. The school has disciplinary authority over a student:

- During the regular school day, when the student is within 300 feet of the school's real property boundary line, and while the student is going to and from school on school transportation.
- During lunch periods in which a student is allowed to leave campus.
- While the student is in attendance at any school-related activity, including summer school, regardless of time or location.
- For any school-related misconduct, regardless of time or location.
- When criminal mischief is committed on or off school property or at a school-related event.
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location.
- When the student commits a felony offense in the community, as provided by the Texas Education Code.
- Pursuant to any code of conduct adopted at the campus level relating to participation in a student club, organization or extracurricular activity.
- For certain mandatory DAEP and discretionary expulsion offenses, within 300 feet of school property as measured from any point on the school's real property boundary line.
- For any mandatory expulsion offense committed while on school property or while attending a school-sponsored or school-related activity of another school in Texas.
- When the student is required to register as a sex offender.

Note: In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus will be reported to and handled by the appropriate law enforcement agency.

Campus Behavior Coordinator (CBC)

As required by law, a person at each campus must be designated to serve as the CBC. This person may be the Deputy Executive Director or designee, or any other campus administrator selected by the Executive Director or designee. The CBC is primarily responsible for maintaining student discipline.

Due Process

A student will be afforded due process consistent with this Code and state law before a decision is made, to remove a student into an alternative program. Although this Code describes in detail the specific procedures for procedures applicable to disciplinary consequences, these general provisions apply any time a student is removed from a class or school setting for disciplinary reasons.

The student parent will be given a notice of the allegations against them. If the student parent denies those allegations, school officials will provide an explanation specifying the reasons they believe misconduct has occurred. The student's parent will be offered an opportunity to present their side of the story.

No later than the third-class day after the day on which a teacher or campus administrator removed the student from class, the CBC shall schedule a conference with the campus administrator, a parent or

legal guardian of the student, the teacher who removed the student from class (if applicable) and the student. At the conference, the student's parent will receive an explanation of the reasons for their removal and will have an opportunity to respond. The student may not return to their regular classroom pending this conference. The CBC will make good-faith attempts to invite the parent and student to the removal conference but may proceed with the disciplinary placement regardless of whether the student and parent are in attendance.

The CBC will consider whether mitigating factors exist; that is, whether the student acted in self-defense, the intent or lack thereof at the time the student engaged in the misconduct, the student's disciplinary history and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Following the conference, the CBC will provide the parent or legal guardian with written notice of the hearing's outcome, consistent with the appropriate provisions of the Code.

II. General Misconduct

A. Definition of General Misconduct

General misconduct is unacceptable or improper behavior of a student; that is, not following the policies of MECC, state laws and/or the Code.

At school, in vehicles owned or operated by the district and at all school-related activities, prohibited conduct and items include, but are not limited to, the following:

General Violations or Rules/Miscellaneous

- Cheating or copying another person's work.
- Violating the district or campus dress code.
- Inappropriate discharge of a fire extinguisher.
- Violating safety rules.
- Disobeying rules for conduct on school buses.
- Repeatedly violating communicated campus or classroom standards of behavior.
- Failing to comply with directives given by school personnel.
- Behaving in any way that disrupts the school environment or educational process.
- Leaving school grounds or school-sponsored events without permission.
- Damaging or vandalizing property owned by others.
- Defacing or damaging school property—including textbooks, lockers, furniture, and other equipment—with graffiti (see glossary) or by other means.
- Falsification of paper records, computer records, passes, or other school-related documents.
- Gambling.

- Stealing, theft or robbery.
- Engaging in conduct that constitutes criminal mischief.
- Engaging in any behavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence.
- Violating any local, state or federal laws.
- Inappropriate Physical or Verbal Conduct, committing extortion, coercion or blackmail (obtaining money or another object of value from an unwilling person) or forcing an individual to act through the use of force or threat of force.
- Recording the voice or image of another person(s) without that person(s)'s prior consent to be recorded or recording in any way that disrupts the educational environment or invades the privacy of others.
- Use of profanity, vulgar language or obscene gestures.
- Name-calling, using ethnic or racial slurs or giving derogatory statements that school officials have reason to believe will disrupt the school program or incite violence.
- Engaging in conduct that constitutes sexual- or gender-based harassment or sexual abuse, whether by word, gesture or any other sexual conduct, including request for sexual favors.
- Engaging in inappropriate physical or sexual contact.
- Harassment (see glossary).
- Dating violence (see glossary).
- Bullying (see glossary).
- Cyberbullying (see glossary).
- Hazing (see glossary).
- Throwing objects that can cause bodily injury or property damage.
- Fighting.
- Aggressive, disruptive actions or group demonstrations that substantially disrupt or materially interfere with school activities.
- Making false accusations or perpetuating hoaxes regarding school safety.
- Engaging in threatening behavior toward another student or district employee or property, including creating a hit list, defined as a list of people targeted to be harmed, using a firearm (see glossary), a knife, or any other object with the intent to cause bodily harm.
- Engaging in Assassin, or any other organized mock killing or elimination game which involves but is not limited to carrying out strikes, kills or hit lists, regardless of method (for example, toy guns or markers).

Prohibited Items to Distribute, Possess, Sell or Use

- Pornographic materials.
- Published or electronic material designed to promote or encourage illegal behavior or that could threaten school safety; this includes e-mail or Web sites used at school to encourage illegal behavior or threaten school safety.
- Glue or aerosol paint containing volatile chemicals and/or able to be abused.
- Alcoholic beverages (includes consumption before arriving at or while on school premises); committing a serious act or offense while under the influence of alcohol.

- Medicine available without a prescription in a manner inconsistent either with the medicine's intended use as indicated on the manufacturer's labeling or with district policy concerning the handling of such medicines.
- Prescription or over-the-counter drugs taken in violation of district policy ([FFAC \(Legal\)](#), [FFAC \(Local\)](#)).
- A student's own prescription drugs when given to another student or possessing or being under the influence of another person's prescription drug.
- Drug paraphernalia.
- Look-alike drugs or items imitating or mimicking drugs and contraband.
- Matches or lighters.
- Tobacco products, including electronic cigarettes (e-cigarettes) (see glossary), electronic vaping devices, personal vaporizers (PV) or electronic nicotine delivery systems.
- Selling, giving, delivering, possessing, using or being under the influence of: any amount of marijuana or a controlled substance, or a dangerous drug.
- Any articles generally not considered weapons, including school supplies, when the Executive Director or designee or designee determines that a danger exists.
- Razors, box cutters, chains or other objects used in a way that threatens or inflicts bodily injury to another person.
- Knives, bladed instruments, switchblade knives, air guns, toy guns, chemical dispensing devices (see glossary), mace/pepper spray, fireworks, replica firearms, electronic stunning devices, ammunition and other dangerous items.
- A firearm (see glossary); a machine gun; a short-barrel firearm; a firearm silencer; armor-piercing ammunition; a zip gun; a location-restricted knife, defined as a knife with a blade over five-and-a-half inches; a butterfly knife, a club (see glossary); a prohibited weapon, such as an explosive weapon (see glossary); knuckles.
- Any item, other than those defined as firearms (see glossary) under state and federal, capable of propelling a projectile and causing injury by any means including, but not limited to, spring, compressed air, spring-piston, pneumatic or CO₂. Examples include, but are not limited to, BB guns, Airsoft guns, pellet guns and any protective device designed to administer an electric shock.
- Possessing a homemade weapon, defined as a device or item that was manufactured, modified or adapted by an individual for the use or intended use of inflicting harm on another person.

Note that possession and use of paging devices or cellular telephones must be in accordance with school and campus policy.

