

Moody Early Childhood Center

2025-2026 Employee Handbook



Contents

PROGRAM PHILOSOPHY	7
CORE VALUES	7
MISSION STATEMENT	8
VISION STATEMENT	8
MOTTO	8
EMPLOYMENT POLICIES	9
AT WILL EMPLOYMENT	9
DIVERSITY	9
EQUAL EMPLOYMENT OPPORTUNITY	10
NOTICE INFORMING INDIVIDUALS ABOUT NONDISCRIMINATION AND ACCESSIBILITY REQUIREMENTS	10
INCLUSIVE ENVIRONMENT AND ENROLLMENT OF STUDENTS WITH SPECIAL NEEDS	11
REASONABLE ACCOMMODATIONS FOR PREGNANT WORKERS POLICY	11
CONCERNS/COMPLAINTS	12
IMMIGRATION REFORM AND CONTROL ACT	12
ADMINISTRATION AND STAFFING	13
EXECUTIVE DIRECTOR	13
STAFF HIRING	13
EMPLOYMENT OF RELATIVES (NEPOTISM)	13
BACKGROUND INVESTIGATIONS AND DRUG TESTING	13
REQUEST FOR REASONABLE ACCOMODATIONS	14
EXPECTATIONS	14
STUDENT CONFIDENTIALITY	15
STATE LICENSING RULES AND REGULATIONS	15
ACCIDENTS	16
PROHIBITED CONDUCT	16
CHILD ABUSE REPORTING	21
HEALTH AND SAFETY	22
REPORTING INCIDENTS AND ILLNESSES FOR CHILDREN IN OUR CARE	23
SICKNESS	24
MEDICATION	24
LICE	24
CURRICULUM	24
INFANT	24
TODDLER	25
PRE-K	25
LOGISTICAL INFORMATION	25

HOURS OF OPERATION	25
WORKPLACE VIOLENCE	25
EMERGENCY PREPAREDNESS	27
SCHOOL EVACUATION AND ALERTS	27
SHELTER IN PLACE	27
PRE-EMPLOYMENT SCREENING	27
SUBSTANCE ABUSE AND TESTING POLICY	27
ONBOARDING OF NEW EMPLOYEES	28
ORIENTATION	28
INTRODUCTORY PERIOD	28
TRAINING	28
EMPLOYEE STATUS	30
STAFF SCHEDULES	30
EMPLOYEE CALENDAR	31
TIME OFF/ABSENCES	31
TIME KEEPING	33
OVERTIME/CLOCK IN AND OUT	34
MISSED PUNCHES/TIMESHEETS	34
WORK SCHEDULE	34
REPORTING ARRESTS	34
OFF THE CLOCK WORK	34
PAYROLL	34
PAY SCHEDULE	34
PAY DATE	35
COMP TIME	35
OVERTIME PAY	35
NON-EXEMPT STATUS	35
EXEMPT STATUS	36
ADVANCES AND LOANS	36
BREAK PERIODS: LUNCH AND BREAKS	36
MEALS	36
PAY DEDUCTIONS	36
ADMINISTRATIVE PAY CORRECTIONS	37
WAGE AND SALARY POLICY	37
ON THE JOB INJURIES	37
GENERAL CONDUCT	38
VISITORS	38

STAFF GUESTS	38
STAFF UNENROLLED CHILDREN	38
AUTHORIZATION TO RELEASE A CHILD	38
MEDICAL CERTIFICATION	38
MEDICAL EXAMINATIONS	38
CLASSROOM PRACTICES	38
COMMUNICATION WITH PARENTS	38
GUIDANCE AND DISCIPLINE	39
USE OF RESTRAINT AND SECLUSION	39
RESTRAINT	40
TRAINING AND COMPLIANCE	40
STUDENT ASSESSMENT	40
CLASSROOM PROCEDURES	41
PROFESSIONAL APPEARANCE	42
BABYSITTING, STUDENT TRANSPORTATION AND PARTY ATTENDANCE	44
PROFESSIONAL DEVELOPMENT	44
PERFORMANCE EVALUATIONS	45
COACHING AND PROGRESSIVE DISCIPLINARY ACTION	46
JOINING A TEAM	49
BENEFITS	49
CHILDCARE BENEFITS	49
PROFESSIONAL GROWTH	49
FAMILY and MEDICAL LEAVE ACT (FMLA)	50
MEDICAL	50
STIPENDS	50
PAID TIME OFF	51
PAID HOLIDAYS	51
COURT ORDERS/SUBPOENAS/JURY DUTY	52
REQUEST FOR EXTENDED ABSENCE	52
RELIGIOUS OBSERVANCES TIME OFF	52
BEREAVEMENT LEAVE FUNERAL LEAVE	53
TIME OFF WITHOUT PTO	53
OTHER LEAVE	53
INCLEMENT WEATHER/OUTSIDE ACTIVITIES	53
INCLEMENT WEATHER/SCHOOL CLOSURES	54
SCHOOL PRACTICES	55
USE OF MATERIAL EQUIPMENT AND VEHICLES	56

GENERAL SAFETY	56
VIDEO MONITORING OF SCHOOL	56
PARENT RIGHTS	56
EMPLOYEE SAFETY	57
VEHICLE SAFETY	57
PERSONAL PROPERTY	57
COMPUTER AND IPAD USE	57
EMAIL USE	57
CODE OF BUSINESS CONDUCT AND ETHICS	57
OVERVIEW OF BUSINESS ETHICS	58
CONFLICT OF INTEREST	58
PERSONAL RELATIONSHIPS POLICY	58
PERSONAL USE OF INFORMATION	59
PROFESSIONALISM AMONG STAFF	59
SOCIAL MEDIA	59
LAWS, REGULATIONS AND GOVERNMENT	60
CONFIDENTIALITY POLICY	60
OVERVIEW AND PURPOSE	60
SCOPE	60
CONFIDENTIAL AND SENSITIVE INFORMATION — DEFINED	60
PRIVACY OF STUDENT INFORMATION	60
PRIVACY OF EMPLOYEE INFORMATION	60
PRIVACY OF ADMINISTRATIVE MEETINGS	61
EMPLOYEE OBLIGATIONS UNDER THIS POLICY	61
PROHIBITED CONDUCT AND ACTIVITIES	61
HOW WE SAFEGUARD CONFIDENTIAL INFORMATION	61
EXCEPTIONS TO THIS POLICY	61
CONFIDENTIAL INFORMATION	61
CONSEQUENCES FOR FAILURE TO COMPLY	62
CONCLUSION	62
ADDENDUM	63
“How To...” Procedures	64
APPENDIX	67
Employee Acknowledgement Form	68
Employee Consent And Agreement To Drug And Alcohol Screening	69
Workplace Violence Notification Form	70
Code Of Ethics	71

Professional Development Plan	72
Plan for Compliance Monitoring	82
RADIO PROCEDURES	87
Safe Sleep Policy	89
Whistleblower Policy	90
Resiliency Plan for Hurricane Recovery	91
Vaccine-Preventable Disease Policy	92
Procedures for Supporting Inclusive Services for Children with Special Care Needs	95
Individualized Care Plan (ICP)	97

Employee Handbook

Welcome to **Moody Early Childhood Center**! We are a model Early Childhood Center that provides quality childcare and education to the children we serve. As an employee of **Moody Early Childhood Center**, you will be expected to exemplify excellence as well as quality of service and care. By following the employee policy and procedures outlined in this handbook, combined with the NAEYC Code of Ethics, you will be well on your way to meeting these goals. This handbook is a broad tool for conduct. You will be oriented on more specific policies and procedures through our on-going professional development training to help guide your decision-making and best practices. Be sure to always keep the Code of Conduct at the forefront of all decision-making concerning children.

PROGRAM PHILOSOPHY

CORE VALUES

As an employee, it is important that you know what your colleagues here at MECC value, and how those values and behaviors are demonstrated as we work together to achieve the goals of our organization.

Under the guidance of our Executive Director, we strive to uphold three core values with everything that we do as a team.

- **Act with Integrity**
- **Serve with Respect**
- **Consider Others Before Self**

Value Phrase	Value	Behavior
Act with Integrity	Dependability	I am accountable for my work and actions; and I consider how the work I do affects others.
	Honesty	I am responsible for my work and decisions, and I am accurate and truthful.
	Openness	I listen and respect others' opinions, encourage questions, provide feedback and share knowledge.
Serve with Respect	Courtesy	I use good manners by saying "please," "thank you," and "good morning."
	Communication	I am mindful of what I say and how I say it; gossip and assumptions are not for me.
	Recognition	I acknowledge good work from departments and individuals in meaningful ways, verbally and in writing, and give credit where credit is due.
Consider Others Before Self	Cooperation	I consider the needs of others and their departments; agree to disagree when necessary, and compromise for the good of the organization.
	Caring	I get to know others and I am sensitive to their needs.
	Fairness	I apply policies and procedures equally and give others the benefit of the doubt.

MISSION STATEMENT

Moody Early Childhood Center provides a safe, nurturing, and developmentally appropriate program which 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.

Moody Early Childhood Center provides a safe, nurturing, and developmentally appropriate program, which fosters active learning, support for the whole child, and a child-friendly environment.

- **We** foster innovation.
- **We** embrace teamwork.
- **We** strive for excellence.
- **We** respect and support families.
- **We** commit to service at all levels.
- **We** respect and appreciate diversity.
- **We** actively listen and seek to understand.
- **We** communicate openly and productively.
- **We** use resources creatively and responsibly.
- **We** abide by the NAEYC Code of Ethics and Statement of Commitment.

Moody Early Childhood Center meets all requirements as a nationally recognized, 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"

PREFACE

We have prepared this handbook to provide you with information about our policies, rules, and present benefits. Please set aside some time to become familiar with this handbook. It will be very helpful in answering any questions that arise. We recognize, however, that no Handbook can answer every question. If you do not find an answer to your question in this handbook, or if you would like a particular policy or procedure clarified, please feel free to ask the Director of Education or Deputy Executive Director. We will be glad to help you answer every question.

This handbook is designed to be a summary of personnel policies and practices as they apply to all Moody Early Childhood Center (MECC) personnel, unless otherwise provided in a valid and enforceable collective bargaining agreement. Although this handbook is not a contract or legal document, it does provide a working guide for use in understanding and applying all policies and practices. It is meant to be helpful to all employees and their supervisors.

Please understand that circumstances may surface that require changes in the policies, practices, and benefits described in this manual. As a result, Moody Early Childhood Center reserves the right to amend the contents as deemed appropriate. An updated copy of this handbook is posted on the MECC website, <http://moodychildhoodcenter.org/en/careers>, or the office will make a printed copy for you upon request. Changes to the policies will be amended to the online copy and highlighted. Staff will be notified when changes are posted.

Should any provision in this Employee Handbook be found to be unenforceable or invalid, such finding does not invalidate the entire Employee Handbook, but only that particular provision.

This Employee Handbook replaces and supersedes any and all other Moody Early Childhood Center Employee Handbooks, or other MECC policies, whether written or verbal, except valid and enforceable collective bargaining agreements.

EMPLOYMENT POLICIES

AT WILL EMPLOYMENT

This handbook is prepared to provide you with information and guidelines. It is not a contract of employment between **Moody Early Childhood Center** and you, as the employee. Since Texas is an at-will employment state, you are not under contract for employment. Thus, employment with **Moody Early Childhood Center** is not for a definite term. The Center or you may terminate employment at any time, for any reason with or without cause.

Apart from the policy of “at-will employment” and other policies required by law, **Moody Early Childhood Center** may change other employment policies at any time, without prior notice to you. Exceptions to **Moody Early Childhood Center’s** policy of “at-will employment” can only be approved in writing by the Board of Directors. No oral promise of change in your at-will status is binding for **Moody Early Childhood Center**.

STATEMENT OF POLICY

Moody Early Childhood Center strives for each employee to be treated with respect and in a fair and just manner. In keeping with this policy, all persons will be considered for employment, promotion, or training on the basis of qualifications without regard to race, age, handicapping condition, color, creed, sex, or national origin.

Moody Early Childhood Center guarantees fair treatment of all employees. The Center strives to maintain a work environment in which all staff are free from harassment and expressly prohibits any form of unlawful harassment of employees and co-workers on race, color, religion, creed, gender, national origin, age, marital or veteran status, sexual orientation, or the presence of handicaps or disabilities. However, all employees must be physically able to safely supervise young children.

DIVERSITY

Moody Early Childhood Center values diversity as a strength and asset in all aspects of its operations and relationships. Diversity furthers individual and organizational goals and MECC’s mission. Management of diversity focuses on inclusive staffing, customer sensitivity, communication, teamwork, and partnership. In valuing diversity MECC employees will:

- Acknowledge and respect differences
- Be sensitive to the many cultures in and beyond the workplace
- Avoid conduct that offends any group
- Understand and serve fairly the diverse communities in which we operate
- Encourage policies and practices that are truly inclusive
- Embrace opportunities to work with our communities to deepen and broaden our mutual understanding of diversity issues.

Diversity within and outside MECC strengthens our performance and generates creativity, innovative problem solving, and enables us to effectively serve more markets and retain the very best employees.

The term diversity refers to any mixture of items characterized by both differences and similarities. The components of a diversity mixture can be people, concepts, or items.

MECC has adopted a Diversity Strategy, initiatives, vision, and will rely on this policy MECC’s value statement and core values to implement it. MECC will adhere to established standards, rules, regulations, and legal requirements.

- MECC’s Diversity Strategy is a long-range plan for improving organizational, team, and individual effectiveness by addressing diversity in all its relevant dimensions, including but not limited to the following goals:
 - To raise the level of knowledge of diversity as a business issue and incorporate it into MECC’s long-range business plan, goals, and objectives.
 - To integrate the diversity strategy in “the way we do business” by embedding it into everything we do, rather than position it as a “stand-alone” program.
 - To develop, achieve, and sustain a vision and a culture and unit subcultures that are aligned with MECC’s Value Statement and Core Values, and that optimally supports MECC’s mission.
- Diversity management is a continuous process, and structures and systems will be developed to identify issues, plan actions, and evaluate accomplishments on an ongoing basis.
- Diversity management is a business imperative for MECC that will enable it to maintain its industry leadership position and tap the full potential of its employees and customers while meeting their needs.
- MECC recognizes its diverse markets and will continue to research, design, and implement strategies to address its market properly.

EQUAL EMPLOYMENT OPPORTUNITY

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at

Moody Early Childhood Center will be based on merit, qualification, and ability. **Moody Early Childhood Center** does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, national origin, age, physical disability, or any other characteristic protected by law.

This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, diversity, termination, and access to benefits and training.

We encourage and support cultural diversity, gender equality, non-violence, and peaceful conflict resolution throughout every aspect of our programs. Our goal is to teach children to resist the bias that inundated much of today's popular culture. We believe that children can be empowered to reject negative stereotypes of race, gender, religion, and physical capabilities with the help of their parents and teachers. We ask for your support and your feedback to help us ensure that we are living up to our highest standards.

Employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of the Deputy Executive Director/Executive Director. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful acts and/or discrimination will be subject to disciplinary action, up to and including termination of employment.

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 on the basis of 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>.

INCLUSIVE ENVIRONMENT AND ENROLLMENT OF STUDENTS WITH SPECIAL NEEDS

Moody Early Childhood Center recognizes that children with disabilities benefit from learning alongside their peers in a high-quality inclusive learning environment. Young children with disabilities in high-quality inclusive early childhood programs made larger gains in their cognitive, communication, and social-emotional development compared to their peers in segregated settings. In addition, inclusion has benefits for all children, not just children with disabilities. Young children without disabilities who participate in an inclusive classroom learn life skills such as empathy and compassion.

Moody Early Childhood Center will ensure each child will receive the benefit of services in a natural environment, which is a setting that a natural or typical children of the same age without regard to ability or

disability, and the caregiver will learn methods for best serving the child when the center encourages caregivers to incorporate ECI or another service provider into classroom activities.

Staff will address appropriate developmental activities in the daily activity plan and will provide a child's special care needs with the accommodations recommended by a health-care professional or a qualified professional affiliated with the local school district or early childhood intervention program and will use any adaptive equipment that has been provided to the center for a child's use. Staff members will provide care that is consistent with the child's habits, interests, strengths, and any special needs, including any special supervision needs or care. All caregivers will adapt activities, equipment and procedures utilized at the center as necessary to ensure that the child remains in the natural environment and integrates children with and without special needs. Students receiving early intervention services or special education services can receive those services from a qualified service provider at MECC with parental requests and approval. Staff are highly encouraged to enroll in additional training activities to learn more about addressing students' needs.

In addition, student safety and positive discipline and guidance are priorities at MECC. Active supervision and ongoing monitoring are extremely important in maintaining high standards. When supervising all students, a staff member must know the children, including each child's name, age, and any special supervision needs to ensure each child's safety and well-being, including physical proximity and auditory and visual awareness of each child's on-going activity. They also must be able to intervene whenever necessary to ensure each child's safety. When deciding how closely to supervise a child, the caregiver must consider the age, current stage of development, individual differences and abilities, indoor/outdoor layout of the operation, circumstances, hazards, and risks surrounding the child, and the child's physical, mental, emotional, and social needs. A child with special needs may require additional supervision or their care may require more individualized attention or benefit from lower class ratios. Open communication with students' parents is imperative for all students, but especially those with special needs. If staff members feel there are additional strategies that would be successful, they need to discuss those changes with their supervisor, any special service providers that work with the child, and discuss the changes and needs for the changes with the parents.

During regular CST/RTI/ARD meetings, IEP or §504 reviews, the committee/team must:

- Assess whether a student's disability or impairment requires specific accommodations during emergency drills (§37.114).
- Explicitly identify each impairment and document tailored accommodations in the plan.
- Share this information with campus and district leaders responsible for emergency planning.
- Invite emergency-planning staff to participate in accommodation decision discussions

REASONABLE ACCOMMODATIONS FOR PREGNANT WORKERS POLICY

As required by the federal Pregnant Workers Fairness Act (PWFA), **Moody Early Childhood Center** will provide reasonable accommodations to employees and applicants with limitations related to pregnancy, childbirth or related medical conditions, unless the accommodation will cause undue hardship to **Moody Early Childhood Center's** operations.

An employee or applicant may request accommodation due to pregnancy, childbirth or a related medical condition by submitting the request in writing to the Senior Director. The accommodation request should include an explanation of the pregnancy-related limitations, the accommodation needed and any alternative accommodation(s) that might be reasonable. Depending on the nature of the accommodation, the individual may be requested to submit a statement from a health care provider substantiating the need for the accommodation.

Upon receipt of a request for accommodation, HR will contact the employee or applicant to discuss the request and determine if an accommodation is reasonable and can be provided without significant difficulty or expense, i.e., undue hardship.

While the reasonableness of each accommodation request will be individually assessed, possible accommodations include allowing the individual to:

- Sit while working.

- Drink water during the workday.
- Receive closer-in parking.
- Have flexible hours.
- Receive appropriately sized uniforms and safety apparel.
- Receive additional break time to use the bathroom, eat and rest.
- Take time off to recover from childbirth.
- Be excused from strenuous activities and/or activities that involve exposure to compounds deemed unsafe during pregnancy.

An employee may request paid or unpaid leave as a reasonable accommodation under this policy; however, **Moody Early Childhood Center** will not require an employee to take time off if another reasonable accommodation can be provided that will allow the employee to continue to work.

Moody Early Childhood Center prohibits any retaliation, harassment or adverse action due to an individual's request for an accommodation under this policy or for reporting or participating in an investigation of unlawful discrimination under this policy.

CONCERNS/COMPLAINTS

MECC administration values staff input and feedback and recognizes our staff as an important influence on children's lives. A professional and positive working relationship between all staff members is of primary importance and open communication is in which constructive feedback is encouraged. If at any time a staff member feels they have a concern or complaint they want to discuss, they should report it to their immediate supervisor. If the supervisor is the object of the concern, they should report to the next person on the staff hierarchy. (See *"Coaching and Progressive Discipline" for additional appeal conditions.*) If a grievance occurs that cannot be satisfied by discussion between staff members, concerns are then taken to the next person on the hierarchy. A grievance process will be followed, culminating with a meeting with the Deputy Executive Director and/or Executive Director. If the Executive Director is the person of concern, the MECC Board Chairperson will address the concern. Please note employees who are terminated during the first ninety (90) days of employment are ineligible to file an appeal. After the hearing officer hears the appeal, the findings may determine the discipline action did not follow the progressive discipline steps, and the action could be dismissed, upheld at the current level, or elevated to meet the appropriate progressive disciplinary level.

IMMIGRATION REFORM AND CONTROL ACT

In accordance with the Immigration Reform and Control Act of 1986, **Moody Early Childhood Center** will only hire individuals who are authorized to work in the United States. All individuals will be required to submit proof of their identity and employment authorization. Employees will also be required to complete and sign, under oath, Form I-9. On Form I-9, you must attest that you are authorized to work in the United States and that the documents submitted as proof are genuine. **Moody Early Childhood Center** is required by law to check documents on every individual hired and to state under oath on the I-9 that **Moody Early Childhood Center** has done so.

If you are authorized to work in this country for a limited period of time, you must submit proof of your extended employment authorization and complete and sign another I-9 before the expiration of your current employment authorization. If you fail to do so, the law prohibits **Moody Early Childhood Center** from continuing your employment. **Moody Early Childhood Center** will not discriminate on the basis of national origin or citizenship status.

All offers of employment are contingent on verification of your right to work in the United States. On your first day of employment, you will be asked to provide original documents verifying your right to work and as required by federal law, to sign a Federal Form I-9, Employment Eligibility Verification Form. If you at any time cannot verify your right to work in the United States, MECC may be required to terminate your employment and take other actions as required by law.

ADMINISTRATION AND STAFFING

EXECUTIVE DIRECTOR

Ms. Karin Miller, Executive Director for **Moody Early Childhood Center**, is an education veteran with years of classroom and administrative experience. Inspired by her own kindergarten teacher, Ms. Miller began her career as a preschool and kindergarten teacher. After 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. Ms. Miller has extensive experience in school administration, policies, and procedures through her years as assistant superintendents for special programs at Cleveland Independent School District and support services at Texas City ISD. She 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. Ms. Miller 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 staff meets or exceeds the Texas Department of Family and Protective Services requirements. The foundation of our teaching 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 environment.
- Professional, creative and passionate individuals experienced in fostering the whole child and developing a child-driven curriculum.

Moody Early Childhood Center relies on you to provide accurate information during your application for employment throughout all stages of the hiring process and the term of your employment. Pay is based on certifications, duties, education, experience, position, etc. Any misrepresentations, falsifications, or material omissions in any information or data may result in **Moody Early Childhood Center** excluding you from further consideration and/or termination of your employment. If you have questions at any time regarding your compensation or benefits, please contact the Administrative Service Office for clarification.

EMPLOYMENT OF RELATIVES (NEPOTISM)

Relatives may be employed if they meet employment standards. However, staff members may not participate in or otherwise influence MECC decisions which involve members of their own families. This includes hiring, promotion, retention, leaves, pay changes, etc. The policy on consensual sexual relations also requires that married couples not work in positions where one has direct influence over the other.

BACKGROUND INVESTIGATIONS AND DRUG TESTING

Background investigations help ensure **Moody Early Childhood Center** has adequate internal controls in place. **Moody Early Childhood Center** conducts drug screenings. All offers of employment are contingent upon the qualified candidate submitting and successfully passing a background investigation and post-offer drug screenings. **Moody Early Childhood Center** will conduct an individual assessment per EEO Guidelines and DFPS. Drug testing will be performed by an independent testing agency. Results will be given directly to the Deputy Executive Director and stored in a locked file cabinet. **Moody Early Childhood Center** will conduct drug screenings at random and for cause as a condition of your employment. Failure to participate in the testing or comply with the procedures for testing will be deemed a positive screening. A positive drug screening will automatically result in termination of employment.

There are four possible determinations regarding a background check:

Determination	Description
(1) Provisionally eligible with conditions	The subject of a background check may be present at an operation, but with limited access to the operation or the children in care according to any specific conditions and restrictions. (Once the reason for the provisional status has concluded, the CBCU will make one of the other

	determinations described in this rule for the subject.)
(2) Eligible	The subject of a background check may be present at an operation.
(3) Eligible with conditions	The subject of a background check may be present at an operation, but with limited access to the operation or the children in care according to any specific conditions and restrictions.
(4) Ineligible	The subject of a background check may not be present at an operation.

Moody Early Childhood Center will only allow employees and contractors who have no direct contact with children on a provisionally eligible with conditions.

REQUEST FOR REASONABLE ACCOMMODATIONS

Moody Early Childhood Center supports a diverse workforce. All positions at MECC are considered “safety-sensitive”. Employees making comments to administration or other employees regarding restrictions of their abilities that could potentially be related to a medical condition must provide a physician’s statement that the employee is clear to perform the assigned duties of their position. Any requests for reasonable accommodation due to a “disability” and/or other condition covered under the ADA and/or, but not limited to other applicable laws should be made in writing to the Administrative Services Office.

EXPECTATIONS

All teachers are expected to follow the TRS and NAEYC GUIDELINES. All staff are expected to adhere to the NAEYC code of ethics at all times. The code is attached in appendices for review. Teachers must provide warm, nurturing Interactions on each child’s level. Such interactions should be guidance and developmentally appropriate early education. Staff are expected to be actively engaged with the students at all times. Actively engaged means staff are interacting with the students in meaningful conversations and activities, building on the students’ prior knowledge, and striving to expand their understanding of the world around them. Our ongoing intent to education is crucial to the development of our students. Teachers are expected to prepare all materials for the following day before they leave each evening. To maintain continuity and consistency, in the event that a teacher is out, the classroom instructional assistant will deliver the lesson and follow the daily schedule.

Direct supervision of every child is also expected at all times. This means that all staff must be able to see and hear all children in their care at all times. Direct supervision includes during outside activities and nap times. During naptime, the staff is required to position themselves so someone can hear and see all students in their care at all times whether they are sleeping or awake. Failure to provide supervision will be subject to discipline up to and including termination.

State ratios are important indicators of quality. The center strives to keep NAEYC and state ratios at all times. Please be sure that you always adhere to the ratios.

NAEYC Recommended Teacher-Child Ratios and Group Sizes for Classroom, Indoor and Outdoor Learning Environments

Infants (Birth to 15 months)

Ratio: 1 adult to 4 children

Group Size: Maximum of 8 children

Toddlers/Twos (12 to 36 months)

Ratio: 1 adult to 6 children

Group Size: Maximum of 12 children
 Preschool (30 months to 5 years)
 Ratio: 1 adult to 10 children
 Group Size: Maximum of 20 children

State Required Teacher-Child Ratios and Group Sizes for Classroom, Indoor and Outdoor Learning Environments

Infants (Birth to 11 months)
 Ratio: 1 adult to 4 children
 Group Size: Maximum of 10 children
 Infants (12 to 17 months)
 Ratio: 1 adult to 5 children
 Group Size: Maximum of 13 children
 Toddlers (18 to 23 months)
 Ratio: 1 adult to 9 children
 Group Size: Maximum of 18 children
 Twos (24 to 35 months)
 Ratio: 1 adult to 11 children
 Group Size: Maximum of 22 children
 Threes (36 to PK3)
 Ratio: 1 adult to 15 children
 Group Size: Maximum of 30 children
 Preschool (PK4)
 Ratio: 1 adult to 18 children
 Group Size: Maximum of 35 children

State Required Teacher-Child Ratios and Group Sizes for Field Trips

If the age of the youngest child in the group is...	Then you must have (number of caregivers) caregivers to supervise...	Every (number of children) children
0 – 23 months	1	1
2 years	1	2
3 years	1	6
4 years	1	8
5 years	1	10
6 years and older	1	12

Make sure that you receive additional help when the number of children approaches the limit. Ratio adherence is a dual responsibility between teachers and management. Never leave your group without any emergency assistance. Call the front desk for assistance when you need to leave the group and the total number of children in attendance exceeds the state ratio. You may call the front desk using the classroom intercom or by using the radio/walkie-talkie. If using the radio/walkie-talkie, you may only state you need assistance in the classroom. The radio channels are not secure; therefore, you may not mention students' full names (first and last name), illnesses, confidential information, or any topics that may be considered a violation of Minimum Standards. *(Please see "RADIO PROCEDURES" for further guidelines in Appendices.)*

Infants who are not eating table food will have feeding and napping schedules provided by the parents and updated monthly. Staff are expected to follow the parents' recommendations.

Students will be checked and/or changed for wet or soiled diapers and training pants at least every two hours and when the child wakes up from a nap.

If an infant/toddler arrives at school asleep or falls asleep in equipment not specifically designed for infant sleep, the infant should be removed and placed in appropriate sleep equipment. Babies must be put to sleep resting on his or her

back until they are able to roll over both ways without help. Cribs should be kept as bare as possible. A firm mattress and tight-fitting sheet are all that is allowed in a crib. No blankets or toys are allowed in cribs.

STUDENT CONFIDENTIALITY

Student educational confidentiality is protected under the federal law “Family Educational Rights and Privacy Act (FERPA)” as well as their health records are protected under the federal law “Health Information Privacy Protection Act (HIPPA)”. All MECC employees are required by law to follow these due to the sensitive nature of information that you will know as a teacher of young children. Any information about children or their families must be shared on a **“Need to Know”** basis only. Thus, be very sensitive about discussing children’s developmental needs and family information in public places such as lounge or hallway. This does not exclude off premises discussions and/or conversations. In addition, you must follow the Code of Ethical Conduct and questions of major concerns should be forwarded to the Executive Director/Deputy Executive Director.

