2024-2025
Parent & Student Handbook

Mt. Pleasant Independent School District

"Building relationships that prepare children and families to be school ready."

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PREFACE

Parents and Students:
Welcome to the new school year! Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Mount Pleasant Independent School District (MPISD) Child Development Center (CDC) Student Handbook is a general reference guide that is divided into two sections:

SECTION ONE: PARENTAL RIGHTS AND RESPONSIBILIITES describes certain parental rights as specified in state or federal law. This section will assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

SECTION TWO: OTHER IMPORTANT INFORMATION FOR PARENTS is organized alphabetically by topic for quick access when searching for information on a specific issue. Where applicable, the topics are further organized by grade level.

Note: *Unless otherwise noted, the term "parent" refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student*.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the MPISD Student Code of Conduct. To review the Code of Conduct, visit the district's website at www.mpisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district. A hard copy of either the Student Code of Conduct or Student Handbook can be requested at CDC front office.

Note: *References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review at MPISD Central Support Services office and an unofficial electronic copy is available at www.mpisd.net.*
The policy manual includes:

- *Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.*
- *Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.*

For questions about the material in this handbook, please contact Jamie Cook, Principal/Director at 903-575-2092.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment Form **Or** Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Consent/Opt-Out Form for participation in third-party surveys.

*(See **Objecting to the Release of Directory Information** and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** for more information.)*

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact Jamie Cook, Principal/Director at jcook@mpisd.net or 903-575-2092.

PROGRAM DESCRIPTION

Vision:
Building relationships that prepare children and families to be school ready!
Mission:
We will prepare children to be ready for Kindergarten.

Texas Department of Family and Protective Services Minimum Standards:
All CDC programs are licensed by the Texas Department of Family and Protective Services and follow all Minimum Standards for Child-Care Centers. Parents interested in reviewing the Minimum Standards, or review a copy of the most recent licensing inspection reports please contact the Director/Principal at 903-575-2092 to schedule an appointment. To contact the local licensing office, please call 1-800-874-3226 or see the Department of Family and Protective Services website at **www.hhs.texas.gov**

DFPS values your privacy. For more information, read our Privacy and Security Policy on line at http://www.dfps.state.tx.us/policies/privacy.asp.

The MPISD Child Development Center is home to the following programs:

- **Head Start** is a federally funded program that provides comprehensive medical, dental, social, nutritional and educational benefits for low-income or children with disabilities. Children must be three or four-years-old on or before September 1st, of the ensuing school year. There are 255 openings for three and four-year-old children. Ten percent of the enrollment is reserved for children with disabilities. All Head Start eligible children not accepted in the first cut off will be placed on a prioritized waiting list for Head Start services, and offered an opening in the state Prekindergarten program. Qualification for Head Start services will be verified by using income guidelines determined by the Administration for Children and Families Health & Human Services. Hours begin at 7:55 a.m. until 3:05 p.m., Monday through Friday and services follow the MPISD official school calendar.
- **Early Head Start** is a federally funded program that provides comprehensive medical, dental, social, nutritional, and child development services for low-income infants, toddlers, pregnant women, and their families. The program is funded to enroll 80 infants, toddlers, and pregnant women, with ten percent of the enrollment reserved for infants and toddlers with disabilities. Qualification and selection is determined by utilizing income guidelines published by the Administration for Children and Families Health and Human Services. Priority selection is given to teen parents enrolled in school. Hours begin at 7:55 a.m. until 3:05 p.m. each day, Monday through Friday, with childcare services available before and after school. All eligible EHS infants, toddlers, and pregnant women not accepted in the program will be placed on a prioritized waiting list for EHS services.
- **Prekindergarten** is a state funded program, which provides educational benefits for children who are three or four-years-old on or before September 1st of the ensuing school year and qualify according to state guidelines using the following criteria: 1) is unable to speak and comprehend the English language; or 2) is educationally disadvantaged; or 3) is homeless, as defined by 42 U.S.C. Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child; or 4) is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;

or 5) is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or 6) is or has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code. Prekindergarten classes are available in full day from 7:55 a.m. – 3:05 p.m. Prekindergarten classes are operated Monday through Friday following the MPISD school calendar.

- **Early Childhood Special Education (ECSE)** is a government-funded program that provides services to preschool children who have been identified with special needs. These services are provided through the Titus County Shared Services Agreement. The students are placed in the most appropriate or least restrictive environment, which may be a self-contained classroom; an inclusion setting such as a regular Head Start classroom; or a combination of these services. Hours begin at 7:55 a.m. and continue until 3:05 p.m. each day, Monday through Friday, and follow the MPISD school calendar.

ENROLLMENT PROCEDURES

Applications for registration are taken year around. Parents may pick up a registration packet from a CDC receptionist. An appointment will be scheduled with each parent to complete the enrollment process. The registration process must be completed before child is considered for enrollment. In order to be eligible, the child must be: between the ages of zero to five before September 1st, reside in Titus County, be income eligible, have limited English, child of active military or have a diagnosed disability, or be seeking enrollment in the tuition- based program.

ELIGIBILITY

The following documents are necessary to determine eligibility at the time of enrollment. If assistance is needed to obtain certain records, the CDC staff will be available as a resource.

- Proof of Income (Tax Return, W2 and check stubs, SSI, Child Support, SNAP &/or TANF)
- 2 Proofs of Residency (Gas, Water, Electric, Cable or Satellite Bill)
- Child's Original Birth Certificate
- Child's Social Security Card
- Child's Updated Immunization Record and current Physical Exam
- Parent/Guardian Driver's License or Identification
- Medicaid Letter/CHIP/Private Insurance
- SNAP Letter and/WIC Letter
- **If applicable, provide documentation of:** Section 8 Housing, College Schedule, Child Services from Early Childhood Intervention (ECI), Home Health, or Titus County Shared Services Arrangement, Custody/Guardianship/Kinship or Foster Court Documents.
- **COMPLETED** Registration Application

HEAD START SELECTION OF CHILDREN

CDC will obtain a number of applications greater than enrollment opportunities available. The selection criterion is based on Community Assessment with 10% of our Head Start opportunities for children with disabilities. The Priority Screening Instrument is used to determine eligibility of the Head Start and Early Head Start program. The families with the highest points will be considered first. CDC will maintain a waiting list throughout the year to fill vacancies as students withdraw. Income eligible children will remain eligible through Early Head Start or if enrolled in Head Start will remain through the completion of the four years old program.

SECTION ONE: PARENTAL RIGHTS

This section includes information on topics that will be of particular interest to you as a parent and describes certain parental rights as specified in state or federal law.

CONSENT TO: Display a Student's Original Work and/or Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

CONSENT TO: Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

CONSENT TO: Conduct a Psychological Evaluation or Provide a Mental Health Care Service

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, screening, or treatment, without obtaining prior written parental consent.
The district will not provide a mental health care service to a student except as permitted by law.
The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.
The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention. (For further information, see **Mental Health Support**)

Note: *An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.*

CORPORAL PUNISHMENT (Prohibition of Use)

Corporal punishment—spanking or paddling the student—may not be used as a discipline management technique in accordance with Head Start Program Performance Standards and Texas Child Care Licensing Standards.

ELECTRONIC COMMUNICATION BETWEEN STUDENTS AND DISTRICT EMPLOYEES

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.
For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

HEALTH REQUIREMENTS FOR EMPLOYEES

All Child Development Center employees are required to have an initial, job-related health examinations performed before a final job offer is made. Job-related health examinations will be required every two years thereafter. This documented health examination will include:

- Immunization status
- Physical ability to perform duties
- Emotional status
- Documentation of TB skin testing and results

The employee health assessment needs to be completed by a licensed physician, physician's assistant, or nurse practitioner.

OBJECTING TO THE RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.
"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition),
- A student's name and photograph (posted on a district-approved and district-managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.
However, a parent or eligible student may object to the release of this information. Any objection must be made by non-consent in the district directory information form completed yearly.

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

The district has identified the following as directory information: student's name, address, telephone listing, photography, date and place of birth, dates of attendance, most recent school previously attended, weight and height and enrollment status. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

PARENTAL ROLE IN CERTAIN CLASSROOM AND SCHOOL ASSIGNMENTS: Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms. Written requests must be submitted by the 14th day after the students' enrollment. *(See policy FDB(LEGAL) for more information.)*

PARENTAL ROLE IN CERTAIN CLASSROOM AND SCHOOL ASSIGNMENTS: Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
The board may transfer a student who has engaged in bullying to another classroom.

PARTICIPATION IN THIRD-PARTY SURVEYS: Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, physicians, and ministers;

- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation.