Inappropriate Use of Computer/Internet/Email

- Violating policies, rules, or any agreements signed by the student or the student's parent regarding the use of technology resources. See [MECC's Acceptable Use Policy](#).
- Attempting to access or circumvent passwords or other security-related information of the school, students or employees or uploading or creating computer viruses, either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- Attempting to alter, destroy or disable school technology resources, including but not limited to computers and related equipment, school data, the data of others or other networks

connected to the school's system, either on or off school property, if the conduct causes a substantial disruption to the educational environment.

- Using email or websites to engage in or encourage illegal behavior or threaten school safety, including off property if the conduct causes a substantial disruption to the educational process.
- Sending, posting, or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying (see glossary) and "sexting," either on or off school property if the conduct causes a substantial disruption to the educational environment.

B. Consequences for General Misconduct

Students who engage in general misconduct as defined in Part A will be disciplined. Students will be disciplined via appropriate discipline management [techniques](#).

Removal from the School Bus

Since the school's primary responsibility when transporting students in school vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have their attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the bus driver may refer a student to the Executive Director or designee's office to maintain effective discipline on the bus. The Executive Director or designee must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges, in accordance with the law.

Removal by Teacher [TEC 37.002(B) (D)]

A teacher also has the authority to remove a student. A teacher may remove from class a student who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn; or whose behavior the teacher determines is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn [TEC 37.002 (b)]. A teacher or administrator may also remove a student from class for an offense for which a student may be suspended and/or placed in a Disciplinary Alternative Education Program [TEC 37.002 (d)]. If the following offenses are committed against the teacher, the student may not be returned to the class without the teacher's consent: assault with bodily injury, aggravated assault, sexual assault, or aggravated sexual assault. The Executive Director or designee must send a copy of the teacher's documentation or of the Code of Conduct violation to the student's parent or legal guardian within 24 hours of receiving it.

Conference

When a student is removed from the regular classroom, a conference will be scheduled within three school days with the student's parent/legal guardian, the teacher and the student. Pending the conference, the Executive Director or designee may place a student in:

- Another appropriate classroom.
- (In-school suspension).
- Refer parent to counseling or evaluation.

(See page 32 for students with disabilities.)

After the conference, the Executive Director or designee will notify the student and parent(s) of the consequences for the Code violation. When a student has been formally removed from class [TEC 37.002], the Executive Director or designee may not return the student to the teacher's class without the appropriate teacher's consent unless the Placement Review Committee (described below) determines that the teacher's class is the best or only alternative.

Placement Review Committee [TEC 37.003]

Each school will establish a three-member committee composed of two teachers chosen by the faculty and one member chosen by the Executive Director or designee. In addition, there will be one alternate member chosen by the faculty. The purpose of this committee is to determine the placement of a student when a teacher refuses the return of a student to the teacher's class and to make recommendations to the school regarding readmission.

Suspension [TEC 37.005]

Students may be suspended for any behavior listed in the Code as a general misconduct violation, Disciplinary Alternative Education Program placement or expellable offense. In addition, suspensions may be used for students who have committed a removal or expulsion offense and for whom a conference or hearing is pending. State law allows a student to be suspended from school for up to three school days per offense, with no limit on the number of times a student may be suspended in a semester or school year (See page 32 for students with disabilities). A student who is to be suspended will be afforded due process consisting of an informal conference with the Executive Director or designee or other appropriate administrator advising the student of the misconduct with which the student is charged and giving the student the opportunity to explain the student's version of the incident. The administrator will take into consideration any mitigating factors that may apply, including whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. The Executive Director or designee or other appropriate administrator will determine the suspension duration. Any restrictions on participation in school-sponsored or school-related extracurricular and noncurricular activities will be determined by the Executive Director or designee or other appropriate administrator. A student may appeal the decision of the CBC to the campus Executive Director or designee. The student will remain on suspension pending an appeal. The campus Executive Director or designee's decision cannot be appealed.

No elementary student enrolled in a grade level below grade three shall be placed in out-of-school suspension, unless while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engaged in: conduct that contains the elements of an offense related to weapons (unlawful carrying weapons or prohibited weapons); conduct that contains the elements of a violent offense (assault [see glossary], sexual assault, aggravated assault or aggravated sexual assault); or selling, giving or delivering to another person or possessing, using or being under the influence of any amount of marihuana or a controlled substance, a dangerous drug or an alcoholic beverage [TEC Section 37.005].

III. Disciplinary Alternative Education Program (DAEP)

A. Behavior Subject to Removal to a DAEP

Mandatory Removals

A student must be placed in a Disciplinary Alternative Education Program if the student commits any of the following offenses on school property, including a parking lot, parking garage or other parking area owned by the school; on a school bus; within 300 feet of the school's real property line; while attending a school-sponsored or school-related activity on or off school property [TEC Section 37.005]:

- Engaging in conduct punishable as a felony.
- Committing an assault with injury.
- Selling, giving, delivering, possessing, using or being under the influence of any amount of marihuana or a controlled substance or a dangerous drug, in an amount not constituting a felony offense.
- Selling, giving or delivering an alcoholic beverage; committing a serious act or offense while under the influence of alcohol.
- Possessing, using, or being under the influence of an alcoholic beverage.
- Behaving in a manner that contains the elements of an offense: relating to the abuse of glue or aerosol paint or relating to volatile chemicals; of public lewdness; of the offense of indecent exposure.

In addition, a student must be placed in a DAEP if the student:

- Engages in conduct that contains the elements of the offense of retaliation against any school employee, regardless of where or when the conduct occurs. (The Code's Expulsion section addresses committing retaliation in combination with another expellable offense.)
- Engages in "Bullying" as defined in Section 37.0832 that encourages a student to commit or attempt to commit suicide; or incites violence against a student through group bullying, or

releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

- Makes a terroristic threat; false alarm or report (see glossary) (e.g., bomb threats).
- Is ordered by a juvenile court to attend a district DAEP as a condition of probation (pertains to un-expelled students).
- Engages in conduct off campus and while the student is not in attendance at a school-sponsored or school-related activity and is:
 - Placed on deferred prosecution (see glossary) by Juvenile Court for conduct defined as aggravated robbery or a felony in Title 5 of the Penal Code (Title 5 includes both misdemeanor and felony offenses "against the person");
 - Found to have engaged in delinquent conduct (see glossary) for aggravated robbery or a felony as specified by Title 5 of the penal code;
 - Believed by the Executive Director or the Executive Director's designee to have engaged in aggravated robbery or conduct defined as a felony offense in Title 5 of the Penal Code.

A student under 10 years of age who engages in expellable conduct described in Section 37.007 shall receive educational services in the district's DAEP. **A student under the age of six may not be removed to a DAEP (as described in 37.008) unless they commit a federal firearms offense.**

Discretionary Removals

A student may also be removed from class and placed in a DAEP under Section 37.008 based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

- The Executive Director or designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than aggravated robbery or those defined in Title 5 of the penal code.
- The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

In addition, students may be removed from class and placed in a DAEP who are found to be:

- Involved in a public-school fraternity, sorority, secret society or a gang, including participating as a member or pledge or soliciting another person to become a pledge or member of such a group.
- Involved in criminal street gang activity (see glossary)

A student may also be removed to a DAEP for serious or persistent misbehavior. The district defines "persistent" to be two or more violations of the Code or repeated occurrence of the same violation. A student may be removed for persistent misbehavior if behavioral interventions have not been successful and removal to a DAEP is deemed necessary to improve the student's behavior. The district defines "serious" offenses as offenses that pose a physical danger to the student or others or to property.

A student may be assigned to a Long-Term In-School Suspension (LTISS) program in lieu of a discretionary removal if the student does not present a safety concern to the campus. The Executive Director or designee has the authority to assign students to this program as a result of a disciplinary conference.