Protection of the interests of each child and family is vital in maintaining a standard of professionalism and privacy. Photos or videos taken and shared with the family should only contain positive images of that family’s student, and no other members of the class, not even if the parents’ request or give permission. “Positive images” mean the student is happy and actively engaged in an activity. Photos that can be construed as negative, such as showing a child misbehaving, upset, or injuries, may not be shared electronically.

Also, strive to be supportive of center efforts by avoiding negative or malicious discussions about center issues. Together we can achieve great childcare and education for our parents and children. Stay positive and focus on the needs of the children in your care.

STATE LICENSING RULES AND REGULATIONS

ALL staff are expected to be knowledgeable in The Minimum Standards for Child Care. Failure to adhere to these policies may result in disciplinary action, up to and including termination.

- Staff in our childcare center must be at least 18 years of age and have a high school diploma or its equivalent.
- MECC may hire students still in high school who meet all other requirements. These employees will not count in student ratio and may not be left alone with children. They will wear an apron or “smock” to designate they do not count in ratio.
- Each staff member must have current training in pediatric first aid with rescue breathing and choking, and CPR for infants and children.
- There must be at least one staff member in each classroom certified in first aid and pediatric CPR.
- Any staff member who lets their certification lapse will not be counted in student ratio and may not be left alone with children. They will wear an apron or “smock” to designate they do not count in ratio, will be subject to a reduction in pay to the same amount as a similar high school student, and must achieve their certification by due date or they will be subject to disciplinary action up to and including termination.
- Each staff member must provide a statement informing the facility about any of the offenses listed in Appendix II in the Minimum Standards Handbook or the Texas Controlled Substance Act.
- Each staff member in our facility must execute and submit a completed Texas Department of Protective and Regulatory Services Affidavit for applicants for employment.

ACCIDENTS

All accidents/incidents/illnesses must be reported immediately to the Executive Director/Deputy Executive Director or the Nurse. Accident(s) reports must be written, signed by an administrator, given to parents, and copied for the child and Nurse’s files. Incidents must also be documented in the online notification system and some incidents, such as head injuries or biting should be immediately reported to parents. Close supervision of children is the best anecdote to accidents. Use risk management to keep the environment safe and hazard-free. **Moody Early Childhood Center** strives to provide the best in equipment, that is kept maintained, and in overall good working conditions, so all children will be safe in the classroom or playground areas. Safety is a joint effort of all staff and employees requiring all of us to become risk managers.

PROHIBITED CONDUCT

It is the policy of **Moody Early Childhood Center** to maintain a working environment free from all forms of unlawful harassment, bullying, intimidation, discrimination, or retaliation of any employee by anyone including supervisors, managers, co-workers, temporary employees, contractors, consultants, vendors, and customers. Unlawful harassment is expressly prohibited and will not be tolerated. MECC management is committed to vigorously enforcing this policy against harassment, including, but not limited to sexual harassment, at all levels within MECC.

Moody Early Childhood Center has a zero-tolerance policy towards any forms of harassment or retaliation. Harassment, sexual harassment, retaliation and/or other forms of bullying and inappropriate conduct, which may interfere with an individual's work performance, and/or create an intimidating or offensive work environment, will not be tolerated in any way, shape or form. **Moody Early Childhood Center** may conduct annual EEO Discrimination, Harassment, and Retaliation training. **Moody Early Childhood Center** is committed to providing a work environment that is free of discrimination and unlawful harassment. Actions, words, jokes, or comments based on an individual's sex, race, ethnicity, age, religion, or any other legally protected characteristic will not be tolerated. As an example, sexual harassment (both overt and subtle) is a form of employee misconduct that is demeaning to another person undermines the integrity of the employment relationship and is strictly prohibited.

Prohibited Against Sexual Harassment

(The list below is not intended to be exhaustive but is included to provide examples of prohibited actions).

1. MECC strictly prohibits sexual harassment, including discrimination based on sex stereotypes, sex characteristics, pregnancy or other related conditions, sexual orientation, and gender identify. Sexual harassment is a form of discrimination, which is illegal under federal, state, and local laws. Sexual harassment is defined as sexual harassment or other harassment based on sex. It does not require the conduct to be sexual in nature. Examples such as unwelcome sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual nature, where:
 - a. Submission to such conduct is an explicit or implicit term or condition of employment.
 - b. Employment decisions are based on an employee's submission to or rejection of such conduct.
 - c. The conduct is so severe or pervasive that it has the purpose or effect of unreasonably interfering with an individual's work performance, or creating an intimidating, hostile, or offensive work environment.
2. Examples of Prohibited Conduct:
 - a. Unwanted touching, sexual advances, propositions, or other sexual comments, e.g., sexual jokes or vulgar language.
 - b. Verbal abuse of a sexual nature.
 - c. Insulting, objectionable, or obscene comments or gestures.
 - d. Display or circulation in the workplace of sexually suggestive pictures, text messages, e-mails, social media posting, or objects.
 - e. Other physical, verbal, or visual conduct of a sexual nature in the workplace and work-related settings.
 - f. Sexually suggestive conduct directed toward a person or persons that is offensive or unwelcomed by a third party who is exposed to this conduct.
 - g. Sending or posting discriminatory, harassing, derogatory, or threatening messages or images using MECC or personal equipment, such as cell phones, laptops, smartphones, tablets, etc.

Prohibition Against Other Unlawful Harassment

(The list below is not intended to be exhaustive but is included to provide examples of prohibited actions).

1. Other unlawful harassment prohibited by this policy includes harassment based on race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older) disability, genetic information or veteran status (collectively referred to as "protected categories"). Harassment based on these protected categories is unlawful where:
 - a. It has the purpose or effect of creating an intimidating, hostile or offensive work environment.
 - b. It has the purpose or effect of unreasonably interfering with an individual's work performance; or
 - c. It otherwise adversely affects an individual's employment opportunities.
2. Examples of Prohibited Conduct
 - a. Verbal conduct such as degrading comments, slurs or jokes, or negative stereotyping.

- b. Physical conduct such as threatening or intimidating behavior or contact.
- c. Display or circulation in the workplace of written or graphic material that degrades or shows hostility toward an individual or group based on a protected category.
- d. Use of any type of electronic media (MECC or personal), such as smartphones, cell phones, tablets or laptops, to transmit, retrieve, or store any communications which are abusive, offensive, insulting, humiliating, obscene, profane, pornographic, defamatory, threatening, or otherwise inappropriate.

Hostile Environment Harassment is defined as unwelcome sex-based conduct, that based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the school's program or activity. This includes an unwelcome sex-based hostile environment that limits or denies a person's ability to participate or benefit from a school's program or activity, including sex-separate activities consistent with a person's gender identity.

Prohibited Against Workplace Bullying/Intimidation

Bullying behavior will not be tolerated in **Moody Early Childhood Center** workplace. Individuals who feel they have experienced bullying should report this to their supervisor or to the Director before the conduct becomes severe or pervasive. All employees are strongly encouraged to report any bullying conduct they experience or witness as soon as possible to allow Moody Early Childhood Center to take appropriate action. Retaliation against individuals who report bullying/intimidation also is prohibited. MECC will respond promptly and effectively to reports of bullying/intimidation and will take appropriate action to prevent, correct, and discipline behavior that violates this policy.

Bullying/Intimidation is a pattern of repeated behavior that a reasonable person would find hostile, offensive, and unrelated to MECC's legitimate business interests. Moody Early Childhood Center defines bullying as repeated, health-harming mistreatment of one or more people by one or more perpetrators. It is abusive conduct that includes:

- Threatening, humiliating or intimidating behaviors.
- Work interference/sabotage that prevents work from getting done.
- Verbal abuse.

Such behavior violates Moody Early Childhood Center's Code of Ethics, which clearly states that all employees will be treated with dignity and respect. Moody Early Childhood Center considers the following types of behavior examples of bullying:

- **Verbal bullying.** Slandering, ridiculing, or maligning a person or his or her family; persistent name-calling that is hurtful, insulting or humiliating; using a person as the butt of jokes; abusive and offensive remarks.
- **Physical bullying.** Pushing, shoving, kicking, poking, tripping, assault or threat of physical assault, damage to a person's work area or property.
- **Gesture bullying.** Nonverbal gestures that can convey threatening messages.
- **Exclusion.** Socially or physically excluding or disregarding a person in work-related activities.

A single physical, verbal, or written act or behavior generally, will not constitute bullying/intimidation unless especially severe and egregious.

Examples of bullying/intimidation may include:

- Persistent singling out or excluding an individual or isolating him/her from work related activities;
- Persistent or egregious use of abusive, insulting, or offensive language or gestures directed at an individual;
- Spreading misinformation or malicious rumors;

- Not allowing the person to speak or express himself or herself (i.e., ignoring or interrupting);
- Physical violence or threats;
- Hostile physical posturing;
- Ridiculing, insulting, or using offensive nicknames;
- Spreading rumors and gossip regarding an individual;
- Finding fault with your work or assigning errors to you that are not your responsibility;
- Taking credit for your work;
- Sabotaging your work or setting you up to fail;
- Raising the bar for success or setting up different standards for the targeted employee; interfering with ability to work;
- Unwanted physical contact, physical abuse or threats of abuse to an individual or an individual's property (defacing or marking up property)
- Making repeated inappropriate comments about a person's appearance, lifestyle, family, or culture;
- Regularly teasing or making someone the brunt of pranks or practical jokes;
- Interfering with a person's personal property or work equipment;
- Circulating inappropriate or embarrassing photos or videos via e-mail or social media; unwarranted physical contact;
- Or accusing someone of errors that cannot be documented.

Bullying/Intimidation vs. Supervision

It is important to distinguish between bullying behavior and appropriate workplace supervision.

Reasonable supervisory actions, when carried out in an appropriate manner, include:

- providing performance appraisals;
- coaching or providing constructive feedback;
- monitoring or restricting access to sensitive information for legitimate business reasons;
- scheduling ongoing meetings to address performance issues;
- setting aggressive performance goals to help meet departmental goals;
- counseling or disciplining an employee for misconduct; and
- investigating alleged misconduct.

Differences of opinion, interpersonal conflicts, and occasional problems in working relations are an inevitable part of working life and do not necessarily constitute workplace bullying/intimidation.

Retaliation is Prohibited

This policy prohibits retaliation (e.g., threats, intimidation, reprisals, and adverse actions related to employment) against any person who reports prohibited conduct, assists someone with a report of prohibited conduct, or participates in an investigation or resolution of a complaint regarding prohibited conduct. MECC will not permit or condone any act of retaliation against anyone who files a bullying, discrimination, intimidation, or harassment complaint, cooperates in the investigation of a harassment complaint, or opposes any discriminatory practice. MECC prohibits retaliation against any individual who in good faith reports discrimination, harassment, bullying, intimidation or participates in any investigation of such reports. Such retaliation constitutes a serious violation of this policy, and, like harassment, intimidation, bullying, or discrimination itself, will be fully investigated and resolved pursuant to this policy.

Reporting Prohibited Conduct

All members of **Moody Early Childhood Center** (MECC) are strongly encouraged to report conduct believed to constitute prohibited conduct under this policy to a manager, supervisor, or Administrator. The administration must respond to any knowledge of conduct that constitutes sex discrimination promptly and effectively. Administrators, managers and supervisors who observe bullying behavior or receive a report of bullying are required to address such behavior immediately and notify the Deputy Executive Director. **Moody Early Childhood Center** (MECC) has distinct procedures for the investigation and resolution of complaints against staff,

parents, vendors and contractors. MECC will refer reports of alleged bullying by Administrators to the appropriate office. Whether a complaint made is processed under this policy depends on whether the conduct at issue arises out of their employment status.

Internal Complaint Procedure- Reporting an Incident of Harassment Intimidation, Bullying, Discrimination or Retaliation

MECC strongly urges the reporting of all perceived incidents of discrimination, harassment or retaliation, regardless of the identity or position of the perceived offender. Individuals, who believe they have experienced, or who are aware of, conduct that they think violates this policy, or who have any concerns about such matters, should contact the Deputy Executive Director/Executive Director who serve as the Title IX Coordinator, and who:

- will monitor the school's education program or activity for barriers to reporting sex discrimination,
- will initiate the school's Title IX grievance procedures or informal resolution process,
- in the absence of a complaint or the withdrawal of any of the allegations in the complaint, will initiate a Title IX complaint only if the conduct presents an imminent and serious threat to someone's health or safety or prevents the school from ensuring equal access based on sex to its programs or activities, and
- regardless of whether a complaint is initiated, will take appropriate, prompt, and effective steps to ensure that sex discrimination does not continue or recur, in addition to providing remedies to a complaint.

Anonymous Reporting Available

To protect the identity of individuals, reports of perceived or actual incidents of bullying, intimidation, discrimination, harassment, or retaliation may also be made anonymously.

Prompt Investigation

Any reported allegations pertaining to abuse, neglect, unlawful harassment, intimidation, discrimination, or retaliation will be investigated promptly, thoroughly and impartially. The investigation may include individuals who have observed the alleged conduct or may have other relevant knowledge. The investigation will require limited disclosure of pertinent information on a need-to-know basis as well; absolute confidentiality is not promised, nor can it be assured. Please note that the rights of staff members and students are protected when a staff member is accused of any unlawful prohibited conduct including abuse and neglect.

Facilitated Early Resolution

The school administration has the flexibility to consolidate complaints arising out of the same facts or circumstances and may offer a voluntary informal resolution process unless the complaint includes allegations that an employee engaged in sex-based harassment of a student. The goal of early resolution is to resolve concerns at the earliest stage possible with the cooperation of all of the parties involved. MECC encourages early resolution and will assist the parties in reaching a mutually agreeable resolution when the parties wish to resolve the situation collaboratively. Early resolution may include a review of the facts, but typically does not include a formal investigation. Means for early resolution will be flexible and encompass a full range of possible appropriate outcomes. Options for early resolution may include:

- obtaining an agreement between the parties;
- physically separating the parties;
- changing reporting lines;
- referring the parties to counseling and coaching programs;
- negotiating an agreement for personnel action;
- conducting targeted educational and training programs; and/or
- following up with the parties after a period of time to assure that the resolution has been implemented effectively.

While MECC encourages early resolution, MECC does not require that parties participate in early resolution prior to MECC's decision to initiate a formal investigation.

In some cases, it may be determined that early resolution is inappropriate and may initiate a formal investigation instead.

Formal Investigation

In response to reports of bullying, harassment, intimidation, and retaliation where early resolution is unsuccessful or inappropriate, the complainant may request a formal investigation. MECC may initiate a

formal investigation after a preliminary review of the facts even in cases where the complainant has not requested one.

Formal investigation of reports of bullying will incorporate the following procedures:

1. The respondent will be advised of the relevant allegations in the complaint.
2. The investigation generally will include interviews with the parties if available, interviews with other witnesses as needed, and a review of relevant documents or other evidence as appropriate.
3. Disclosure of facts to parties and witnesses will be limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation may be advised to maintaining confidentiality when essential to protect the integrity of the investigation.
4. At any time during the investigation, the investigator may recommend that the MECC provides interim protections or remedies for the complainant or witnesses. These protections or remedies may include separating the parties, placing limitations on contact between the parties or making alternative work arrangements. Failure to comply with the terms of interim protections may be considered a separate violation of this policy.
5. MECC will make every effort to complete the investigation as quickly as possible. Generally, the investigation will be completed within 30 calendar days from the date the request for formal investigation was submitted.
6. Following the completion of the investigation, the investigator will prepare a written report that, at a minimum, includes a statement of the allegations and issues, the positions of the parties, a summary of the evidence, findings of fact, and a determination by the investigator as to whether the conduct at issue violated this policy.
7. The investigator will submit the report to the appropriate MECC official, and, in consultation with the appropriate manager or supervisor, determine and implement the actions necessary to resolve the complaint.
8. The complainant and the respondent will be informed when the investigation is completed and whether the complaint was substantiated. Actions taken to resolve the complaint, if any, that are directly related to the complainant, such as an order that the respondent not contact the complainant will be shared with the complainant. In accordance with MECC policies protecting individuals' privacy, the complainant may be notified generally that the matter has been referred for disciplinary action but will not be informed of the details of the recommended disciplinary action without the respondent's consent.

Documents relating to an investigation under this policy will not be placed or retained in personnel files. A separate, confidential file on the investigation will be maintained by MECC Deputy Executive Director with limited access.

Determination/Conclusion of Investigation

Following investigation, when harassment, discrimination, bullying, intimidation, or retaliation is determined or suspected to have occurred, MECC will take prompt remedial action, such as training, written warnings, transfer, suspension, up to and including termination. Findings of violations of this policy may be considered in determining remedies for individuals harmed by the bullying and will be referred to the appropriate Administrator. Violations may include engaging in bullying, retaliating against a complainant reporting bullying, or violating interim protections. Investigative reports made pursuant to this policy may be used as evidence in subsequent complaint or grievance resolution processes or disciplinary proceedings.

Responsibilities of Employees

Early reporting and intervention have proven to be the most effective method resolving actual or perceived incidents of harassment. All employees and other individuals as defined above shall adhere to this policy and are responsible for assuring that a workplace free from unlawful harassment is maintained. Any employee may file a complaint regarding incidents experienced personally or incidents observed in the workplace. No employee shall retaliate against another for complaining about or reporting unlawful harassing conduct, or for participating in any internal or external investigation of such conduct. Employees are encouraged to utilize

MECC's internal complaint procedure, as described above, to resolve any possible issues regarding prohibited conduct. Employees are expected to cooperate in any investigation into allegations whether they are a witness or the subject of the investigation. All information obtained is administrative in nature and is used for employment purposes only. Failure or refusal to cooperate will result in disciplinary action, up to and including termination.

Responsibilities of Management

All MECC management is expected to adhere to and support MECC's Anti-Harassment Policy and must make all reasonable efforts to ensure that MECC's workplace is free from unlawful harassment. All managers are responsible for doing all they can to prevent and discourage unlawful harassment from occurring. If such a complaint is raised, management must act promptly to notify MECC Deputy Executive Director, so that an investigation may proceed. Employees can raise concerns and make reports without fear of reprisal. A supervisor or manager who fails to comply with this policy will be subject to disciplinary action, up to and including termination.

CHILD ABUSE PREVENTION POLICY

The mission of **Moody Early Childhood Center** is to nurture all children entrusted to our care in a warm and loving environment. In keeping with that purpose, this policy seeks to assure that our center is continually working toward providing an environment safe from physical and sexual abuse for those participating in receiving and providing childcare services. All employees shall seek to provide open lines of communication with parents. We will operate with an open-door policy allowing parent access to programs at any time. When those who are employed at **Moody Early Childhood Center** engage in any and all kind types of child abuse, sexual exploitation, or sexual harassment, they violate the terms of their employment.

CHILD ABUSE REPORTING

As required by Texas State Law, suspected child abuse and/or neglect will be reported to the Department of Family and Protective Services (DFPS). Employees are responsible for submitting reports. Staff who report suspicions of child abuse/neglect regarding a child at MECC are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm. Under law, employees do not notify parents when DFPS has been called about possible abuse, neglect or exploitation except on the recommendations of DFPS or police personnel.

All **Moody Early Childhood Center** staff will receive initial and recurring training on identifying the signs of child abuse and reporting procedures. Additionally, Family Advocates have ongoing relationships with the Department of Family and Protective Services as well as other agencies that assist families in crisis, including the Family Services Center. If you notice anything suspicious or hear a child relate any fears, please report this to **Moody Early Childhood Center Executive Director/Deputy Executive Director** immediately and file a report with the Department of Family and Protective Services. Abuse can take many forms including:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglectful Supervision
- Medical Neglect
- Physical Neglect
- Abandonment and refusal to accept parental responsibility
- Failing to protect a child
- Corporal Punishment is the infliction of physical pain on a child as a means of controlling behavior. This includes, but is not limited to, spanking, hitting, shaking, slapping, thumping, or pinching a child. (This will **not** be tolerated at all).

GROSS MISCONDUCT

Some offenses are so serious that they can result in termination without previous warnings. The following examples are listed for the guidance of all. This list is not intended to be a comprehensive list of all prohibited activities. The following

actions will result in placing the employee on a step 3-step 5 disciplinary action (see “Coaching and Progressive Discipline” for detailed descriptions):

- Inappropriate behavior toward parents. (All staff is expected to be professional and courteous at all times. If a parent is rude to you, please allow your Executive Director/Deputy Executive Director handle the situation)
- Neglect or physical abuse of a child
- Withholding of food, nap or other comfort from a child
- Failure to comply with the *Moody Early Childhood Center Guidance and Discipline Policy*
- Failure to comply with Texas Department of Family and Protective Services *Minimum Standards* designated as a Medium-High or High violation.
- Failure to report to work without proper notification
- Falsification of center records or reports (i.e., employment application, time clock, personnel records, student records, student data, etc.)
- Working under the influence of alcohol or illegal drugs
- Smoking in prohibited areas
- Not reporting an arrest (Class B or above) for any offense while employed by the center
- Conviction of a felony for any offense committed while employed by the center
- Fighting, threatening violence or boisterous or disruptive activity in the workplace
- Leaving a child unattended (inside or outside)
- Allowing a child to leave the center with an unauthorized person
- Sleeping while supervising children
- Habitual absenteeism or tardiness without notice or unauthorized absences from workstation during the workday
- Sexual or other unlawful or unwelcome harassment
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- Deliberate indifference
- Insubordination or flouting authority
- Individual incidents that show gross disrespect such as threatening, profanity, or yelling at the administration or supervisors, or places students at risk for harm.
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Using personal electronic devices while on duty and caring for children
- Using unauthorized audio/visual recording devices in administrative meetings without prior approval
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Unsatisfactory performance or conduct
- Engaged in activities or employment that would cause disgrace or embarrassment to the organization
- Sharing confidential information about the center or any of its employees, students, or families
- Promoting and sharing rumors or negative information about ***Moody Early Childhood Center***.

HEALTH AND SAFETY

As a Center licensed by TDFPS, ***Moody Early Childhood Center*** must assure that all employees have Pediatric First Aid, CPR and Safety Training. **It is the employee’s responsibility to remain current with certifications and trainings.**

In general ***Moody Early Childhood Center*** believes injuries, illness and accidents are preventable through the establishment of and compliance with safe work practices. It is the policy of ***Moody Early Childhood Center*** to maintain safe working and student conditions, and to establish and insist upon safe methods and work practices.

All employees have a responsibility to themselves and to **Moody Early Childhood Center** for their own safety, their coworkers, and the students we serve. Employees are required to follow **Moody Early Childhood Center's** Health & Safety policies and to work in a safe manner at all times, and, in addition, all employees are required to:

- Comply with all federal, state, local rules, regulations, laws and acceptable health & safety standards.
- Observe all **Moody Early Childhood Center** rules, regulations, and procedures related to the efficient and safe performance of their work.
- Integrate safety into each job function and live by this philosophy in the performance of job duties.
- All staff members are responsible for immediately informing their supervisor of any unsafe or unhealthy situation or condition.
- All staff members are responsible to keep door alarms on and report any door alarms that are not working.
- Be informed that our school is a “Drug Free Zone” – Under the Texas Penal Code, any area within 1000 feet of a child-care center is a gang-free zone, where criminals related to organized criminal activity are subject to harsher penalties. It is our intent and obligation to provide a drug-free, healthful, safe and secure work environment. The unlawful manufacturing on or off **Moody Early Childhood Center** premises while conducting **Moody Early Childhood Center** business is absolutely prohibited.
- Be aware of our **No Smoking Policy** – Tobacco use, including simulated tobacco use, is prohibited on property, interior and exterior, owned or managed by **Moody Early Childhood Center**. No tobacco use will be permitted in the facilities, common or private work areas, hallways, restrooms, dining areas, employee lounges, conference and meeting rooms, and all other enclosed or semi-enclosed areas. Additionally, no tobacco use will be permitted in outdoor areas including parking lots, grounds, rooftops, playgrounds, courtyards, entrance/exit ways, MECC-owned or -leased vehicles, and any other indoor or outdoor areas owned or managed by **Moody Early Childhood Center**. This policy applies to all MECC, employees, consultants, contractors, visitors and external individuals, companies renting MECC owned space, and property owned or managed by MECC.
- Be aware of our Policy Against Retaliation-It is illegal and against the policies of **Moody Early Childhood Center** for any employee to attempt to retaliate against an employee, student or parent.
- Be aware of our No Weapons Policy

REPORTING INCIDENTS AND ILLNESSES FOR CHILDREN IN OUR CARE

Accident/Incident Report Recording any incident or accident is done on the accident/incident form. The accident/incident form is to be completed on any child who is injured. If another child was involved in the injury or accident the accident/incident form is completed for the second child as well. This form is NOT to be used to communicate any concerns about a child's behavior, only information about injuries or accidents. This form must be signed by the Nurse, Executive Director, or Deputy Executive Director before being given to a parent/guardian.

These reports are for the protection of teacher, child and school. Always ask for help if you think you need assistance to fill out the report or think you might not have adequate time to do it right.

When should an accident report be filled out?

- Illness that requires children to leave the school.
- ‘Incidents’ such as leaving a child outside or inside for any period of time.
- A cut, bruise, scratch, scrape, bump, splinter or any other type of mark on the body.
- Injuries, such as a fall, that may not have left a mark on the body, but you saw it.
- Bites, insect or human
- Sand in the eye
- Any situation where first aid was administered
- Any injury to the head, even a seemingly minor one.

Coordinate with the Executive Director/Deputy Executive Director or Nurse to take a picture of any injury occurring at school that requires parent notification

SICKNESS

Teachers are asked to check each child when he or she comes in and again in the afternoon. If this 'health check' gives you suspicion that the child is not well, send the child to the front office for further checking. If a child has symptoms of a communicable disease, a...

- *Fever of 101(temporal/oral/ear), or 100 axillary (under the arm)
- *Cannot participate in normal school activities comfortably or
- *Has uncontrolled vomiting (2 or more times during the day) or
- *Diarrhea (2 or more stools that differ from normal bm in one-hour time period), please notify the front office to call parents and bring child to the front office.
- *Draining rash anywhere on the body
- *Eye discharge
- *Lice or nits
- *Any color of nasal discharge
- *Severe coughing

MEDICATION

Medication may be administered ONLY if a Medication Authorization Form is on file in the front office, completed and signed by the child's parent or doctor. All medication is to be kept in the nurse's office in the original container with the following information on the label:

- *Child's name,
- *Prescription name,
- *Doctors name and dosage
- *Pharmacy name and phone number,
- *Instructions for administering,
- *Dates the medication is to be used for.

Staff must update the Medication Log when Medication is Administered to a child.

LICE

Check hair if the child is scratching. Look for nits or lice near the scalp. If nits or insects are present, bring the child to the office so parents can be notified. Wash any bedding and send home all clothing, coats, hats, and other washable items. Children must have lice treatment and be free of nits to be able to return to school.

CURRICULUM

At **Moody Early Childhood Center**, we are deliberate in choosing activities and educational settings that give all of our children the opportunity to soar. **Moody Early Childhood Center** is a fun, safe, creative learning center for Galveston children from newborn through age PK. We want to give every child a strong foundation to do his or her best in school and in life. We give every Galveston child the opportunity to soar!

At **Moody Early Childhood Center** we will:

- Be a fun, safe, creative learning center for Galveston children from newborn through PreK
- 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. We have chosen Frog Street curriculum for every age group. If you need supplies for a teaching activity, talk with your lead teacher to submit the list to order.

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 developmental learning domains.

- Feature Dr. Becky Bailey's Conscious Discipline® strategies to enhance social and emotional development.

TODDLER

Designed around the latest scientific early brain development research, this program focuses on enhancing the simple joy of childhood while equipping caregivers to nurture curiosity through exploration. 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.
- 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.

PRE-K

Frog Street Pre-K is a comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines. The program is engaging for both teachers and children!

The cornerstones of the program are:

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

To ensure vertical and horizontal alignment, differentiated activities to meet individual student's needs, as well as increased rigor in the material presented, staff are given planning times to work with the Lead Teacher and/or the Education Department team on a weekly basis. Infant/Toddler teachers are given at least one hour each week, and do not supervise awake students during this time. PreK teachers will be given at least 45 minutes daily, and do not supervise students during this time.

LOGISTICAL INFORMATION

HOURS OF OPERATION

Moody Early Childhood Center is open from 6:30 am until 6:30 pm, Monday through Friday, year-round with the exception of observed holidays and professional development days. A special note for our PreK teachers – class begins at 8:15 am and is released at 3:55 pm.

- Children participating in **Moody Early Childhood Center** traditional childcare hours are from 6:30 a.m. until 6:30 p.m.
- Children participating in **Moody Early Childhood Center** after school program remain on campus after 3:55 pm and can stay until 6:30 pm.

Staff needing access to the building after center hours and on weekends should contact their supervisor in writing prior to entering the building. Entering the building without prior authorization may be subject to disciplinary actions, up to and including termination.