PARTICIPATION IN THIRD-PARTY SURVEYS: "Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Any survey concerning protected information, regardless of funding.
- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.
- Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

REMOVING A STUDENT FROM INSTRUCTION COMPONENT OF SCHOOL DAY: Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.
State law, however, requires that all students participate in one minute of silence following recitation of the pledges.
*(See **Pledges of Allegiance and a Minute of Silence** for more information.)*

REMOVING A STUDENT FROM INSTRUCTION COMPONENT OF SCHOOL DAY: Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.
The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS AND DISTRICT RECORDS/POLICIES: Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.
A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day. A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home. Parents are welcome to attend planning time. A schedule is posted on each teacher's bulletin board.

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS AND DISTRICT RECORDS/POLICIES: Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS AND DISTRICT RECORDS/POLICIES: Accessing Student Records

A parent may review his or her child's records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS AND DISTRICT RECORDS/POLICIES: Authorized Inspection and Use of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.
For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at ***Objecting to the Release of Directory Information***, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.
Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.
Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.
Inspection and release of student records is restricted to an eligible student or a student's parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records.
Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.
FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student:

- When school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

    - Legitimate educational interest may include:

        - Working with the student;
        - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
        - Compiling statistical data;
        - Reviewing an educational record to fulfill the official's professional responsibility; or
        - Investigating or evaluating programs.

    - School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals;
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. *(To prohibit this disclosure, see **Objecting to the Release of Directory Information**)*

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.
The Principal/Director is custodian of all records for currently enrolled students at the assigned school. The Principal/Director is the custodian of all records for students who have withdrawn or graduated
A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect.
Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.
A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.
The address of the principal's office is: 1602 West Ferguson Road, Mount Pleasant, Texas.
A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.
A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the

information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.
Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. *(See **Report Cards/Progress Reports and Conferences, Complaints and Concerns**, and Finality of Grades at policy FNG(LEGAL).*

***Note:** The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.*

A STUDENT WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES: Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.
Additional information may be found at Military Family Resources at the Texas Education Agency.

A STUDENT WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES: Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A STUDENT WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES: A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school. *(See **A Student in Foster Care**)*

A STUDENT WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES: A Student Who Is Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.
A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution. *(See* **Students who are Homeless**)

A STUDENT WHO HAS LEARNING DIFFICULTIES OR WHO NEED SPECIAL EDUCATION OR SECTION 504 SERVICES

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.
If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.
This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

SPECIAL EDUCATION REFERRALS

If a parent makes a **written request** for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.
Note: *A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements*

as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Justin Chambers at 903-575-2000.

SERVICES FOR STUDENTS WITH DISABILITIES/SPEECH PATHOLOGY

Children with a diagnosed disability will be served through the Titus County Shared Services Arrangement. Many of these children are mainstreamed into Head Start or the Pre-Kindergarten program for part or all of the day. All children, regardless of disability receive the same services and participate in the same activities at the Child Development Center.

A Speech Therapist will assist the classroom teacher in identifying children with speech and language impairments. If a child is identified as having a potential speech or language impairment, he/she will be referred to the speech pathologist for further assessments to determine eligibility for services. Many children receive speech services in a group setting.

Other services delivered on campus as determined by the Admission, Review and Dismissal (ARD) Committee, are Physical Therapy, Occupational Therapy and Vision Therapy.

A STUDENT WHO RECEIVES SPECIAL EDUCATION SERVICES WITH OTHER SCHOOL-AGED CHILDREN IN THE HOME

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation
to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. *[See policy FDB(LOCAL) for more information.]*

SECTION 504 REFERRALS

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Jamie Cook at 903-575-2092. *(See **A Student with Physical or Mental Impairments Protected under Section 504**)*
Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

A STUDENT WITH PHYSICAL OR MENTAL IMPAIRMENTS PROTECTED UNDER SECTION 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.
Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.
When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law. *(See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** and policy FB for more information.)*

NOTIFICATION TO PARENTS OF INTERVENTION STRATEGIES FOR LEARNING DIFFICULTIES PROVIDED TO STUDENTS IN GENERAL EDUCATION

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A STUDENT WHO SPEAKS A PRIMARY LANGUAGE OTHER THAN ENGLISH

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.
If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to

classroom instruction, local assessments, and state-mandated assessments. *(See **English Learners** and **Special Programs**)*

TEACHER AND STAFF PROFESSIONAL QUALIFICATIONS

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.
Transportation is not provided for a transfer to another campus. See the Principal/Director for more information. *(See **Bullying** and policies FDB and FFI for more information.)*

SECTION TWO: OTHER IMPORTANT INFORMATION FOR PARENTS AND STUDENTS

This section contains important information on academics, school activities, and school operations and requirements.
It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.
Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact Principal/Director at 903-575-2092.

ADULT LITERACY

MPISD CDC is in collaboration with Northeast Texas Community College (NTCC) Adult Education Program to provide literacy services for parents of enrolled children. Parents may enroll for classes at the Mount Pleasant Community Adult Education Center. Parents are encouraged to obtain the knowledge and the skills necessary for self-sufficiency.

ABSENCES/ATTENDANCE

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.
Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

ATTENDANCE: Compulsory Attendance - Prekindergarten and Kindergarten

Students enrolled in Child Development Center are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

ATTENDANCE: Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state,
    - An activity required under a court-ordered service plan; or
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments.

ATTENDANCE: Failure to Comply with Compulsory Attendance

School employees must investigate and report violations of the compulsory attendance law.
If a student is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law will require a meeting with CDC management staff to address absenteeism.

ATTENDANCE: Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

ATTENDANCE: Official Attendance-Taking Time

The district will take official attendance every day at 10:00am.
A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

ATTENDANCE: CDC Attendance Policy and Procedures

Parents are to notify the center in advance, or call the reception desk to report the reason their child is absent ***each day*** they are not able to attend school. Parents may call the Child Development Center (CDC) between **6:30 and 8:00am.** Children who visit the doctor or dentist should present a doctor/dentist excuse form to the front desk when they return.

- Family Service Staff will attempt to make phone contact with each parent/guardian whose child is absent *without notification*, within one hour of the program start time.
- In the case that phone contact is not successful, on the second consecutive day of absence, Family Service Staff will attempt to make direct contact to ensure the child's well-being and determine if family assistance is needed.
- Family Service Staff will continue efforts to contact and engage families when absences are consecutive. If, after seven consecutive days of absences, parent/guardian is not able to be reached *and* does not attempt to communicate with the center, the CDC will consider the slot vacant.
- Family Service Staff will communicate with families who have frequent absenteeism to educate families on the benefits of regular attendance and/or offer resources to support regular school attendance.
- The parent/guardian of a child who has patterns of absences that put them at risk of missing ten percent of the program days (*without justification)* per year, will collaborate with Management Staff to discuss strategies to improve attendance.

ATTENDANCE: Documentation After an Absence

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.
The campus will document in its attendance records whether the absence is excused or unexcused.

Note: *The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.*

ATTENDANCE: Doctor's Note After an Absence for Illness

Upon returning to school, a parent is encouraged to bring a medical excuse from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.
Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused. *(See policy FEC(LOCAL) for more information.)*

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW

MPISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www.mpisd.net. Hard copies of any reports are available upon request to the district's administration office.
TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division and the TEA homepage.

ACADEMIC PROGRAM – MPISD CHILD DEVELOPMENT CENTER CURRICULA

Curriculum Plans have been developed for both preschool and Early Head Start children with assistance from the School Readiness Committee. The Early Head Start infant /toddler program utilize the *Frog Street* Infant and Toddler Curriculum and developmentally appropriate practices endorsed by Head Start. This approach ensures that a curricular approach is designed to meet the individual and rapidly developing needs of infants and toddlers.
The preschool programs including Head Start, PreK, and ECSE implement the Savaas Three Cheers for Pre-K, which serves as the curricular foundation and the basis for daily lesson planning. This curriculum program is a comprehensive, research-based curriculum designed to meet the needs of the whole child.
The plans meet or exceed all regulations and standards set forth by Head Start, Child Care Licensing, and the Texas Pre-K Guidelines. The plans are used in each classroom to ensure that the needs of the whole child are being met while preparing them for their entrance into Kindergarten.

BULLYING

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student/parent may anonymously report an alleged incident of bullying by contacting CDC at 903-575-2092.
The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.
If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.
Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.
Any retaliation against a student who reports an incident of bullying is prohibited.
Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district.
The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. *(See **Safety Transfers/Assignments**)*
A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.
A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

CELEBRATIONS AND PARTIES

Individual celebrations (such as a child's birthday) may not be recognized with a party at school or with foods from family kitchens. Gifts and food may not be distributed on campus from individuals. The CDC does not allow invitations to be handed out to individual students while they are at school.
The CDC has classroom celebrations/parties 2-3 times per year. These allowable activities are part of the regular curriculum and focus on learning. Parents are invited to attend and participate, and all food must be pre-approved. For safety purposes, no candy or *any* food on a stick may be served to preschool children.

CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.mpisd.net. Trafficking includes both sex and labor trafficking.

CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN: Child Abuse and Neglect

A person having cause to believe that a child's physical, mental health, or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report. To make a report call: 1-800-252-5400 or www.txabusehotline.org
In compliance with Texas minimum standards of licensing 746.501 subchapters:
(25) Preventing and responding to abuse and neglect of children, including:
(A) Required annual training for employees;

- All employees will receive annual training specifically addressing the prevention and response to suspected abuse and neglect of children. All employees' annual training and the associated requirements will be documented to ensure compliance.

- Employees will be made aware of their legal responsibility, under state law, for reporting and responding to suspected abuse or neglect.
- The Child Abuse Hotline phone number will be provided to all employees and posted in the classroom to ensure that employees can respond to suspected abuse and neglect of children.

(B) Methods for increasing employee and parent awareness of issues regarding child abuse and neglect, including warning signs that a child may be a victim of abuse or neglect;

- All employees will receive annual training addressing the issues regarding child abuse and neglect, including the warning signs that a child may be a victim of abuse or neglect.
- Employees will conduct a regular assessment of children overall appearance and health to identify warning signs of abuse or neglect.
- Parent education events will include training or meetings to address the awareness and identification and the warning signs that a child may be a victim of abuse or neglect.
- Parents will receive a copy of the Child Development Center (CDC) Parent & Child Handbook at the beginning of the school year. This document addresses issues regarding child abuse and neglect, including warning signs that a child may be a victim of abuse or neglect.
- The CDC staff, parents and community will participate in recognition activities regarding Child Abuse and Neglect Awareness in April every year.

(C) Methods for increasing employee and parent awareness of prevention techniques for child abuse and neglect;

- The employees and parent awareness of prevention for child abuse or neglect will be presented but not be exclusive to:
    - Parenting classes
    - Parent involvement meetings and events
    - Employee and parent training for *Conscious Discipline*
    - Implementation of *Conscious Discipline* by employees for behavior management
    - Provision of mental health services, including family counseling for children, parents and the family unit
    - Provision of a center-based computers to access the website (www.txabusehotline.org) for information from the Texas Department of Family and Protective Services

(D) Strategies for coordination between the center and appropriate community organizations;

- The Child Development Center will maintain a Memorandum of Understanding between the early childhood programs and appropriate community organizations to coordinate training and intervention, addressing the recognition, prevention, and intervention for child abuse or neglect.
- The employees will maintain a strong working relationship and communication with Child Protective Services.

(E) Actions that the parent of a child who is a victim of abuse or neglect should take to obtain assistance and intervention.

- Counseling services will be provided for parents so they may obtain assistance and intervention if they become a victim of abuse or neglect.

- Families or children with a need for mental health or counseling services will be provided with responsive referrals for resources in the community.
- The Child Abuse Hotline toll free number (1-800-252-5400) will be posted at the Child Development Center for parents or community members.
- The Child Development Center Resources Guide will be provided to every parent that enrolls their child.

CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN: Child Sexual Abuse

The district has established a plan for addressing child sexual abuse. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficult sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comporting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see:
http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available in Your County/default.asp.

The following Web sites might help you become more aware of child sexual abuse:
http://www.tea.state.tx.us/index.aspx?id=2820
http://sapn.nonprofitoffice.com/
http://www.taasa.org/member/materials2.php
http://www.oag.state.tx.us/AG Publication/txts/childabuse1.shtml
http://www.oag.state.tx.us/AG Publications/txts/childabuse2.shtml

CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN: Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN: Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.
Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.
Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:
- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN: Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at1-800-252-5400 or on the web at Texas Abuse Hotline Website).

CHILD SEXUAL ABUSE, TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN: Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Office of the Texas Governor's Child Sex Trafficking Team
- Human Trafficking of School-aged Children
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking

COMMUNICATIONS (Automated): Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes. *(See **Safety** for information regarding contact with parents during an emergency situation.)*

COMMUNICATIONS (Automated): Non-emergency

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If your phone number changes, please report to the school and complete a Child Information Change form.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. *(See **Safety** for information regarding contact with parents during an emergency.)*

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.
When complaints and concerns cannot be resolved informally at the campus level, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.mpisd.net The complaint forms can be accessed *online at* www.mpisd.net or at the principal's or superintendent's office.

- To file a formal complaint a parent or student should complete and submit the complaint form.
- In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

CONDUCT: Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—both on and off campus, as well as on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.
During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.
CDC classroom rules have been developed to achieve the best possible learning environment for all students.

CONDUCT: Suspension and Expulsion Policy and Procedures

All Child Development Center teachers implement Conscious Discipline. If a behavior problem continues, after Conscious Discipline techniques have been implemented, the classroom teacher will notify the Director, Assistant Director, Behavior Specialist, and Family Service Manager in order to assess the situation and create a plan of action.
The Director, Assistant Director, Behavior Specialist, or Family Service will contact the parent and invite them to meet and discuss the behavior concerns. Parents will be notified of the concerns and information from the parents will be gathered regarding change at home, routine, etc. The Director, Assistant Director, Behavior Specialist, Family Service Manager, classroom teacher, and parent will then meet to develop a behavior plan for the child to follow at home and at school. This behavior plan will be shared with parents, teachers and will be used daily.
The child will also be offered services by a licensed therapist/counselor. If accepted, the mental health professional will observe the child in the classroom setting, meet with the parents, and make recommendations depending on the information gathered. The MH professional may recommend parenting classes, parent counseling, or play therapy for the child. When a child is receiving services from another agency or have ISFP or IEP services and resources will explored to support the child/family.
In situations when a child is causing harm to themselves or others, the child will be removed from the classroom and allowed to calm down. If possible, the child will rejoin the class. Only in a case where the

child is not able to calm down and rejoin the class without causing harm to themselves or other peers, the parent will be contacted to come and meet with management staff and the classroom teacher. At this time, the teacher, managers, parent, and family service staff will discuss the situation and determine what is best for the student. A one-day suspension would be an option *only* at this time. This would be a last resort effort to keep the child safe.

Expulsion from the MPISD Child Development Center due to a child's behavior is prohibited at any time.

CORPORAL PUNISHMENT

Corporal punishment—spanking or paddling the student—may not be used as a discipline management technique in accordance with Head Start Program Performance Standards and Texas Child Care Licensing Standards.

COMPUTER RESOURCES

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of these computer resources is restricted to students working under a teacher's supervision and for approved purposes only.

There are two computers located in both CDC and EHS foyer for parent use. Parents may use these computers to improve computer knowledge or look for community resources, including job opportunities.

Parents should be aware that e-mail and other electronic communications using district computers are not private and will be monitored by district staff.

COUNSELING: Personal Counseling

The Family Services staff is available to provide intervention and make referrals for mental health services. These services are designed to assist children with a wide range of personal concerns, including such areas as social, family, emotional issues, or objectionable behaviors. A licensed professional counselor and/or the Behavior Specialist is available to assist with intervention and to provide counseling or mental health services. The staff may also make available information about community resources or make referrals for parents who may have a need for counseling services. Classroom educators integrate Conscious Discipline into their classroom. The approach integrates social emotional learning, discipline and self-regulation. CDC offers parenting class that empowers parents with skills that create a safe, connected, problem-solving environment for families.

To meet with the counselor and/or the Behavior Specialist, contact your child's teacher or the Family Service Staff for a referral or to schedule an appointment.

COUNSELING: Psychological Exams, Tests, or Treatment

The school will not conduct a psychological or mental health examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports. *For more information, refer to FFE (LEGAL) and FFG (EXHIBIT).*

DELIVERIES

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. Items will be delivered at the end of the school day.

DISRUPTION OF SCHOOL OPERATIONS

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Mount Pleasant ISD prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law.

DISCRIMINATION, HARASSMENT, AND RETALIATION

Students learn best, and their welfare is best served, in a school environment that is free from discrimination, harassment, and retaliation.
Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.
The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's officewww.mpisd.net. *(See policy FFH for more information.)*

DISCRIMINATION, HARASSMENT, AND RETALIATION: Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that negatively affects the student.

DISCRIMINATION, HARASSMENT, AND RETALIATION: Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.
Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

DISCRIMINATION, HARASSMENT, AND RETALIATION: Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.
Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.
Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.
Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or

- Other kinds of aggressive conduct such as theft or damage to property.

DISCRIMINATION, HARASSMENT, AND RETALIATION: Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.
Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

DISCRIMINATION, HARASSMENT, AND RETALIATION: Reporting Procedures

Any student who believes that he or she has experienced discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. *(See policy FFH(LOCAL) for other appropriate district officials to whom to make a report.)*
Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. *(See **Bullying**)*
The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

DISCRIMINATION, HARASSMENT, AND RETALIATION: Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.
To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.
If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.
During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.
If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.
All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).
A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS: School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal or superintendent. Such items may include school posters, newspapers, yearbooks, brochures, flyers, etc.
All school publications are under the supervision of the principal.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS: Non-School Materials

From Students

Students/parents/community members must obtain prior approval from the superintendent before selling, posting, circulating, or distributing copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.
The *superintendent FNAA(LOCAL) is responsible for designating time, place, and manner restrictions for distribution of non-school literature from students]* has designated MPISD Superintendent as the location for approved non-school materials to be placed for voluntary viewing or collection by students. *(See policy FNAA for more information.)*
A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed. *(See policy FNG(LOCAL) for student complaint procedures.)*

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.
To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the superintendent *GKDA(LOCAL) as responsible for prior review of non-school literature from community members]* for prior review. The superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. *(See policies DGBA or GF for more information.)*
The superintendent *GKDA(LOCAL) as responsible for designating time, place, and manner of distribution of non-school literature from community members* has designated MPISD Administration Building as the location for approved non-school materials to be placed for voluntary viewing or collection.
Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.

- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurricular-related student group meeting held in accordance with policy FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

DRESS AND GROOMING/ APPROPRIATE DRESS

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards.

Children attending the CDC should be dressed in comfortable, easily-washed, play clothes. They will often come home with dirt, sand, or paint on them due to the type of learning experiences in which they participate. These activities are an important part of learning, so please do not dress a child in clothes that cannot get dirty. Note the following guidelines for appropriate dress.

- **Allowable**
  Jeans, Pants, Capri Pants, Shorts,
  Skirts (with shorts or lycra pants worn underneath)
  Tennis Shoes and socks
  Boots-rubber or soft sole only
- **Not Allowable**
  NO flip flops. Shoes must fit securely to child's feet
  NO tattoos or body piercing
  NO high heels, or Sunday dress shoes
  NO skate shoes
  NO cleats
  NO BACKPACKS: Children are not allowed to bring backpacks to school

Parents who dress children for school in clothing that is not allowable by this procedure will be asked to choose other dress code appropriate clothing for their child.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES: Mobile Telephones

Texas House Bill 55 - The law prohibits the use of a wireless communication device (cell phone) within a school crossing zone.
For the safety of families and children, parents must remain free of cell phone use in school zones, in parking lot, and in the center. We value your child and want you to focus on their needs and safety while entering and exiting the center. Children are unpredictable; therefore; parents must hold their hand to reduce danger.
A student must have approval to possess other personal telecommunications devices such as laptops, tablets, or other portable computers.
Students are not permitted to possess or use personal electronic devices at school unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact

parents to pick up the items.
If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.
Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. *(See policy FNCE for more information.)*
The district is not responsible for damaged, lost, or stolen telecommunications devices.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES: Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).
All personal devices must be turned off during the instructional day when not in use for approved instructional purposes.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES: Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources.

ENGLISH LANGUAGE LEARNERS

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.
To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.
If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

FAMILY SERVICES

Head Start/Early Head Start Family Service Specialists are involved with families on many different levels. As Specialists and families become well acquainted, they will share information and establish a working relationship. A confidential Family Partnership Agreement (FPA) will be developed with each family to acknowledge a goal(s) that the family or guardian has identified. Specialists will assist families to learn how to access resources within the community that are necessary for goal attainment.

FEES

Materials that are part of the basic educational program are provided with federal, state, and local funds and are at no charge to a student, however, Pre-kindergarten children will be expected to provide some school supplies as noted on a published list each year, prior to the first day of school. These supplies are minimal and may include paper, markers, and crayons. If a parent cannot supply these school supplies, they may choose to opt "out" of providing these supplies by contacting the Principal, or your Family Services Specialist. Parents may be approached to pay optional fees or deposits, including:

- Voluntarily purchased student or group pictures, publications and yearbooks etc.
- Voluntarily purchased student accident insurance,
- Child care fees if enrolled in a subsidized or school-sponsored child care or extended-day program.

FOOD AND NUTRITION SERVICES: Snacks and Meals

All food and drinks served at the CDC follow USDA guidelines for nutrition. "In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326- W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer." Notifications and contact information for USDA programs are posted where meals are served. Children receiving cafeteria meals are not allowed to bring any food to school, or take any food out of the school. Any special need relating to medical or religious reasons or the Individualized Classroom Plan (IEP) goals will be addressed on an individual basis.

Diets that are specified for medical reasons require a prescription from the child's physician. The requirements and limitations should be included in a letter or prescription that will be provided to the Health/Nutrition/Safety Manager who may be contacted at (903)575-2092.

FOOD AND NUTRITION SERVICES: Cafeteria Services

The campus participates in the National School Lunch Program and the Child and Adult Care Feeding Program (CACFP) which offers students nutritionally balanced breakfast, lunch, and snacks on a daily basis. For more information on Nutrition and Meal Service Policies contact the Health Manager at 903-575-2092.

Breakfast, lunch and snack will be served daily free of charge to children who are accepted in the Child Development Center. Breakfast is served from 7:45 a.m. – 9:00 a.m., lunch is served from 10:25 a.m. – 12:40 p.m. and snack is from 2:15 – 3:20 (or according to the class schedule).

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. For more information, see policy CO (LEGAL).

FOOD AND NUTRITION SERVICES: Breast Feeding (EHS)

The Child Development Center provides a comfortable place with an adult sized seat so that a mother will be able to breastfeed her child and allow the caregiver to hold, rock, comfort, talk, sing, and read to her infant in an intimate, nurturing manner. For more information, contact the Health Manager. Other things to provide additional support include providing:

• A pillow to support her infant in her lap;
• A stepstool for her to prop her feet and prevent back strain; and
• Water or other liquid to help her stay hydrated

FOOD AND NUTRITIOIN SERVICES: Vending Machines

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the principal/director. *(See policy FFA for more information.)*

FUNDRAISING

The children of the Child Development Center do not participate in fundraising.
Parent or school employee groups may be permitted to conduct fund-raising drives for some approved school purposes. An application for permission must be made to the Principal at least 14 days before the event. For further information, see policies at FJ and GE.

GANG-FREE ZONES

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GENDER-BASED HARASSMENT

*(See **Discrimination, Harassment, and Retaliation**)*

HARASSMENT

*(See **Discrimination, Harassment, and Retaliation**)*

HEALTH-RELATED MATTERS: Bacterial Meningitis

State law specifically requires the district to provide the following information:

- *What is meningitis?* Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.
- *What are the symptoms?* Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.
  Children (over 1-year-old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- *How serious is bacterial meningitis?* If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal or a person may be left with a permanent disability.
- *How is bacterial meningitis spread?* Fortunately, none of the bacteria that causes meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, or utensils, or cigarettes).
  The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- *How can bacterial meningitis be prevented?* Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.
  While there are vaccines for some other strains of bacterial meningitis, they are used only in special traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.
- *What should you do if you think you or a friend might have bacterial meningitis?*
  You should seek prompt medical attention.
- *Where can you get more information?* Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, http://www.cdc.gov, and the Department of State Health Services, http://www.dshs.state.tx.us

Please see the district's website at www.mpisd.net for information regarding meningitis.

HEALTH-RELATED MATTERS: Daily Health Check

1. The teaching staff will check each child upon arrival and throughout the day using the Daily Health Checklist as a guide. This routine should be done in a non-threatening manner. The health check can be done before the guardian leaves the child so those children who may be sick can be taken home or to the doctor.
2. If any signs/symptoms are noted, the teacher/assistant will write the information of the observation on the Daily Health Checklist and placed in the child's folder and will report any significant concerns to the health staff, Family Service Specialist and/or the parent. Referrals will be made as needed.
3. If concerns are found, parents may be given information to assist in the care of their child. The staff will provide information on community resources for medical services, if needed. Staff and/or parent will follow up on the health concern upon returning to school.
4. If child abuse/neglect is suspected, *see* ***Child Abuse*** *policy.*

Teaching staff will notify Family Service Specialist, Education Manager and Administrator of any developmental or behavioral changes in a student

HEALTH-RELATED MATTERS: Diseases/Contagious Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse (Health Manager or Specialist) or the Principal so that other students who might have been exposed to the disease can be alerted.

The CDC Health Services or the principal's office can provide information from the Department of State Health Services regarding these diseases.
CDC will notify all parents of children in the center in writing, within 48 hours of becoming aware that a child in the center or employee has contracted a communicable disease that the law requires to be reported to the Texas Department of Health. CDC will either post this notice in a prominent and publicly accessible place where parents can easily view it or send an individual note to each parent.
CDC must provide written notice within 48 hours to the parents of all children in a group when there is an outbreak of lice or other infestation in the group. CDC will send an individual note to each parent whose child participated in the group.

HEALTH-RELATED MATTERS: Illness

When your child is ill, please contact the school to let us know he or she will not be attending that day.
State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100. degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.
A full list of conditions for which the school must exclude children can be obtained from the school nurse.
If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.
The district is required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.
The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home. *(See CDC ILLNESS EXCLUSION POLICY)*

HEALTH-RELATED MATTERS: Illness Exclusion Policy

The Child Development Center programs adhere to the guidelines for exclusion of children from licensed centers as identified by the Texas Department of State Health Services. To protect the children in the center, parents are asked NOT to send their child to school if the child shows any of the following signs of illness:
The Health or CDC Staff will notify you to pick up your child if any of the conditions listed below are found after the child arrives at the Child Development Center. ***The conditions listed indicated by an asterisk* may require medical treatment and or medical release from a professional before being allowed to re-enter the Child Development Center.***

1.