Secondary Only: Placement in Long-Term ISS (Learning Support Centers)

Only for discretionary offenses that are not a safety concern

The length of removal will follow these guidelines.

- First placement during the current school year: up to 10 successful days in ISS with five days for transition.
- Second placement during the current school year: up to 15 successful days in ISS with five days for transition.
- Third placement during the current school year: up to 20 successful days in ISS with five days for transition.

Note: No LTISS placement will exceed 30 days. Successful days do not need to be consecutive

B. Removal to a DAEP

The board delegates to the Executive Director or designee the authority to remove a student to a DAEP in which the student will be separated from other students for the entire school program day and will be provided instruction in the core subjects with the goal of reaching/maintaining grade level. Counseling will also be provided to the student. The duration of a student's placement in a DAEP will be determined on a case-by-case basis. The maximum period of a DAEP placement is through the end of the current school year unless the student is determined to be a threat to the safety of other students or district employees; or an extended placement is in the best interest of the student. The board delegates to the Executive Director or designee the authority to consider appeals of such removals. The district will provide transportation for students assigned to the DAEP, so long as the students behave appropriately. Secondary students will be removed to the Alternative Learning Center (ALC) and elementary students will be removed to the Elementary Disciplinary Alternative Education Program (DAEP).

Teacher/Administrator Removal [TEC 37.006]

A teacher shall remove a student from class and send the student to the appropriate administrator if the student engages in an offense specified under [TEC 37.006](http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED_37.htm#37.006) (http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED_37.htm#37.006). When a violation of TEC 37.06 is alleged, the Executive Director or designee or other appropriate administrator will schedule a conference with the student's parent, teacher (if appropriate) and the student within three school days of receiving the violation report. The campus administrator will make a good-faith effort to schedule the hearing in collaboration with the student's parent but may proceed with the hearing in absence of the parent if the parent does not attend the conference after a valid effort is made to secure the parent's attendance. The duration of a student's placement in a Disciplinary Alternative Education Program is the decision of the Executive Director or designee.

Until a conference can be held as a result of a teacher removal or administrator removal, the Executive Director, designee, or other appropriate administrator may place a student in:

- Another appropriate classroom.
- Student Support Centers (in-school suspension).
- A DAEP.
- Out-of-school suspension.

Due process will be afforded at the conference. The Executive Director, designee, or other appropriate administrator will explain the allegations against the student and give the student an opportunity to explain the student's version of the incident. Before ordering placement of the student in a DAEP, the Executive Director, designee, or other appropriate administrator will consider the following mitigating factors: whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the misconduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. After the conference, if the student is placed in the DAEP, a written placement order shall be provided to the student and the parent, together with notice of the right to appeal the removal. The order will include notice of the school's obligation to provide the student with the opportunity to complete coursework required for graduation at no expense to the student.

If the student's placement in a DAEP is inconsistent with the school's placement guidelines as set forth in this Code, the order must give notice of the inconsistency.

Appeal

The Executive Director or designee's decision to place a student in the DAEP may be appealed to the CBC (Level I), the Deputy Executive Director (Level II), the Executive Director (Level III), and the board (Level IV). The board's decision is final. The appeal must be made in writing and must be received by the school within seven school business days of the date of the removal notice. The student will remain in the DAEP pending any appeal of the campus Executive Director or designee's decision.

A student and/or the student's parent or legal guardian may appeal to the board the Executive Director's decision to continue a DAEP placement after the district has received notification of a prosecutor's decision not to prosecute or a court finds that the student is not guilty or did not engage in delinquent conduct (see glossary). The decision of the board may be appealed to the Texas Commissioner of Education as provided by TEC 37.006 (i).

Participation in Activities

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs or organizations.

Please see district policy FMH ([https://pol.tasb.org/Policy/Download/1146?filename=FMH\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/1146?filename=FMH(LOCAL).pdf)) concerning removals for graduating seniors and participation in commencement activities.

Review Every 120 Days

The Executive Director or other appropriate administrator of the student's home school will provide a student placed in a DAEP with a review of the student's status at intervals not exceeding 120 days. At the review, the student or the student's parent or legal guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. In the case of a high school student, the board's designee, with the student's parent or legal guardian, shall review the student's progress towards meeting high school graduation requirements and shall establish a specific graduation plan for the student. The school is not required under this subsection to provide the district's DAEP with a course not specified under Section 37.008(a). Students shall be given the opportunity to complete coursework required for graduation. Please contact the DAEP administration for additional information.

If the student was removed for an assaultive offense against the teacher, the student may not be returned to the classroom of the teacher who removed the student without the teacher's consent, unless Placement Review Committee determines that this is the best or only available alternative.

Removal Beyond the End of the School Year

For placement in a DAEP to extend beyond the end of the school year, the Executive Director or other appropriate administrator must determine that the student's presence in the regular classroom or campus presents a threat to the safety of other students or employees, or that long term placement is in the best interest of the student.

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of the placement.

Students whose removals continue into the next school year are not prohibited from attending summer programs unless the campus Executive Director or designee determines that the student presents a threat to the safety of students or employees.

Emergency Placement in DAEP [Section 37.019]

In situations that the Executive Director or designee considers to be emergencies, the Executive Director or designee may order the immediate placement of a student when a student is so unruly, disruptive or abusive that the student's presence seriously interferes with the teacher's ability to communicate effectively with the students in a class, the ability of the student's classmates to learn, or the operation of school or a school-sponsored or a school-related activity. As required by law, the student will be given the appropriate conference required for DAEP placement within ten days.

Admission of Removed Students

The school will decide on a case-by-case basis the placement of a student who enrolls in the district having been assigned to the DAEP in another district, including a district in another state or an open-enrollment charter school. The school may place the student in the district's DAEP or a regular classroom setting.

IV. Placement and/or Expulsion for Certain Serious Offenses

This section includes two categories of serious offenses for which the Texas Education Code provides unique procedures and requires specific consequences.

A. Registered Sex Offenders

Upon receipt of notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders placement in a JJAEP.

If the student is under any form of court supervision, including probation, community supervision or parole, the placement will be in either a DAEP or JJAEP for at least one semester (the equivalent of one semester is 87 school days).

If the student is not under any form of court supervision, the placement may be in a regular classroom or a DAEP or JJAEP for one semester. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

- Threatens the safety of other students or teachers.
- Will be detrimental to the educational process.
- Is not in the best interest of the school's students.

Review Committee

At the end of the first semester of a student's placement in a DAEP or JJAEP and before the beginning of each school year for which the student remains in an alternative placement, the school shall convene a committee, in accordance with state law, to review the student's placement. The committee, whose membership will include the appropriate associate Executive Director or designee, will recommend whether the student should return to the regular classroom or remain in placement. Absent a special finding, the board's designee, the General Counsel, must follow the committee's recommendation.

The Admission, Review and Dismissal (ARD) committee must review the placement of a student with a disability who receives special education services.

Continuation of Placement

If a student enrolls in the school during a mandatory placement as a registered sex offender, the school may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent/legal guardian may appeal the placement by requesting a conference among the board or its designee, the student and the student's parent/legal guardian. The conference is limited to the factual question of whether the student is required to register as a sex offender under Chapter 62 of the Texas Code of Criminal Procedures. Under this section, any decision by the board's designee, the Chief Academic Officer or designee is final and may not be appealed.

B. Certain Felonies

Regardless of whether placement or expulsion is required or permitted due to one of the reasons in the DAEP or Expulsions sections, in accordance with Texas Education Code 37.0081, a student may be expelled and placed in either a DAEP or JJAEP if the board or its designee makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title V of the Texas Penal Code. The student must have:

- Received deferred prosecution (see glossary) for conduct defined as aggravated robbery or a Title V Felony Offense;
- Been found by a court or jury to have engaged in delinquent conduct (see glossary) for conduct defined as aggravated robbery or a Title V felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title V offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title V offense;
- Received probation or deferred adjudication (see glossary) or been arrested for, charged with or convicted of aggravated robbery or a Title V felony offense.