EMPLOYEE PRACTICES

WORKPLACE VIOLENCE

Moody Early Childhood Center of Galveston, Texas (MECC) also referred to in this document as the "Authority," has adapted a Zero Tolerance Guideline for workplace violence. MECC recognizes that workplace violence is a growing national problem and needs to be addressed by all employers. Consistent with this guideline, acts or threats of physical violence, including intimidation, harassment, and/or coercion that involve or affect MECC or its employees or which occur on MECC property will not be tolerated. Employees shall refer any questions regarding his/her rights and obligations under this guideline to MECC's Deputy Executive Director.

Moody Early Childhood Center is concerned about society's increased violence, which has filtered into many workplaces throughout the United States. To help prevent incidents of violence from occurring, MECC is implementing this guideline on workplace violence. It is the guideline of MECC to expressly prohibit any acts or threats of violence by any employee or former employee against another employee in or about its facilities or elsewhere at any time. MECC will not condone any acts or threats of violence against its employees, customers, or visitors by any individual on MECC's premises at any time or while such individual is engaged in business with or on behalf of MECC, on or off MECC's premises.

Specific examples of conduct that may be considered "threats or acts of violence" prohibited under this guideline include, but are not limited to the following:

1. Hitting or shoving an individual in a threatening manner.
2. Threatening to harm an individual or his/her family, friends, associates, or property.
3. Making harassing or threatening telephone calls, sending letters or other forms of written or electronic communications that a reasonable person would not make.
4. Intimidating or attempting to coerce an employee to do illegal acts that would affect the business interest of the Authority.
5. Harassing surveillance, also known as (stalking), the willful, malicious and repeated following of another person and making a threat that places a reasonable person in fear of his/her safety.

Unauthorized possession or inappropriate use of firearms, weapons, or any other dangerous devices on MECC property unless the person in possession is a certified peace officer or licensed security office pursuant to the Texas Private Investigators and Private Security Agencies Act. "Reasonable" is defined as what an ordinary, prudent person would believe or do in the same circumstances as the actor.

Moody Early Childhood Center's prohibition against threats and acts of violence applies to all persons involved in MECC's operations, including but not limited to MECC personnel, contract and temporary workers, and anyone else on MECC property. Violations of this guideline by any individual on MECC's property, by any individual acting as a representative of MECC while on MECC property where their actions affect the public interest or MECC's business interest will be followed by legal action, as appropriate. Violations by any employee of any provision of this guideline may lead to disciplinary actions up to and including termination. This guideline and any sanctions related thereto are to be deemed supplemental to MECC's Personnel Rules and Regulations, any MECC department guidelines and/or operating procedure and any provisions related thereto, and bargaining units Employee Performance Code and Work Rules, or related to applicable local, state, and federal laws.

A. Employee Obligations

Each MECC employee and every person on MECC property is encouraged to report incidents of threats or acts of physical violence of which he/she is aware. (*See reporting form in Appendix*)

In all cases, whether the reporting individual is or is not a MECC employee, the report should be made to MECC Deputy Executive Director. If the Deputy Executive Director is not available, the report shall be made to the next level of management. Prior to proceeding with any formal investigation, the management level supervisor shall report the incidents of threats or acts of physical violence to MECC's Deputy Executive Director. If the incident is found to be criminal in nature, the incident will be investigated concurrently by the Deputy Executive Director. If the incident is determined to be non-criminal in nature, the Deputy Executive Director shall take corrective action in accordance with MECC's Personnel Rules and Regulations and any other applicable guideline.

Once the investigation is complete a final disposition report of the incident will also be forwarded to the Executive Director.

Nothing in this guideline alters any other reporting obligation established in MECC policies or in local, state, federal, or other applicable law.

B. Training

Moody Early Childhood Center will provide training for employees in the risk factors associated with workplace violence and proper handling of emergency situations in order to minimize the risks of violent incidents occurring in the workplace.

C. Dissemination of Guideline

All employees will be given copies of this guideline. All new employees will be given a copy of this guideline as part of their orientation by MECC's Administrative Service Department.

EMERGENCY PREPAREDNESS

Our Center values the safety of every child.

- We follow all state-required drills (fire, severe weather, lockdown) and ensure safe participation for all children.
- If a child has an IEP or Section 504 plan, the plan will include any accommodation needed for drills or emergencies.
- Discuss any accommodation needed during a child's IEP/504 team and provide this information to school safety staff.
- Please review your child's plan with their teachers and campus lead to stay informed.

All employees are expected to know the emergency plans for evacuations and types of situations that require them. All classes should have a copy of the Emergency Preparedness Plan posted in the room. Center staff will receive training annually on:

- The legal requirements of SB 57 and Education Code §29.0052 and §37.1086.
- How to collaboratively evaluate and document accommodations in IEP or §504 processes.
- Procedures for integrating accommodation plans into the EOP.
- Trauma-informed emergency response strategies and inclusive evacuation procedures.

All new staff must complete this training as part of onboarding. MECC shall ensure all students, including those with disabilities or impairments, are safely included in all required drills or emergency responses. In accordance with SB 57, our committees will assess, document, and implement individualized accommodations in students' IEPs or Section 504 plans, and integrate relevant protocols into our overarching Emergency Operations Plan (EOP).

SCHOOL EVACUATION AND ALERTS

Monthly fire drills practice one type of evacuation. Students exit the building and go to the designated gathering spot. Staff is to be familiar with egress routes on the map located inside each classroom door.

Lockdown, Lockout, and Hold drills will also be practiced as required by GISD and/or licensure. Staff is to be familiar with the procedures for each drill. Training and information are provided to each employee regarding this information.

SHELTER IN PLACE

Students and teachers will Shelter in Place in the event of a tornado, nearby chemical spill or other events that require staying indoors. The ventilation system will be shut down in the event of a chemical spill. If the school is Sheltering in Place, teachers, staff and children will stay at the school for as long as the students need to be there.

PRE-EMPLOYMENT SCREENING

Applications are thoroughly reviewed, and professional references are required. Interviews with the Executive Director and/or designated staff members will be conducted. All State requirements for individual's working in the Childcare business will be followed, including but not limited to a comprehensive Background Check, Fingerprinting, CPR and Pediatric First Aid certification, and knowledge of the State's Minimum Standards.

SUBSTANCE ABUSE AND TESTING POLICY

You must arrive at work on time and in an appropriate mental and physical condition to work. It is our intent and obligation to provide a drug-free, healthy, safe and secure environment for staff and children. The use, possession, or sale of drugs or any drug related paraphernalia or controlled substances by **Moody Early Childhood Center** Employees during shifts or while on **Moody Early Childhood Center** property is strictly prohibited. **Moody Early Childhood Center** recognizes substance abuse as a potential health, safety and security problem. Employees needing help in dealing with such problems are encouraged to seek proper counseling. You must agree to the drug testing consent attached to this manual. Failure to participate in the testing or comply with the procedures for testing will be deemed a positive screening. A positive drug screening may automatically result in termination of employment.

If you test positive and are allowed to continue your employment, you will be subject to additional random drug screenings. If you are taking any medication, you will be required to provide a record of any prescription medication you are currently taking. This record must include a prescription dated no longer than the last 30 days prior to the date requested. If these screenings prove inconclusive or positive, you will be directed to a facility for a hair follicle drug assessment. You must appear at the facility on the date and time assigned by MECC. Failure to appear at the date and time assigned or declining such assessment is grounds for automatic termination.

ONBOARDING OF NEW EMPLOYEES

Classroom observations and training are standard before an offer of employment is made. Individuals accepting a position will continue training with the Education Department team, be assigned a mentor, and begin a classroom assignment in a room with experienced team members. Please refer to the earlier section regarding the various categories of employees at **Moody Early Childhood Center**.

ORIENTATION

All new employees are oriented to **Moody Early Childhood Center** policies and procedures. Such an orientation should begin on the first day of employment and continue throughout his/hers **first 60 days**. Each staff member will be assigned a mentor to make sure that all procedures are explained and demonstrated. The **60-day** review will evaluate an employee's performance of all expectations explained during orientation. Any staff member may ask the mentor or for further explanation or clarification of policies at any time. It is each staff member's responsibility to uphold center expectations at all times.

The orientation program covers all of the following:

- Review of Center policies.
- Training in emergency procedures, including the operation of fire extinguishers.
- First Aid procedures.
- Job responsibilities and any other duties as assigned
- Training in the recognition of childhood illnesses and infectious disease control, including hand- washing procedures and universal precautions for handling body fluids
- Schedule of **Moody Early Childhood Center**
- Review of child abuse and neglect laws and reporting procedures
- The procedure for ensuring that all **Moody Early Childhood Center** employees know the children assigned to their care and their whereabouts
- Child management techniques
- The integrity of children with disabilities into the program
- Confidentiality policies

INTRODUCTORY PERIOD

The introductory period is intended to give new employees the opportunity to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. **Moody Early Childhood Center** uses this period to evaluate employee capabilities, work habits, and overall performance. Either the employee or **Moody Early Childhood Center** may end the employment relationship at will and at any time during or after the introductory period with just cause to be documented and explained in a written notice to be signed by both parties.

All new and rehired employees work on an introductory basis for the first sixty (**60**) calendar days after their date of hire. Any absences or tardies may automatically extend an introductory period or terminate employment. If **Moody Early Childhood Center** determines that the designated introductory period does not allow sufficient time to thoroughly evaluate the employee's performance, the introductory period may be extended for a special period.

Upon satisfactory completion of the introductory period, employees enter the established employment classification for their position.

TRAINING

Eight hours of pre-service training must be completed by new staff without previous experience in a regulated childcare facility before they can begin working with the children. Staff who have not completed their CPR/First aide, pre-service training, and/or orientation period will be made to wear an apron or “smock” to denote they can not count in student ratio. Texas Minimum Standards states:

§746.1305. What must be covered in pre-service training for caregivers?

Subchapter D, Personnel

Division 4, Professional Development

(no weight) (a) Pre-service training for caregivers must cover the following areas:

- Medium (1) Developmental stages of children;
- Medium (2) Age-appropriate activities for children;
- Medium (3) Positive guidance and discipline of children;
- Medium (4) Fostering children’s self-esteem;
- Medium (5) Supervision and safety practices in the care of children;
- Medium (6) Positive interaction with children; and
- Medium (7) Preventing and controlling the spread of communicable diseases, including immunizations.

Medium-High (b) If a caregiver provides care for children younger than 24 months of age, one hour of that caregiver’s pre-service training must cover the following topics:

- (1) Recognizing and preventing shaken baby syndrome and abusive head trauma;
- (2) Understanding and using safe sleep practices and preventing sudden infant death syndrome (SIDS); and
- (3) Understanding early childhood brain development.

§746.1303. What must orientation for employees at my child-care center include?

Subchapter D, Personnel

Division 4, Professional Development

(a) Your orientation for employees must include at least the following:

- (1) An overview of the minimum standards found in this chapter;
- (2) An overview of your operational policies including discipline and guidance practices, and procedures for the release of children;
- (3) An overview of your policy on the prevention, recognition, and reporting of child abuse and neglect, including:
 - (A) Factors indicating a child is at risk of abuse or neglect;
 - (B) Warning signs indicating a child may be a victim of abuse or neglect;
 - (C) Procedures for reporting child abuse or neglect; and
 - (D) Community organizations that have training programs available to child-care center staff members, children, and parents;
- (4) An overview of the procedures to follow in handling emergencies, which includes sharing the emergency preparedness plan with all employees. Emergencies may include, but are not limited to, fire, explosion, tornado, toxic fumes, volatile persons, and severe injury or illness of a child or adult; and
- (5) The location and use of fire extinguishers and first-aid equipment.

(b) For employees you hire on or after September 1, 2016, your orientation must also cover the following areas:

- (1) Administering medication, if applicable, including compliance with §746.3803 of this title (relating to what authorization must I obtain before administering a medication to a child in my care?);
- (2) Preventing and responding to emergencies due to food or an allergic reaction;
- (3) Understanding building and physical premises safety, including identification and protection from hazards that can cause bodily injury such as electric hazards, bodies of water, and vehicular traffic;
- (4) Handling, storing, and disposing of hazardous materials including compliance with §746.3425 of this title (relating to Must caregivers wear gloves when handling blood or bodily fluids containing blood?); and
- (5) Precautions in transporting children if your children if your center transports a child who’s chronological or developmental age is younger than nine years old.

All staff must obtain at least **24 clock hours** of training annually, exclusive of CPR and First Aid, selected from the following areas:

- Child Development
- Care of Children with Special Needs
- Adult and Child Health
- Nutrition and Safety
- Curriculum-Planning
- Risk Management
- Identification and Care of ill Children
- Supervision
- Recognition of Child Abuse, Neglect and Sexual Abuse and the Responsibility of reporting any incidents
- Cultural Diversity
- Professional Development

- **Note:** It is the responsibility of each employee to **pay** for **any costs that may result from these trainings (full or part-time).**

All new staff must be oriented in the requirements in the Minimum Standards Handbook and the Employee Handbook. In addition, all new staff must be oriented to Texas Rising Star (TRS) and National Association for the Education of Young Children (NAEYC) requirements.

In addition, MECC staff will comply with required trainings as stated by Texas Education Agency. Center staff will receive training annually on:

- The legal requirements of SB 57 and Education Code §29.0052 and §37.1086.
- How to collaboratively evaluate and document accommodations in IEP or §504 processes.
- Procedures for integrating accommodation plans into the EOP.
- Trauma-informed emergency response strategies and inclusive evacuation procedures.

All new professional staff must complete this training as part of onboarding.

EMPLOYEE STATUS

Introductory Period-New employees with less than sixty (60) days of service.

Full-time employees have a standard schedule between thirty (30) to forty (40) hours per week, have successfully completed the 60-day introductory period, and occupy a permanent position. Full-time status will be evaluated twice a year, in August and January.

Part-time employees have a basic schedule between ten (10) and thirty (30) hours per week and have successfully completed the 60-day introductory period.

Substitute or Flex employees both short term and long term are employed on an at-will basis and are not considered full-time, part-time, nor contractual employees.

ASSIGNMENT AND REASSIGNMENT

Moody Early Childhood Center strives to match individual's strengths and skills to positions. Upon accepting a position at MECC, staff acknowledges they are willing to work in any position in the center. The Executive Director and/or the Deputy Executive Director may reassign staff as needed in the best interest of the organization and to ensure high quality standards are continuously upheld.

Staff desiring a schedule, assignment change, or a modification of assignment must complete the appropriate paperwork. The form must be approved through the chain of command up to the Executive Director prior to any changes being made. Submission of the paperwork does not guarantee approval. All employee status change requests will be reviewed and approved in July to take effect August 1st, December to take effect January 1st, and in April to take effect June 1st, and will be in effect for the following semester.

PERSONNEL FILE

For licensing and accreditation purposes, all personnel files must be up-to-date and accurate for inspections by appropriate licensing and accreditation representatives. It is the staff member's responsibility to ensure that personal information is kept current, and all required training is started and completed in the mandated time allotted.

STAFF SCHEDULES

Full-time staff schedules are available at the front desk. As substitute hours are available, part-time staff are rotated to fill vacancies. Hours of work and assigned duties are subject to change by administration to meet the needs of our families and Center. Any requests for days off must be given in writing at least **one week** in advance and submitted in Gusto for approval if you have time off available. Any requests for special days for consideration at the last minute will be honored whenever possible and when coverage is available. In addition, if no PTO time is available, time off must be requested 30 days in advance. *(See section below regarding greater detail on "Time Off/Absences.")*

EMPLOYEE CALENDAR

Moody Early Childhood Center																															
Employee Groups	Lead Teacher Sept. 1, 2020 to Aug. 1, 2021	Teacher Planning/Reg Aug. 1, 2020	Lead Teacher Sept. 1, 2020	Teacher Early Sept. 2020	Holiday Oct. 15, 2020	Holiday Nov. 1, 2020	Thanksgiving Break Nov. 24-26, 2020	Thanksgiving Break Dec. 27-29, 2020	Winter Break Dec. 15, 2020 -Jan. 5, 2021	Winter Break Dec. 29-30, 2020	Winter Break Dec. 31, 2020	New Year's Day Jan. 1, 2021	Teacher Work Day Jan. 15, 2021	Mid-Holiday Jan. 16, 2021	Teacher Work Day Feb. 15, 2021	Holiday Feb. 16, 2021	Spring Break Mar. 15-20, 2021	Spring Break Mar. 21, 2021	Good Friday April 9, 2021	Holiday April 10, 2021	Normal Day May 25, 2021	Teacher Work Day May 26, 2021	Summer Break June 1-15, 2021	Summer Break July 1-15, 2021	Summer Break July 16-31, 2021	End of Year Valued	Teacher PTO earned	Teacher PTO unused	Unused PTO		
Education																															
Instructional Acd	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1					1	244	10	5	
Assistant (7 PT)	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1					1	244	10	5	
Assistant (7 PT)	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1					1	244	10	5	
Assistant (7 PT)	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1					1	244	10	5	
Assistant (7 PT)	08/01/2020 07/01/2021			1				5				5	1	1	1			5		1	1		1				1	244	10	5	
Assistant (7 PT) - 100%	08/01/2020 07/01/2021	3	5	1		1	1	5		10				1		1	5	5		1	1	1		45			181				13
Assistant (7 PT) - Relieving	08/01/2020 07/01/2021		5	1		1	1	5		10				1		1	5			1	1	1		45			181				13
Coordinator (PK-5)	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244				15
Director of Education (DR)	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244				15
Business Administration																															
Office - Front Desk	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Office - Front Desk	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Office - Inventory Control Specialist (ICR) Acd	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Office - Inventory Control Specialist (ICR)	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Building Program - Child/Adult/Adolescent	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Office - Reception	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Office - Attendance Coordinator	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Office - Building Coordinator	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Office - Personnel Assistant	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Office - Human Resources	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Office - Human Resources	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244				15
Office - Director of Adult Services (DAR)	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244				15
Family and Community Services																															
Family Engagement - IT Family Advocate (FA)	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Family Engagement - FA Family Advocate (FA)	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Family Engagement - Social Worker (FW)	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244	10	5		
Family Engagement - Director of Family and Community Services	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244				15
Administration																															
Assistant/Instructor - Child/Adolescent/Adult Office	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244				20
Assistant/Instructor - Child/Adolescent/Adult Office	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244				20
Assistant/Instructor - Personnel/Teacher	08/01/2020 07/01/2021			1					2		3		1		1				1	1		1			5	1	244				20

TIME OFF/ABSENCES

The center cannot operate effectively or efficiently unless its employees can be depended upon to show up for work on a timely and consistent basis. **Moody Early Childhood Center** depends upon each employee, and when one person is absent, a replacement must be hired for the day. Thus, absenteeism has a particularly disruptive effect on both the Center and the Children. Employees who take excessive time off, or abuse the benefits of sick, personal, and vacation provided are subject to discipline, up to and including discharge.

Employees requesting leave related to any medical condition concerning the employee or family members (FMLA) **will be required to complete the FMLA application from U.S. Department of Labor Wage and Hour Division, which must include a physician's statement** verifying the condition, its beginning and expected ending dates, the need for the employee to be given or to provide care, and the estimated time required. You will be required to provide a return to work authorization (provided by MECC) signed by your physician, releasing you to return to work WITHOUT restrictions.

Foreseeable absences must be requested at least **7 days** in advance. Requests for leave must be made in writing on the Employee Time-Off Request Form as well as on Gusto. Requests will be evaluated based on a number of factors, including anticipated workload requirements, staffing considerations, and hardship to **Moody Early Childhood Center** operations during the proposed period of absence. All requests must be signed by the employee's direct supervisor. Requests that cannot be accommodated may be denied. Completing a request form does not guarantee time off. Staff members who request time off but do not have PTO available to cover the absence are in violation of attendance policy and may be subject to disciplinary actions up to and including termination.

You are prone to becoming ill when working with small children. MECC follows the same procedures for staff as it does for our students. Staff is required to stay home if they exhibit any symptoms of illness as listed below in order to maintain a healthy environment for everyone. Staff is asked to not take medicine to lower their fever prior to coming to school. Staff are obligated to report any communicable disease or condition (i.e., conjunctivitis, head lice, chicken pox,

etc.) to the office so that we can alert other staff as soon as possible, in order to prevent spread of symptoms. Staff who miss 2 or more days of work due to illness will need a doctor's note to return.

As required by the Texas Department of State Health Services, staff will need to be excluded from working at the program if he/she have any of the following conditions:

- Fever of 100+: (Must be fever-free for 24 hours before returning)
- Diarrhea: More than three loose stool within a 24-hour period
- Vomiting: More than twice in 24-hour period
- Severe coughing with 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)
- 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 must notify your supervisor and the office as soon as possible. You may be seen at the Teen Health Pediatric Clinic to be seen by the Physician's Assistant at MECC if you would like. You will be responsible for making alternative arrangements for your child if sent home sick. If you are not able to make suitable arrangements, please inform the Senior Director. Situations will be evaluated on a case by case basis.

Staff may not return to school the following day unless a doctor's note is provided. Staff must be fever, or diarrhea free, or on medication for 24 hours (1 calendar day) before returning to work.

- Absences due to illness, children's illness, or family emergencies must be called in AT LEAST two hours before an employee is scheduled to work. The time will be deducted from your PTO balance. If PTO time is not available to cover the absence, disciplinary procedures up to and including termination will be taken.
- If you are aware that you will be absent prior to the day of absence, please notify the **Moody Early Childhood Center representative** as far in advance as possible, but within a reasonable time during the day/night.
- Car trouble is not considered an emergency. Please arrange for a ride with a friend or family member if the problem arises.
- Employees are required to notify their supervisor and the main office of **Moody Early Childhood Center** at (409) 761-6930 at 6:30 a.m. or at least two hours before their scheduled start time on the day of their absence. The following are not acceptable and could be cause for immediate termination:
 - ✓ Leaving a message on the answering machine at **Moody Early Childhood Center**.
 - ✓ **Texting** or leaving a **voicemail message** for the designated representative without talking to the main office.
 - ✓ Please note, a lack of phone service is not a valid excuse for failure to contact the office of tardiness or absence.
- **If an employee must report an absence after business hours, they must email their supervisor and call the main office as soon as it opens the following business day to confirm their notification was received.**
- **A "closed day off" means an excessive number of staff are out and there may not be enough people to maintain appropriate coverage in classrooms. If you are too sick to attend and the day is deemed a "closed day", you must provide a doctor's note upon your return to work and have PTO available. Please note, calling in on a "closed day" without providing a note and having PTO available will result in progressive disciplinary actions up to and including termination.**
- It is your responsibility to notify the main office **BEFORE** your starting time of any tardy or absence. If you are going to be late, state the reason for your tardiness and when you expect to arrive at work. Failure to call in personally to report absence or lateness is a violation of Center rules, and the absence or lateness

will be considered unauthorized. Calls from friends or relatives on your behalf will not be accepted as an authorized notice of absence or tardiness; you may be required to submit evidence verifying the reason for your absence or tardiness. Failure to provide the requested substantiation will result in discharge.

All tardies and absences will be monitored. Excessive tardies and absences, or a pattern that begins to occur, will be addressed by the administration and could possibly be grounds for termination. It is important to understand that when we are short of staff, it is not only stressful for the other staff members but affects the children as well.

- Without a doubt, working in a childcare environment can sometimes be very stressful. Please let the Deputy Executive Director know if a situation arises where resources are needed to support you in stress management, prevention and treatment of depression, and/or general wellness, or if time is needed to regroup or even a “*stress free*” day off needs to be taken from your accrued PTO balance. **Moody Early Childhood Center** strives to be sensitive to the needs of its employees and will try to make arrangements to accommodate an over stressed staff member. Simply walking out or not returning from break leaves co-workers in a bind, but even more important, the children who are left are the ones who suffer.
- Job abandonment: If the employee does not call or report to work, chooses to walk off the job, or simply does not return after leaving for break and/or lunch will be considered in violation of job abandonment and thus **the employee will be terminated** from employment.
- An employee’s last paycheck will be processed within six business days after their termination. This also applies to employees who simply do not show up for work and do not call or give notice of their decision to quit.
- If any employee plans to terminate employment with **Moody Early Childhood Center**, a **two week** notice in writing is requested.

TIME KEEPING

Accurate recording of time worked is the responsibility of every full-time and part-time employee. Federal and state laws require **Moody Early Childhood Center** to keep accurate records of time worked in order to calculate employee pay and benefits. “Time worked” is all the time actually spent on the job performing assigned duties. Time records are considered official **Moody Early Childhood Center** documentation and should be certified by you as accurately reflecting all hours worked. The falsification of time records is an infraction of **Moody Early Childhood Center** policy and will result in corrective action up to and including termination of employment.

All staff members are expected to arrive at their assigned workplace or classroom on time and ready to work their scheduled work period. Punctuality and adherence to the work schedule ensures that the ratio of teacher to children is maintained at all times and we are available for parents and others to conduct program business. If you are unable to work or will be late, you must call and speak to the main office as soon as possible.

The employer will determine the hourly schedule for each employee. Employees should be sure to review any schedule changes noted on the office calendar. All employees, other than executive staff (directors) should record the beginning and ending time of all work shifts, and any split shifts or other departure from work for personal reasons. All staff must report for work at their scheduled time and are allowed to clock only at their scheduled start time, not before. You must call and report your tardiness if you will be clocking in more than 5 minutes after your scheduled time.

Note: Altering, falsifying, tampering with time records, or recording time on another employee’s time record may result in disciplinary action, up to and including termination of employment. Misappropriation of Company time, such as not working in an effective manner will not be tolerated. “Buddy punching” or “moving” an employee in Procure other than yourself is not permissible and may not be accomplished using any of the work reporting systems. Tampering with time clocks is considered a serious offense and will be grounds for immediate termination.

UNSCHEDULED WORK

Unscheduled work is work done before, or after a non-exempt employee’s regularly scheduled work times or before or after the employee clocks in/out. A non-exempt employee should not work unscheduled time unless his or her

supervisor authorizes the non-exempt employee to perform unscheduled work AND the time is recorded on the employee's timesheet.

OVERTIME/CLOCK IN AND OUT

Overtime is paid to non-exempt employees for all hours worked in excess of **40 hours** per Monday through Sunday work week. Overtime pay is one and one-half times your regular hourly rate of pay and must be substantiated by an 'Overtime Authorization Form'. Unauthorized overtime will not be paid. It is the employee's responsibility to clock in and out properly. Any failure to clock in or out properly may result in a **delay** in payment of wages due.

MISSED PUNCHES/TIMESHEETS

Timesheets will be distributed to all employees at the beginning of each new pay period and are to be reviewed, signed and returned to the front office no more than 24 hours after being received. If there are any missed punches or times to be corrected, a "Missed Punch" form should be completed and returned with the signed timesheet. Excessive "Missed-Punch" forms for the same issues will result in corrective action up to and including termination of employment.

WORK SCHEDULE

Moody Early Childhood Center is open for business Monday through Friday and as otherwise communicated. All staff should be present and ready to work from the beginning to the end of each of your scheduled workdays and for mandatory training time. Failure to attend can result in disciplinary actions up to and including termination. Work schedules and duty assignments may be altered to best meet the needs of the organization. Please check with your supervisor for your specific daily/week work schedule. (*See "Staff Schedule" for calendar schedules.*)

REPORTING ARRESTS

Employees must, as a condition of continued employment, abide by terms of **Moody Early Childhood Center's** policy. {*Note: Employees must report all arrests to the Executive Director of **Moody Early Childhood Center** within five (5) calendar days of the arrest. Arrest does not automatically result in termination from employment. All facts will be considered including the nature of the arrest and requirements of the job position.}

OFF THE CLOCK WORK

Moody Early Childhood Center is committed to compensating every employee for the work they perform. **Moody Early Childhood Center** does not ask any hourly (non-exempt) employee to work off the clock.

PAYROLL

PAY SCHEDULE

2025-2026 Pay Schedule

1	08/04/2025-08/17/2025	08/22/2025
2	08/18/2025-08/31/2025	09/05/2025
3	09/01/2025-09/14/2025	09/19/2025
4	09/15/2025-09/28/2025	10/03/2025
5	09/29/2025-10/12/2025	10/17/2025
6	10/13/2025-10/26/2025	10/31/2025
7	10/27/2025-11/09/2025	11/14/2025
8	11/10/2025-11/23/2025	11/28/2025
9	11/24/2025-12/07/2025	12/12/2025
10	12/08/2025-12/21/2025	12/26/2025
11	12/22/2025-01/04/2026	01/09/2026
12	01/05/2026-01/18/2026	01/23/2026
13	01/21/2026-02/03/2026	02/08/2026
14	02/02/2026-02/15/2026	02/20/2026
15	02/16/2026-03/01/2026	03/06/2026
16	03/02/2026-03/15/2026	03/20/2026
17	03/16/2026-03/29/2026	04/03/2026

18	03/30/2026-04/12/2026	04/16/2026
19	04/13/2026-04/26/2026	05/01/2026
20	04/27/2026-05/10/2026	05/15/2026
21	05/11/2026-05/24/2026	05/29/2026
22	05/25/2026-06/07/2026	06/12/2026
23	06/08/2026-06/21/2026	06/26/2026
24	06/22/2026-07/05/2026	07/10/2026
25	07/06/2026-07/19/2026	07/24/2026
26	07/20/2026-08/02/2026	08/07/2026

PAY DATE

In order to conserve funds and increase productivity, the electronic transfer of funds (Direct Deposit) has been determined to be the most efficient system of paying employees. Payroll payments are made via direct deposit for all **Moody Early Childhood Center** staff on a biweekly basis into the designated financial institution account of the employee. You must have direct deposit. *** (Pay dates may be subject to change depending on needs of **Moody Early Childhood Center**) ***

COMP TIME

Moody Early Childhood Center does not grant “comp” time to employees.