Child under 12 months of age	Child 12 months of age and older
Has a temperature higher than 100 **and** behavior changes or other signs and symptoms such as vomiting, diarrhea, rash, sore throat.	Has a temperature higher than 100 **and** behavior changes or other signs and symptoms such as vomiting, diarrhea, rash, sore throat.
Has a temperature of 100.4 or higher with no other signs and symptoms. He/she should see a doctor.*	Has a temperature of 101 or higher with no other signs and symptoms.

Child must be fever free for 24 hours to return to school. If your child had fever the previous night or first thing in the morning, please keep them at home.

2. If the child has vomited more than 2 times. No vomiting in last 24 hours to return to school.
3. All diapered children whose stool is not contained in the diaper (2 or more times) and toilet-trained children if diarrhea is causing dirty pants or clothing. Children can be readmitted when diapered children have their stool contained by diaper, even if stool is still loose, and toilet trained children are able to make it to the toilet.
4. An acute change in behavior such as difficulty breathing not controlled by medication.
5. Runny nose, and congestion **with** abnormal lung sounds and/or fever.
6. If child has red or sore throat **with** fever.
7. If child has swollen glands.
8. If child has earache **with** fever, active drainage, and inflammation.
9. If child is found with live bugs or abundant amount of live nits as determined by the nurse. May return to school after the first treatment has started.
10. Scabies and Impetigo: May return after treatment has been given.
11. Ringworm: Must be kept covered at school at all times.
12. If the child has Chicken Pox, Measles, or Mumps*
13. If the child has red or pink swollen eyes **with** active drainage. *
14. If the child has an unexplained rash with fever or behavioral changes and/or rapidly spreading.
15. If the child has an unexplained pain or concern in any part of the body
16. If the child has mouth sores with drooling.*
17. A serious injury* or concern*
18. Child is unable to participate in school activities or is irritable, continuously crying, or requires more attention than we can provide without hurting the health, safety or well-being of the other children in our care.
19. Poses a risk of spread of **harmful** diseases to others.
    - If ill, your child will be in a comfortable place while waiting for pick up.
    - If your child is sick please call the front office each day your child will not be in attendance. Please also bring an excuse if your child has been to the doctor or dentist.
    - If your child is a patient at the Pediatric Clinic and is sick, please call for an appointment when they are starting to get sick because they are extremely busy & you may not get an appointment the same day you call.
    - *Your child may require a doctor's note to return to school.** ***If you continue to bring your child sick, we will require a doctor's note for them to return to school.***
    - This policy also applies to CDC/EHS Staff.

HEALTH-RELATED MATTERS: Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at Affidavit Request for Exemption from Immunization. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

Required immunizations:

AGE	REQUIRED IMMUNIZATIONS
Birth	Hepatitis B
2 Months of Age	Hepatitis B, DTaP, Hib, IPV, PCV
4 Months of Age	DTaP, Hib, IPV, PCV
6 Months of Age	Hepatitis B, DTaP, Hib, IPV, PCV
12 Months of Age	Hib, MMR, Varicella, PCV, Hepatitis A (a second Hepatitis A dose should be administered 6 months after the first dose.)
15 Months of Age	DTaP
4 Years of Age	DTaP, IPV, MMR, Varicella

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition. *(See the DSHS website: Texas School & Child Care Facility Immunization Requirements and policy FFAB(LEGAL) for more information.)*

HEALTH-RELATED MATTERS: Lice

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from school and to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return.

The district will provide notice to parents of CDC students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website Managing Head Lice in School Settings and at Home. *(See policy FFAA for more information.)*

HEALTH-RELATED MATTERS: Medicine at School

Only trained district employees will give a student prescription medication, nonprescription medication, herbal substances, or dietary supplements including:

- Herbal or a dietary supplement, provided by the parent and will be administered only if it is required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Handling and dispensing of student prescription medication, nonprescription medication (including sunscreen and insect repellent), herbal substances, or dietary supplements will follow the following procedures on the CDC campus:

1. Parents or guardians will be encouraged to schedule medication doses during times when the child is under parental supervision and notify staff if there has been a change in dosage schedule.
2. Parents must administer the first dose of a new medication at home. Parents are encouraged to report new allergies to their doctor and school when they occur.
3. Parents must sign the *Authorization for Medication Administration* form before medication will be administered. A new release must be signed with each prescription medication.
4. All prescription and non-prescription medication, including sunscreen and insect repellent, must have an order from the prescribing physician stating the administration instructions and include dose, frequency, and duration of administration.
5. The medication label will be checked for accuracy and include the following:
    - Must be in original container with a childproof cap
    - Clearly labeled by a pharmacist
    - Student's full name
    - Current date
    - Name and dosage of medication
    - Date the prescription was filled and prescription number
    - Name of the prescribing physician
    - Medication expiration date
6. Parents will bring the medication directly to the nurse's office and pick it up from the nurse's office when the student leaves school. If the nurse's office is closed, the medication will be locked up at the closest reception area near the child's pick-up location.
7. Bus students – Parents must give the medication directly to the bus monitor or driver and must meet all procedural guidelines. Medications must not be put in a child's possession from the parent or staff. While on the bus, medication will be locked in a container. When the student returns home, the bus monitor/driver will return the medication directly to the parent or guardian at the child's destination.
8. Parent needs to call or send a note each day to inform the nurse when medication was last given.
9. Only designated and trained staff will be allowed to give medication or perform special procedures. Hands must be washed before and after med administration and special procedures.

10. The designated staff will perform the "Six Rights" to ensure the [1]*right* child receives the [2]*right* medication in the [3]*right* dosage at the [4]*right* time by the [5]*right* route and that the medication is documented [6]*right*.
11. Medication that is expired will not be given to a child. Medication that does not have a recent prescription will not be given without a medical provider's order.
12. Medication prescribed for once, twice or three times daily should be given at home unless physician orders state otherwise. "As needed" medications may only be given if symptoms are present.
13. Medication requiring refrigeration will be locked and stored away from all food and all other medications will be locked and stored at room temperature.
14. Staff and volunteer medication will be locked, labeled and stored separately from all student's medication.
15. Non-emergent medications will be locked in the nurse's office. Emergency medications will be kept unlocked at the closest receptionist's area to the child's main location. A child's epi-pen will be kept in the child's classroom fanny pack out of the reach of students.
16. The child will be observed for any adverse reactions to the medication and the parents and health provider will be notified immediately of any reactions. Spills, refusals, absences, or adverse reactions must be documented on the medication sheet.
17. Documentation will be performed on the student's individual medication administration record with the name of the medication, dosage amount, date, time and route of administration and full name and title of person administering the medication. Documentation is to be done immediately upon administration of the medication. Medication and medication administration records will be reviewed with parent at completion of treatment or on a monthly basis.
18. Medications that are given at school will be documented on the "Daily Medication Record" and sent home each day meds are given.
19. Parents will be assisted in obtaining prescription medication, aids, or equipment for medical and dental conditions, if needed. Parents will be guided through available resources. Head Start/Early Head Start funds will be used only when all other resources have been exhausted.
20. In the event a medication error should occur, the following procedures will be observed:
    - Notify supervising health staff member
    - Monitor child for harmful side effects
    - Notify child's parent and ordering physician
    - Notify principal
    - Document error

All of the above guidelines must be met before medication can be given at school. Parents will be called when medications do not meet these guidelines and will be returned home without being administered to the child.

HEALTH-RELATED MATTERS: Extended Child Care Medication Procedure

Extended Child Care will follow all medication administration procedures *(see **Medicine at School**)* for students with the exception that medications prescribed three or more times daily may be given at school. In addition, the parent or guardian will pick up the child's medication from the front desk staff where it will be stored under lock and key.

HEALTH-RELATED MATTERS: Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.
Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. *(For further information, see policies at FFAC.)*

HEALTH-RELATED MATTERS: Students and Asthma or Anaphylaxis Medication

A student with asthma or severe allergic reaction (anaphylaxis) may need a prescribed asthma or anaphylaxis medication at school or school-related events with written authorization from his or her parent and a physician or licensed health-care provider. The school nurse or designated trained staff member will assist the preschool child if there is an emergency or incident that requires this specific medication. If the child is expected to administer the medication, they must demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication including any device required to administer the medication. There is also anaphylaxis medication, with doctor's orders to be used as need if a student or staff member has a severe allergic reaction while on campus. Additional *EpiPens* are located in two different locations at Early Head Start and Head Start receptionist desk. All staff have been trained to use the *EpiPens* to assist as needed. After administration, proper disposal includes disposal in a sharps container, located in the nurse's office. If the unassigned Epi-Pen is administered to a child, the parents will be notified immediately and additional emergency measures will be taken as necessary. The facility must submit a report no later than the tenth business day after the date an unassigned epinephrine auto-injector is administered by facility staff. The report will be submitted to the program director, the prescribing licensed health care provider, and the Department of State Health Services (DSHS). See **A Student With Physical or Mental Impairments Protected By Section 504** and contact the school nurse for more information)

HEALTH-RELATED MATTERS: Food Allergies

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.
The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at Allergies and Anaphylaxis.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.mpisd.net. *(See **Celebrations** and policy FFAF for more information.)*

HEALTH-RELATED MATTERS: Students with Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use (with adult supervision, including the school nurse) monitoring and treatment supplies and equipment while at school or at a school-related activity. If the child is expected to self-monitor and self-treat, they must demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the monitoring devices and treatment supplies/equipment.
See the school nurse or principal for information. (*See Policy FFAF*.)