The school may expel the student and order placement under these circumstances regardless of:

- The date on which the student's conduct occurred;
- The location at which the conduct occurred;
- Whether the conduct occurred while the student was enrolled in the school;
- Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

- Threatens the safety of other students or teachers.
- Will be detrimental to the educational process.
- Is not in the best interest of the school's students.

Any decision of the board or the board's designee under this section is final and may not be appealed (see Expulsion).

Length of Placement

The student is subject to the placement until:

- The student graduates from high school;
- The charges are dismissed or reduced to a misdemeanor offense;
- The student completes the term of the placement or is assigned to another program.

Continuation of a Placement

A student who enrolls in the school from another school district before completing a placement under this section must complete the term of the placement.

V. Expulsion

A. Offenses Subject to Expulsion [Tec 37.007 and 37.125]

Mandatory Expulsions

A student **must** be expelled for any following offense if committed on school property, including a parking lot, parking garage, or other parking area owned by the school, on a school bus or while attending a school-sponsored or school-related activity on or off school property:

- Bringing to school a firearm, as defined by federal law as:
 - Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive.
 - The frame or receiver of any such weapon.
 - Any firearm muffler or silencer.
 - Any destructive device, such as an explosive, incendiary or poison gas bomb or grenade.
- Use, exhibition or possession of the following, under the Texas Penal Code:
 - A firearm (defined as any device designed, made or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use).
 - A location-restricted knife, defined as a knife with a blade over five-and-a-half inches.
 - A prohibited weapon, such as an explosive weapon (see glossary); a machine gun; a short-barrel firearm; a firearm silencer; armor-piercing ammunition; a zip gun; a club (see glossary), including num-chuks; knuckles; or a tire deflation device.
- Behavior containing the elements of the following under Texas Penal Code:
 - Aggravated assault, sexual assault or aggravated sexual assault.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Arson (see glossary).
 - Behavior punishable as a felony that involves being under the influence of, possession or use of, or the selling, giving or delivering to another person: any amount of marihuana or a controlled substance, a dangerous drug, or alcohol, or committing a serious act while under the influence of alcohol.
 - Continuous sexual abuse of a young child or children.
 - Indecency with a child.

- o Murder, capital murder or criminal attempt to commit murder or capital murder; manslaughter; or criminally negligent homicide. Retaliation against a school employee combined with one of the above-listed offenses on or off school property or at a school-related activity.

Discretionary Expulsions

Offenses Engaged in at Any Location

A student may be expelled for:

- Engaging in conduct that contains the elements of an offense under Section 22.01 of the Penal Code (assault with injury is when a person intentionally, knowingly or recklessly causes bodily injury to another, including the person's spouse) in retaliation against a school employee or volunteer.
- Engaging in bullying as defined in Section 37.0832 that encourages a student to commit or attempt to commit suicide; or inciting violence against a student through group bullying; or releasing or threatening to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.
- Engaging in criminal mischief if punishable as a felony.
- Making a terroristic threat, false alarm or report (see glossary) (e.g., bomb threats) involving a public school.
- Engaging in conduct that contains the elements of offense of breach of computer security under section 33.02 of the Penal Code, if the conduct involves accessing a computer, computer network or computer system owned by or operated on behalf of a school district, and knowingly altering, damaging, deleting school district property or information, or committing a breach of any other computer, computer network or computer system [Chapter 37.007(b)(5)].
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - o Aggravated assault, sexual assault or aggravated sexual assault.
 - o Murder or capital murder.
 - o Criminal attempt to commit murder or capital murder.

Offenses Engaged in at School, Within 300 Feet of School or at a School Event

A student may be expelled for:

- Engaging in any of the following offenses if committed on school property or within 300 feet of the school's real property line, or while attending a school-sponsored or school-related activity on or off school property:
 - o Conduct that contains the elements of an offense under Section 22.01 of the Penal Code (assault with injury is when a person intentionally, knowingly or recklessly causes bodily injury to another, including the person's spouse) against a school employee or volunteer.

- Conduct that contains the elements of the offense of deadly conduct (see glossary) under Section 22.05 of the Penal Code.
- Engaging in any following offense if committed within 300 feet of the school's real property boundary line:
 - Aggravated assault, sexual assault or aggravated sexual assault.
 - Arson (see glossary).
 - Continuous sexual abuse of a young child or children.
 - Felony drug or alcohol related offense.
 - Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide or aggravated robbery.
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Use, exhibition, or possession of a firearm (see glossary), a location-restricted knife, a club or prohibited weapon.

In addition, a student may be expelled for any offense that is a state-mandated expellable offense if the offense is committed on the property of another Texas school district in Texas or while the student is attending a school-sponsored or school-related activity at another Texas school district.

A student may be expelled for serious misbehavior if a student is already in a DAEP and continues to violate the school's Code despite documented interventions at the DAEP.

B. Expulsion Procedures [TEC 37.007]

The board delegates the authority to expel students to the Executive Director or the Executive Director's designee. A student under 10 years of age who engages in expellable conduct described in Section 37.007 shall receive educational services in the district's DAEP. A student under the age of six may not be removed to a DAEP (as described in 37.008) unless they commit a federal firearms offense. The duration of a student's expulsion will be determined on a case-by-case basis. The maximum period for expulsion is a calendar year unless it is determined that the student is a threat to the safety of other student or to the school employees or an extended placement is in the student's best interest. Students who commit offenses requiring expulsion at the end of one school year may be expelled to the next school year to complete the assigned term of expulsion. (See page 32 for students with disabilities.)

Hearing and Notice

Before a student may be expelled, the Executive Director serving as the designee of the board will schedule a hearing within a reasonable time. The student's parent or legal guardian will be invited in writing to attend the hearing. At the hearing, the student is entitled to receive notice of the reasons for the proposed expulsion. The student is entitled to be represented by the student's parent/legal guardian or another adult who can provide guidance to the student and is not an employee of the school. The student may offer testimony and evidence in their defense. The designee of the board may set reasonable rules for the hearing. The school will make good-faith efforts to inform the student and the student's parents or legal guardian of the time and place of the hearing; however, the school may hold the hearing regardless of whether the student, the student's parent/ legal guardian or another

adult representing the student attends. Before an expulsion decision is made, the board's designee must consider whether the student acted in self-defense, the intent or lack thereof at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision involves a mandatory or discretionary expulsion.

After the hearing, the campus administrator will make a written recommendation to the Executive Director or designee. The Executive Director or designee will make the decision to expel a student.

Students who are entitled to admission into MECC and are expelled from school will continue to be eligible to receive educational services in the Galveston County Juvenile Alternative Education Program.

Placement Pending Hearing

Until a hearing can be held, the Executive Director or designee may place the student in:

- Another appropriate classroom.
- A DEAP.
- Emergency expulsion for a period not to exceed ten school days.
- Out-of-school suspension.
- Student Support Centers (in-school suspension).

Notification

After the hearing, notification of the Executive Director or designee's recommendation will be provided to the parent/legal guardian and Deputy Executive Director in writing. The Deputy Executive Director's decision will be provided to the parent/legal guardian in writing. The decision will include notice of the right to appeal the expulsion decision. If the student is to be expelled, not later than the second business day after the hearing, the board's designee will deliver to juvenile court a copy of the order expelling the student and information required by Section 52.04 of the Family Code.

Firearm Violations

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the Executive Director or designee may modify the length of the expulsion on a case-by-case basis. Expelled students may receive educational services in the district's DAEP or the JJAEP. Students under the age of ten shall receive educational services in the district's DAEP.