OVERTIME PAY

The Federal Wage and Hour laws group employees into two classifications regarding eligibility to receive overtime payments: non-exempt and exempt.

NON-EXEMPT STATUS

Employees not employed in executive, corporate administrative, professional sales or certain computer capacities are paid one and one-half times their regular hourly rate for **Moody Early Childhood Center** hours worked in excess of 40 hours in a regular workweek. Overtime pay is not paid when a non-exempt employee works less than 40 hours in a week because of a holiday, vacation day or sick day. **Moody Early Childhood Center** hourly staff is non-exempt and therefore qualify for overtime pay. (See “Staff Schedule” for calendar schedules.)

*Note: Overtime must be approved in writing in advance by your immediate supervisor and will be calculated by **Moody Early Childhood Center**.

EXEMPT STATUS

Certain office and professional program staff (for example teachers, family advocates, and Deputy Executive Director/Executive Director) meeting federal eligibility do not receive overtime pay. These positions will receive pay for a 40-hour work week. If they fail to acquire the 40 hours in a work week, the additional amount of time will be deducted from their paid time off (PTO) allotment for the year. (See “Staff Schedule” for calendar schedules.)

ADVANCES AND LOANS

It is against company policy to give personal advances or make loans to employees or families.

BREAK PERIODS: LUNCH AND BREAKS

Moody Early Childhood Center wants to ensure all employees have a scheduled lunch break and are relieved of their job duties. The office will provide all staff with their lunch schedule. Staff may not leave the room for lunch or a break if the room is not in ratio or the children are not properly engaged in their scheduled activity. All employees are given at least a ½ hour lunch break. All employees must clock out and clock in for lunch and move themselves in the online reporting system to reflect breaks to maintain ratios. The system will not automatically deduct the lunch break based on the employee’s schedule. In the event an employee is unable to perform their duties for a short period of time, the employee may request one 15-minute break per day and must remain on the premises during the break. Staff may request additional breaks for a few minutes when unable to perform

duties safely or appropriately. It is the employee's duty to make sure all children under his/her care are supervised and the class is in ratio during his/her absence.

MEALS

Moody Early Childhood Center wants to ensure employees who have a scheduled lunch break clock out and are relieved of their job duties. Staff may not leave the room for lunch or a break if the room is not in ratio or the children are not properly engaged in their scheduled activity. Staff are required to clock in /out for breaks and for lunch. Meals and drinks are to be consumed in the lounge or in other areas where no children are present. Occasionally, **Moody Early Childhood Center** will serve family style meals, in order to model appropriate behavior, nutritional choices and manners; staff is expected to participate by eating food that is offered to all children in your care during family style mealtime. Always avoid drinking hot beverages around the children to avoid possible burns. Any beverages other than those being offered to children must be consumed from a closed container and kept away from the children. (Please remember to be respectful of all of the children in your care by not flaunting food and drinks in front of them while they are unable to have snacks.)

PAY DEDUCTIONS

The law requires that **Moody Early Childhood Center** make certain deductions from every employee's compensation. Among these are applicable federal taxes. **Moody Early Childhood Center** does not deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security "Wage Base" because we participate in the Teacher Retirement System (TRS).

Medicare

All employees are required to pay the required percentage of their gross pay to Medicare.

Teachers' Retirement System

Moody Early Childhood staff will participate in the Teachers' Retirement System. No FICA will be deducted.

Child Support

Child support payments are processed by Payroll only when court orders are properly received from a county child support office, from the Child Support Services Division of the Attorney General's Office or from an appropriate court of jurisdiction. It is the employee's responsibility to file a change of employment request with the state Child Support Office.

Levies

Tax levies from the Internal Revenue Service or payment orders from a Guaranteed Student Loan Fund for repayment of student loans are also processed by Payroll and are mandatory employee deductions when jurisdictional orders are properly received by **Moody Early Childhood Center**.

Other Deductions

Staff may elect to participate in other employee benefit programs once they complete their probationary period. Health insurance, vision, dental, cancer, additional life, short-term disability and other health-related coverages may also be deducted from an employee's paycheck.

ADMINISTRATIVE PAY CORRECTIONS

Moody Early Childhood Center takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday at the end of each individual employee's workday.

In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of HR for further review of the matter. Employees should refer to the pay stub itself before calling. So that corrections can be made as quickly as possible.

Overpayments

As noted in the signed Pay Sheet Agreement, an employee agrees that Moody Early Childhood Center may deduct any wage overpayments from one or more of the employee's paychecks. Employees are not entitled to any funds Moody Childhood Center overpays.

WAGE AND SALARY POLICY

The Fair Labor Standards Act (FLSA) is a federal law requiring "non-exempt" employees to be paid at least the federal minimum wage for all hours worked and overtime pay at time and one-half the regular rate of pay for all hours worked over 40 hours in a work week. The work week is defined as Saturday at 12:00 a.m. – Friday at 11:59 p.m.

Non – Exempt Employees are all employees except professional teachers and School Management. Non- Exempt Employees are paid hourly wages. Exempt Employees include Lead Credentialed Teachers who receive regular compensation each pay period, based on their teaching agreement.

Salary is based on education, experience, and fair market rate of pay. In addition, stipends are dictated for duties or skills for specified positions and are determined by the Executive Director.

Pay increases are contingent on availability of funds, maximum amounts allowed in each job category according to the MECC pay scale, as well as staff evaluations, attendance, on-the-job performance, and professional growth. There is no guarantee of an increase, or across the board raises. If annual raises are given incrementally, an employee has to have been employed during the prior school year and has not have received any written disciplinary action in the prior preceding months. Staff must not be placed on suspension or probation for the prior calendar year to receive an annual pay increase or bonus.

ON THE JOB INJURIES

In the event of employee injury, even a slight injury, while performing job duties for **Moody Early Childhood Center**, an incident report must be completed with the main office. The incident report should immediately be delivered to the Executive Director or his or her designee to allow the school to stay in compliance with workers' compensation laws. **Moody Early Childhood Center** provides workers' compensation coverage for all employees. If an injury at work causes an employee to be absent, it is his or her responsibility to inform **Moody Early Childhood Center** whether he or she wishes to use accumulated leave, or whether he or she wishes to save accumulated leave and receive only the temporary income benefits that are available under the workers' compensation laws. If you do not inform the school administration of your choice, absences will NOT be charged to accumulative leave and the employee will receive only temporary income benefits from workers' compensation.

GENERAL CONDUCT

VISITORS

A variety of visitors enter our building each day. All visitors must sign in at the front desk and wear an **Identification Badge** at all times. It is important for all employees to present a warm, welcoming, and professional impression at all times. To ensure a safe environment for the children, employees should notice that all visitors have an identification badge. If a visitor is not wearing an identification badge, employees should politely inquire into the purpose of the visit and redirect the visitor to the front desk. Suspicious persons or activities should immediately be brought to the attention of the Executive Director/Deputy Executive Director.

STAFF GUESTS

ALL personal visitors should be scheduled during the employee's break time and restricted to the lobby area until a staff member is available. Food or drinks should be brought to the office and dropped off for the employee. If an employee's child (who is enrolled in another classroom in the Center) wishes to visit the parent, the needs of the parent's classroom take precedence.

STAFF UNENROLLED CHILDREN

ALL employees should make appropriate advance arrangements for their child (ren) care during their scheduled work hours. Children who are not enrolled in the program may **not** stay in any classroom or remain unsupervised at the Center. On planned school vacations, school age children (up to Pre-K-4) may attend **Moody Early Childhood Center**

after school program, for a nominal fee, provided space is available and arrangements have been made.

AUTHORIZATION TO RELEASE A CHILD

Children can only be released to parents and persons over 18 years old who are named in their student file in ProCare for infant/toddler students or Skyward for PK students. Any changes must be submitted by a parent in person or in writing to the front office. Never accept a phone call or a note brought by a person coming to pick up a child. Do not release a child to an unfamiliar face. The front office will check the driver's license and student file for students. PK staff should politely direct the person to the main office for verification.

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.

MEDICAL CERTIFICATION

Moody Early Childhood Center has the right to and will ask for periodic information from an employee's treating doctor to verify the need for medical absences and/or accommodations, and to give an indication of when an employee will be able to return to duty in their full capacity. Employees may be asked for a note from their doctor for absences that occur the day before or following a weekend, on a date deemed "closed" due to excessive requests off, as well as the day before or after a holiday. Failure to provide the necessary information can affect employee eligibility for leave and will be treated as a failure to follow MECC policy and procedures.

MEDICAL EXAMINATIONS

Moody Early Childhood Center has the right to, and will ask for a medical or psychological examination, paid for by **Moody Early Childhood Center**, if we believe an employee's condition is interfering with the performance of their regular duties. Failure to cooperate will be treated as a failure to follow **Moody Early Childhood Center** policy and comply with directives.

CLASSROOM PRACTICES

COMMUNICATION WITH PARENTS

We are in the education business and all communications and daily business are cordial and helpful. Parent messages and phone calls should be responded to by MECC staff within one business day. With regard to specific questions about student progress, there is a SINGLE POINT OF CONTACT for parents to talk with and that is the Teacher. Instructional Aides working in the classroom are encouraged to briefly share positive information with parents on a routine basis. However, information pertaining to the child's specific development will be addressed through the Teacher. The majority of communication with parents should be positive. Of course, there will be times that difficulties arise that need to be discussed with parents. When that happens, it should be done with professionalism and respect.

BEHAVIOR POLICY

If 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 becomes 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. We do not suspend or expel students for behavior; however, we may ask parents to work with their child for a day or two to help manage the behavior. We will require parents to attend meetings with our team to ensure everyone is working together for the success of the student. For significant behavior issues causing safety concerns, we will contact parents on their phone number provided. If they are unable to answer, we will contact emergency contacts, and may send a Family Advocate or staff member to the home or place of employment if no one is available to be reached by phone. MECC complies with the discipline guidelines in the Texas Education Code for school-aged students; however, infant/toddlers may be unenrolled if parents refuse to work with their students or participate in meetings to help make MECC a safe learning environment for all.

GUIDANCE AND DISCIPLINE

Moody Early Childhood Center understands that guidance and discipline techniques must be consistent and individualized for different developmental stages as well as for individual students. At no time may staff use physical punishment, psychological abuse, or coercion when disciplining a child. Below are the definitions and examples of psychological abuse, physical abuse, and coercion as they apply to staff–student interactions in Texas childcare facilities, aligned with Texas Child Care Minimum Standards (§746.1203, §746.1205, and §746.1503), Texas Rising Star expectations, and NAEYC's Code of Ethical Conduct:

1. Psychological Abuse

Definition:

Any verbal or nonverbal action by a staff member that belittles, threatens, humiliates, or intimidates a child, causing emotional harm or undermining self-esteem. This is prohibited by Texas Child Care Minimum Standards §746.1203, which requires caregivers to treat children with respect and not subject them to harsh or abusive treatment.

Examples in a Texas Childcare Facility:

- Shaming a child for toileting accidents ("You're a baby for wetting your pants.").
- Yelling, mocking, or using sarcasm directed at a child.
- Threatening punishment unrelated to behavior ("If you don't stop crying, I'll call your mom to take you away.").
- Ignoring or isolating a child as a form of punishment ("No one can talk to you for the rest of the day.").
- Using words that instill fear ("Bad kids get locked outside.").

2. Physical Abuse

Definition:

Any physical act by staff that causes or risks injury, pain, or physical harm to a child. Texas Minimum Standards (§746.1205) prohibit corporal punishment and any harsh treatment, including hitting, shaking, or pinching.

Examples in a Texas Childcare Facility:

- Hitting, spanking, slapping, or pinching a child.
- Forcefully grabbing, yanking, or dragging a child by the arm.
- Shoving a child into a chair or pushing them down.
- Withholding food, rest, or toilet access as punishment.
- Forcing a child to eat or drink something against their will.

3. Coercion

Definition:

The use of threats, intimidation, or manipulation by staff to force a child to act against their will. Coercion denies children autonomy and violates both Texas Minimum Standards and NAEYC's developmentally appropriate practice guidelines.

Examples in a Texas Childcare Facility:

- Threatening to withhold basic needs or comfort ("If you don't lie down, you won't get lunch.").
- Forcing participation in activities through intimidation ("You better sing or you'll sit alone.").
- Using fear of punishment to control behavior ("If you don't stop, I'll tell the police to come take you.").
- Pressuring a child to keep secrets about mistreatment ("Don't tell your parents what I said or you'll get in trouble.").

Key Compliance Reminder for Staff: Texas childcare staff must use only **positive guidance and discipline techniques** (§746.2801), such as redirection, setting clear expectations, and teaching self-regulation. Abuse, neglect, or coercion of any kind must be reported immediately, and staff may face termination and legal consequences for violations.

Discipline must be:

- 1) Individualized and consistent for each child;
- 2) Appropriate to the child's level of understanding; and
- 3) Directed toward teaching the child acceptable behavior and self-control.

A caregiver may only use positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction, which include at least the following:

- 1) Using praise and encouragement of good behavior instead of focusing only upon unacceptable behavior;
- 2) Reminding a child of behavior expectations daily by using clear, positive statements;
- 3) Redirecting behavior using positive statements; and
- 4) Using brief supervised separation or time out from the group, when appropriate for the child's age and development, which is limited to no more than one minute per year of this child's age.

There must be no harsh, cruel, or unusual treatment of any child. The following types of discipline and guidance are prohibited:

- 1) Corporal punishment or threats of corporal punishment;
- 2) Punishment associated with food, naps, or toilet training;
- 3) Pinching, shaking, or biting a child;
- 4) Hitting a child with a hand or instrument;
- 5) Putting anything in or on a child's mouth;
- 6) Humiliating, ridiculing, rejecting, or yelling at a child;
- 7) Subjecting a child to harsh, abusive, or profane language;
- 8) Placing a child in a locked or dark room, bathroom, or closet with the door closed or open; and
- 9) Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.

Additional Discipline and Guidance Measures Applying to Before or After School Program (BAP)/School Age Program (SAP) that Operates under 26 TAC Chapter 744

A program must take the following steps if it uses disciplinary measures for teaching a skill, talent, ability, expertise, or proficiency:

- Ensure that the measures are considered commonly accepted teaching or training techniques;
- Describe the training and disciplinary measures in writing to parents and employees and include the following information:
 - (A) The disciplinary measures that may be used, such as physical exercise or sparring used in martial arts programs;
 - (B) What behaviors would warrant the use of these measures; and
 - (C) The maximum amount of time the measures would be imposed;
- Inform parents that they have the right to ask for additional information; and
- Ensure that the disciplinary measures used are not considered abuse, neglect, or exploitation as specified in Texas Family Code §261.001 and TAC Chapter 745, Subchapter K, Division 5, of this title (relating to Abuse and Neglect).

Violation of the *Moody Early Childhood Guidance and Discipline Policy* or Texas Department of Family Protective Services *Minimum Standards* for student discipline and guidance is considered “Gross Misconduct” and may result in immediate termination. (See signature page in Appendices)

USE OF RESTRAINT AND SECLUSION

Moody Early Childhood Center is committed to providing a safe and supportive learning environment for all students. To ensure the well-being of our students and staff, the following guidelines regarding the use of restraint and seclusion are established.

RESTRAINT

Non-leadership staff members are not permitted to restrain students under any circumstances. Only Crisis Prevention trained administrative staff may use physical restraint on students as a means of intervention, and only as a last resort in situations where a student's behavior poses an imminent risk of harm to themselves or others. Physical restraint must be employed in a manner that is safe, respectful, and in compliance with all applicable regulations.

Examples of Appropriate Use of Restraint:

Imminent Risk of Harm:

- A student is physically attacking another student or staff member, and verbal interventions have failed to stop the behavior.
- A student is attempting to run into a dangerous area, such as a busy street, and verbal commands are not being followed.

Severe Self-Harm:

- A student is engaging in self-injurious behavior, such as head-banging or cutting, that poses a significant risk of injury, and other interventions have not been effective.

Attempt Least Restrictive Interventions:

- Use verbal de-escalation techniques, such as calm communication and redirection.
- Provide the student with a quiet space to calm down if they are agitated.

Contact Leadership:

- If least restrictive interventions are not effective, immediately contact a member of Administration.
- Use the school's internal communication system or send another staff member to get help.

Leadership Response:

- A trained leadership staff member will assess the situation and determine if physical restraint is necessary.
- The leadership team members will take over the situation, using physical restraint only if absolutely required for safety.

Physical Escorts

In situations where it is necessary to safely guide a student to another location, physical escorts are allowed. Physical escorts involve gently guiding or carrying a student to ensure their safety or the safety of others. All staff members are trained to perform physical escorts, and the following guidelines must be followed:

Guidelines for Physical Escorts:

- Use the minimum force necessary to safely guide or carry the student.
- Maintain a calm and reassuring demeanor to help de-escalate the situation.
- Ensure the student's dignity and respect are maintained throughout the process.

Examples of When Physical Escorts May Be Used:

- A student is refusing to leave a potentially dangerous area, such as a playground during a storm.
- A student is too overwhelmed to walk independently to a safe space and needs assistance.

TRAINING AND COMPLIANCE

All staff members will receive training on the appropriate use of restraint and crisis intervention, emphasizing de-escalation techniques and alternative strategies for managing challenging behaviors. Regular reviews and updates to this policy will be conducted to ensure compliance with state regulations and best practices in early childhood education.

STUDENT ASSESSMENT

Infants and toddlers grow and change rapidly during the first three years. **Moody Early Childhood Center** uses data-driven decision making by utilizing assessment results to create intentional learning activities to target all students' academic growth. Students are assessed individually, and the results are broken down and the data is examined to create activities that meet students at their current developmental levels and scaffold their skills to accelerate learning.

Learning about developmental milestones helps parents and caregivers understand what young children typically know and are able to do at different ages. While every child is an individual, milestones checklists show a child's skills compared to typical growth and development and help to become aware of possible delays. A more formal way to track your child's development is through developmental screeners. MECC staff is provided initial and ongoing training on the assessment tools utilized at the facility. The results are disaggregated to ensure quality instruction is provided at all levels.

Students in the infant and toddler program are assessed monthly utilizing the Developmental Checklists created by the Children's Learning Institute. Monthly assessments are used to target students' development at the varying age levels, and the results are shared with the parents, and utilized by the teachers to create activities tailored for each child. In addition, toddlers are assessed every 9 weeks to see their academic growth obtained using the FrogStreet curriculum.

PK students are also assessed as needed utilizing the Developmental Skills Checklists and every nine weeks using a report card for academic growth. Additional assessments including CPALLS, SLO, and Vocabulary are conducted in Fall, Winter, and Spring to show progress towards kindergarten readiness skills.

All assessment results are shared with parents and caregivers to ensure all students are meeting their full potential. Parents are encouraged to meet with their student's teachers to ask questions or raise concerns about their child's progress, and how the results will be utilized to improve instruction to meet their child's needs.

Infant/Toddler

Referrals

1. If at any time staff suspects an Infant/Toddler between the ages of 6 weeks to 36 months, may have a disability that may require special educational services, the student should be referred immediately to the I & T Family Advocate or I & T Education Advocate.
2. Staff should document behavior/Developmental Checklist and a meeting will be scheduled with parents within one week of the behavior/ Developmental Checklist.
3. If deficiencies are significant, the team will provide a referral for a formal assessment.
4. After 3 consecutive months of Red Flags staff will refer the student to the CST team.

5. Parents/ Guardians can make a referral at any time regardless of whether the child is receiving interventions.
6. If a student has an active/open Child Protective Services (CPS) case, the Family Advocate will refer to a CST.
7. Students that are at risk for not meeting or exceeding Developmental assessments (excess absences/ tardiness).

Pre-K

Referrals

1. If at any time staff (Admin, Family/Education Advocates, Teachers/Aids, Behavior Coach) suspects a Pre-K 3/ Pre-K 4 difficulties may be a result of a disability that may require special educational services, the student should be referred immediately to the Child Study Team (CST). There are many reasons a child could be referred to the CST such as excessive absences/tardies, unclear speech over the age of two, behavior concerns, academic issues, and social emotional issues. Before referring the student, the teacher needs to have met with the parent to determine strategies and interventions that are used at home to try in the classroom.
2. If a student is significantly below his/her appropriate developmental goals checklist for three months in a row, staff will refer the student to the CST, which includes the parent as a team member, to discuss intervention strategies. (Team members: Admin, Teacher or Lead Teacher, Ancillary Staff). If the deficiencies are significant, the team provides referrals for a formal assessment.
3. If a student has an active/open Child Protective Service (CPS) case, the Family Advocate will refer for a CST.
4. Parents can also request a referral at any time regardless of whether the child is receiving interventions.

Referral Forms: (to be provided)

CLASSROOM PROCEDURES

Staff must comply with all DFPS standards and are required to be knowledgeable of all Minimum Standards for the age group they are working with. Staff are trained in the DFPS and NAEYC standards for childcare and education. To ensure staff remember the proper procedures, “How-To” Posters are posted in all the classrooms. (*See copies in Addendum*) In order to ensure safety, staff must maintain classroom ratios. If the ratio exceeds standards, or at any time staff do not feel comfortable with the ratio in the room, they are required to immediately contact the front office for assistance. In addition, staff must know the number of students in their care, and the oldest and youngest students.

To maintain safety, you must verify your class number regularly by performing “counts”. “Counts” are defined as a quick overview of counting students in the area. Staff must also perform Name to Face on the online reporting system every hour on the hour, and at all transitions. If you leave with some of the students from a group, move yourself and the children out of the room, then announce “I have #, you have #”. When you return, repeat the procedure and make sure to move you and the students back with the group and do Name to Face.

At MECC, we take student safety seriously.

1. Each morning upon arrival or at the change of class, perform a daily health check, documenting any injuries on a documentation sheet.
2. If a child is suspected of being sick, an Injury/Illness Report must be completed, and the child should be taken to the nurse. If the nurse is not available, the child should be taken to the office to be checked.
3. If a child is injured, an Injury/Illness Report must be completed, and the child should be taken to the nurse. If the nurse is not available, the child should be taken to the office to be checked.
4. Nurse or Office staff will send text and email to the parents/guardians through the online student system and denote the day and time sent.
5. Staff should communicate all injuries and illnesses to parents and should ensure parents have the opportunity to sign Injury/Illness Report.

An Emergency Operations Plan is posted in each classroom. Staff must be knowledgeable of all procedures listed in this plan. To assist with safety, staff are given a radio/walkie-talkie in each room to call for assistance if necessary. You are not allowed to leave your area unattended or out of ratio.

All classroom doors must be closed and locked at all times and all exterior doors must remain closed. Staff must monitor all open exterior doors when greeting parents at drop-off and pick-up times, and ensure doors are securely closed whenever entering/exiting the building. Failure to monitor or ensure doors are closed places our children, staff, and families at risk and is grounds for immediate termination.

In addition, staff are required to be knowledgeable, comply with, and exceed all laws listed in the DFPS Minimum Standards, NAEYC, as well as charter school and licensing requirements. A copy of Minimum Standards is located in each classroom for staff review. How-To posters and class ratios are also posted in the classrooms to assist staff in learning and reviewing the required procedures listed. To ensure high quality education, lesson plans are expected to be turned in every Thursday by 7 a.m. for the upcoming week. Videos or Movies are not allowed unless they are tied to the theme being taught, documented in the lesson plans, comply with Minimum Standards, and are pre-approved by the Education Department supervisor.

PROFESSIONAL APPEARANCE

Dress, grooming and personal cleanliness standards contribute to the morale of all employees and affect the image **Moody Early Childhood Center** presents to parents and their children, visitors and guests. A professional appearance is required at all times while on the premises of the centers or in the performance of duty. Our philosophy is to provide a culture that allows staff to dress in a style which presents a neat, business-like appearance and that promotes confidence and professionalism in the public. We expect you to accept the responsibility of dressing appropriately for your position or situation. With that in mind, the following dress code will be implemented and enforced at all times. If you are inappropriately dressed or your appearance does not meet the appearance standards listed, the school reserves the right to ask that you take appropriate steps to remedy before allowing you to start work.

MECC staff members are required to wear uniforms. To ensure professionalism throughout **Moody Early Childhood Center**, the following uniform will be enforced for all employees:

MECC Staff

Monday-Thursday: Khaki bottoms and collared Moody polo style shirt

(Plain, collared Polo style shirts without MECC logo are not permitted)

Friday: Denim jeans and collared Moody polo style shirt or Moody t-shirt

MECC Nurse and Nurse Assistant

Monday-Friday: Scrubs (top and bottom) or Scrubs Bottom and Moody polo style shirt

Friday: Denim jeans and collared Moody Polo style shirt or Moody t-shirt

MECC Advocates & Coordinators

Monday-Thursday: Black or Khaki bottoms and collared Moody polo style shirt

Friday: Denim jeans and collared Moody polo style shirt or Moody t-shirt

MECC Directors (Administrative Team), and Senior Directors, Deputy Executive Director, Executive Director (Executive Team)

Monday-Friday: Professional attire

All employees should wear appropriate tops, appropriate pants, and comfortable closed-toed shoes, such as tennis shoes.

Jewelry should be conservative. Long chain necklaces or pendants should not be worn as they can present a safety hazard to small children. Earrings should also be small, conservative, and secure, to prevent children from grabbing and pulling loose.

- Males' hair will be neatly groomed, and professional in appearance. Facial hair will not exceed 1 inch and must be groomed at all times (Prohibited hair includes but not limited to: Porkchop sideburns, handlebar mustaches, dreadlocks, uncut hair, and unkempt facial beards)

- Females' hair must be neatly groomed at all times, and professional in appearance. Hair should be styled in a way that it does not interfere with job performance or present a safety issue when working with students.
- Shoes must be neat and in good repair at all times. Tennis shoes or flats are best. Since you are expected to engage the children in activities on the playground the shoes should be appropriate for the situation. **(No house shoes, shoes that resemble house shoes, or slide-ins with an open back. Shoes must cover your entire foot.)**
- No open toe shoes such as sandals or high heels, and no shoes with holes are allowed for health and safety reasons. **(No Crocs or Flip-Flops)**
- No shorts. All bottoms should fall at or below the mid-calf line.
- No clothing with advertisements showing.
- No head coverings are allowed in the building.**(No head scarfs, hats,or durags) Turbans are allowed for religious purposes ONLY.**
- Open-front sweaters, sweatshirts, and jackets may be worn in the building as long as the Moody Early Childhood insignia can be seen on the shirt. Pull over sweatshirts,sweaters, or hoodies are not allowed.
- Clothing should be clean and in good repair at all times, no stains, frays, holes, or tears. You are hired to work with children and being down on the floor frequently is part of the job's responsibility. Clothing must be appropriate to engage children in all types of activities throughout the day. Khakis or Capri's, below the knee, are allowed: however, they must have no holes, frays, or lavish accessories. Use a conservative outlook when deciding upon apparel.
- Pants and MECC Shirts must appropriately cover the torso at all times without allowing skin to show.
- Fingernails should be of a "workable length" such that they do not pose a safety hazard. "Workable length" is defined as extending no longer than 1/4 inch beyond the flesh line, no sharp tips, must be professional colors, and no jewels.
- Fake/false eyelashes must look natural in length and volume and have no decorations like jewels or glitter. They must not pose a safety or choking hazard.
- Facial piercing, excessive ear piercing, and body piercing may be deemed inappropriate as it could be deemed a safety or choking hazard. If this is the case, you will be asked to remove this type of jewelry during business hours.
- No perfume is allowed, as some children are sensitive
- Cutoffs, frayed jeans/clothing with holes are not prohibited
- Permanent tattoos must be concealed all times

We may request that you wear professional business attire for business meetings with parents and other official functions and/or events. As we serve a diverse group of families and at the same time serve as role models for the children in our care, we must be respectful of cultural views and the professional standard expected of all employees. If you have any doubt about the appropriateness of your professional presentation, ask your supervisor or a director for guidance. If they feel your appearance is not professional, they will ask you to sign out and leave the center. The staff members may return and sign in when appropriately dressed. The Senior Director is the final arbiter about the appropriateness of appearance.

PROFESSIONAL DEMEANOR

Demeanor involves your manner and your non-verbal tone and gestures. At **Moody Early Childhood Center** every employee must be conscious of their emotional undertone that they are exuding. You are responsible for reviewing and responding to your work email. Emails should be checked daily and any communication, whether it is through the student portal, email, or phone call should be answered within one business day.

Characteristics to Maintaining Professional Demeanor

- Keep a Pleasant Smile
- Introduce yourself
- Remain Integral
- Show Respect for Others
- Apply a Gentle Approach
- Use a Friendly Greeting/Conversation
- Maintaining Professionalism

Note: All employees at **Moody Early Childhood Center** will greet every parent and family with a smile; to let them know that you are truly happy to care for their child.