HEALTH-RELATED MATTERS: Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district prior to the start of the school year, at the time of enrollment of the student, or as soon as possible after diagnosis of a seizure disorder.
(See **A Student with Physical or Mental Impairments Protected by Section 504** and contact the school nurse for more information.)

HEALTH-RELATED MATTERS: Parental Notification

After CDC staff ensures the safety of the child, CDC will notify the parent immediately after a child:

- Is injured and the injury requires medical attention by a health-care professional; other than school staff
- Has a sign or symptom requiring exclusion from the center due to environmental health concern;
- Has been involved in any situation that places the child at risk. For example, a caregiver forgetting a child in a center vehicle or not preventing a child from wandering away from the child-care center unsupervised; or
- Has been involved in any situation that renders the child-care center unsafe, such as a fire, flood, or damage to the child-care center as a result of severe weather.

CDC will notify the parent of less serious injuries in writing or when the parent picks the child up from the center. Less serious injuries include, but are not limited to minor cuts, scratches, and bites from other children requiring first-aid treatment by employees.
With your cooperation, all of the children will be healthy and safe. We want all of the children in class every day, so we must take these health measures to ensure everyone remains healthy.

HEALTH-RELATED MATTERS:

Physical Examinations/Health Screenings

Each student enrolled in Early Head Start, Head Start, and Prekindergarten will be required to have a physical exam according to the Texas Health Steps Medical Checkups Periodicity Schedule. Additionally, EHS and Head Start children will be required to have a dental exam every 6 months. The physical and dental exams

must be turned in to the Health Staff. During the school year, a vision and hearing screen will be conducted on Head Start students enrolled in the three and four-year-old programs by the Health Staff.

Health and Dental Screening Process

1. During the registration process, or within 30 days of enrollment, the Child Health and Development History form is completed to determine if the child has a medical/dental home and health insurance or to ensure that child is current on the EPSDT schedule.
2. Immunizations will be reviewed during registration. Staff may request an up-to-date record from provider or check online with ImmTrac.
3. If immunizations are not current according to the Texas Department of Health Vaccination schedule the child will not be permitted to enter the center until they become current. Parent will be assisted with getting the child's immunizations current if the parent is not able to get completed.
4. Each Head Start/Early Head Start child must have a completed physical exam by a health care provider within 90 days of enrollment. If child is not up-to-date on the EPSDT periodicity schedule for well child care, reminders will be sent. If exam is not completed parent will be called by health staff and/or family service and advised of methods to complete the exams. Parents will be assisted by staff when needed.
5. Each Head Start/Early Head Start child must have a completed dental exam by a health care provider within 90 days of enrollment: dental exam is due after the child is 6 months of age. If child is not up-to-date with the dental exam recommendations of the EPSDT schedule the family will be encouraged to get the dental exam as soon as possible. CDC Staff will assist with community resources when necessary.

Vision Screening Process

Early Head Start:

1. Early Head Start Health Staff will screen children at enrollment or at least within 45 days of enrollment and annually thereafter using a questionnaire to determine if referral to a vision specialist is necessary for students younger than 12 months of age.
2. Health Staff will screen children at enrollment or at least within 45 days of enrollment and annually thereafter using the SPOT screener to determine if referral to a vision specialist is necessary for students older than 12 months of age.
2. If parent or classroom staff report any concerns with vision, the Health staff will review other documentation such as but not limited to physical exams and classroom observation to determine if a referral is necessary.
3. All referrals will be tracked and followed up using Child Plus software.

Head Start:

1. At enrollment or within 45 days of enrollment the child's physical exam form will be reviewed for vision screening data.
2. If vision screening data is missing from the child's physical exam then Health Staff will attempt to obtain the documentation from the health care provider.
3. If vision screening was not done, then Health staff that is certified to do vision screening in the state of Texas will screen the child using the Sloan Letter chart or HOTV test or the SPOT screener.
4. Parent consent for vision screening is obtained during the enrollment process.
5. Parents are notified of the date and time of the screens. Parents/guardians are encouraged to participate in the screening process.
6. Parents are informed of the results of the screening.
7. If the child does not pass the first screening, then a second screening will be done within 2-4 weeks of the initial screening. If the SPOT screener is used, child will be referred to a vision specialist immediately.

8. If child fails the second screening a referral to a vision specialist will be made.
9. Children's vision will be screened between 6 months prior to their enrollment up to 45 days after enrollment and then every year thereafter.
10. If child is unable to do the screening for developmental reasons, then other assessment data will be reviewed such as classroom observations to determine if a vision referral is necessary.

Hearing Screening Process

Early Head Start/Head Start/PreK:
1. If parent or classroom staff report any concerns Health Staff will review other documentation such as physical exams, classroom observation to determine if a referral is necessary.
2. Staff will screen children at enrollment and annually using the OAE screening tool
3. Parents will be consulted as soon as possible when health or developmental concerns are suspected or identified.
4. All referrals will be tracked and followed up using Child Plus.

Head Start:
1. At enrollment or within 45 days the child's physical exam form will be reviewed for hearing screening data.
2. If hearing screening data is missing from the child's physical exam then the Health Staff will attempt to obtain the documentation from the child's health care provider.
3. If a hearing screening was not done, then Health Staff who are certified to do screening in the State of Texas will screen the child using the OAE screening tool or SWEEP test.
4. Parent consent for hearing screening is obtained during the enrollment process.
5. Parents are notified of the date and time of the screens. Parents/guardians are encouraged to participate in the screening process.
6. Parents are informed of the results of the screening. Parents will be consulted as soon as possible when health or developmental concerns are suspected or identified.
7. If the child does not pass the first screening, then a second screening will be done within 2-4 weeks of the first.
8. If child fails the second screening a referral to a health care provider will be made.
9. Children's hearing will be screened between 6 months prior to their enrollment up to 45 days after enrollment and then every year thereafter.
10. If a child is unable to do the screening for developmental reasons, then other assessment data will be reviewed such as classroom observations to determine if a referral is necessary.

HEALTH-RELATED MATTERS: Mental Health Support

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and

- Safe, supportive, and positive school climates.

For further information and services, contact Bonnie Tafoya, the Mental Health Manager for the MPISD Child Development Center, at (903)575-2092.

HEALTH-RELATED MATTERS: Physical Activity Procedures

The Child Development Center promotes indoor and outdoor physical activity to encourage gross motor, fine motor development, as well as social emotional skills. The benefits of physical activity include strengthening children's bones, muscles, hearts and lungs, as well as improving children's coordination, balance, posture and flexibility. Consistent physical activity help children stay at a healthy weight and reduces children's risk of getting heart disease, cancer, and type 2 diabetes later in life.

As weather permits, the Child Development Center allows for all children to spend 60 minutes during the day participating in outdoor play, and for 3 and 4-year-old students, an additional 30 minutes of indoor physical activity. This play consists of ball play, tricycles, climbing and sliding, running, obstacle courses, and organized sports. Outdoor activities will take place in the climate-controlled pavilion and fenced playground areas, while indoor physical activities may take place in the classroom or the hallways. It is recommended that children wear comfortable clothing and tennis shoes, or shoes that are not a fall hazard. On days when extreme weather prohibits or limit outdoor play, children will participate in physical activities in the classroom, in the climate-controlled pavilion, or in the hallways of the school.

For additional information on the district's school student physical activity programs and requirements, please see the principal.

HEALTH-RELATED MATTERS: Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

HEALTH-RELATED MATTERS: Tobacco and E-Cigarettes Prohibited

Students/parents are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. .The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. *(See the Student Code of Conduct and policies FNCD and GKA for more information.)*

HEALTH-RELATED RESOURCES, POLICIES AND PROCEDURES

HEALTH-RELATED RESOURCES, POLICIES AND PROCEDURES: Physical and Mental Health Resources

Parents and students in need of assistance with physical and mental health concerns may contact the following campus resources:

- The CDC nurse, Corina Flores at 903-575-2092.
- The CDC Mental Health Manager at 903-575-2092.