Admission of Expelled Students

The school will decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or open-enrollment charter school and who requests admission into the district.

Participation in Activities

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

Academic Credit

No district academic credit will be earned for work missed during the period of expulsion (unless the student is enrolled in a JJAEP).

Appeal

The student and/or the student's parent or legal guardian will be given notice of the right to appeal an expulsion decision. The appeal must be made in writing and received by the district within seven district business days of the date of the CBC's expulsion order.

Appeals of the expulsion decisions shall be made to the Deputy Executive Director (Level II), the Executive Director (Level III) and the board (Level IV). The board's decision may be appealed by trial *de novo* to the Galveston County District Court. The student's expulsion order and placement will remain in place pending an appeal of the board's decision.

Emergency Expulsion [37.019]

In an emergency, the Executive Director or designee or other appropriate administrator may order the immediate expulsion of a student when the continued presence of the student on campus poses a danger of imminent harm to persons or property. When an emergency expulsion occurs, the student and parent/legal guardian will be given oral notice of the reason for the action. The reason must be a reason for which expulsion may be made on a non-emergency basis, and written notification will follow the oral notification.

A student who is expelled on an emergency basis will be released to the student's parent, parent's representative, medical providers or law enforcement authorities. Within a reasonable amount of time after the emergency expulsion, but no later than the tenth day after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion. For a student with disabilities, the term of the student's emergency expulsion is subject to the requirements of federal law.

VI. Placement in a Juvenile Justice Alternative Education Program (JJAEP) [TEC 37.011]

Students who are expelled under the provisions of this Code and who are subsequently placed on probation by the Galveston County Juvenile Court will be ordered by the Court to attend an alternative education program operated by the Court. The board has entered into an agreement with the Galveston County Juvenile Board outlining the Juvenile Board's responsibilities concerning the establishment and operation of the JJAEP and conditions for payment from the district to the Juvenile Board.

VII. Students with Disabilities

Protections for Students Not-yet-eligible

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct may assert any of the previous protections if the district has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. Basis of knowledge includes:

- The student's parent/legal guardian has expressed concern in writing to administrative personnel that the student is in need of special education and related services;
- The parent/legal guardian has requested an evaluation of the student; or
- The teacher of the student or other district personnel expressed specific concerns about a student's pattern of behavior directly to the director of special education or to other district supervisory personnel.

Note: If the student's parent/legal guardian has not allowed an evaluation of the student or has refused services or an evaluation determined that said student was not a student with a disability, the district shall not be deemed to have knowledge that the student is a student with a disability.

If the district does not have knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subject to disciplinary measures applied to students without disabilities who engage in comparable behaviors. If a request is made for an evaluation of the student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the student is determined to be a student with a disability, the district shall take into consideration information provided by the evaluation and by the parent/legal guardian and shall provide special education and related services; pending the results of the evaluation, the student shall remain in the educational placement determined by school authorities.

Please see Texas Education Code 37.0021 for information on use of confinement, restraint, seclusion and time-out. (http://www.statutes.legis.state.tx.us/docs/ED/html/ED_37.htm#37.0021)

504 Eligible Students with Disabilities Under the Americans with Disabilities Act Amendments ACT (ADAAA/Reauthorized in 2008) and Section 504 of the Rehabilitation Act of 1973

Change of Placement: Prior to a change of placement, a student under the protection of Section 504 must undergo a reevaluation of their disability status in order to determine if the behavior in question is a manifestation of their disability. This takes the form of a Manifestation Determination (MD) 504 meeting, which must be completed before a 504 student may be ordered to an appropriate alternative education setting or any other change of placement.

The committee (comprised of person(s) knowledgeable about the student, the meaning of the evaluation data and placement options) must decide whether the misbehavior is a manifestation of a student's disability and must review the current 504 Accommodation Plan. The Section 504 Committee must include the campus 504 Coordinator, an administrator and a general education teacher: others

may be included as appropriate to the students' disability (for example, a nurse or counselor), but will not contribute to the manifestation determination. The MD meeting is considered a re-evaluation of the student's disability/disabilities; the MD script guides the Committee through that process. Once completed, the 504 Committee must consider whether the student's behavior warrants additional evaluation, beyond that contained in the reevaluation meeting discussion. If the behavior is found to be a manifestation of the student's disability, the student may not be removed for the same amount of time as a student without a disability. If the behavior is not found to be a manifestation of the student's disability, the student may be removed for the same amount of time as a student without a disability.

Special conditions may apply; the student with disabilities may be removed to an appropriate interim alternative placement for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability. Special circumstances include when the student:

- Carries a weapon to school or to a school function.
- Knowingly possesses or uses illegal drugs or sell or solicits the sale of a controlled substance while at school or a school function.
- Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function.

Individuals with Disabilities Education Act (IDEA)

A student with disabilities may be removed to an appropriate Interim Alternative Education Setting (IAES), another setting or suspended for not more than 10 consecutive school days (to the extent such alternatives would be applied to students without disabilities). School personnel must consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for the child with a disability who violates a code of student conduct.

Within 10 school days of any decision regarding a disciplinary change of placement due to a Code violation, the ARD committee must determine whether the behavior of the student is a manifestation of the student's disability. When making a manifestation determination, the ARD committee must review all relevant information in the student's file, including the student's Individualized Education Program (IEP), any teacher observations and any relevant information provided by the parents to determine if the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of an IEP implementation failure. If either is applicable the conduct shall be determined to be a manifestation of the student's disability. If the behavior is determined to be a manifestation of the student's disability, the ARD committee must either:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan if such assessment for conduct was not completed prior to behavior;
2. Or if a behavioral intervention plan has been developed, the ARD shall review the plan, modify it, as necessary, to address the behavior and return the student to the placement from which they were removed, if both the parent/legal guardian and school agree to a change of placement as part of the modification of the behavioral intervention plan, or special circumstances exist.

Special Circumstance: School personnel may remove a student to an appropriate interim alternative placement for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if the student:

- Carries a weapon to school or to a school function.
- Knowingly possesses or uses illegal drugs or sell or solicits the sale of a controlled substance while at school or a school function.
- Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function.

The ARD committee shall determine the interim alternative education setting.

If the behavior is determined not to be a manifestation of the student's disability, disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration in which the procedures would be applied to students without disabilities except that services during periods of the removal must be provided.

When a student is removed from the current educational placement either because of special circumstance or because the behavior is not a manifestation of the student's disability, the ARD committee must determine educational services for a Free Appropriate Public Education (FAPE) which may be provided in an Interim Alternative Education Setting (IAES), so as to enable the child to continue to:

- Participate in the general education curriculum, although in another setting;
- Progress toward meeting the goals set out in the student's IEP;
- Receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

The ARD committee shall determine the interim alternative education setting.

After the tenth cumulative day of removal in a school year, the student must be provided educational services needed to receive a FAPE. Services must enable the student to continue to participate in the general curriculum, although in another setting, and progress toward meeting the goals set out in the IEP.

On the date in which the decision is made to change a student's placement because of a code of conduct violation, the school must notify the parents/legal guardians of that decision and of all procedural safeguards.

Nothing in the Code shall be construed to prohibit the school district from reporting a crime committed by a student with a disability to appropriate authorities. When reporting a crime to authorities, the school district must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by those authorities.

The child with a disability may not be disciplined for bullying, harassment or making a hit list until an ARD committee meeting has been held to review the conduct.

The parent/legal guardian of a student with a disability who disagrees with any decision regarding disciplinary placement or the manifestation determination may request a hearing ([see](#)

http://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf. During the appeal, the child shall remain in the interim alternative educational setting pending the decision or until the expiration of the time period, whichever occurs first unless the parent/legal guardian and the district otherwise agree. The state or district shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested; a determination shall be made within 10 school days after the hearing.