[SOCIALIZING OR “CLUSTERING”](#)

While on duty, teachers must be focused on interacting with and supervising the children in their care. Socializing or “clustering” with fellow teachers/other adults while on duty is an inappropriate practice and not permissible, compromises the safety and security of the children and may result in disciplinary action up to and including dismissal.

[BABYSITTING, STUDENT TRANSPORTATION AND PARTY ATTENDANCE](#)

It is against MECC policy for staff to babysit, provide transportation, attend parties, social dinners or other social engagements with our families, MECC Board members, or another clientele. This detracts from the professional status of the center and gives the impression of favoritism.

[PROFESSIONAL DEVELOPMENT](#)

MECC believes professional development not only increases staff efficiency and expands knowledge base, but it also builds confidence, credibility, and increases staff retention. The Executive Director, with approval of the President and Board, will develop a plan for continuing professional development and training for teachers and exempt employees. The plan will contain provisions for a limited number of paid days for professional development and training.

MECC believes continuous professional development is important for staff to encourage creative thinking, maintain and advance skills that are relevant to their current positions, and increase their motivation. In addition to the mandatory state training hours, MECC offers additional training opportunities for all staff members that aligns to the Professional Development Plan, Campus Improvement Plan, and the Center’s long-term Strategic Plan. Mandatory weekend training dates, online courses, and local training are available for all staff members. Additionally, MECC offers tenured staff, those who have worked for MECC for over a year, opportunities to participate in advanced learning opportunities such as multi-day and in-state conferences. Staff interested in attending a professional development opportunity paid for by MECC, must submit a “Training Request Form” including all the required information to their immediate supervisor. The supervisor will review the packet for relevance/need to their current position, staff tenure, and packet completion. The information will then be sent to the Senior Director of Administrative Services to ensure coverage and funds are available. Additional approval by the Deputy Executive Director and Executive Director are also required before registration.

In order to achieve the level of high-quality care expected by the Moody Early Childhood Center, the following must be executed by all staff members regarding professional development and training hours.

MECC staff must complete 24 hours of training per year, beginning on their hire date. Staff members are required to upload and track all of their yearly training hours into a TECPDS account and provide a copy of the training certificate to the main office. Failure to complete these hours as assigned will lead to disciplinary action up to and including termination.

[Form 7950](#)

Providers may use this form, or their own form, to ensure all training requirements are documented.

Directions: To complete this form, staff or a designee will complete each section to document the required annual training hours and content.

Annual training requirements according to your role include:

Type of Child Care Provider	Role	No. of Required Annual Training Hours
School-Age or Before and After School Programs	Program Director	20
School-Age or Before and After School Programs	Caregiver or Site Director	15
Licensed Child Care Center or Licensed Child Care Home	Caregiver	24
Licensed Child Care Center, Licensed Child Care Home, and Registered Child Care Home	Directors and Registered Child Care Home Primary Caregiver	30
Registered Child Care Home	Caregiver	15

General Information

First Name	Middle Name	Last Name
Training Year	From	To

Completed Training

[illegible]

Self-Study Information

Date	Title of Training	Source (video, book, periodical)	Self-study Hours (maximum 3 hours per year)	No. of Child Development Hours	No. of Management Hours

Registered Topics Annually

Indicate that the required training hours for each topic were completed by checking off the box.

- ☐ At least six clock hours of the annual training hours **must** be in one or more of the following topics:
1. Child growth and development;
 2. Guidance and discipline;
 3. Age-appropriate curriculum; and
 4. Teacher-child interaction.

For child care center directors:

- ☐ At least one clock hour of the annual training hours must focus on prevention, recognition, and reporting of child maltreatment, including:

1. Factors indicating a child is at risk for abuse or neglect;
2. Warning signs indicating a child may be a victim of abuse or neglect;
3. Procedures for reporting child abuse or neglect; and
4. Community organizations that have training programs available to employees, children, and parents.

If a caregiver provides care for children younger than 24 months of age, one clock hour of the annual training hours must cover the following:

- ☐ Recognizing and preventing shaken baby syndrome and abusive head trauma;
- ☐ Understanding and using safe sleep practices and preventing sudden infant death syndrome (SIDS); and
- ☐ Understanding early childhood brain development.

The annual training hours must also include training on the following topics:

- ☐ Emergency preparedness;
- ☐ Preventing and controlling the spread of communicable diseases, including immunizations;
- ☐ Administering medication, if applicable, including compliance with §749.3803 of this chapter (relating to What authorization must I obtain before administering a medication to a child in my care?);
- ☐ Preventing and responding to emergencies due to food or an allergic reaction;
- ☐ Understanding building and physical premises safety, including identification and protection from hazards that can cause bodily injury, such as electrical hazards, bodies of water, and vehicular traffic; and
- ☐ Handling, storing, and disposing of hazardous materials including compliance with §749.3425 of this chapter.

☐ The remaining annual training hours must be in one or more of the following topics:

1. Care of children with special needs;
2. Child health (for example, nutrition, and physical activity);
3. Safety;
4. Risk management;
5. Identification and care of ill children;
6. Professional development (for example, effective communication with families and time and stress management);
7. Topics relating to the particular age group the caregiver is assigned (for example, caregivers assigned to an infant or toddler group should receive training on biting and toilet training);
8. Planning developmentally appropriate learning activities;
9. Observation and assessment;
10. Attachment and responsive care giving; and
11. Minimum standards and how they apply to the caregiver.

Required Topics Annually

Directors:

- ☐ (1) Five or fewer years of experience as a designated director of a child care center must complete at least six clock hours of the annual training hours in management techniques, leadership, or staff supervision;
- ☐ (2) More than five years of experience as a designated director of a child care center must complete at least three clock hours of the annual training hours in management techniques, leadership, or staff supervision.

Before Transporting Children:

- ☐ An employee and directors must complete two hours of annual training on transportation safety in order to transport a child whose chronological or development age is younger than nine years old. This training is in addition to other required training hours. The employee must obtain these two hours of transportation safety training prior to transporting children.

Before Swimming Activities:

- ☐ An employee and directors must complete annual training on water safety in and around swimming pools. This training is in addition to other required training hours. The employee must obtain water safety training prior to accompanying a child to a swimming pool.

Privacy Statement

HHSC values your privacy. For more information, read the privacy policy online at: <https://hhs.texas.gov/policies-practices-privacy#security>.

PERFORMANCE EVALUATIONS

DAILY SUPPORT- Employees are strongly encouraged to discuss job performance and goals with the Team/Advocates/Coordinators/Directors/Deputy Executive Director/Executive Director on an as needed basis.

COACHING MEETINGS- *Moody Early Childhood Center* will support all employees with regular coaching meetings to address any employment issues that may arise. Performance concerns will be addressed on an as needed basis. These may also come in the form of staff meetings after regular work hours have ended. Employees are strongly urged to attend all staff meetings when announced.

All MECC teachers that are degreed and certified by TEA will be evaluated in accordance with the T-TESS system. This includes Teacher Orientation, Goal-Setting and Professional Development (GSPD) Plan submission, Ongoing review of teacher and student data, and GSPD plan, Ongoing collection of data, Informal observations and walkthroughs with ongoing feedback, Formal Observation, and End-of-Year Conference.

The Deputy Executive Director/Executive Director will be responsible for coordinating evaluations with employees and for providing support when necessary. All other staff will participate in the following.

INTRODUCTORY/PROBATIONARY PERIOD EVALUATIONS- Performance evaluations may be conducted to provide the employee and their supervisor with the opportunity to discuss job tasks, identify and correct weaknesses, encourage, and recognize strengths, and discuss positive, purposeful approaches for meeting goals. A formal performance

evaluation will be conducted at the end of the employee's initial period of hire, known as the introductory period **(60 Days)**.

FORMATIVE REVIEW- Performance evaluations will be conducted at the mid-year interval to provide the employee and their supervisor with the opportunity to discuss job tasks, identify and correct weaknesses, encourage, and recognize strengths, and discuss positive, purposeful approaches for meeting goals for review at the summative evaluation.

SUMMATIVE EVALUATION- Additional formal performance evaluations may be conducted to provide the employee and their supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage, and recognize strengths, and discuss positive, purposeful approaches for meeting goals. A mid-year review will be performed to measure individual performance of established objectives and personal growth goals for the coming six months. At the end of year, summative review will be performed to determine if mid-year goals were met for any performance concerns.

COACHING AND PROGRESSIVE DISCIPLINARY ACTION

You are expected to follow all policies and procedures for smooth operation and safety of the children in your care. However, everyone occasionally makes mistakes or needs guidance, for optimal performance of teaching duties, when an employee needs guidance, progressive disciplinary procedures will be followed. Progressive discipline is a method of discipline that uses graduated steps for dealing with problems related to an employee's conduct or performance that do not meet clearly defined standards and policies. The ultimate objective of progressive discipline is to help employees correct conduct problems and resolve performance issues in the earliest stages. Using a progressive discipline system:

- Provides a consistent, objective and fair process for disciplining.
- Promotes open communication between a supervisor and his or her employee.
- Improves employee productivity.
- Potentially increases employee retention by resolving issues.
- Provides important documentation should a termination become necessary.

The ultimate objective of progressive discipline is to **help employees correct conduct problems and resolve performance issues in the earliest stages**. Using a progressive discipline system: Provides a consistent, objective and fair process for disciplining. Please note: Some offenses are so serious that they can result in skipping some steps or immediate termination without previous warnings. These are defined as "Gross Misconduct".

Our disciplinary process has five steps of increasing strictness. These steps are:

1. Counseling or Verbal warning
2. Formal reprimand: write-up
3. Formal disciplinary meeting, suspension, and performance improvement plan
4. Penalties (transfer, demotion, suspension)
5. Termination

Explanation of the steps

Step 1: For a first offense where the infraction is minor, an oral discussion characterized as "counseling" is usually appropriate. The employee's supervisor should inform the employee of the infraction and clearly advise the employee both of the conduct expected and that future infractions may result in more severe discipline. Counseling sessions are different from verbal warnings because counseling sessions are used as a pre-emptive measure before the problem becomes too serious. A verbal warning may be appropriate for a more serious offense where counseling is inadequate. It could also be a step following counseling. When issuing an oral warning, the employer should clearly advise the employee as to what is needed to remedy the employee's infraction and advise the employee that more severe disciplinary consequences will follow if the infraction is

repeated. The supervisor should nevertheless maintain a written record of the counseling or verbal warning in order to prove that it used progressive discipline in the event that the problem continues. When a supervisor issues a verbal warning to an employee, they should do so privately. When appropriate, they should provide that employee with a copy of the company policy they violated and explain our progressive discipline steps. Supervisors should provide employees with any coaching or advice they need. There is no appeal for Step 1 actions.

Step 2: Employees receive a formal written reprimand. The next step in a progressive discipline system is the written warning. A written warning usually follows an unsuccessful verbal warning, or new problems that have arisen. This document should clearly state the infraction and the consequences for a repeat offense. The written warning should be addressed to the employee and a copy placed in the employee's personnel file. Please note: An employee who has a pattern of misconduct may be denied a compensation increase.

Step 3: Employees will be called in for a formal disciplinary meeting with the Department Director, their Department Head and/or their supervisor. The supervisor may issue a performance improvement plan and clarify that this is the final step before an employee is penalized further. Failure to comply with the terms of the issued performance improvement plan will result in immediate termination and no appeal will be granted. Please note: An employee who has a pattern of misconduct may be denied a compensation increase.

Step 4: This step encompasses any penalties that employees will receive. This usually includes the detraction of certain perks and benefits (as long as they are not mandatory by law.) It may also include probation, suspension without pay, or demotion for serious offenses. We will still provide counseling in this stage if appropriate. Some employees may receive a "Last Chance Agreement" at this step. Failure to comply with the terms of the said agreement will result in immediate termination and no appeal will be granted. We will apply this step uniformly and fairly. It will not result in adverse impact for protected groups. Depending on the nature or repetition of the offense, one or more of the following actions may be appropriate. Please note: An employee who has a pattern of misconduct may be denied a compensation increase.

- **Transfer.** Employers may consider a transfer in lieu of termination or other severe discipline.
- **Demotion.** It may be appropriate to demote an employee, perhaps to a level where the employee may better perform.
- **Suspension.** Another possible course of action would be a suspension without pay. The length of the suspension may vary from a day or two to a week or more, depending on the seriousness of the infraction.

Step 5: Employees who continue to violate our policies, either voluntarily or involuntarily, by this stage will be terminated. This step may be followed by an investigation of the facts by the Deputy Executive Director to ensure that terminating an employee is fair. A termination for cause will refer to employees who were guilty of repeated and/or severe violations.

Please note, if an employee is on a Step 2 or higher, they are not eligible for shift/assignment changes, promotions, raises, or bonuses for a minimum of 6 months.

How to Invoke Progressive Discipline

The progressive discipline process may begin from a different step, according to the severity of an employee's misconduct. Examples listed are not meant to be a complete list. Other violations may fit in the categories below as appropriate.

Performance issues. Procedure starts at Step 1. Examples are:

- Absenteeism
- Disregarding deadlines

- Failure to comply with standardized MECC procedures/policies (ex: name to face, lesson plans, daily schedule, student engagement)
- On-the-job minor mistakes that would result in a “Low” level Minimum Standard Violation (one time)
- Breach of dress code (one time)

Serious misconduct and Repetition of an offense for which a progressive discipline procedure already took place.

Procedure starts at stage 3. Examples are:

- On-the-job major mistakes that would result in a “Medium-High” level Minimum Standard Violation
- Rudeness to customers, staff, or partners
- Unwillingness or failure to follow Health & Safety Standards

Severe violations. Procedure starts at stage 4. Examples are:

- On-the-job major mistakes that would result in a “High” level Minimum Standard Violation
- Insubordination/Flouting authority
- Offensive behavior

Gross Misconduct and Illegal behavior. Procedure starts at step 5. Examples are:

- Penal Code Violations
- Sexual Harassment and other Prohibited Behavior
- Workplace Violence
- Breach of Confidentiality (student, family, or employee)

Department Heads/ Deputy Executive Director can skip any of the steps if they believe they are obsolete. For example, if an employee has received repeated written reprimands, it may be determined necessary to terminate an employee immediately. Or an employee may be directly suspended for a short period as a punishment.

This policy is meant to provide general guidelines. MECC reserves the right to treat circumstances in a different way from that described in this policy. But we are always obliged to act fairly and lawfully and document every stage of the progressive discipline process.

Right to appeal

Employees who are not within the probationary period, were not terminated for cause, or were not found guilty of illegal behavior may file an appeal within 10 days of their termination/discipline. All other employees may file an appeal for Step 2 and higher progressive discipline actions. For example, if an employee thinks they were demoted unfairly, they can bring this issue to the attention of the Deputy Executive Director, who will evaluate the situation to determine the correct parties to hear the concern. Please note employees who are terminated during the first ninety (90) days of employment are ineligible to file an appeal. After the hearing officer hears the appeal, the findings may determine the discipline action did not follow the progressive discipline steps, and the action could be dismissed, upheld at the current level, or elevated to meet the appropriate progressive disciplinary level.

Preventing progressive discipline

Disciplining an employee is never a pleasant task. For the sake of everyone involved, we will take actions to prevent the need for disciplinary action. We will:

- Communicate our policies and Code of Conduct clearly to all new hires.
- Announce any revisions or changes in our policies to all our employees in a formal manner (e.g., bulletins, newsletters.)
- Use frequent employee performance meetings to address issues before they become problems.
- Train managers to communicate, enforce and abide by policies.
- Train employees in certain policies and procedures.
- Establish a culture of respect and collaboration.

Please note, nothing in this policy or in the handbook is intended to limit in any way the center's right to terminate at any time, with or without cause and with or without advance notice. Some offenses are so serious that progressive discipline may be bypassed and administrative leave with or without pay or termination of employment may result in the first offense.

JOINING A TEAM

Moody Early Childhood Center Faculty and Staff are here to encourage and support each other. Whether you are new or a current employee, all are expected to model behaviors we expect of our students. A willingness to solve problems, working with a positive attitude, cooperating with team members, having a sense of humor and being able to follow a professional protocol for addressing concerns or problems are essential.

BENEFITS

CHILDCARE BENEFITS

Enrollment will be offered as space allows within state ratio and group size. All staff parents must adhere to the same enrollment and attendance policies that regular customers observe, and the child or children must be the natural/adopted child or children of the employee or must have legal guardianship to qualify. Students of MECC and GISD employees may live off of the island and can receive a discount (unless other discounts apply).

MECC employees who successfully complete their first year of employment will be eligible for childcare:

Tiered Pricing Structure:

- Half-price childcare for the first child (oldest child if more than one).
- Full-price childcare for the additional children.

Application and Monthly Reporting:

- Employees are required to complete a workforce application.
- Monthly status reporting is necessary for ongoing eligibility or monitoring of benefit utilization.

Parent Fee for Approved Applications:

- If approved by the workforce, employees must pay a parent fee, indicating that the benefit is contingent on approval.

Volunteer Requirement:

- There is a mandatory volunteer component, with employees expected to contribute 8 hours per month.

fever of Diapers/Wipes:

- The policy specifies that employees will not receive free diapers and/or wipes as part of the childcare benefits.

Adherence to Child Care Procedures:

- Employees using the childcare benefit are required to follow specified childcare procedures, likely aimed at ensuring the safety and well-being of the children.

PROFESSIONAL GROWTH

Ongoing and targeted professional development is necessary for the growth of all employees. Staff members are encouraged to continue their education. MECC will work with staff members attending college to allow them to continue to work for the organization as much as feasible. MECC will assist staff members to obtain their CDA. Reimbursement of program costs for observation and assessment will be given once all requirements are complete. Raises for CDA, Associate degrees, Bachelor's degrees and higher are given upon completion of a program. Moody Early Childhood Center offers ongoing coaching and mentoring for all of our staff members. MECC will pay staff for attending MECC training and may assist in registration fees for additional professional development opportunities and conferences.

FAMILY and MEDICAL LEAVE ACT (FMLA)

The wellbeing of **Moody Early Childhood Center** employees is important to us. While each employee's contribution to the job is important, we understand that certain family situations may require temporary absences. Eligible employees who work for a covered employer can take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within 1 year of the child's birth or placement);
- To care for the employee's spouse, child, or parent who has a qualifying serious health condition;
- For the employee's own qualifying serious health condition that makes the employee unable to perform the employee's job;
- For qualifying exigencies related to the foreign deployment of a military member who is the employee's spouse, child, or parent.

Benefits will remain the same for up to twelve weeks. Requests for FMLA should be made by using the 'Request for FMLA form' and submitting it to **Moody Early Childhood Center** Deputy Executive Director/Executive Director as soon as the need is confirmed.

Eligibility requirements are as follows:

An employee who works for a covered employer must meet three criteria in order to be eligible for FMLA leave. The employee must:

- Have worked for the employer for at least 12 months;
- Have at least 1,250 hours of service in the 12 months before taking leave; and
- Work at a location where the employer has at least 50 employees within 75 miles of the employee's worksite.

MEDICAL

Employees must be considered full-time employees and have successfully completed their introductory period to be enrolled in medical benefits. All full-time employees will be enrolled in life insurance and long-term disability at no charge to the employee. Additionally, after their successful completion, employees who are hired into full-time positions will be eligible to enroll in medical, vision, and dental insurance. These additional programs will be available at the employee's expense. If staff fail to acquire enough hours during a pay period to pay for the benefits they have selected, they will be issued an invoice for the balance owed.

STIPENDS

A stipend is a regular fixed amount of money paid periodically for services or to defray expenses. MECC offers stipends to team members who regularly use personal time, equipment, or vehicles to provide services for the company or fill a hard-to-fill position. Examples include, but are not limited to the following:

- Cell phone stipend - given to staff members for communication on days when they are not in the office.
- Travel stipend - an employee must regularly travel outside of Galveston County to pick up supplies, to attend meetings or to make home visits. Employees receiving travel stipends must maintain a current insurance card with the HR Coordinator.
- LPAC, Translation, Leads/Trainer, Fish/Animal, TECH, Coordinator, Director – staff members provide extra services for stipend pay in lieu of pay increase.
- Bilingual, Special Education, ESL – staff members work in "hard-to-fill teaching positions". This staff must provide services to students to acquire stipend pay.

PAID TIME OFF

Paid time off is paid to employees, and may be used for illness, personal, or vacation time with proper notice. PTO will not be approved for staff in increments of time greater than 3 days without a doctor's note during the school year (August 1st – May 31st). Paid time off (PTO) is accrued for each 80 hours of work per pay period in which the employee meets 40 hours/week without absences. Overtime generated in a week does not count towards 80 hours worked. (See "Employee Calendar")

An employee may earn/accrue paid time off hours after they are placed in a full-time position and have successfully completed 60 consecutive days. Part-time staff may earn PTO at half-rate if they have completed a full calendar year employment for MECC. Staff acquiring a position after August 1st, PTO given will be based on the percentage of time remaining in the program year. No time off will be given or accrued if a full-time position is acquired between April 1st and July 31st.

181 - 187 and some administrative staff do not accrue PTO. Staff acquiring a position after August 1st, PTO given will be based on the percentage of time remaining in the program year. No time off will be given or accrued if a full-time position is acquired between April 1st and July 31st.

Staff are responsible for monitoring their PTO balances. Any time an employee is not at work including approved days off, doctor appointments, tardies, early releases, etc. are deducted from PTO balances. If an employee fails to acquire the 40 hours each week, the additional amount of time will be deducted from their paid time off (PTO) balance at the end of the pay period. If there is no PTO available, the remaining will be deducted from the employee's paycheck. No PTO will be accrued if the employee does not fulfill working 40 hours each week if PTO time is not available. **Negative PTO balances are considered excessive and disciplinary actions up to and including termination will be taken.** If all PTO time has been exhausted, an employee may not request time off.

Note: "MECC Days" are provided by the employer as part of the benefit packet for Full Time employees. Any employee who leaves in good standing and with a minimum of a two (2) week notification, can have pay in lieu of taking accrued paid time off (PTO), for up to 80 hours. Administrative staff leaving in good standing with a minimum of a two (2) week notification and who do not accrue PTO but are given the time "up-front," will be paid their remaining PTO for the current year at the percentage of time worked (example: days worked/days employed x number of PTO given).

Staff members' PTO balances may be rolled on August 1 of each program year, or the employee may request payment for the balance of PTO at their regular hourly rate to be provided at the employer's discretion, not to exceed 5 days annually. Executive Team members (Senior Directors, and Executive Directors) may roll their PTO balance at their discretion.

PAID HOLIDAYS

Moody Early Childhood Center will pay holidays each calendar year. Regular full-time employees will be paid for eight (8) hours for each of these days and part-time employees will be paid for four (4) hours for each holiday after one full calendar year of employment. The Executive Director will communicate any variations, additions, or special notices to you. If the holiday falls on a Saturday, it will be observed on the following Monday.

New Years	January 1 st
Martin Luther King Day	January 19 th
Spring Break	March 13 th
Good Friday	April 3 rd
Memorial Day	May 25 th
Juneteenth	June 19 th
Labor Day	1 st Monday in September

Thanksgiving

4th Thursday & Friday in November

Christmas

December 24th, 25th 26th

Holiday pay is calculated based on your regular rate of pay and normal work schedule. You will receive full credit for the above holidays if you are at work on the last working day before and the first working day after the holiday. Time off will be granted the day before or after a holiday if the employee has PTO available and the day was pre-approved. Employees calling in the day before or after a holiday will not be paid for the holiday, be required to present a doctor's note upon return and will be subject to disciplinary actions up to and including termination. Holidays are subject to change by the Board at any time.

REQUESTS FOR TIME OFF

Staff members are responsible for monitoring their own PTO banks. Time off requests are approved based on coverage. Staff members who request time off but have no PTO available are in violation of attendance policy and may be subject to disciplinary actions up to and including termination.

Time Employees who need time off due to illness should contact the main office as soon as possible or at least 2 hours before their shift in order for sufficient time to find coverage. A time off request must be submitted via Gusto.

For personal days and vacation time, employees should complete a request for time off at least 1 week in advance. If time off is denied due to lack of coverage, and staff call in ill, a doctor's note will be required before returning and will result in progressive discipline actions up to and including termination.

COURT ORDERS/SUBPOENAS/JURY DUTY

MECC staff will immediately comply with all court orders detailing student release information. Any staff member called for federal, or state jury duty or court ordered appearance (with a subpoena) may be absent without loss of pay or deduction of their personal time. Jury Duty is considered part of your civic duty, and Moody Early Childhood Center will pay your regular pay, subject to verification of actual days of court or jury time served, such as by providing a jury certificate. If a jury certificate or other verification is not provided, the employee will be required to use their personal leave for the absence.

Absences for court appearances related to an employee's personal business with no subpoena shall be deducted from the employee's leave or, at the option of the employee, shall be taken as leave without pay.

Please refer to the Employee Handbook for more detailed explanations regarding attendance, leaves and absences.

Proof of Attendance and wage earned for jury duty attendance must be submitted for the pay subsidy.

REQUEST FOR EXTENDED ABSENCE

Paid time off (PTO) is limited to what is granted per employee's time with the school. The school cannot accommodate extended absences beyond the maximum PTO allowed or hold employment positions for such. The school depends on the consistency of staff to maintain excellence in our program. Without a policy exception approved by **Moody Early Childhood Center** Board, extended absence would have to be accomplished by resignation. Reinstating your employment would require applying as a new employee with a new hire date.

RELIGIOUS OBSERVANCES TIME OFF

Moody Early Childhood Center supports a diverse workplace and recognizes the importance of religious observances. If time off is desired for a religious observation, you may, with the Executive Director or Deputy Executive Director's approval, use available paid time off or take unpaid leave. The Deputy Executive Director will review all requests and determine if they may be reasonably accommodated based on the needs of the school and safety of the children.

NO SOLICITATION/ NO DISTRIBUTION

No solicitation of any kind by staff or others may be conducted. In order to avoid annoyance to our employees and interference with our operations, no employee is permitted to distribute literature or solicit other employees for any purpose on Center premises during working time. The Center premises include all areas where employees perform their

assigned work tasks. Working time includes the time during which you are scheduled to work, and does not include scheduled rest periods, meal breaks and other specified times when you are not expected to be working. Non-employees may not solicit for any purpose or engage in the distribution of literature of any kind while on Center premises.

BEREAVEMENT LEAVE FUNERAL LEAVE

Bereavement time will be paid to all full-time employees for up to five **(5)** continuous days for an immediate family member (spouse, child, sibling, parent), three **(3)** continuous days for scheduled time lost due to death of a close family member (aunts/uncles, grandparents, nieces/nephews). This applies to full-time employees who have completed their introductory period. Pay will be calculated based on your regular rate of pay and normal work schedule. If additional time off is necessary and/or you are ineligible for paid bereavement leave, you may, with the Deputy Executive Director/Executive Director's approval, use any available paid time off or take time off as unpaid leave.

TIME OFF WITHOUT PTO

Employees who do not have the amount of PTO time available to cover an absence are not eligible to request time off. Extenuating circumstances will be determined on a case-by-case basis by the Deputy Executive Director or Executive Director. Individuals who take time off but have or will exceed their accrued time off are not eligible to earn paid time off (PTO), will not be compensated for their off, and are subject to progressive discipline actions up to and including termination.

OTHER LEAVE

If in an emergency situation, you are unable to come to work, you are expected to immediately contact the man office to arrange for proper coverage in the school. In most instances, 24 hours' notice is expected. If your emergency is more immediate, you are expected to help as much as humanly possible to find a suitable replacement. Appointments and other non-emergency absences are to be managed outside of scheduled hours, to minimize classroom inconsistencies which can be detrimental to the classroom or to your teammates.

INCLEMENT WEATHER/OUTSIDE ACTIVITIES

Active play time is absolutely vital: it is recommended that children get a minimum 60 minutes a day of rigorous physical activity to stay strong, promote muscle development, and maintain a healthy weight.

Moody Early Childhood Center (MECC) focus is on the safety of our students and staff. There is an unsafe threshold for outdoor activities. Decisions to cancel outside activities for our students are not exclusively based on temperature; heat index and wind chill factor can be a driving force which can create unsafe temperatures for sustained outside activities. The totalities of all environmental factors are considered in making the determination to allow for outside activities.

SUMMER/HOT WEATHER

Classification	Heat Index	Effect on the body
Caution	80°F - 90°F	Fatigue possible with prolonged exposure and/or physical activity
Extreme Caution	90°F - 103°F	Heat stroke, heat cramps, or heat exhaustion possible with prolonged exposure and/or physical activity
Danger	103°F - 124°F	Heat cramps or heat exhaustion likely, and heat stroke possible with prolonged exposure and/or physical activity
Extreme Danger	125°F or higher	Heat stroke highly likely

MECC wants to keep all staff members and students in our care and review multiple resources. Caring For Our Children, National Resource Center for Health and Safety in Child Care and Early Education is a collection of national standards that represent the best practices, based on evidence, expertise, and experience, for quality health and safety policies and practices for today's early care and education settings. <https://nrckids.org/CFOC>

In addition, the American Academy of Pediatrics (AAP) offers recommendations such as avoiding taking children outside for long periods of time if the heat index is greater than 90 degrees Fahrenheit. Prolonged outdoor exposure on extremely hot days can cause children to overheat quickly. Heat stroke in children can occur without proper hydration or rest.