HEALTH-RELATED RESOURCES, POLICIES AND PROCEDURES: Policies and Procedures that Promote Student Physical and Mental Health

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at www.mpisd.net.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. The district has developed administrative procedures as necessary to implement the above policies and plans.
Please contact Katie Fite at (903) 575-2092, for further information regarding these procedures.

HEALTH-RELATED RESOURCES, POLICIES AND PROCEDURES: Health Services Advisory Council (HSAC)

The CDC schedules at a minimum two campus HSAC meetings per school year to address health, nutrition, and safety issues for children and families. Additional meetings may be scheduled as needed to address health-related concerns, procedures, or regulations. Additional information regarding the HSAC is available from the Health/Nutrition/Safety Manager or the Health Plan. *(See also policies at BDF and EHAA.)*

HEALTH-RELATED RESOURCES, POLICIES AND PROCEDURES: Student Wellness Policy/Wellness Plan

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. You are encouraged to contact Lyndee Chapell, MPISD Lead Nurse, with questions about the content or implementation of the district's wellness policy and plan.

LOST AND FOUND

A lost and found collection box is located in the front hall utility room. If a student who loses an item, CDC staff will check the lost and found box. The district discourages bringing personal items of high monetary

value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

LIBRARY

The library is a learning laboratory with books, audio books, learning centers, and other materials available to support the curriculum and classroom activities. The library is open for parents' use during regular school hours, Monday through Friday. Parents may check out 3 library items per week.

NON-DISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs.
In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.
Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.
Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).
The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Jamie Cook, Principal/Director 903-575-2092
- For all other concerns regarding discrimination, see the superintendent Judd Marshall, 903-575-2000 [See policies FB, FFH, and GKD for more information.]

PARENT AND FAMILY ENGAGEMENT: Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Advocate for your child and place a high priority on education. Work with your child on a daily basis to make the most of the educational opportunities the school provides.
- Support your child's learning achievements by sending your child to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Ask questions about educational options and opportunities that may be available for your child and family. You may ask the Principal or staff from Family Services, Education, or Health Services.

- Monitor your child's progress toward school readiness by contacting the teacher, education staff or the principal.
- Attend parent conferences; cooperate with home visits schedules; and request additional conferences if needed. To schedule a telephone or in-person conference with a teacher, or principal or other support staff, please call the school office at **903-575-2092** for an appointment. The teacher will return your call or meet with you during her/his conference period. Times are also available throughout the school day to accommodate family schedules. *(See **Report Cards/Progress Reports and Conferences**).*
- Become a school volunteer. Regular orientation and training will be offered each Monday at 8:00 a.m. or by appointment. Contact Family Service staff at 903-575-2092 and ask to be transferred for additional information regarding volunteering at the CDC. *(See **Volunteers**).*
- Participate in CDC parent organizations that may include serving as a:
    - Parent Representative on the Head Start/EHS Policy Council to assist with campus-level planning, participation in policy making or other decisions about the program.
    - Member on the Head Start/EHS Parent Committee to assist with development of center activities addressing education and healthy development of children.
    - Member on the School Readiness Committee to assist the campus, Head Start/EHS, and District with delivering a high-level early childhood program. Contact the Education Manager at (903)575-2092.
    - Member on the campus Health Advisory Services Committee and assist CDC, Head Start/EHS, and district in supporting health education and a safe environment. Contact the Health Services Manager at (903)575-2092 for further information. *(See **School Health Advisory Council** and policies BDF, EHAA, FFA for more information.)*
    - Parent Representative on the district-level or campus-level site-based decision-making committees to assist with the development of educational goals and plans to improve student achievement. For further information, contact the Principal at (903)575-2092.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.

PARENT INVOLMENT

Title I services are provided to children at the CDC with a wide variety of parent involvement activities coordinated by Family Service Specialists. Parent participation in any program activity is voluntary, including consent for data sharing, and is not required as a condition of the child's enrollment. Parent participation is encouraged to enrich the child's learning experiences at CDC. For more information, contact the Principal or Family Service Manager at (903)575-2092 or obtain a monthly calendar of events.

PEST MANAGEMENT PLAN

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.
All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Mr. Russell Luck, the district's IPM coordinator, at 903-466-8666.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. *(See **Reciting the Pledges to the U.S. and Texas Flags**).*

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first-class period when September 11 falls on a regular school day.

(See policy EC for more information.)

PRAYER

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

RELEASE OF STUDENTS FROM SCHOOL

For the safety of your child, you must designate which adults have permission to "release to" for your child. This list is generated at the beginning of the year, and may be updated ***IN PERSON*** anytime during the school year, by completing an "Information Change" **form at the front desk at CDC or EHS.** For your child's safety, Changes to the "release to" list **WILL NOT** be made over the phone under any circumstances.

All adults must present a valid photo identification prior to the CDC releasing the child.

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

If a student must leave school during the day for an appointment, the parent/designated adult must follow the campus sign-out procedures before taking their child from the campus.

If a student becomes ill during the school day, the classroom staff will take the child to the school nurse for consultation. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES

Progress reports of your child's performance are issued quarterly. Progress Reports may be discussed with the child's teacher during regularly scheduled home visits or parent conferences. Additionally, a parent may schedule a conference with your child's teacher by calling (903)-575-2092

RETALIATION

*(See **Discrimination, Harassment, and Retaliation**)*

SAFE SLEEP POLICY FOR INFANTS FROM BIRTH THROUGH 12 MONTHS

In order to reduce the risk of sudden infant death syndrome (SIDS), and foster a safe and healthy sleeping environment, the following policy will be implemented in each classroom with enrolled infants up to 12 months old. This policy provides specific instructions regarding sleep positioning, crib requirements and restrictions, and restrictive devices.

- Each baby will be placed on their back to sleep for naptime.
- All cribs, mattresses and sheets will meet current safety standards.
- Crib mattresses will provide a firm sleep surface, and be covered with a clean, fitted sheet.
- Soft objects, loose bedding, bumpers pads and any other object are prohibited from being placed in the crib with a child.
- The use of wedges or infant positioners will not be used.
- Only one baby per crib to sleep.
- Classroom temperature will be maintained between 68-75 degrees.
- A pacifier may be offered during naptime, but pacifiers must not have any cords or attaching mechanisms that could be a safety risk.
- Supervised, daily “tummy time” will occur for babies who are awake.
- Babies are never to sleep in restrictive devices. If they fall asleep, they must be transferred to a crib, and placed on their back.
- Babies may not be seated in any restrictive device for more than 15 minutes, unless eating or riding in a stroller.

Parents can review information on safe sleep and reducing the risk of Sudden Infant Death Syndrome/Sudden Unexpected Infant Death Syndrome (SIDS/SUIDS) at:
http://www.healthychildren.org/English/ages-stages/baby/sleep/Pages/A-Parents-Guide-to-Safe-Sleep.aspx

SAFETY: All Students

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A parent may make anonymous reports about safety concerns by contacting CDC at 903-575-2092.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

SAFETY: Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

SAFETY: Animals

To have an animal visit the center requires permission from the Principal in advance. If an animal is on the premises, CDC will:

- Notify parents in writing when animals are or will be present;
- Ensure the animals do not create unsafe or unsanitary conditions;
- Ensure that children do not handle any animals that show signs of illness, such as lethargy or diarrhea; and
- Ensure that caregivers and children practice good hygiene and hand washing after handling or coming in to contact with an animal and items used by animal, such as water bowls, food bowls, and cages. For more information, see the Health Manager for detailed Animals in the Classroom Policy and Procedure.

A licensed therapy dog will serve designated children with an LPC. Written permission will be obtained prior to the dog being on the premises.

SAFETY: GENERAL EMERGENCY PROCEDURES

In *any* Emergency Situation, Administrators, Emergency Officials or informed office staff are to follow the following procedures:

- Provide SRP Commands over both intercom/via radios
- Call 911
- Call/Radio MPISD Police
- Call/notify Superintendent
- Follow protocols in this Crisis Handbook

In the event of a fire alarm sounding, Campus Administrative staff will review security video cameras, to ensure alarm is valid, prior to announcing "Evacuate for Fire to Assigned Location."

In any emergency, evacuation, relocation and/or sheltering/lock-down of children:

- the first responsibility of staff is to implement the SRP designated protocol, moving children to a safe location, as indicated by the appropriate protocol
- the classroom teacher and/or assistant is responsible for ensuring essential documentation is with the class at all times during such emergency. All items should be located inside the *Classroom Safety "Go" bags*. These bags *must* contain:
    - Parent Emergency Contact information for each Student
    - Authorization of Emergency Care for each Child (*Licensing Admission Form*)
    - Child Sign-In folder
    - First-Aid Kit

SAFETY: Emergency or Evacuation Information

In the event that *Evacuation* **occurs:**

- The teacher assistant is responsible for providing assistance to ensure the evacuation and safety of children with limited mobility, mental, visual or hearing impairments.
- The use of evacuation cribs may be used to assist children under 24 months of age, or with limited mobility during the evacuation and relocation process.
- It may be necessary to further evacuate to a new location. This relocation process will be a coordinated effort involving CDC Administrators, MPISD Police Department, and MPISD Administration.
- The remote evacuation location for the Child Development Center is:
  - Corprew School Gym
    909 School Street

    Mt Pleasant, TX 75455

    903-575-2050

SAFETY: Emergency Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Continuous Alarm Signal (Fire) with Verbal Announcement	→	Leave the building
Verbal Intercom Announcement	→	Return to the classroom
Verbal Intercom Announcement (Tornado/Severe Weather/Intruder)	→	Move quietly but quickly to designated locations
Verbal Intercom Announcement	→	Return to the classroom

SAFETY: Emergency Preparedness Training: CPR and Stop the Bleed

CDC offers CPR instruction to staff. The district annually offers staff instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas.