VIII. Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence or structure on open-space land; or
 - b. Any building, habitation or vehicle:
 - i. Knowing that it is within the limits of an incorporated city or town;
 - ii. Knowing that it is insured against damage or destruction;
 - iii. Knowing that it is subject to a mortgage or other security interest, knowing it is located on property belonging to another;
 - iv. Knowing that it is located within property belonging to another; or
 - v. When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another, or
 - b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Bullying means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means or physical conduct that a school district's board or the board's designee determines:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent or pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student; or
3. Infringes on the rights of the victim at school; and
4. Includes cyberbullying.

This conduct is considered bullying if it:

1. Interferes with a student's educational opportunities; or
2. Substantially disrupts the operation of a classroom, school, and school-sponsored or school-related activity.

The school has discipline authority if bullying:

1. Occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property,
2. Occurs on a publicly- or privately-owned school bus or vehicle being used for transportation of student to or from the school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity.

CBC is a Campus Behavior Coordinator. This position is selected by the campus administration and who's primarily responsible for maintaining student discipline and the implementation of Chapter 37, Subchapter A.

Chemical dispensing device is a device designed, made or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. This category does not include a small chemical dispenser sold commercially for personal protection.

Club is an instrument specially designed, made or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associates in the commission of criminal activities.

Child Study Team (CST): All campuses have a CST led by an administrator or his/her designee. The purpose of the CST shall be to review student performance issues and provide and monitor interventions for students experiencing attendance, academic and/or behavioral challenges not effectively addressed with Tier I and Tier II supports. CSTs shall provide a student support plan to be

used prior to a referral for additional assessment to determine eligibility for services such as special education. CSTs shall develop student intervention plans, monitor intervention effectiveness, and document student progress through the Apricot tool.

Cyberbullying is bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website or any other Internet-based communication tool.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal or emotional abuse to harm, threaten, intimidate or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injuries, such as knowingly discharging a firearm in the direction of an individual, habitation, building or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed or sold as an e-cigarette, e-cigar or e-pipe or under another product name or description and a component, part or accessory for the device, regardless of whether the component, part or accessory is sold separately from the device.

Apricot is an electronic tool to document supports, meetings, and resources provided by the Child Study Team.

Equity: (The following is a working definition in MECC provided by Zaretta Hammond and according to the National Equity Project)

1. Reduces the predictability of who succeeds and who fails.
2. Interrupts reproductive practices that negatively impact struggling students of color.
3. Cultivates the unique gifts and talents of every student.

Explosive weapon is an explosive or incendiary bomb, grenade, rocket or mine and its delivery mechanism that is designed, made or adapted for the purpose of inflicting serious bodily injury, death

or substantial property damage, or for the Executive Director or designee purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report occurs when a person knowingly initiates, communicates or circulates: a report of a present, past or future bombing; fire; offense; or another emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room or place of assembly.

Firearm is defined by federal law (18 U.S.C. § 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb or grenade.

Such term does not include an antique firearm.

Firearm silencer means any device designed, made or adapted to muffle the report of a firearm.

Graffiti are marks with paint, an indelible pen or marker or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings or paintings.

Handgun is defined by Texas Penal Code 46.01(5) as any firearm that is designed, made or adapted to be fired with one hand.

Harassment is conduct that:

1. Meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Threatens to cause harm or bodily injury to another person, including a district student, employee, board member or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously or substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife or any object to be used with intent to cause bodily harm.

Holistic approach to conflict would be to help students understand the nature of conflict, what defense mechanisms it triggers in them and how to take responsibility for those feelings. It can then equip students with the skills needed to approach the conflict so that all parties can move forward in a healthy way.

Incremental interventions are disciplinary interventions that use a range of graded disciplinary actions and responses in order to control and manage behavioral issues.

Intimate visual material is visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct [Civil Practice and Remedies Code Section 98B.001 (2)].

Location-restricted knife is defined by Texas Penal Code 46.01(6) as a knife with a blade of over five and one-half inches.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically without manual reloading by a single function of the trigger.

Out-of-school suspension is defined as a temporary exclusion from school and school activities. Suspension from school may be used alone for violations of school rules or the Code. In addition, suspensions may be used for students who have committed a removal or expulsion offense and for whom a conference or hearing is pending.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting or otherwise introducing a controlled substance into the human body.

Peer mediation is problem-solving youth-to-youth. In peer mediation, two or more students involved in a dispute meet in a private, safe and confidential setting to work out problems with the assistance of a trained student mediator.

Possession means actual care, custody, control or management of an object or substance. A student shall be considered in possession of any substance or object prohibited or regulated by this code if the substance or object is:

1. On the student's person or in the student's personal property, including but not limited to the student's clothing, purse, telecommunications or electronic devices, book bag or briefcase;
2. In any private vehicle used by the student for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle or bicycle; or
3. In any school property used by the student, including but not limited to a locker or a desk.

Proactive intervention:

1. Being proactive is defined as serving to prepare for, intervene in or control an expected occurrence or situation, especially a negative or difficult one; anticipatory: proactive measures against crime.
2. Proactive interventions would anticipate a known behavior as opposed to reactive interventions, which are interventions that are used only once the behavior occurs. They are consequences (or reactions) to the behavior. The goal is to cut short the behavior to minimize damage.

Progressive discipline uses incremental interventions, whenever possible, to address inappropriate behavior with the ultimate goal of teaching pro-social behavior.

Prohibited weapon under Texas Penal Code 46.05(a) means:

1. An explosive weapon (see glossary);
2. A machine gun;
3. A short-barrel firearm or firearm silencer, unless registered with the U.S. Bureau of Alcohol Tobacco, Firearms and Explosives or classified as a curio or relic by the U.S. Department of Justice;
4. Knuckles;
5. Armor-piercing ammunition;
6. A chemical dispensing device (see glossary);
7. A zip gun; or
8. A tire deflation device.

Pro-social behaviors/activities are any actions intended to help others. One motivation for prosocial behavior is altruism, or the desire to help others with no expectation of reward.

Public school fraternity, sorority, secret society or gang means an organization composed wholly or in part of students seeking to perpetuate the organization by taking on additional members from a school's student population based on a decision by membership rather than by the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are exempted from this definition.

Reasonable belief is a determination made by the Executive Director or designee using all available information, including information furnished under Article 15.27 of the Code of Criminal Procedure.

Restorative circle process is a community process for supporting those in conflict. It brings together the three parties to a conflict — those who have acted, those directly impacted and the wider community — within an intentional systematic context to dialogue as equals.

School-wide tiered framework: Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered framework that is utilized to achieve important behavior changes. It requires adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect themselves.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches or any weapon made from a rifle or a shotgun that, as altered, has an overall length of less than 26 inches.

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Socially- and Emotionally safe: An experience in which one feels safe to express emotions, security, and confidence to take risks and feel challenged and excited to try something new. Emotionally safe learning environments can be achieved by making SEL an essential part of education.

Student Support Centers (In-School Suspension) is defined as a placement of a student in a location separate from the classroom under the supervision of a teacher or other staff person where the student continues to receive instruction in each course to the extent possible. This does not include time-out arrangements between teachers or specific behavior management programs operated by campuses.

Suspension: See listing for "Student Support Centers (In-School Suspension)" and "Out-of-School Suspension."

Terroristic threat is a threat of violence to any person or property with the intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building, room, place of assembly or place to which the public has access; place of employment or occupation; aircraft, automobile or other form of conveyance; or another public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas or power supply; or other service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state or a political subdivision of the state (including the district).