- If temperatures exceed 90 degrees, stay in the shade and keep an extra eye on the children.
- If the heat index reaches 100-degree, **it's best to stay inside.**

HEAT-RELATED ILLNESSES	
WHAT TO LOOK FOR	WHAT TO DO
HEAT STROKE	
• High body temperature (103°F or higher) • Hot, red, dry, or damp skin • Fast, strong pulse • Headache • Dizziness • Nausea • Confusion • Losing consciousness (passing out)	• Call 911 right away-heat stroke is a medical emergency • Move the person to a cooler place • Help lower the person's temperature with cool cloths or a cool bath • Do not give the person anything to drink
HEAT EXHAUSTION	
• Heavy sweating • Cold, pale, and clammy skin • Fast, weak pulse • Nausea or vomiting • Muscle cramps • Tiredness or weakness • Dizziness • Headache • Fainting (passing out)	• Move to a cool place • Loosen your clothes • Put cool, wet cloths on your body or take a cool bath • Sip water Get medical help right away if: • You are throwing up • Your symptoms get worse • Your symptoms last longer than 1 hour
HEAT CRAMPS	
• Heavy sweating during intense exercise • Muscle pain or spasms	• Stop physical activity and move to a cool place • Drink water or a sports drink • Wait for cramps to go away before you do any more physical activity Get medical help right away if: • Cramps last longer than 1 hour • You're on a low-sodium diet • You have heart problems
SUNBURN	
• Painful, red, and warm skin • Blisters on the skin	• Stay out of the sun until your sunburn heals • Put cool cloths on sunburned areas or take a cool bath • Put moisturizing lotion on sunburned areas • Do not break blisters
HEAT RASH	
• Red clusters of small blisters that look like pimples on the skin (usually on the neck, chest, groin, or in elbow creases)	• Stay in a cool, dry place • Keep the rash dry • Use powder (like baby powder) to soothe the rash

WINTER/COLD WEATHER

Children are more at risk from the cold than adults. Because their bodies are smaller, they lose heat more quickly. Outside activities in temperatures or wind chills below 32° Fahrenheit should be avoided. At these temperatures, exposed skin begins to freeze within minutes.

- Outside activities will be canceled if there is any precipitation and the temperatures or wind chills below 60° Fahrenheit.
- Outside activities will be canceled if the temperatures or wind chills below 50° Fahrenheit.

INCLEMENT WEATHER/SCHOOL CLOSURES

It is the policy of Moody Early Childhood Center (MECC) to remain open during most periods of inclement weather or other emergency situations; however, the company reserves the right to close the facility in the event of an emergency for certain circumstances. Moody Early Childhood Center follows Galveston ISD for most school closures. Moody Early Childhood Center (MECC) will make a decision prior to the start of school during periods of such inclement weather.

Announcements will be communicated through Procure, phone calls, email, text messages, as well as local media outlets.

On days when weather conditions worsen as the day progresses, Moody Early Childhood Center may decide to close the center early. Employees will be expected to remain at work until the appointed closing time, unless their scheduled workday ends prior to that time, or unless they receive permission from their department head to do otherwise.

If the facility remains open on an adverse weather day, employees who report to work will receive their normal pay for the day. If an employee does not report to work on an open day, the employee will...

- 1) use any accrued paid time off for the missed day; or
- 2) the employee will not be paid for the day.

Regardless of whether the facility remains open or closed on an inclement day, it is each employee's decision to determine if they can safely arrive at work under the conditions. Time absent from work due to inclement weather will not count towards the disciplinary attendance process. If an employee elects not to work on a given day, MECC requires you follow the established time off notification procedures established in this employee manual prior to the beginning of the workday. Staff who are scheduled to work on the days the center is closed may be eligible for compensation if compensation is approved by the Board of Directors.

SCHOOL PRACTICES

"HOW-TO'S"

These guides are posted in each classroom that describe MECC procedures for maintaining a safe and healthy environment (located in Addendums). Staff are required to follow these procedures when working in the classrooms.

EXPECTATIONS DURING TRAINING AND OTHER MEETING

In the modern competitive environment, employees need to replenish their knowledge and acquire new skills to do their jobs better. This will benefit both them and the company. We want them to feel confident about improving efficiency and productivity, as well as finding new ways towards personal development and success.

USE OF SCHOOL TELEPHONE SMART DEVICES AND MAIL SYSTEM

If, as a staff member, you answer the center's telephone, please say the name of the center, your name and ask how you might be of help. It is expected that any telephone usage will follow the highest professional phone etiquette. To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller and hang up only after the caller has done so. Any failure to follow these requirements will result in a performance conference with the center director. Long distance telephone calls may NOT be placed on MECC telephones unless approved by the management.

Calls for or by you should be conducted either before or after a shift, or on a lunch break. All personal electronics must be stored in a locker while on duty. When off duty, cell phones and other electronic devices such as Smart Watches may not be used while in the classroom, in the hallways, in the offices, or on the playgrounds. Personal cell phone use or using other technology such as Smart Watches (even if they are not linked) in the presence of children is strictly prohibited and grounds for immediate termination. Remember: Personal electronic devices may be used to place and receive information ONLY when an employee is clocked out and not in classrooms, hallways, or offices.

In emergency situations, please advise the Deputy Executive Director/Executive Director and they will be happy to make other arrangements.

Note: This includes **NO** texting, messaging, or other types of social media on a cell phone, smart watch, Chromebook, or iPad while in the classroom or while children are in your care.

Access to the internet or to the center technology is to be used ONLY for professional purposes. Any use of center technology, including internet access for personal reasons, is not permitted. This includes e-mails, instant messaging via

computer, tablets, ipads, smart phones, cell phones, or watches. You may also only use devices checked out to you or your classroom if you are logged into your own student information system (such as ProCare or Skyward) or email account. At no time are employees allowed to access another employee's computer or accounts. If you have any questions about the appropriate use of computer technology or other electronic devices, discuss them with your director. No MECC-owned electronic equipment may be removed from the center.

Personal use of telephone for long-distance and toll-free calls is **Not** permitted. There will be no personal phone calls while on duty at the Center. **Moody Early Childhood Center** phone is for **business purpose only**. Our children should have your full attention at all times.

If available, the use of postage paid by **Moody Early Childhood Center** for personal correspondence is **not** permitted.

USE OF MATERIAL EQUIPMENT AND VEHICLES

Equipment and vehicles essential in accomplishing job duties are expensive and may be difficult to replace. MECC electronic devices are to be used for the exclusive purposes of documenting classroom activities, student attendance, transitions activities, meals, diapering/bathroom, etc. Any use other than that specified are grounds for disciplinary action up to termination. When using property, employees are expected to exercise care, perform required maintenance and follow all operating instructions, safety standards and guidelines. If damage occurs to any MECC owned property, it is the employee's responsibility to notify the office immediately.

GENERAL SAFETY

Safety is an ongoing effort at **Moody Early Childhood Center**. Developing a habit of checking your assigned area as the first thing you do on your schedule each day, will build a culture of safety in **Moody Early Childhood Center** and in the lives of the students. Daily refrigerator logs, student daily health checks, and physical environment check sheets must be performed at the start of each day.

VIDEO MONITORING OF SCHOOL

Video surveillance will be utilized in and around MECC. Cameras may be equipped with audio recording capabilities as well. Video surveillance is for safety and security purposes only and shall be used in accordance with applicable laws. Video and Audio monitoring is not permitted in areas where there is a reasonable expectation of privacy.

PARENT RIGHTS

A parent of a child in care has the right to:

- (1) Enter and examine your center during its hours of operation without advance notice [Medium-High];
- (2) File a complaint against your center [Medium];
- (3) Review your center's publicly accessible records [Medium-Low];
- (4) Review your center's written records concerning the parent's child, as outlined in §746.601 of this chapter (relating to Who has the right to access children's records?);
- (5) Receive from your center:
 - (A) HHSC's inspection reports for your center [Medium-Low]; and
 - (B) Information regarding how to access your center's compliance history online [Medium-Low];
- (6) Have your center comply with a valid court order signed by a judge that prevents another parent from visiting or removing the parent's child from your center, as outlined in §746.4101 of this chapter (relating to To whom may I release a child?);
- (7) Be provided with contact information for Child Care Regulation, including the department's name, address, and telephone number [Medium-Low];
- (8) View any video recordings of an alleged incident of abuse or neglect involving the parent's child maintained by your center as long as: [Medium]
 - (A) Video recordings of the alleged incident are available;
 - (B) The parent is not allowed to retain any portion of the video depicting a child who is not the parent's child; and
 - (C) Your center notifies in writing the parent of any other child captured in the video recording, before allowing the parent to inspect the video recording;

- (9) Obtain a copy of your center's policies and procedures, as outlined in §746.503 of this subchapter (relating to Must I provide parents with a copy of my operational policies?);
- (10) Review, upon request of the parent, your: [Medium-Low]
 - (A) Staff training records; and
 - (B) In-house training curriculum, if any; and
- (11) Be free from any retaliatory action by your center for exercising any of the parent's rights. [Medium-High]

EMPLOYEE SAFETY

If you are involved in or if you are a witness to an accident in the workplace, you are required to report it immediately and to fill out an Incident Report. **Moody Early Childhood Center** provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any illness or injury arising out of, and in the course of employment. Subject to applicable legal requirements, workers' compensation insurance may provide partial compensation of lost work hours.

Note: Even if there is no medical attention required, a job-related injury, accident or illness must be reported to **Moody Early Childhood Center** Deputy Executive Director/Executive Director. In all instances, you will be required to submit to a drug test.

VEHICLE SAFETY

As a general rule, employees of **Moody Early Childhood Center** are not expected to use their personal vehicles in the completion of job duties and under no circumstance in the transportation of students or parents. Authorized employees will use the MECC van for work-related trips. Before operating the van, employees must submit proof of valid personal auto insurance to the Director of Administrative Services for verification and approval. Employees who receive stipends for travel outside of Galveston County while on company time must provide verification of insurance prior to receiving payments.

PERSONAL PROPERTY

All personal property must be stored in a secure locker that is out of the reach of children. Ask your director or lead teacher to determine the area designated for personal belongings. Under no circumstances will **Moody Early Childhood Center** be responsible for personal property on **Moody Early Childhood Center** property.

COMPUTER AND IPAD USE

Moody Early Childhood Center provides electronic devices to accommodate teacher record keeping. Any use outside of the teacher's needs, and the curriculum needs of the classroom should be by exception and with permission. No software should be brought in from outside the school. The school is on a network overseen by an IT provider, who controls all software installations. All data on school computers and servers are property of **Moody Early Childhood Center** and subject to inspection and review of anything. There is no privacy expectation regarding the use of any such equipment.

EMAIL USE

Staff will be given a dedicated email through **Moody Early Childhood Center** and are required to check it daily, and respond to correspondences, email, message, or phone, within twenty-four (24) hours of when it was sent. MECC frequently disseminates important information through email, and it is necessary that all employees are informed. It is the employee's responsibility to immediately notify their supervisor if they are unable to access their email account. Failure to adhere to directives or information that has been disseminated due to employee's failure to check their email, does not preclude them from disciplinary actions.

Teachers may list the MECC e-mail address as a way for parents to ask questions. If this is done, the teacher is to use their dedicated email through **Moody Early Childhood Center** that is separate from their personal email.

CODE OF BUSINESS CONDUCT AND ETHICS

Operating with a strong sense of integrity is critical to maintaining trust and credibility. Our Code embodies such rules regarding individual and peer responsibilities, as well as responsibilities to our students, parents, employees,

stakeholders and the public. This includes:

- Prohibiting conflicts of interest (including protecting **Moody Early Childhood Center** opportunities).
- Protecting **Moody Early Childhood Center's** confidential and proprietary information and that of our customers.
- Treating **Moody Early Childhood Center's** clients, employees, stakeholders and competitors fairly.
- Protection and proper use of **Moody Early Childhood Center** assets.
- Compliance with laws, rules and regulations.
- Encouraging the reporting of any unlawful or unethical behavior.

It is not possible to formulate in advance an all-inclusive set of guidelines regarding appropriate business conduct. The examples shown below provide guidelines for certain types of situations. Specific questions regarding situations which are not covered by this Code of Business Conduct and Ethics (Code) will be answered on a case-by case basis with **Moody Early Childhood Center** as they arise and may be addressed in other publications provided by **Moody Early Childhood Center**.

OVERVIEW OF BUSINESS ETHICS

This Code outlines the broad principles of legal and ethical business conduct embraced by **Moody Early Childhood Center**. It is not a complete list of legal or ethical questions an Employee might face in the course of business and, therefore, this Code must be applied using common sense and good judgment. Additionally, under certain circumstances, the law may establish requirements that differ from this Code. **Moody Early Childhood Center's** employees are expected to comply with laws and **Moody Early Childhood Center** policies.

It is essential that we all be aware of possible violations of **Moody Early Childhood Center's** business ethics - whether these violations occur in dealings with the government or the private sector, and whether they occur because of oversight or intention. Employees should discuss any concerns about this Code with their immediate supervisor.

CONFLICT OF INTEREST

Employees are expected to make or participate in business decisions and to take action in the course of their service to **Moody Early Childhood Center** based on the best interests of **Moody Early Childhood Center** as a whole, and not based on personal relationships or benefits for themselves. Staff must complete a conflict of interest form prior to accepting additional employment opportunities and update the form as new opportunities arise. Engaging in activities or employment that would cause disgrace or embarrassment to the organization is strictly prohibited and will result in termination. If an Employee's personal affairs create a conflict of interest, a potential conflict of interest, or the appearance of a conflict of interest, **Moody Early Childhood Center** requires a full and timely disclosure of the facts and circumstances. School policy does not allow teachers to attend birthday parties, transport or babysit children, as this creates favoritism and diminishes the professional boundaries that exist between teacher and family. Teachers and staff are to refrain from giving gifts directly from teacher to child.

Any Employee who has a question as to whether an existing or potential conflict of interest exists should immediately contact the Deputy Executive Director/Executive Director to report all the pertinent facts and to request an opinion with respect to the question. Set forth below is specific guidance for some areas of potential conflict of interest that require special attention.

PERSONAL RELATIONSHIPS POLICY

In their relationships, MECC employees are expected to be aware of their professional responsibilities and avoid apparent or actual conflict of interest, favoritism, or bias. The relationships may constitute sexual harassment when one of the individuals is in a position to evaluate or otherwise influence the education, employment, or participation in an activity. The subtle yet powerful element of coercion that may exist in such relationships is a legitimate concern for MECC. Such relationships give rise to a conflict of interest and are potentially exploitative. Moreover, such relationships may affect the environment for other employees, administrators, or the manner in which they are treated.

An administrator, faculty or staff member should not make sexual advances, requests for sexual favors or other communications of a sexual nature to a person if he or she exercises direct influence over a person's activities within the organization. If a sexual relationship develops, the administrator, faculty or staff member must take steps to eliminate any current or potential conflict of interest and distance himself or herself from decisions involving the other person. Failure to eliminate a conflict will constitute misconduct.

Further, administrators, faculty and staff should be aware that any romantic involvement with subordinates may require formal action against them if a complaint is filed. Because of the asymmetrical nature of such relationships, an administrator, faculty or staff member's assertion that a relationship was consensual in defense of a complaint of sexual harassment is subject to doubt and will be thoroughly investigated. **Moody Early Childhood Center** reserves the right to take prompt and immediate action if an actual or potential conflict of interest arises due to employees allowing personal relationships with each other, our families, Board members or our partners to create a disruption.

RELATIONSHIPS WITH COMPETITORS

An Employee should not have any significant financial interests in a competitor of **Moody Early Childhood Center**.

Note: Furthermore, you cannot be employed by a competitor, as this will cause a conflict of Interest in your employment at **Moody Early Childhood Center**.

PERSONAL USE OF INFORMATION

An Employee shall not

- Use or divert any **Moody Early Childhood Center** property, including the service of other employees, for his or her own advantage or benefit or to compete with **Moody Early Childhood Center**. All **Moody Early Childhood Center** assets should be used for legitimate business purposes.
- Use **Moody Early Childhood Center** letterhead paper when writing letters on personal or other matters not directly related to **Moody Early Childhood Center's** business, except for use of **Moody Early Childhood Center** letterhead for civic and charitable causes that enhance **Moody Early Childhood Center's** reputation in the community.

PROFESSIONALISM AMONG STAFF

Staff members are expected to maintain the highest level of professionalism in their communications inside of **Moody Early Childhood Center** and outside of **Moody Early Childhood Center**. Personal information about faculty is to be kept strictly confidential. While on the job relationships among staff are critical to a positive working environment. Staff should refrain from gossip and refrain from unprofessional conduct. Unprofessional conduct will be grounds for disciplinary actions, up to and including termination.

SOCIAL MEDIA

Employees must respect the privacy of students and parents when using social media. Employee social media sites or postings to social media sites may not contain any content that:

- Violates any laws including laws pertaining to intellectual property, copyright or any laws regarding the use of illegal photographic, video or printed material; or
- Infringes on any third-party rights (including intellectual property rights); or
- Reveals any employee or **Moody Early Childhood Center** information; or
- Violates any policy rules, standards or requirements applicable to **Moody Early Childhood Center** or its related entities; or
- Depicts photographs or images of any student or teacher; or
- Depicts staff doing offensive or exhibiting questionable behavior; or
- Contains personal information or data on any student

Staff may not include on any personal web site or any other social networks site pictures of children, staff or any other information about the program or centers. Any discussion or exchange of information about the program or centers, the staff, children or families is strictly prohibited.

To maintain the professional relationship and to avoid the appearance of impropriety between parent and teacher and student, employees are strongly discouraged to “friend” or “follow” parents or students, current or former. Staff is also strongly encouraged to place their social media accounts to a private mode where only those the employee chooses to view can see their information.

It is not the intent of **Moody Early Childhood Center** to restrict the rights of employees under NLRB Act and/or, but not limited to any other applicable laws. It is not the intent of **Moody Early Childhood Center** to unnecessarily monitor, participate in unlawful “surveillance” and/or, but not limited to restricting an employee’s right to address employment concerns and/or other Protected Concerted Activity. However, if accusations of violation with the above policies are brought to the attention of administration, MECC will do its due diligence to investigate. If at any time you feel your rights are being violated, you should contact the Deputy Executive Director/Executive Director immediately.

LAWS, REGULATIONS AND GOVERNMENT

Violations of governing laws and regulations are unethical and subject to **Moody Early Childhood Center** to significant risk in the form of fines, penalties and damage to reputation. It is expected that each employee will comply with applicable laws, regulations and **Moody Early Childhood Center** policies.

CONFIDENTIALITY POLICY

OVERVIEW AND PURPOSE

Due to the nature of our business, it is essential that all of our employees fully understand how to treat confidential information. Accordingly, this employee confidentiality policy has been crafted and implemented to ensure that everyone who works for us knows and complies with our expectations regarding sensitive information

We want to make sure that any relevant information pertaining to our company, clients, and partners is properly secured because it may be:

- Legally binding (such as contractual material)
- Essential to our successful business operations (such as proprietary information pertaining to our goods/services/production/methods and methodology)

SCOPE

This is a blanket policy. As such, this confidentiality policy applies to anyone who works for us in any capacity that actually has or could potentially have access to confidential and/or sensitive information.

CONFIDENTIAL AND SENSITIVE INFORMATION — DEFINED

For the purposes of this policy, confidential and/or sensitive information is defined as:

- Uncirculated financial information
- Records pertaining to students/families/partners/employees
- Patents, formulas or new methods/methodologies
- Student, Family, or Employee lists (existing and prospective)
- Written/electronic documents or similar material entrusted to our company by outside parties
- Pricing/marketing and other unrevealed strategies
- Any material explicitly marked as confidential
- Uncirculated material pertaining to goals, predictions and proposals marked as confidential

PRIVACY OF STUDENT INFORMATION

One of our most important assets is our students’ and parents’ trust. Keeping student and parent information secure

and using it appropriately is therefore a top priority for all of us at **Moody Early Childhood Center**. Employees must safeguard any confidential information our parents and students share with us. Employees must also ensure that they use student and parent information only for the reasons for which the information was gathered unless further use is allowed by law. (See page 14 for additional information)

PRIVACY OF EMPLOYEE INFORMATION

Moody Early Childhood Center recognizes and protects the privacy and confidentiality of employee medical and personal records. Such records must not be shared or discussed outside of **Moody Early Childhood Center**, except as authorized by the employee or as required by law, rule, regulations or a subpoena or order issued by a court of competent jurisdiction or requested by a judicial or administrative or legislative body.

PRIVACY OF ADMINISTRATIVE MEETINGS

Administrators, directors, and other supervisory staff are actively involved in the management process and have access to information and discussions regarding strategies, employee information/concerns, processes, layoffs or closings, proprietary workforce data, and major expansions or restructuring that affect the workforce. All of this information is typically considered confidential and therefore all recording devices (including all audio and video recording devices) are strictly prohibited during any or all management meetings, whether group or singular unless written permission from the meeting host is obtained in advance and an announcement is made prior to recording. Any violation to this will be grounds for immediate termination.

EMPLOYEE OBLIGATIONS UNDER THIS POLICY

In accordance with this policy all employees must:

- Take reasonable steps to ensure that confidential material is never left in plain view or otherwise unsecured
- Shred confidential material when it is no longer needed
- Ensure that any confidential information in a digital format is only viewed on secure devices
- Refrain from making authorized disclosures to co-workers unless absolutely necessary
- Refrain from taking confidential documents off of company property unless requested by authorities
- Surrender all confidential documents and material to the company upon resignation, termination or at any time upon the request of their supervisor
- Take reasonable steps to ensure that they do not mistakenly disclose any confidential information to any unauthorized persons in or outside the company
- Report any inadvertent disclosures of confidential information to their direct supervisor as soon as possible

PROHIBITED CONDUCT AND ACTIVITIES

Employees are prohibited from doing the following:

- Using confidential information for financial or personal gain
- Removing or making copies of confidential material; or facilitating the reproduction of confidential material relating to the company in any manner

HOW WE SAFEGUARD CONFIDENTIAL INFORMATION

We take the following steps to safeguard confidential information:

- Store hardcopies in secured filing cabinets
- Ask anyone who works for us to sign non-compete and/or non-disclosure agreements (NDAs)
- Require management to authorize access to confidential information

EXCEPTIONS TO THIS POLICY

From time to time, some circumstances may warrant disclosure of confidential or sensitive information. We reserve the right to disclose said information when:

- A regulatory/law enforcement/or other government agency requests it as part of an investigation or audit
- If we consider a venture or partnership requiring the disclosure some information (within legal parameters)

When this happens, employees who receive such requests or are privy to such considerations should carefully document their disclosure procedure and gather required authorizations. We're legally obligated not to disclose more information than absolutely necessary to accommodate such requests or make relevant business decisions.

CONFIDENTIAL INFORMATION

All information pertaining to **Moody Early Childhood Center**'s business is confidential, proprietary and a protectable trade secret, except to the extent that **Moody Early Childhood Center** has made such information public, such as through advertising, a press release or a publicly filled report. Information about the children, families and staff in our program is confidential; therefore, staff must not talk about children, families or other staff members while in the center or in public places. Only children's first names are used on any artwork or public display of any work. Since our center is a laboratory school there are specific contexts when information may be shared for educational purposes, pseudonyms are used to guard confidentiality. Documents should be properly safeguarded at all times. No employee should attempt to obtain confidential information which does not relate to his or her employment duties. Employees should treat all nonpublic **Moody Early Childhood Center** information as confidential both during and after their employment. All staff must sign a Confidentiality Agreement Form.

REPORTING VIOLATIONS

Employees are encouraged to talk to the Deputy Executive Director/Executive Director when in doubt about the best course of action in a situation. The making of a report does not mean a violation has occurred. **Moody Early Childhood Center** will investigate each complaint, and the subject person will be presumed not to have violated this Code unless the investigation reveals that a violation has occurred.

CONSEQUENCES FOR FAILURE TO COMPLY

Any employee or other such person obligated to comply with this policy who deliberately or unintentionally fails to do so will be disciplined. The type of discipline will depend on the severity and frequency of the violation(s). Anyone found to be using confidential/sensitive information for personal gain in violation of this policy will be terminated.

This policy is binding even after an employee resigns or is fired.

CONCLUSION

Every employee is responsible for assisting **Moody Early Childhood Center** in the implementation of these policies and it's expected to adhere to these policies, not only in practice, but also in spirit. Employees violating these policies, or any other policies of **Moody Early Childhood Center** are subject to corrective action up to and including termination of employment.

ADDENDUM

“How To...” Procedures

HOW TO HANDLE BOTTLES AND FOOD

When children arrive, all bottles, training cups, and food should be labeled with the child's first name, initial of their last name, and the date. Bottles, cups and food should be placed on the section in the refrigerator labeled with the child's name.

HOW TO FEED AN INFANT



- Bottles should be labeled with the time they are heated for feeding.
 - Breast milk should be labeled with the infant's full name and the dates the milk was expressed.
 - Bottles must be labeled with the child's first name, initial of their last name, and the date
 - Bottles must be labeled with the time it was heated and may be used for up to 2 hours after heated. After 2 hours, all unfinished and unrefrigerated formula or breast milk will be discarded.
- For an infant who is not ready for table food, you MUST obtain and follow written feeding instructions that are signed and dated by the infant's parent or health-care professional.
- You must review and update the feeding instructions with the parent every 30 days until the infant is able to eat table food.
- Wash your and child's hands before feeding.
- Hold all infants ages birth through 6 months while feeding them.
- Hold infants over six months who are unable to sit unassisted in a highchair or other seating equipment while feeding them.
- NEVER prop or support bottles with some object. The infant or an adult must hold the bottle.
- Provide regular snack and mealtimes for infants who eat table food.
- Ensure infants no longer being held are fed in a safe manner.
- Never allow infants to walk around with or sleep with a bottle or training cup.
- NEVER use the hand-washing sink or diaper-changing surface for feed preparation, or for washing food service/preparation equipment, bottles pacifiers, or toys.
- Sanitize highchair trays, arms and legs or tabletop and allow to air dry before each use.
- Wash your and child's hands after feeding.

HOW TO SERVE FOOD

1. Sanitize the area and air dry prior to feeding
2. Wash your hands and put on serving gloves
3. Cut food into bite size pieces
4. Have students wash their hands with soap and water
5. Give students individual servings, napkins, and utensils
6. When students are finished, pick up food off the floor as it is dropped and throw it into trash
7. Wash the student's hands and face (before they lay down for nap)
8. Disinfect area (table and chairs) with 10% bleach water solution
9. Clean the floor with a broom and dustpan. Scrub any major spills with scrub brush and carpet solution
10. Wash your hands.
11. Log the amount the child ate into Procure



HOW TO CHANGE A DIAPER

1. When you begin, wash your hands and the child's hands
2. Put on new gloves for each diaper change
3. Place a disposable changing pad on the changing table.
4. Lay out the child's diaper, wipes, and any ointment if needed
5. Clean the child thoroughly using baby wipes
6. Use diaper cream if parent has signed form
7. Throw away the old diaper, wipes, changing pad, and gloves after each diaper change
8. Wash the child's hands and wash your hands after each diaper change
 - **For infants, you must wipe their hands with a paper towel containing soap and water, then wipe their hands with another paper towel that is wet with just water**
9. Clean the changing surface with 10% bleach water solution (spray thoroughly and wipe down) and allow to air dry after each diaper change
10. Log the diaper change into Procure
11. Start again on step 1 for each diaper change



HOW TO WIPE A NOSE

1. Put on gloves
2. Grab a fresh tissue
3. Wipe the child's nose
4. Throw away the tissue
5. Wash the child's hands and wash your hands



- a. Place hands under running water and apply soap
- b. Rub your hands together to make lather and scrub them well. Be sure to scrub the backs of your hands, between your fingers, and under your nails.
- c. Continue rubbing your hands under running water.
- d. Dry with a paper towel and use the paper towel to turn off the water.
- e. Throw away the paper towel

WHEN TO WASH YOUR HANDS

- Before eating or handling food or medication;
- Before feeding a child;
- After arriving at the child-care center;
- Before and after diapering.
- Before and after assisting a child with toileting.
- After personal toileting;
- After handling or cleaning bodily fluids, such as after wiping noses, mouth, or bottoms, and tending sores;
- After handling or feeding animals;
- After outdoor activities;
- After handling raw food products;
- After eating, drinking, or smoking;
- After using any cleaners or toxic chemicals; **and**
- After removing gloves



HOW TO WASH YOUR HANDS

1. Place hands under running water and apply soap
2. Rub your hands together to make lather and scrub them well. Be sure to scrub the backs of your hands, between your fingers, and under your nails
3. Continue rubbing your hands for at least 20 secs (tip: hum "Happy Birthday" song 2 times)
4. Rinse the soap off of your hands under running water
5. Dry with a paper towel and use the paper towel to turn off the water
6. Throw away the paper towel

WHEN TO WASH CHILDREN'S HANDS

- Before and after eating
- Before playing in a water play table
- Before and after toileting or having a diaper changed
- After outdoor activities
- After playing in sand
- After feeding or touching animals; and
- Any other time that the caregiver has reason to believe the child has come in contact with substances that could be harmful to the child.



HOW TO WASH AN INFANT'S HANDS

Until the infant is old enough to be raised to the faucet and reach for the water, you must wash the infant's hands using an individual cloth or disposable towel with soap (or a baby wipe with soap), followed by a cloth or disposable towel used to rinse with clear water and dry.