Title 5 offenses are those crimes listed in Title 5 of the Texas Penal Code that involve injury to a person and may include:

- Murder;
- Kidnapping;
- Trafficking of persons;
- Smuggling or continuous smuggling of persons;
- Assault (see glossary);
- Aggravated assault;
- Sexual Assault
- Aggravated sexual assault;
- Unlawful restraint;
- Voyeurism;
- Indecency with a child;
- Invasive visual recording;
- Disclosure or promotion of intimate visual material;
- Injury to a child, an elderly person, or a disabled person of any age;
- Abandoning or endangering a child;
- Deadly conduct;
- Terroristic threat;
- Aiding a person to commit suicide;
- Tampering with a consumer product.

Under the influence means a student's faculties are noticeably impaired by alcohol and/or drugs through the student need not be legally intoxicated. Impairment of a person's physical and/or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, and/or the presence of physical symptoms of drug or alcohol use or by admission.

Use means a student has smoked, ingested, injected, imbibed, inhaled, drunk or otherwise taken internally, on or off campus, a prohibited substance recently enough that it may be detectable by, but not limited to, the following: the student's appearance, actions, breath or speech.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

NOTE:

HB 674 prohibits school districts from assigning out-of-school suspension to any student enrolled in 2nd grade or lower. This restriction does not apply to open-enrollment charter schools.

Acknowledgement of Electronic Distribution of Student Code of Conduct

Dear Students and Parent(s)/Legal guardian(s):

We know that you share Moody Early Childhood Center's priority of providing a safe school environment. In order to help us reach this goal, we ask you to please read and review this Student Code of Conduct (Code).

In our continued efforts to be as efficient as possible, the MECC website is the primary source for access to the Code. Families who do not have Internet access can receive a copy at their campus upon request at any time during the school year. To ensure that every district student has had the opportunity to access the information contained within the Code, we are requiring that a parent or legal guardian of every student complete the requested information below and return it to your child's teacher and/or the school's administrative team. This form will remain in your child's cumulative folder.

_____ I acknowledge that I can electronically access the Moody Early Childhood Center Student Code of Conduct by visiting this MECC Internet address:
<https://www.MoodyEarlyChildhoodcenter.org/parent-information/conduct-code>.

_____ I acknowledge that I can obtain a paper copy by visiting the administrative office of my child's school. The Moody Early Childhood Center Student Code of Conduct will be available annually in the school's administrative office.

You are responsible for reading the rules, expectations and other information contained herein and signing and returning the attached acknowledgment form. All students will be held accountable for their behavior and will be subject to disciplinary consequences outlined in the Student Code of Conduct. Failure to read the Code does not excuse the student from any consequences if they are in violation of the Code.

Each school year, a paper copy of the Code will be available to you in the administrative office of your child's school. Please visit this office to obtain the most recent copy of the Code.

Student Name: _____ ID#: _____ Grade: _____

Parent/Legal Guardian Signature _____ Date: _____



I, _____, know Moody Early Childhood
Print Parent Name

Center Parent Handbook, Tadpoles app instructions, and additional handouts are located on the MECC website, <http://www.moodychildhoodcenter.org/en/resources/parent-portal-info>. I acknowledge that I can talk to the office if I have any questions or if I would like to receive a printed copy.

Tadpoles App

You can also download the Tadpoles app for iPhone, iPad or Android phone:

- <https://apps.apple.com/us/app/Tadpoles-child-care-app/id902823296>
- <https://play.google.com/store/apps/details?id=co.kidcasa.app&hl=en>

Downloads

- [20-21 IT Calendar](#)
- [20-21 PK Calendar](#)

Print child's name

Parent Signature

Date

MEMORANDUM

To: Karin Miller, Executive Director, Moody Early Childhood Center

From: Holly Palmer, YPTC

Date: June 18, 2020

Subject: May 2020 Financial Reports

Attached please find the following financial reports for the nine months ended May 31, 2020:

- Balance Sheets at May 31, 2020 and May 31, 2019
- Income Statements and Budget Analysis for the nine months ended May 31, 2020 and May 31, 2019
- Statements of Cash Flows for the nine months ended May 31, 2020 and May 31, 2019
- Dashboard as of May 31, 2020

Executive Summary:

Moody Early Childhood Center's ("MECC") current cash balance is \$1,850,428. This significant increase is attributable to the receipt of \$1.96 million from the Moody Foundation. The Board of Directors voted in December to place these funds in a money market account with Moody Bank and release funds bi-monthly as needed for payroll, resulting in a Board Restriction of the grant funding. MECC has already skipped 2 ½ draws this year, as a result of receiving the PPPL loan in April. MECC is expected to execute its next release for payroll in July 2020.

Balance Sheets:

- *Cash:* MECC ended May 2020 with \$1,850,428 an increase of \$1,533,795 from fiscal year ended August 31, 2019 to date. The increase is attributable to a new grant with the Moody Foundation for \$1.96 million. See Executive Summary above.
- *Receivables:* Accounts receivable, net were \$19,425 at May 31, 2020. The receivable balance is attributable to tuition and normal operating amounts due for May 2020.
- *Payables:* Accounts payable were \$192,778 at May 31, 2020. Significant balances include Payroll Liabilities of \$79,146 and K&K Contractors in the amount of \$13,400.

Income Statements and Budget Analysis:

- *Revenue* – Total operations revenues for YTD May were \$3,205,801 representing 120% of the FY2020 budget. This is due to the receipt of the \$1.96 million grant from the Moody Foundation.
- *Expenses* – Total operations expenses for YTD May were \$3,234,728 representing 75% of the FY2020 budget. It is important to note that these figures include COVID-19 expenses, related to increased cleaning, as well as hazard pay to employees.

Other Updates/Work Plan:

As we are still in the clean-up phase, below is a list of accounts and projects still pending and as such, report amounts are subject to change:

- *Development of Policies and Procedures Manual* – Creation and implementation of policy and procedure manual for accounting and business department. Executive Director and YPTC to meet about this next week for review and finalization.
- *TxEIS Account Set-up* – Complete the transfer of information from QuickBooks to the new account system. Executive Director and YPTC have a meeting next week to discuss workplan, resources and timing.

Recommendations:

- *Meet with GISD to develop a process of submitting and receiving invoices* – MECC should create a plan with GISD to develop a process to submit invoices for payment and receive invoices from GISD on a monthly basis. **As of now, we have started to accrue the run rate based on the invoices received thus far.**
- *Create procedure for check cutting and accounts payable* – **MECC implemented Bill.com in May of 2020.**
- *Determine and obtain support Baker Ripley funding* – **This deposit has been identified, and it now being properly tracked and matched with the supporting documentation.**
- *Have a payroll update and training session* – to ensure that all payroll, tax and other liability items and needs for MECC are being reviewed, recorded and remitted.

Please let me know if you have any questions or would like to discuss.