HOW TO WASH A TODDLER'S HANDS

1. Place hands under running water and apply soap
2. Rub your hands together to make lather and scrub them well. Be sure to scrub the backs of your hands, between your fingers, and under your nails
3. Continue rubbing your hands for at least 20 secs (tip: hum "Happy Birthday" song 2 times)
4. Rinse the soap off of your hands under running water
5. Dry with a paper towel and use the paper towel to turn off the water
6. Throw away the paper towel

HOW TO DISINFECT CLASSROOM

1. WASH ALL STUDENTS' AND STAFF HANDS, WIPE DOWN HIGH TOUCH SURFACES, AND PERFORM NAME TO FACE **EVERY** HOUR ON THE HALF HOUR AND AT ALL TRANSITIONS.
2. Take off all the bedding and place in laundry bag outside of door to be washed or to large laundry room when you leave
 - a. 3:30 for Toddler rooms
 - b. 4:30 for Infant rooms
3. Use 10% bleach water solution to spray on all mattresses and wipe off
4. Use 10% bleach water solution to spray and wipe off the changing table and refrigerator (inside and out)
5. Use Windex to clean all glass/clear plastic around play area and cribs
6. Toys should be removed from play (placed in "**Yuck Bucket**" and cleaned throughout the day as well as in the evening before closing
 - a. How to clean all hard toys
 - i. Wash with soap and hot water
 - ii. Spray with 10% bleach water solution and rinse off
 - iii. Lay out to air dry
 - b. How to clean all soft surfaces (NO SOFT TOYS IN ROOMS AT THIS TIME)
7. All hard surfaces (including floor & Tummy Time mats) should be wiped with 10% bleach solution and allowed to air dry after students have been on the mat
 - a. All soft surfaces should be sprayed with Lysol (NO SOFT TOYS IN ROOMS AT THIS TIME)
8. Floors should be swept and mopped after meals, and during naptime.



BIG WASH DAY

Monday: Caterpillar, Fish, Starfish, Toucans, Gorillas, Seals
Tuesday: Ladybug, Seahorse, Dolphins, Eagles, Tigers, Cheetahs
Wednesday: Bee, Whales, Giraffes, Lions, Narwhals, Penguins
Thursday: Frogs, Bears, Tiger, Cheetah, Hippos, Elephants
Friday: Turtles, Owls, Koalas, Zebras, Walrus, Pandas

HOW TO REPORT AN INJURY OR ILLNESS

1. **EVERY** morning upon arrival perform a daily health check, documenting any injuries on documentation sheet.
2. If child is suspected to be sick, an Injury/Illness Report must be completed, and child should be taken to the nurse. If the nurse is not available, child should be taken to the office to be checked.
3. If a child is injured, an Injury/Illness Report must be completed, and child should be taken to the nurse. If the nurse is not available, child should be taken to the office to be checked.
4. Nurse or Office staff will send text and email to the parents/guardians through the online student system and denote the day and time sent.
5. Staff should ensure Injury/Illness report is completed and signed prior to student leaving.



APPENDIX

Employee Acknowledgement Form

I have received information, have knowledge where to locate, and know who to ask questions regarding the **Moody Early Childhood Center** Employee Policy and Procedures Handbook. I expect to be guided by the rules and policies contained therein. I further understand and agree that my employment with **Moody Early Childhood Center** is at will and may be terminated by the Executive Director/Deputy Executive Director of **Moody Early Childhood Center** at any time for any reason or without reason. I understand that nothing in the Personnel Policies and Procedures handbook or in any oral statement or representation by any employee or representative of **Moody Early Childhood Center** shall be deemed to create a contract of employment or any other modification of the at-will employment relationship. I also understand that any or all of the provisions contained in the Employee Policy and Procedures Handbook may be modified, amended, or eliminated by **Moody Early Childhood Center** at any time with or without notice.

EMPLOYEE NAME PRINT

DATE

EMPLOYEE NAME SIGNATURE

DATE

MECC MANAGEMENT SIGNATURE

DATE

Employee Consent And Agreement To Drug And Alcohol Screening

I hereby agree, upon a request made under the drug/alcohol testing policy of **Moody Early Childhood Center** ("MECC"), to submit to a drug or alcohol test and to finish a sample of my urine, breath, and/or blood for analysis. I understand and agree that if I at any time refuse to submit to a drug or alcohol test under **Moody Early Childhood Center** policy, or if I otherwise fail authorize and give full permission to have **Moody Early Childhood Center** and/or its **Moody Early Childhood Center** physician send the specimen or specimens so collected to a laboratory for a screening test for the presence of any prohibited substances under the policy, and for the laboratory or other testing facility involved in a legal proceeding or investigation connected with the test. Finally, I authorized **Moody Early Childhood Center** to disclose any documentation relating to such test to any governmental entity involved in a legal proceeding or investigation connected with the test.

I understand that only duly authorized **Moody Early Childhood Center** officers, employees, and agents will have access to information furnished or obtained in connection with the test; that they will maintain and protect the confidentiality of such information to the greatest extent possible; and that they will share such information only to the extent necessary to make employment decisions and to respond to inquiries or notices from government entities.

I will hold harmless **Moody Early Childhood Center**, its **Moody Early Childhood Center** physician, and any testing laboratory **Moody Early Childhood Center** might use meaning that I will not sue or hold responsible such parties for any alleged harm to me that might result from such testing, including loss of employment or any other kind of adverse job action that might arise as a result of the drug or alcohol test or even the reporting of the results. I will further hold harmless **Moody Early Childhood Center** its **Moody Early Childhood Center** physician, and any testing of laboratory **Moody Early Childhood Center** might use for any alleged harm to me that might result from the release or use of information or documentation relating to the drug or alcohol test, as long as the release or use of the information is within the scope of this policy and the procedures and explained in the paragraph above.

This policy and authorization have been explained to me in a language I understand, I have been told that if I have any questions about the test or the policy they will be answered.

I UNDERSTAND THAT **MOODY EARLY CHILDHOOD CENTER** WILL REQUIRE A DRUG SCREEN AND/OR ALCOHOL TEST UNDER THIS POLICY WHENEVER I AM INVOLVED IN AN ON-THE-JOB ACCIDENT OR INJURY UNDER CIRCUMSTANCES THAT SUGGEST POSSIBLE INVOLVEMENT OR INFLUENCE OF DRUGS OR ALCOHOL IN THE ACCIDENT OR INJURY EVENT AND I AGREE TO SUBMIT TO ANY SUCH TEST.

EMPLOYEE _____ DATE _____

EXECUTIVE DIRECTOR _____ DATE _____



Workplace Violence Notification Form

Date of Report: _____ Facility: _____

Date of Incident: _____ Supervisor: _____

Time of Incident: _____ AM PM Location of Incident: _____

Reporter's Name: _____

Job Title: _____ Facility Assignment (Room): _____

Incident Type: (Circle) Physical Threat Verbal Threat Written Threat Physical Contact

Property Damage Body Language Other: _____

Victim's Name: _____

Other Employees Present: _____

Description of Offender (Name, etc.): _____

Brief Summary of Incident:

Reportee's Signature: _____ Supervisor's Signature: _____

Code Of Ethics

TEXAS EDUCATORS CODE OF ETHICS

https://tea.texas.gov/sites/default/files/2016_10_ch247-two.pdf

NAEYC CODE OF ETHICS

English: https://naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf

Spanish: https://naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics_Spanish%20Position%20Statement2011_09202013update_0.pdf

Professional Development Plan



Moody Early Childhood
Professional Development Plan
2024-2026

Center Name	Executive Director	Plan Begin/End Dates
Moody Early Childhood Center	Karin Miller	August 2024-July 2026

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Increasing Student Outcomes <i>1. Enhance Instructional Practices:</i> - By the end of the school year, 100% of teachers will participate in targeted professional development sessions focused on evidence-based instructional practices, resulting in a 15% increase in student achievement scores. <i>2. Implement Data-Driven Instruction:</i> - By the end of the semester, all teachers will be trained in data analysis and using student performance data to inform instruction, leading to a 15% improvement in student outcomes across all assessment areas.	- PK 3 Teachers - PK 4 Teachers - Infant Teachers - Toddler Teachers	- TPEIR Report for Kindergarten Readiness - Early Childhood Education Report - State of Galveston Report (Part I and Part II) - Student Learning Outcome End of Year Assessment Data - CPalls Tango End of Year Assessment Data
2	Behaviour Management <i>1. Implement Positive Behavior Support Strategies:</i> - By the end of the school year, 90% of staff will be trained in positive behavior support strategies, resulting in a 20% decrease in behavioral incidents and a 10% increase in student engagement and academic performance. <i>2. Develop Consistent Classroom Management Plans:</i> - By the start of the next semester, 100% of classrooms will have a documented and consistently implemented classroom management	- PK 3 Teachers - PK 4 Teachers - Toddler Teachers	- Behavioural Incident Report Data - THHS Incident Report Data - Classroom Teacher Survey - Classroom

	plan, leading to improved student engagement, reduced disruptions, and a 5% increase in student achievement Discipline and Guidance 3. <i>Promote Restorative Practices:</i> - By the end of the school year, 75% of disciplinary actions will involve restorative practices, contributing to a 15% reduction in repeat behavioral issues.. 4. <i>Enhance Communication with Families:</i> - By the end of the semester, all teachers will have established regular communication with families regarding student behavior, resulting in a 25% increase in positive parent-teacher interactions.		
3	Active Supervision 1. <i>Ensure Continuous Monitoring and Presence:</i> By the end of the semester, all staff will receive training on active supervision techniques, leading to a 30% reduction in incidents during recess and transition times.	- PK 3 Teachers - PK 4 Teachers - Infant Teachers - Toddler Teachers - Instructional Aides	Student Incident Reports Classroom Observations
4	Texas Rising Star 1. <i>Engage in Continuous Quality Improvement:</i> - By the end of the school year, the school will conduct quarterly self-assessments and at least one external review to identify and address areas for improvement, aiming for a 15% increase in quality metrics. Texas Child Care Minimum Standards 2. <i>Ensure Compliance with State Regulations:</i> - By the end of the semester, 100% of staff will complete training on Texas Minimum Standards, ensuring full compliance and avoiding any regulatory citations.	- PK 3 Teachers - PK 4 Teachers - Infant Teachers - Toddler Teachers - Instructional Aides	THHS Child Care Regulation Reports

2: Professional Learning Activities

PL Goal No 1	Activity	Frequency	Objective	Content	Facilitator	Outcome
1	Professional Development Workshops	Bi Monthly	To provide teachers with knowledge and skills in evidence-based instructional practices.	Topics such as differentiated instruction, formative assessment strategies, and interactive learning.	External education consultant or experienced in-house educator.	Teachers gain practical strategies to implement in their classrooms
2	Mentor Observation and Feedback	Monthly	To encourage collaborative learning and sharing of best practices among teachers.	Mentor Teachers observe peers' instructional practices and provide constructive feedback	Mentor Teacher or designated Lead.	Teachers reflect on their practices and adopt new techniques observed from peers.
3	Professional Learning Communities	Bi-weekly	To create a collaborative environment for continuous improvement of instructional practices.	Teachers meet in small groups to discuss student data, share resources, and plan lessons.	Lead Teacher or instructional coordinator.	Teachers develop a shared understanding of effective instruction and support each other in implementation.
4	Data-Driven Instructional Planning	After each assessment cycle	To use student achievement data to inform instructional decisions.	Analyzing assessment data, identifying trends, and planning targeted interventions.	Lead Teacher or Instructional Coordinator	Teachers tailor their instruction to meet the needs of all students, leading to improved achievement.
5	Data Analysis Workshops	Twice per semester	To equip teachers with skills to analyze student performance data.	Introduction to data analysis, interpreting assessment data, and using data to identify student needs.	Lead Teacher or Instructional Coordinator	Teachers understand how to analyze and interpret student data.
6	Data-Driven Instruction Training	3 times a year	To train teachers in using data to inform instructional planning and decision-making.	Techniques for integrating data into lesson planning, setting student learning goals based on data, and adjusting instruction based on data trends.	Lead Teacher, Instructional Coordinator, Education Director, or External Contractor	Teachers are proficient in using data to guide their instructional practices.
7	Individual Data Coaching	Monthly or as needed	To provide personalized support for teachers in data analysis and instructional planning.	One-on-one coaching sessions focused on interpreting individual student data and planning targeted instruction.	Lead Teacher with Instructional Coordinator, Education Director	Teachers receive tailored guidance to improve their use of data in instruction.

PL Goal No 2	Activity	Frequency	Objective	Content	Facilitator	Outcome
1	Comprehensive Positive Behavior Support Training	Once per Semester	To provide staff with a thorough understanding of positive behavior support (PBS) strategies.	Introduction to PBS principles Techniques for promoting positive behavior Strategies for managing challenging behaviors Role-playing scenarios and hands-on activities	Certified PBS trainer or School Administrator	Staff acquire a solid foundation in PBS strategies and feel confident applying them in the classroom.
2	Positive Behavior Support Professional Learning Communities (PLCs)	Monthly or as needed	To foster ongoing collaboration and support among staff for implementing PBS strategies.	Sharing experiences and success stories Discussing challenges and brainstorming solutions Reviewing data on behavioral incidents and student engagement	PLC leader with expertise in PBS	Staff continuously refine their PBS practices through peer support and shared learning, resulting in sustained improvements in behavior and engagement.
3	Classroom Coaching and Modeling	Ongoing with scheduled sessions	To provide individualized support and practical demonstrations of PBS strategies in action.	Coaches model PBS techniques during classroom activities Observing teachers practice PBS strategies with real-time feedback Follow-up discussions to reflect on the effectiveness and make adjustments	Lead Teachers, Instruction Coordinator, or Director of Education	Staff receive hands-on guidance and immediate feedback, enhancing their ability to effectively implement PBS strategies in their classrooms.
4	Implementation Support	Ongoing	To ensure consistent implementation of classroom management	Review of implementation progress and challenges	Instructional coordinator or Director of Education	Teachers receive continuous support and guidance, leading to

	and Monitoring		plans and provide ongoing support.	Real-time feedback and adjustments Sharing of successes and areas for improvement		consistent and effective implementation of their management plans.
5	Parent and Community Engagement Sessions	Once per Semester	To involve parents and the community in understanding and supporting restorative practices.	Overview of restorative practices and their benefits Strategies for parents to use restorative practices at home Collaborative activities to build a supportive community network	Community Liaison	Parents and community members become partners in promoting restorative practices, creating a consistent approach to behavior management both at school and at home.

PL Goal No 3	Activity	Frequency	Objective	Content	Facilitator	Outcome
1	Interactive Supervision Drills	Once per 9 week period	To provide practical, hands-on experience in active supervision.	Simulated recess and transition scenarios Staff practice active supervision techniques in real-time Immediate feedback and coaching on performance	School administrators or instructional coaches	Staff develop confidence and proficiency in applying active supervision techniques through practice and feedback.
2	Supervision Strategy Planning Sessions	Once per 9 week period	To collaboratively develop and refine supervision plans for various school settings.	Reviewing current supervision practices Identifying high-risk areas and times Developing detailed supervision plans for recess, transitions, and other settings Assigning specific roles and responsibilities	School leadership team	Staff create comprehensive, strategic supervision plans tailored to the needs of the school, ensuring effective coverage and incident prevention.
3	Supervision Data Review and	Once per Semester or as needed	To use data to assess the effectiveness of active supervision and	Analyzing data on incidents during recess and transition times	Curriculum and Instruction Coordinator, or Director of Education	Staff use data to continuously improve their supervision

	Reflection Sessions		make necessary adjustments.	Reflecting on the impact of active supervision techniques Identifying areas for improvement and making adjustments to supervision plans		practices, leading to a sustained reduction in incidents.
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PL Goal No 4	Activity	Frequency	Objective	Content	Facilitator	Outcome
1	Quarterly Self-Assessment Workshops	Quarterly	To conduct comprehensive self-assessments to identify areas for improvement.	Training on self-assessment tools and techniques Reviewing key quality metrics and performance indicators Facilitated discussions to identify strengths and areas for improvement Developing action plans to address identified issues	School administrators or external consultants with expertise in quality improvement	Staff are equipped to conduct thorough self-assessments and develop actionable plans to enhance school quality.
2	External Review Preparation and Execution	Annually	To prepare for and conduct an external review to gain an objective assessment of school quality.	Identifying and engaging an external reviewer or review team Preparing documentation and evidence of current practices Coordinating review logistics and schedules Conducting the external review, including classroom observations, staff interviews, and document reviews Reviewing and discussing feedback from the external review	External reviewer or review team, with support from school leadership	The school gains valuable insights from an objective external perspective, informing targeted improvements.
3	Quality Improvement Task Force	Bimonthly	To establish a dedicated team responsible for driving continuous	Forming a task force of diverse stakeholders,	School leadership	A focused team actively works on continuous improvement initiatives,

			quality improvement initiatives.	including teachers, administrators, and support staff Reviewing and prioritizing areas for improvement based on self-assessment and external review findings Developing and overseeing the implementation of improvement initiatives Monitoring progress and adjusting strategies as needed		ensuring sustained progress and accountability.
4	Online Compliance Training Modules	Ongoing	To provide flexible, self-paced learning opportunities on Texas Minimum Standards.	Modular training covering different sections of the Texas Minimum Standards Interactive quizzes and assessments to reinforce learning Certification upon completion of each module	Online training provider specialized in Texas Child Care regulations	Staff can complete training at their own pace, ensuring comprehensive coverage of all standards.
5	Mock Compliance Audits	Once per Month	To simulate the experience of a real compliance audit and prepare staff for external reviews.	Conducting a mock audit with staff acting as auditors and auditees Reviewing documentation, observing practices, and interviewing staff Providing feedback and identifying areas for improvement	External consultant or experienced administrator	Staff gain practical experience in preparing for and responding to audits, reducing anxiety and improving readiness for actual compliance checks.

3: PD Required by Statute or Regulation

State-mandated PD Activities
Pre-Service Training (1) Developmental stages of children; (2) Age-appropriate activities for children; (3) Guidance and Discipline Policy (a) Positive guidance and discipline of children as well as classroom management techniques; (4) Fostering children's self-esteem; (5) Supervision and safety practices in the care of children; (6) Positive interaction with children; and (7) Preventing and controlling the spread of communicable diseases, including immunizations. (8) Recognizing and preventing shaken baby syndrome and abusive head trauma; (9) Understanding and using safe sleep practices and preventing sudden infant death syndrome (SIDS); and (10) Understanding early childhood brain development; and (11) CPR/Pediatric First Aid; and (12) NAEYC Code of Ethical Conduct Orientation (1) An overview of the minimum standards; (2) An overview of operational policies including discipline and guidance practices, and procedures for the release of children; (3) An overview of your policy on the prevention, recognition, and reporting of child abuse and neglect, including: (A) Factors indicating a child is at risk of abuse or neglect; (B) Warning signs indicating a child may be a victim of abuse or neglect; (C) Procedures for reporting child abuse or neglect; and (D) Community organizations that have training programs available to child-care center staff members, children, and parents; (4) An overview of the procedures to follow in handling emergencies, which includes sharing the emergency preparedness plan with all employees. Emergencies may include, but are not limited to, fire, explosion, tornado, toxic fumes, volatile persons, and severe injury or illness of a child or adult; and (5) The location and use of fire extinguishers and first-aid equipment. (6) Administering medication, if applicable, including compliance with §746.3803 of Minimum Standards (relating to what authorization must I obtain before administering a medication to a child in my care); (7) Preventing and responding to emergencies due to food or an allergic reaction; (8) Understanding building and physical premises safety, including identification and protection from hazards that can cause bodily injury such as electric hazards, bodies of water, and vehicular traffic; (9) Handling, storing, and disposing of hazardous materials including compliance with §746.3425 of Minimum Standards (relating to Must caregivers wear gloves when handling blood or bodily fluids containing blood); and (10) Precautions in transporting children if your children if your center transports a child who's chronological or developmental age is younger than nine years old. (11) NAEYC Code of Ethical Conduct (12) Confidentiality (13) Effective Communication with staff and parents (14) Working with MECC students and students with disabilities (15) Curriculum (FrogStreet) and online student management system (16) Scheduling and Time Clock (17) Social Emotional and Trauma in Early Childhood Education (18) Cultural Competence and Reducing Implicit and Explicit Bias Annual (24 hours of training) • Child Development in the developmental stages of the children in the classrooms you work with

- Care of Children with Special Needs
- Adult and Child Health
- Nutrition and Safety
- Curriculum-Planning
- Risk Management
- Identification and Care of Ill Children
- Supervision
- Recognition of Child Abuse, Neglect and Sexual Abuse and the Responsibility of reporting any incidents
- Cultural Diversity
- Texas Rising Star (additional)

Administration/Board of Directors

DFPS Directors' Training 30 clock hours

(Six hours)

- Child Growth and Development
- Guidance and Discipline
- Age-Appropriate Curriculum
- Teacher-Child Interactions; and
- Serving children with Special Needs

(One hour)

- Factors indicating a child is at risk for abuse or neglect;
- Warning signs indicating a child may be a victim of abuse or neglect;
- Procedures for reporting child abuse or neglect; and
- Community organizations that have training programs available to employees, children, and parents
- Recognizing and preventing shaken baby syndrome and abusive head trauma;
- Understanding and using safe sleep practices and preventing Sudden Infant death Syndrome (SIDS); and
- Understanding early childhood brain development

(No hour requirement)

- An overview of the procedures to follow in handling emergencies, which includes sharing the emergency preparedness plan with all employees. Emergencies may include, but are not limited to, fire, explosion, tornado, toxic fumes, volatile persons, and severe injury or illness of a child or adult; and
- The location and use of fire extinguishers and first-aid equipment.
- Administering medication, if applicable, including compliance with §746.3803 of Minimum Standards (relating to what authorization must I obtain before administering a medication to a child in my care);
- Preventing and responding to emergencies due to food or an allergic reaction;
- Understanding building and physical premises safety, including identification and protection from hazards that can cause bodily injury such as electric hazards, bodies of water, and vehicular traffic;
- Handling, storing, and disposing of hazardous materials including compliance with §746.3425 of Minimum Standards (relating to Must caregivers wear gloves when handling blood or bodily fluids containing blood); and
- Management techniques, leadership or staff supervision

Charter School Annual Training

Training Requirements for CEOs (Executive Director and Deputy Executive Director) (19 TAC 100.1103)

30 Hours initially with 21 hours as mandated in modules 1-7 and 9 hours from any of the modules

15 hours annually thereafter

- 1) a module consisting of at least 240 minutes of instruction in school law, with special emphasis on Texas Education Code (TEC), Chapter 12, Subchapter D, and this subchapter;
- (2) a module consisting of at least 240 minutes of instruction in school finance, with special emphasis on accounting for public funds and property, student attendance accounting, fiduciary duties related to state and federal funding, federal funds and property management, grant administration, audit requirements, and capital financing;
- (3) a module consisting of at least 120 minutes of instruction in health and safety issues, with special emphasis on health and safety codes, ordinances, and other laws applicable to operating a Texas public school; student discipline; safe schools; required reporting of child abuse; and criminal background checks;
- (4) a module consisting of at least 240 minutes of instruction in accountability requirements related to the use of public funds, with special emphasis on the duties and liabilities of a trustee under Texas law, the shared use of real property for charter and non-charter business, bank depository contracts, capital financing, incidental use of public property by charter holder personnel, and recovery by the commissioner of education of the public property held by a former charter holder;

- (5) a module consisting of at least 240 minutes of instruction in other requirements relating to accountability to the public, with special emphasis on the administration of statewide assessments; student, staff, financial, and organizational data reporting; dropout reporting; statewide standards for acceptable student performance; charter-specific standards for acceptable student performance; accountability ratings and sanctions under TEC, Chapter 39; and the role of student performance in actions under TEC, §12.116 and §12.1162;
- (6) a module consisting of at least 60 minutes of instruction in open meetings requirements under Government Code, Chapter 551, with special emphasis on posting the agenda, executive sessions, accessibility of the meeting location to the public, employee board members, and civil and criminal sanctions; and
- (7) a module consisting of at least 120 minutes of instruction in requirements relating to public records, with special emphasis on the Public Information Act, the Records Retention Act, confidential student records, records in the possession of a management company, and other duties respecting public records.

School Law – 240 Minutes

Conflicted by Conflicts? What conflict of interest laws apply to charter schools and what you need to know to comply (On Demand)

Handling Challenging Employee Situations

Governance 101

Working with Special Student Populations

School Finance – 240 Minutes

How to Avoid Buyer's Remorse: Legal Requirements for Charter School Procurement of Goods and Services

Financial Accountability for School Administrators

A Standardized Approach to Budgeting

Charter School Finance 2019-2020

Accountability for Public Funds – 240 Minutes

Fiduciary Duties and Immunities

Financial Duties of Charter Officials

Proposed Changes to Charter FIRST

Accountability for Public Funds

Accountability Other – 240 Minutes

Academic Accountability 2020

Crisis Communication

Performance Framework 2020

Academic Accountability: What is your data telling you?

Health and Safety – 120 Minutes

Charter School Safety and Security

Beating Bullying: Best Practices and Do's and Don'ts to Protect Students and Comply with Law

Open Meetings – 60 Minutes

Texas Open Meetings Act

Public Records – 120 Minutes

Public Records

Human Resource Law: How to store, keep and protect confidential employee data and information

Training for Business Managers – Initial Training 30 Hours; Annual Update 15 Hours

(1) a module consisting of at least 240 minutes of instruction in school law, with special emphasis on Texas Education Code (TEC), Chapter 12, Subchapter D; this subchapter; and the Financial Accountability System Resource Guide, as adopted by reference in §109.41 of this title (relating to Financial Accountability System Resource Guide);

(2) a module consisting of at least 480 minutes of instruction in school finance, with special emphasis on the Financial Accountability System Resource Guide, generally accepted accounting principles, student attendance accounting, federal funds and property management, purchasing, grant administration, audit requirements, and capital financing;

(3) a module consisting of at least 20 minutes of instruction in health and safety issues, with special emphasis on health and safety codes, ordinances, and other laws applicable to operating a Texas public school;

(4) a module consisting of at least 240 minutes of instruction in accountability requirements related to the use of public funds, with special emphasis on the fiduciary responsibility of duties and liabilities of a trustee under Texas law, the shared use of real property for charter and non-charter business, bank depository contracts, capital financing, incidental use of public property by charter holder personnel, and recovery by the commissioner of education of the public property held by a former charter holder;

(5) a module consisting of at least 160 minutes of instruction in other requirements relating to accountability to the public, with special emphasis on PEIMS reporting, internal management controls, and audit requirements.

(6) a module consisting of at least 20 minutes of instruction in open meetings requirements under Government Code, Chapter 551, with special emphasis on adopting and amending the budget; and

(7) a module consisting of at least 40 minutes of instruction in requirements relating to public records, with special emphasis on recordkeeping required by generally accepted accounting principles and applicable law.

Training Requirements for Board Members (19 TAC 100.1102)

12 Hours initially with 9 hours as mandated in modules 1-7 and 3 hours from any of the modules

6 Hours annually thereafter from any of the modules

(1) a module consisting of at least 150 minutes of instruction in basic school law, with special emphasis on corporate director duties and liabilities, non-delegable duties, nepotism, conflicts of interest, management companies, appropriate roles concerning internal and external audits, and the legal requirements specific to members of the governing body of a charter holder;

(2) a module consisting of at least 60 minutes of instruction in basic school finance, with special emphasis on accounting for public funds and property, student attendance accounting, fiduciary duties related to state and federal funding, federal funds and property management, grant administration, audit requirements, and the financial duties specific to the members of the governing body of a charter holder;

(3) a module consisting of at least 30 minutes of instruction in health and safety issues, with special emphasis on health and safety codes, ordinances, and other laws applicable to operating a Texas public school; student discipline; safe schools; required reporting of child abuse; and criminal background checks;

(4) a module consisting of at least 120 minutes of instruction in accountability requirements related to the use of public funds, with special emphasis on the duties and liabilities of a trustee under Texas law, the shared use of real property for charter and non-charter business, bank depository contracts, capital financing, incidental use of public property by charter holder personnel, and recovery by the commissioner of education of the public property held by a former charter holder;

(5) a module consisting of at least 60 minutes of instruction in other requirements relating to accountability to the public, with special emphasis on the administration of statewide assessments; student, staff, financial, and organizational data reporting; dropout reporting; statewide standards for acceptable student performance; charter-specific standards for acceptable student performance; accountability ratings and sanctions under Texas Education Code (TEC), Chapter 39; and the role of student performance in actions under TEC, §12.116 and §12.1162;

(6) a module consisting of at least 60 minutes of instruction in open meetings requirements under Government Code, Chapter 551, with special emphasis on posting the agenda, executive sessions, accessibility of the meeting location to the public, employee board members, and civil and criminal sanctions; and

(7) a module consisting of at least 60 minutes of instruction in requirements relating to public records, with special emphasis on the Public Information Act, the Records Retention Act, confidential student records, records in the possession of a management company, and other duties respecting public records.

4: Resources and Justification

Resources
Operating Funds – Personnel (6100) for OT hours, Contracted Services (6200) Supplies (6300) and Travel (6400)
Philanthropic Grants/Donations – Personnel (6100) for OT hours, Contracted Services (6200) Supplies (6300) and Travel (6400)
Federal Funds - Personnel (6100) for OT hours, Contracted Services (6200) and Supplies (6300)
State Funds (PK Staff) - Contracted Services (6200) and Travel (6400)

Justification
By developing a deep understanding of the content and skills described in each developmental level and student academic standards, teachers are better able to plan for, teach and assess all of the students in their care.
As the most influential factor in improving student outcomes the ongoing development of teacher expertise and knowledge must be a high priority. Teachers must grow their ability to interpret and apply teacher-based assessment criteria.
By engaging in a program of targeted professional reading, the school can raise the level of professional discourse and ensure that there is universal involvement of staff in the education

dialogue.

Signature: 
Executive Director Signature

08/01/2024

Date

Plan for Compliance Monitoring

Objective

To ensure a significant decline in prohibited punishment through structured, ongoing monitoring and support by supervisors, lead teachers, and administrative staff. This plan will emphasize compliance with appropriate behavior management practices and offer continuous coaching and oversight.

Section 1: Establishment of Mobile Monitoring by the Director of Education and Administration

To enhance monitoring capabilities and ensure a visible administrative presence across the school, workstations will be strategically placed in different areas to allow mobile monitoring. These stations will serve as both workspaces and observation points.

1. Monitoring Workstations

- Workstations will be placed in key areas such as hallways, common areas, and nearby classrooms.
- Admin staff will be stationed in one area or may rotate between these stations, conducting both routine work and monitoring of staff behavior management practices.
- These workstations will ensure ongoing compliance and provide real-time intervention if any improper disciplinary action is observed or suspected.

2. Active Monitoring Schedule

- The members of the administration may have designated times to circulate through these stations.
- Monitoring shifts will be staggered to ensure that there is always an administrator available to observe interactions between staff and students.

	Station 1	Station 2	Station 3	Station 4
Monday	Admin 1	Admin 5	Admin 4	Admin 3
Tuesday	Admin 2	Admin 1	Admin 5	Admin 4
Wednesday	Admin 3	Admin 2	Admin 1	Admin 5
Thursday	Admin 4	Admin 3	Admin 2	Admin 1
Friday	Admin 5	Admin 4	Admin 3	Admin 2

Must be working at their assigned station for a minimum of one hour to the maximum of half of day.

3. Immediate Feedback

- Administrators will provide immediate feedback when they observe non-compliance with behavior policies or other policy/procedure infractions.
- Positive reinforcement will be offered to staff who exhibit exemplary adherence to behavior management guidelines.

Section 2: Utilizing Lead Teachers for Coaching and Monitoring

Lead teachers will play a critical role in coaching their peers and ensuring consistent implementation of appropriate behavior management strategies.

1. Lead Teacher Responsibilities

- Lead teachers will be assigned monitoring duties for their developmental-level teams or classroom clusters.
- They will observe classroom management practices and support teachers in implementing positive behavior interventions.

2. Coaching and Peer Support

- Lead teachers will provide real-time coaching, helping their peers adjust strategies to avoid prohibited punishments.
- Weekly coaching sessions will be held with teachers who require additional support to improve their classroom management practices.

3. Collaborative Feedback Loops

- Lead teachers will collaborate with the Director of Education and admin staff to report on trends in behavior management and flag any emerging concerns.
- These reports will inform ongoing training and professional development, ensuring that teachers continue to refine their practices.

4. Accountability and Recognition

- Lead teachers will document and share positive examples of behavior management to encourage compliance.
- Teachers demonstrating consistent adherence to policies will be recognized and celebrated during staff meetings to reinforce a culture of compliance and positive discipline.

Conclusion:

Through mobile monitoring stations, the involvement of lead teachers in coaching and peer support, and the active presence of administrative staff, we will create a school environment that prioritizes safe, appropriate behavior management. This comprehensive approach will ensure a measurable decline in prohibited punishments and foster a positive, supportive culture for both staff and students.

Monitoring Focus: Ensuring Compliance and Supporting Positive Behavior Management

To ensure the decline in prohibited punishment and promote a culture of positive behavior management, supervisors, lead teachers, and administrative staff will be monitoring specific areas of teacher-student interactions, environmental factors, and classroom management practices. This section outlines what will be monitored, examples of ideal interactions, and indicators of positive compliance.

Section 1: What Will Be Monitored

The monitoring process will focus on key areas of teacher-student interactions and behavior management strategies to ensure that prohibited punishments are not used and that positive behavior support is consistently implemented.

1. Use of Prohibited Punishments

The primary focus will be to ensure that no prohibited punishments (e.g., physical force, arm pulling, yelling, or any punitive measures not aligned with school policies) are being used.

- Observers will look for any signs of physical handling or aggressive behavior from staff when addressing students.
- Verbal interactions that include yelling, shaming, or inappropriate language will be closely monitored.

2. Response to Challenging Behaviors

Staff responses to challenging behaviors will be observed to ensure they align with school policies on positive behavior support.

- Monitoring will focus on how teachers handle situations where students exhibit defiance, aggression, or disruption.
- Observers will track whether teachers use approved de-escalation techniques, verbal prompts, and reinforcement of positive behaviors.

3. Classroom Management Practices

Classroom organization, routines, and how teachers implement behavior management plans will be examined.

- Observers will look for consistent enforcement of classroom rules and routines that create a structured environment.
- Teachers will be observed for how they encourage student participation, engagement, and self-regulation.

4. Emotional Climate and Teacher-Student Relationships

The overall emotional tone of the classroom will be monitored to ensure a positive and supportive learning environment.

- Interactions between teachers and students should reflect respect, empathy, and encouragement.
- Teachers will be observed for their ability to build rapport with students and handle conflicts in a calm, constructive manner.

5. Use of Reinforcements and Incentives

Observers will monitor how teachers use positive reinforcements (such as praise, rewards, or token systems) to encourage appropriate behavior.

- Ideal scenarios involve teachers giving clear, immediate praise for positive actions and using appropriate incentives to reinforce expected behaviors.
- Teachers should avoid excessive reliance on extrinsic motivators and focus on helping students develop intrinsic motivation through positive reinforcement.

Section 2: Ideal Interactions and Positive Compliance

To create an environment where prohibited punishments are eliminated, and positive discipline prevails, certain ideal behaviors and interactions will be expected from staff. These represent the standards of positive compliance.

1. **Calm, Supportive Responses to Misbehavior**

Teachers will remain calm when students exhibit challenging behaviors, using appropriate verbal and non-verbal cues to de-escalate the situation.

Ideal Interaction Example:

- A student throws toys in frustration. The teacher calmly approaches, crouching to the student's level, and says, "I see you're upset. Can you show me how we can play safely with the toys?" This helps the student reframe their behavior and feel heard.

2. **Consistent Implementation of Behavior Plans**

Teachers will adhere to individualized behavior intervention plans (BIPs) for students, following strategies outlined for managing specific behaviors.

Ideal Interaction Example:

- A student who often struggles with transitions receives a visual cue five minutes before the activity ends, in line with their BIP. The teacher offers a choice: "Do you want to put away two toys or help clean the art table before we line up?" This gives the child autonomy while guiding them toward appropriate behavior.

3. **Clear, Positive Reinforcement**

Positive behaviors will be immediately acknowledged through verbal praise or reward systems that highlight the specific actions that meet expectations.

Ideal Interaction Example:

- A student quietly follows directions during group time. The teacher says, "Thank you for sitting so nicely and listening. You're doing a great job being respectful!" This reinforces the expected behavior and provides specific feedback.

4. **Restorative Approaches to Discipline**

When conflicts arise, teachers will guide students through problem-solving discussions rather than using punitive actions.

Ideal Interaction Example:

- After an argument between two students, the teacher brings them together for a restorative conversation, asking, "How did that make you feel? What can we do to make it better next time?" This approach helps students reflect on their behavior and learn social-emotional skills.

5. **Maintaining a Positive Classroom Environment**

Teachers will create an inviting and nurturing classroom environment where students feel safe and supported to explore and learn.

Ideal Interaction Example:

- During circle time, the teacher engages all students with an enthusiastic tone, using positive affirmations like, "I love how everyone is sitting ready to listen! Let's have fun together while we learn!" This reinforces participation and cooperation.

Section 3: Indicators of Positive Compliance

In order to confirm that staff members are adhering to school policies and using positive behavior strategies, the following indicators of compliance will be tracked:

1. **Reduction in Behavioral Incidents**

- A decrease in the number of reported behavioral incidents, especially those involving prohibited punishments or negative disciplinary actions.

2. **Positive Student Feedback and Engagement**

- Evidence of higher student engagement and participation in class, with students demonstrating increased self-regulation and cooperation.

3. **Teacher Adherence to Policies**

- Regular classroom observations will show teachers consistently using positive reinforcement, de-escalation techniques, and restorative practices.

4. **Improved Teacher-Student Relationships**

- Increased positive interactions between teachers and students, fostering an emotionally safe and supportive learning environment.

5. Regular Coaching and Professional Development Participation

- Teachers actively seeking and participating in ongoing coaching, showing improvements in classroom management and behavior support strategies.

Conclusion:

The success of this monitoring plan relies on consistent oversight, timely coaching, and reinforcing the use of positive discipline techniques. By focusing on these key areas and supporting teachers through ongoing feedback, we will create conversation and an environment where prohibited punishment is eliminated, and students thrive in a positive, nurturing atmosphere.

RADIO PROCEDURES

PURPOSE.

The purpose of this procedure is to describe the communications guidelines and requirements for radio use.

APPLICABILITY.

These procedures apply to all MECC personnel.

RADIO ACTIVITY LOG

- A. All radio operations will be conducted in accordance with Federal Communications Commission (FCC) procedures and requirements.
- B. The radio activity log is maintained to record information for administrative, supervisory, and referral purposes. Logs should be maintained in a neat, orderly manner, with all entries legible. The log and the operator making the entries concerning a specific incident are subject to being subpoenaed into court, therefore, entries should be as complete as practical.
- C. Office personnel will record each transmitted call via radio or intercom, including time, location, person calling, needs/incident, person responding, and time incident was closed.

USE OF RADIOS

- A. Operators should speak in a normal voice with the mouth close to and positioned directly in front of the microphone. The word delivery is positioned directly in front of the microphone. Word delivery is slightly slower than normal conversational speed. Maintain the same level of modulation so that each syllable will be clearly reproduced and easily understood. Speaking loudly distorts the voice and does not increase the signal strength of the equipment.
- B. Before transmitting, listen that the channel is not being used. To prevent loss of part of the initial transition, key the transmitter a second or two before voice transmission. If there is no answer to the first call, repeat the call after a few seconds. The call may be repeated at reasonable interval until answered, depending upon the urgency of the message.
- C. Never acknowledge receipt of any transmission unless you are sure the message is clear and understandable.

I. COMPLIANCE WITH FCC RULES AND REGULATIONS

- A. Employees will comply with FCC regulations relating to the use of radio communications systems.
- B. Employees will follow established guidelines and procedures as outlined below:
 - 1. Communications involving the protection of life and property shall be afforded priority.
 - 2. False calls, false or fraudulent distress signals, unnecessary and unidentified communications, and the transmission of unassigned call signals are specifically prohibited.
 - 3. Employees shall monitor the frequency on which they intend to transmit for a sufficient period to ensure that their transmissions will not cause interference to others.
 - 4. Duration of radio transmissions must be restricted to the minimum practical transmission time.

II. RADIO COMMUNICATIONS

- A. Only English will be spoken. Clear, concise, and controlled language will be used. Obscene, indecent, profane or slang language, horseplay and joking are not permitted.
- B. Personnel when identify by classroom mascot or by name if not a classroom employee
- C. Personnel should not continue a transmission until acknowledged by the intended recipient
- D. Specifically called for personnel will advise the Office of their arrival to the class, scene, or area they were requested using proper radio etiquette.
- E. Upon arrival at a location, requested personnel will notify the Office if no other Personnel are needed.
- F. If an incident is found to have occurred somewhere other than at the stated location, the responding individual will update their location by radio.

- G. Lengthy transmissions should not be made on the radio system.
- H. Employees will not become engaged in an argument on the radio. Conflict between an employee and an office assistant should be referred to the employees' immediate supervisors for resolution.
- I. Employees shall refrain from seeking advice from an office assistant regarding a point of law, minimum standards, licensing rules, or Department policy. Employees should consult their immediate supervisor on these matters or obtain the information from provided sources of information online.
- J. Communicating specific information relating to class ratio is strictly prohibited.

III. MONITORING RADIO CHANNELS FOR SUPERVISORS

- A. Directors, support, and other staff will monitor the classroom radio transmissions when they are in the building, including offices and hallways
- B. Supervisors are responsible for the radio conduct of their subordinates and should immediately correct improper radio procedures.
- C. Office personnel will monitor the intercom and radio, will maintain documentation regarding calls, and will dispatch personnel to assist when needed.
- D. Supervisors will advise the Office of their arrival where requested.

IV. EMERGENCY SITUATIONS

- A. Transmissions regarding emergencies (e.g., student behavior issues, intruders, safety concerns, etc.) will be given priority over all other transmissions. Personnel not involved in the emergency will stay off the air until the situation has been resolved.

Safe Sleep Policy

Safe Sleep Policy

All staff, substitute staff, and volunteers at **Moody Early Childhood Center** will follow these safe sleep recommendations of the American Academy of Pediatrics (AAP) and the Consumer Product Safety Commission (CPSC) for infants to reduce the risk of Sudden Infant Death Syndrome/Sudden Unexpected Infant Death Syndrome (SIDS/SUIDS):

- Always put infants to sleep on their backs unless you provide Form 3019, Infant Sleep Exception/Health Care Professional Recommendation, signed by the infant's health care professional [Sections 746.2427 and 747.2327].
- Place infants on a firm mattress, with a tight-fitting sheet, in a crib that meets the CPSC federal requirements for full-size cribs and for non full-size cribs [Sections 746.2409 and 747.2309].
- For infants who are younger than 12 months old, cribs play yards should be bare except for a tight-fitting sheet and a mattress cover or protector. Items that should not be placed in a crib or play yard include: soft or loose bedding, such as blankets, quilts or comforters; pillows; stuffed toys and animals; soft objects; bumper pads; liners; or sleep positioning devices [Sections 746.2415(b) and 747.2315(b)]. Also, infants must not have their heads, faces or cribs covered at any time by items such as blankets, linens, or clothing [Sections 746.2429 and 747.2329].
- Do not use sleep positioning devices, such as wedges or infant positioners. The AAP has found no evidence that these devices are safe. Their use may increase the risk of suffocation [Sections 746.2415(b) and 747.2315(b)].
- Ensure that sleeping areas are ventilated and at a temperature that is comfortable for a lightly clothed adult [Sections 746.3407(10) and 747.3203(10)].
- If an infant needs extra warmth, use sleep clothing **such as footed sleepers** (insert type of sleep clothing that will be used, such as sleepers or footed pajamas) as an alternative to blankets [Sections 746.2415(b) and 747.2315(b)].
- Place only one infant in a crib to sleep [Sections 746.2405 and 747.2305].
- Infants may use a pacifier during sleep. But the pacifier must not be attached to a stuffed animal [Sections 746.2415(b) and 747.2315(b)] or the infant's clothing by a string, cord or other attaching mechanism that might be a suffocation or strangulation risk [Sections 746.2401(6) and 747.2315(b)].
- If the infant falls asleep in a restrictive device other than a crib (such as a bouncy chair or swing or arrives to care asleep in a car seat), move the infant to a crib immediately, unless you provide Form 3019, Infant Sleep Exception/Health Care Professional Recommendation, signed by the infant's health care professional [Sections 746.2426 and 747.2326].
- Our child care program is smoke-free. Smoking is not allowed in Texas child care operations (this includes e-cigarettes and any type of vaporizers) [Sections 746.3703(d) and 747.3503(d)].
- Actively observe sleeping infants by sight and sound [Sections 746.2403 and 747.2303].
- If an infant can roll back and forth from front to back, place the infant on the infant's back for sleep and allow the infant to assume a preferred sleep position [Sections 746.2427 and 747.2327].
- Awake infants will have supervised "tummy time" several times daily. This will help them strengthen their muscles and develop normally [Sections 746.2427 and 747.2327].
- Do not swaddle an infant for sleep or rest unless you provide Form 3019, Infant Sleep Exception/Health Care Professional Recommendation, signed by the infant's health care professional [Sections 746.2428 and 747.2328].

Privacy Statement

HHSC values your privacy. For more information, read our privacy policy online at: <https://hhs.texas.gov/policies-practices-privacy#security>.

Whistleblower Policy

A whistleblower as defined by this policy is an employee of Moody Early Childhood Center who reports an activity that the employee considers to be illegal or dishonest to one or more of the parties specified in this policy. The whistleblower is not responsible for investigating the activity or for determining fault or corrective measures; appropriate management officials are charged with these responsibilities.

Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting.

If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact his/her immediate supervisor or the human resources director. The employee must exercise sound judgment to avoid baseless allegations. An employee who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.

Whistleblower protections are provided in two important areas -- confidentiality and against retaliation. Insofar as possible, the confidentiality of the whistleblower will be maintained. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. Moody Early Childhood Center will not retaliate against a whistleblower. This includes, but is not limited to, protection from retaliation in the form of an adverse employment action such as termination, compensation decreases, or poor work assignments and threats of physical harm. Any whistleblower who believes they are being retaliated against must contact the human resources director immediately. The right of a whistleblower for protection against retaliation does not include immunity for any personal wrongdoing that is alleged and investigated.

Defend Trade Secrets Act (DTSA) Compliance: “Immunity from Liability for Confidential Disclosure of a Trade Secret to the Government or in a Court Filing:

(1) Immunity—An individual shall not be held criminally or civilly liable under any federal or state trade secret law for the disclosure of a trade secret that—(A) is made—(i) in confidence to a federal, state or local government official, either directly or indirectly, or to an attorney; and (ii) solely for the purpose of reporting or investigating a suspected violation of law; or (B) is made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal.

(2) Use of Trade Secret Information in Anti-Retaliation Lawsuit—An individual who files a lawsuit for retaliation by an employer for reporting a suspected violation of law may disclose the trade secret to the attorney of the individual and use the trade secret information in the court proceeding, if the individual—(A) files any document containing the trade secret under seal; and (B) does not disclose the trade secret, except pursuant to court order.”

All reports of illegal and dishonest activities will be promptly submitted to the vice president of human resources who is responsible for investigating and coordinating corrective action.

Employees with any questions regarding this policy should contact the director of human resources.

Resiliency Plan for Hurricane Recovery

1. Introduction This resiliency plan outlines the steps to prepare for, respond to, and recover from a hurricane to ensure the safety of children, staff, and families while maintaining continuity of operations.

2. Pre-Hurricane Preparedness

- Establish a Hurricane Preparedness Team responsible for planning and communication.
- Maintain an updated emergency contact list for staff, families, and key community partners.
- Ensure all critical documents (e.g., enrollment records, health records, insurance policies) are backed up digitally and stored securely.
- Stock emergency supplies, including food, water, first aid kits, flashlights, and batteries.
- Develop a communication plan with multiple channels (email, phone, social media, website updates) for notifying staff and families about closures and reopening plans.
- Identify alternative locations for temporary operations if the facility is damaged.
- Conduct annual hurricane drills and review emergency procedures with staff.

3. Immediate Response During a Hurricane

- Monitor weather updates and adhere to local emergency management directives.
- Secure the facility by closing shutters, unplugging electronics, and relocating valuable equipment to safe areas.
- Activate emergency communication to inform families and staff of safety measures and closures.
- Ensure all children and staff are in a designated safe area if sheltering in place.
- Maintain emergency supplies in easily accessible locations.

4. Post-Hurricane Recovery and Reopening

- Conduct a damage assessment of the facility and document any necessary repairs.
- Communicate with staff and families regarding the status of reopening and available support services.
- Coordinate with local agencies, insurance providers, and contractors for repairs and assistance.
- Provide counseling or emotional support resources for children, families, and staff affected by the hurricane.
- Adjust operations as needed, including temporary relocation if required.
- Review and update the resiliency plan based on lessons learned from the hurricane event.

5. Long-Term Recovery and Resilience Strengthening

- Apply for disaster relief funding if available.
- Strengthen partnerships with emergency management agencies and community organizations.
- Improve infrastructure resilience by considering flood-resistant materials, backup power sources, and reinforced structures.
- Conduct post-event evaluations and refine protocols to enhance preparedness for future hurricanes.

By following this plan, we aim to minimize disruption and ensure a safe and swift recovery process for our organization, staff, and the families we serve.

Vaccine-Preventable Disease Policy

Purpose:

To ensure the health and safety of all children and staff at Moody Early Childhood Center this policy outlines the requirements for immunizations against vaccine-preventable diseases as mandated by the Texas Department of Family and Protective Services (DFPS) and the Texas Minimum Standards for Child-Care Centers.

Policy Statement:

Moody Early Childhood Center is committed to providing a safe and healthy environment for children and staff. As part of this commitment, all employees must comply with the immunization requirements against vaccine-preventable diseases, as per Texas Minimum Standards 746.3611 and other relevant sections.

Definitions:

- **Vaccine-Preventable Diseases:** Diseases for which vaccines are available and are recommended by the Texas Department of State Health Services (DSHS) and the Centers for Disease Control and Prevention (CDC).
- **Staff/Employees:** All individuals working in the facility, including caregivers, teachers, and administrative personnel.
- **Exempt Employees:** Employees who have received a medical exemption from one or more required vaccines.

Immunization Requirements:

1. Required Immunizations:

- Due to the exposure an employee risks working with children, it is recommended that all MECC personnel comply and be up to date with DSHS immunization recommendations for vaccine-preventable diseases prior to entering employment.
- Additional vaccines may be required based on updates from the DSHS or CDC.

2. Documentation:

- When a new mandated vaccine is released, employees are required to submit proof of immunization or immunity before starting work and must update their records as new vaccines or boosters become necessary.
- Records will be maintained confidentially in the employees' file.

3. Exemptions:

- A written statement from a licensed healthcare provider is required, indicating the reason and duration of the exemption.
- Documented reasons of conscience objection, including a religious belief filed with the State

Procedures for Exempt Employees:

1. Use of Protective Medical Equipment:

- Exempt employees must use appropriate protective medical equipment, including masks and gloves, to reduce the risk of disease transmission to children in care.
- Masks must be worn at all times when interacting with children, parents, or other staff members, particularly in situations where social distancing is not feasible.

- Gloves must be worn during activities that involve direct contact with bodily fluids, such as diapering, feeding, or administering first aid.
- Exempt employees are required to follow enhanced hygiene practices, including frequent handwashing and the use of hand sanitizers.

2. Hygiene and Sanitation:

- Exempt employees must adhere to strict hygiene protocols, including washing hands with soap and water for at least 20 seconds before and after interacting with children, after removing gloves, and after touching any shared surfaces or materials.
- Hand sanitizers with at least 60% alcohol should be used when handwashing is not immediately available.

3. Monitoring and Reporting:

- Exempt employees should monitor themselves for any symptoms of illness. If symptoms develop, they must notify the center's management immediately and refrain from coming to work until cleared by a healthcare provider.
- Exempt employees must report any exposure to infectious diseases, both within and outside the workplace, to ensure appropriate measures are taken to protect the health of children and staff.

Non-Discrimination and Non-Retaliation:

1. Non-Discrimination:

- No employee will be discriminated against based on their medical exemption from vaccines. Exempt employees will be treated with the same respect and given the same opportunities as all other employees.
- Reasonable accommodations, such as the use of protective medical equipment, will be provided to exempt employees to ensure their ability to perform their job duties safely.

2. Non-Retaliation:

- Moody Early Childhood Center prohibits any form of retaliation against employees who have a valid medical exemption from vaccines. Exempt employees will not be subjected to punitive actions, reduced work hours, or unfavorable job assignments due to their exemption.
- The required use of protective medical equipment as outlined in this policy does not constitute discrimination or retaliation but is a necessary measure to protect the health and safety of children and staff.

Employee Responsibilities:

- Stay informed about the vaccination requirements and any updates.
- Submit timely documentation of vaccinations or immunity to the designated personnel when required.

Center Responsibilities:

- Maintain updated records of all employees' immunization status when required vaccines are released.
- Ensure compliance with the Texas Minimum Standards.
- Provide information on where and how employees can obtain required vaccines.
- Promptly notify parents/caregivers if students are exposed to a vaccine preventable disease in the program to which the children are susceptible.

Non-Compliance:

- Employees who fail to provide proof of required vaccinations or immunity may be subject to reassignment, suspension, or termination, in accordance with Texas Minimum Standards 746.3611.

Review and Updates:

- This policy will be reviewed annually and updated as necessary to reflect changes in the Texas Minimum Standards or recommendations from the DSHS and CDC.

Procedures for Supporting Inclusive Services for Children with Special Care Needs

1. Enrollment and Individualized Care Planning

- During enrollment, families are asked to share any medical, developmental, or behavioral care needs of their child.
- Staff will review information provided by the parent/guardian and consult with the child's healthcare provider (with written consent) if needed.
- An Individualized Care Plan (ICP) for students enrolling in the infant/toddler program or Individualized Education Plan (IEP) for prekindergarten students will be developed in collaboration with the parent/guardian, licensed health professionals, and teachers to ensure appropriate accommodations and supports.
- The ICP will include:
 - Description of the child's special care needs.
 - Required accommodations, equipment, or adaptive devices.
 - Medication or treatment schedules.
 - Emergency response procedures (allergies, seizures, asthma, etc.).
 - Communication methods to support language, sensory, or developmental needs.

2. Staff Training and Responsibilities

- All staff working directly with the child will receive training on the child's ICP before the child begins attendance.
- Training will include:
- Safe and respectful handling techniques.
- Medication administration and health-related tasks (per physician's instructions).
- Use of adaptive equipment or assistive technology.
- Strategies to support inclusion in daily routines, play, and learning.
- Substitute staff will be briefed on essential procedures prior to being left alone with the child.

3. Inclusive Daily Practices

- Children with special care needs will participate in activities alongside their peers to the fullest extent possible.
- Teachers will provide modifications such as:
- Visual supports, simplified directions, or alternative communication systems.
- Adaptive seating, utensils, or mobility supports.
- Additional time and assistance for transitions and activities.
- Classrooms will maintain accessible and safe environments, ensuring pathways are clear and materials are adapted when necessary.

4. Health, Safety, and Emergency Procedures

- Emergency plans for each child with special care needs will be posted discreetly in the classroom and included in staff binders.
- Staff will conduct regular practice drills to ensure readiness for emergencies such as evacuation, shelter-in-place, or medical events.

- Medication and medical supplies will be stored securely, easily accessible to trained staff, and administered only by designated personnel.
- Parents will be notified immediately of any health incidents and incident reports will be completed per Texas Minimum Standards.

5. Collaboration with Families and Professionals

- Families are recognized as partners and will be included in decision-making related to their child's care.
- Regular communication will be maintained through daily reports, meetings, or conferences.
- When appropriate, staff will collaborate with outside professionals (therapists, early interventionists, school district representatives) to support consistent strategies across settings.

6. Review and Updates

- The ICP will be reviewed at least every six months and the IEP will be reviewed annually, or sooner if:
- The child's needs change.
- Parent/guardian requests modifications.
- Healthcare professionals provide updated instructions.
- Staff will document observations, progress, and any modifications to ensure continuous improvement in services.

Individualized Care Plan (ICP)

(Sample)

Child's Full Name: _____

Date of Birth: _____

Enrollment Date: _____

Classroom/Teacher: _____

Parent/Guardian Information

- Parent/Guardian Name(s): _____
- Phone Number(s): _____
- Email Address: _____
- Preferred Method of Contact: ☐ Phone ☐ Email ☐ In-person

Special Care Needs Description

- Primary Diagnosis / Condition (if applicable):
- Description of Child's Needs (medical, developmental, behavioral, or sensory):

Daily Care Requirements

- Medications (name, dosage, schedule):
- Medical Procedures or Treatments Required:
- Adaptive Equipment / Assistive Technology Used (wheelchair, hearing aids, communication devices, etc.):
- Feeding or Dietary Needs (allergies, modified textures, restrictions):

- Toileting / Hygiene Needs:
- Rest / Nap Needs:

Emergency Procedures

- Signs of Distress or Warning Signals:
- Step-by-Step Emergency Response Plan:
- Emergency Medication (e.g., EpiPen, inhaler):

Location: _____

Trained Staff Responsible: _____

- Hospital Preference: _____
- Physician Name & Phone Number: _____

Inclusion & Support Strategies

- Classroom Accommodations (visual aids, seating, additional staff support):
- Activity Modifications (outdoor play, art, group activities):
- Communication Supports (sign language, PECS, AAC device, simplified instructions):
- Behavior Support Strategies (if applicable):

Collaboration & Review

- External Service Providers (therapists, specialists, interventionists):
- Parent/Guardian Input or Additional Notes:

Signatures

Parent/Guardian Signature: _____ Date: _____

Lead Teacher Signature: _____ Date: _____

Director/Administrator Signature: _____ Date: _____

Review & Update Log (Review at least every 6 months or sooner if changes occur)

Review Date	Changes/Updates	Staff Initials	Parent Initials