Moody Early Childhood Center
Balance Sheets
As of May 31, 2020 and May 31, 2019

	<u>May 31, 2020</u>	<u>May 31, 2019</u>
ASSETS		
Cash - Operating	\$ 20,145	\$ 123,844
Cash - Professional Development	29,126	222,619
Cash - Scholarship	50,636	23,536
Cash - Capital	-	71,308
Cash - Special Projects	459,998	5,863
Cash - Money Market	1,290,523	-
Prepaid Expenses	16,063	6,000
Accounts Receivable	19,425	(101,588)
Total Current Assets	<u>1,885,916</u>	<u>351,582</u>
Property and Equipment, Net		
Fixed Assets	<u>674,926</u>	<u>772,758</u>
Total Property and Equipment, Net	<u>674,926</u>	<u>772,758</u>
TOTAL ASSETS	<u>\$ 2,560,842</u>	<u>\$ 1,124,340</u>
LIABILITIES AND NET ASSETS		
Liabilities		
Current Liabilities		
Accounts Payable	\$ 192,778	\$ 143,626
Line of Credit	<i>LOC + PPPL</i> 930,234	200,000
Total Current Liabilities	<u>1,123,012</u>	<u>343,626</u>
Total Liabilities	<u>1,123,012</u>	<u>343,626</u>
Net Assets		
Net Assets Without Donor Restrictions	1,337,923	333,544
Net Assets With Donor Restrictions	99,907	447,170
Total Net Assets	<u>1,437,830</u>	<u>780,714</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,560,842</u>	<u>\$ 1,124,340</u>

Moody Early Childhood Center
Income Statements & Budget Analysis
For the Nine Months Ended May 31, 2020 and May 31, 2019

	ACTUALS		BUDGET COMPARATIVE		PRIOR YEAR COMPARATIVE	
	Current Month	Year-To-Date	Year-to-Date	\$ Variance	Year-To-Date	\$ Variance
				Favorable/ (Unfavorable)		Favorable/ (Unfavorable)
REVENUES						
Contributions	\$ -	\$ 184,445	\$ 375,000	\$ (190,555)	\$ 327,599	\$ (143,154)
Contributions - Moody	-	1,966,667	300,000	1,666,667	1,200,000	766,667
GISD Allotment	41,694	364,212	662,534	(298,322)	342,246	21,966
Title Funds	-	36,502	-	36,502	56,507	(20,005)
Federal Food Services	-	35,356	45,000	(9,644)	19,106	16,250
Federal Child Care Subsidy	35,893	153,384	22,815	130,569	3,995	149,389
Interest Income	438	4,790	-	4,790	-	4,790
Other Income	20	20,191	-	20,191	17,471	2,720
UTMB Pandemic Tuition	-	110,098	-	110,098	-	110,098
Other Pandemic Tuition	13,776	32,035	-	32,035	-	32,035
Tuition	(1,545)	298,121	600,000	(301,879)	465,236	(167,115)
TOTAL REVENUES	90,276	3,205,801	2,005,349	1,200,452	2,432,160	773,641
EXPENSES						
Payroll and Related Expenses	201,303	2,441,307	2,665,875	224,568	2,331,782	(109,525)
Food Services	4,198	67,434	96,000	28,566	68,107	673
Transportation	-	44,333	57,000	12,667	-	(44,333)
Family Engagement	-	2,301	17,625	15,324	-	(2,301)
Occupancy	-	16,644	76,500	59,856	-	(16,644)
Professional Development Charges	-	72,183	-	(72,183)	5,729	(66,454)
Board Expenses	-	1,087	-	(1,087)	730	(357)
Contract Services and Professional Fees	19,417	178,105	140,250	(37,855)	291,421	113,316
Supplies	4,524	66,295	64,500	(1,795)	50,663	(15,632)
Repairs and Maintenance	14,595	106,980	-	(106,980)	26,691	(80,289)
COVID-19 Expenses	5,249	28,836	-	(28,836)	-	(28,836)
Depreciation	6,803	64,207	-	(64,207)	-	(64,207)
Insurance	2,717	29,581	80,775	51,194	22,555	(7,026)
Fundraising	-	-	-	-	-	-
Interest Expense	1,639	13,224	18,000	4,776	-	(13,224)
Printing and Postage	32	6,862	3,750	(3,112)	1,464	(5,398)
Dues and Subscriptions	1,131	13,404	-	(13,404)	9,157	(4,247)
Bank Fees	30	10,813	-	(10,813)	13,066	2,253
Utilities	4,000	29,965	-	(29,965)	-	(29,965)
Travel	-	5,791	-	(5,791)	1,849	(3,942)
Information Technology	1,541	9,127	14,438	5,311	3,279	(5,848)
Marketing	1,385	12,311	9,000	(3,311)	7,582	(4,729)
Other Expenses	2,053	13,938	(1)	(13,939)	20,868	6,930
TOTAL EXPENSES	270,617	3,234,728	3,243,712	8,984	2,854,943	(379,785)
TOTAL NET INCOME (LOSS)	\$ (180,341)	\$ (28,927)	\$ (1,238,363)	\$ 1,209,436	\$ (422,783)	\$ 393,856

Moody Early Childhood Center
Statements of Cash Flows
For the Nine Months Ended May 31, 2020 and May 31, 2019

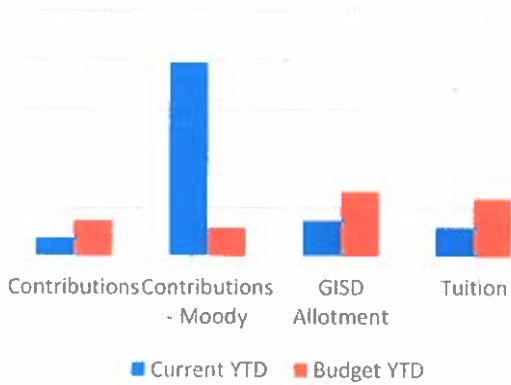
	<u>Year-to-Date May 31, 2020</u>	<u>Year-to-Date May 31, 2019</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Total Net Income (Loss)	\$ (28,927)	\$ (422,783)
Adjustments to Reconcile Total Net Income (Loss) to Net Cash (Used)/Provided by Operating Activities:		
Depreciation	64,207	-
Changes in Operating Assets and Liabilities:		
Accounts Receivable	831,437	111,333
Prepaid	(16,063)	-
Accounts Payable and Accrued Expenses	(33,716)	82,209
Net Cash (Used)/Provided by Operating Activities	<u>816,938</u>	<u>(229,241)</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of Fixed Assets	<u>(13,377)</u>	<u>(34,223)</u>
Net Cash Provided/(Used) by Investing Activities	<u>(13,377)</u>	<u>(34,223)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Line of Credit Draw (Repayment)	<u>730,234</u>	<u>100,000</u>
Net Cash Provided/(Used) by Financing Activities	<u>730,234</u>	<u>100,000</u>
CHANGE IN CASH	<u>1,533,795</u>	<u>(163,464)</u>
Cash, Beginning of Period	<u>316,633</u>	<u>610,634</u>
Cash, End of Period	<u>\$ 1,850,428</u>	<u>\$ 447,170</u>

**Moody Early Childhood Center
Dashboard
As of May 31, 2020**

Months Cash on Hand (excluding Restricted)

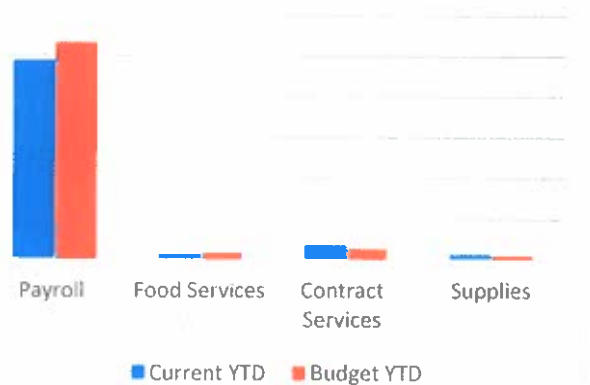
		YTD 1,776		Prior YTD
Total cash on hand	\$	1,770,666	\$	123,844
Average monthly operating expenditures	\$	359,414	\$	317,216
Number of months cash on hand		5 4.93		0.39
Total cash on hand (Less: Money Market)	\$	480,143		
Average monthly operating expenditures	\$	359,414		
Number of months cash on hand		1.34		
<i>Recommended benchmark is 3-6 months.</i>				

Budget to Actual - Revenue



The above shows revenue under budget for each major revenue category except for Contributions - Moody

Budget to Actual - Expenses



The above shows expense over budget for payroll, contract services, and supplies