SAFETY: Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, all parents are asked each year to complete an emergency care consent form. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

SAFETY: Emergency Procedures/Injuries

- For minor injuries – i.e. minor cuts, bruises, easily accessible foreign bodies in eyes or ears, staff that has had pediatric first aid training will provide first aid.
- For emergencies – i.e. lacerations, fractures, and seizures, staff should utilize their first aid training. A staff member should stay with the child while another staff member notifies the parents or guardian. If unable to contact the child's family, a staff member will utilize 911 services to transfer the child to the hospital. A staff member will remain with the child until the parent or legal guardian assumes responsibility for the child. The child's information about allergies and any other condition that would aid in their treatment will be taken with them.
- For severe medical emergencies – i.e. internal bleeding, poisonings and unconsciousness, 911 will be called. Appropriate care will be given to the child until emergency services personnel have arrived. Parents will then be notified of the situation.
- An injury report form will be completed soon after the incident, quickly as possible. Copies will be distributed to the parent or legal guardian and placed in the child's comprehensive folder.

SAFETY: Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.
The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes.
If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: radio stations K-Lake 97.7, STAR-95.9, 96.9, school messenger phone, text and email messages.

SAFETY: Emergency or Disaster Information

Should an emergency or disaster situation arise in the Mount Pleasant area while school is in session, you should be aware that the schools have prepared to respond effectively to such situations. In the event there should be a major disaster during school hours, your student(s) will be cared for at school. The Mount Pleasant Independent School District has an emergency operation plan which has been formulated to respond to a major catastrophe.
Your cooperation is necessary in any emergency so please read and understand the following responsibilities that you as a parent, guardian, or care-giver must assume.

- Do not telephone the school. Telephone lines may be needed for emergency communication.
- In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the Individual Emergency Release Information which is required to be filled out by parents at the beginning of the school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
    - He/she is 18 years of age or older.
    - He/she is usually home during the day.
    - He/she has transportation or could walk to school to pick up your child.
    - He/she is known to your child.

- He/she is both aware and able to assume this responsibility.
- He/she has a valid identification

- Tune your radio or television stations for emergency announcements. If students are to be kept at school, radio and TV stations will be notified. If electrical service is not affected, information will be relayed as well through the school district's Internet web site, www.MPISD.net In addition, information regarding day-to-day school operations will be available by calling the District's Administrative Office at (903)575-2000.
- Impress upon your children the need for them to follow the directions of any school personnel in times of emergency.
- Students will be released only to parents and persons identified on the School District Emergency Release Information. During an extreme emergency, students will be released at designated Reunion Doors located on school campuses. The CDC Reunion Doors will be 1602 West Ferguson Road which are the front double doors on the south side of the building. The Early Head Start Reunion Doors will be 201 Gibson Street which are the front double doors on the east side of the building. Watch for a sign or staff at the front of the building that identifies Reunion Doors.
- Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Because local telephone service may be disrupted, also list an out-of-state contact (if possible) on the emergency card, as calls may still be made out of the area while incoming calls are affected.
- The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio and TV stations will be notified. In the event that a natural disaster takes places during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and MPISD personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian.
- In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.
- In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in-place protection. All students and staff will clear the playgrounds and fields, report to their rooms, and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.
- Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.
  *(See **Communications-Automated, Emergency**)*

SAFETY: Video Cameras

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.
In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal/director or assistant principal, who the district has designated to coordinate the implementation of and compliance with this law. *(See policy EHBAF(LOCAL) for more information.)*

SAFETY: Water Activities

CDC parents will be notified in writing prior to water activities. Water activities include sprinklers and slip n slides. Parents are always welcome to assist with activities and can choose for their child not to participate. Safety precautions will be taken to ensure children have a safe enjoyable learning experience.

SCHOOL FACILIITES: Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact Mr. Russell Luck, the district's designated asbestos coordinator, at 903-434-8666.

SCHOOL-SPONSORED FIELD TRIPS

The district periodically takes students on field trips for educational purposes.
A parent must provide permission for a student to participate in a field trip.
The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

SEXUAL HARASSMENT

*(See **Discrimination, Harassment, and Retaliation**)*

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the Principal/Director at 903-575-2092.

STANDARDIZED TESTING: Child Screening and Assessment

In addition to routine assessments and other measures of achievement, students at the Child Development Center may take some or all of the following tests:

- ASQ-SE
- ASQ-3
- Pre-LAS/Pre-IPT
- CLI Engage
- E-LAP
- LAP-3

Parents are welcome to review screening and assessment material and results with their child's teacher, principal, or Education/Disabilities Manager. Call for an appointment at 903-575-2092.

STUDENTS IN FOSTER CARE

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).
Please contact Shirley Peterson, who has been designated as the district's foster care liaison, at 903-575-2000 with any questions. *(See **Students in the Conservatorship of the State**)*

STUDENTS WHO ARE HOMELESS

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.
For more information on services for students who are homeless, contact the district's homeless education liaison, Shelley Derrick at 903-575-2092. *(See **A Student Who is Homeless**)*

SUMMER SCHOOL

Summer School Programs will be offered for students who have completed the 4-year-old Head Start or PreK programs who are limited English proficient (LEP students, in accordance with 19 Texas Administrative Code (TAC) Section 89.1250, Required Summer School Programs. This code requires districts to provide a summer school program for limited English proficient (LEP) students who will be eligible for admission to kindergarten and first grade at the beginning of the next school year.
Additional summer school programs will be offered upon availability of funding and student's needs. If and when such programs are available, parents will be notified by the classroom teacher.

TARDIES

Late arrivals to school result in your child missing valuable classroom time. The MPISD Child Development Center school day begins promptly at 7:55 a.m. Repeated tardiness will require a parent conference with the Principal, Family Service staff or Education Services staff.

TRANSFERS

The principal is authorized to transfer a student from one classroom to another.

TRANSITIONS

Transition is a very important component for children enrolled in CDC programming.

- Transition into EHS entails moving from a variety of locations and situations into the center-based setting. Children transition or move out of the program when the child turns three. Along the way children and families will receive support that enables them to move easily and with the least amount of disruption to their lives. The EHS staff will assist families in all transitions.
- Transition of families and children into preschool programs, including Head Start, Prekindergarten, and ECSE will occur from EHS, the community, other child care centers, Early Childhood Intervention, and home environments. These families will be assisted in many ways by CDC staff. Orientation, open house, home visits by staff, and parent/teacher conferences promote easy transitions by allowing families a time to visit and ask questions as they share their goals for their children.
- Children exiting the CDC programs will experience Kindergarten preparedness activities prior to exiting the program. Information for each child will be aggregated in the cumulative folders and distributed to the appropriate elementary campus in the district or county with the parent/guardian's permission

TRANSPORTATION: School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by Durham transportation services to and from the event. The Principal, however, may make an exception if the parent makes a written request that the student be released to the parent.
CDC children occasionally take field trips to off campus locations in our community. Parents will be notified in writing prior to field trips. A notification will be posted on the classroom door at least 48 hours before each trip, and will include the date, time, location, and purpose. Parents are invited to participate in fields trips, but are responsible for their own transportation. *(See **School-sponsored Field Trips**)*

TRANSPORTATION: Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.
Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.
A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact Durham Transportation Director at 903-575-2090.
Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.

- Be released and signed out to the parent or approved adult only.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Wear and remain in the approved seat belt/harness system at all times.
- Keep feet, books, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.
- School Busses may not idle at any time.

Students will not be transported in a MPISD van or passenger car as a means of regular transportation to and from school temporarily or permanently.
Misconduct may result in loss of the privilege to ride in a district vehicle.

TRANSPORTATION: Arrival and Departure

- Parents may choose to bring their child to school, or to have him/her ride the bus from the bus stop nearest the family's home. A child may be brought to school no earlier than 7:30 a.m., and should be picked up at 3:05 p.m. or students may ride the bus to their designated bus stop. If the child is brought to school, please have him/her arrive no later than 7:55 a.m. unless he/she has a doctor or dental appointment**.**
- During child drop off times, personal vehicles are not permitted to idle, except if vehicles need to idle in extreme heat or cold to maintain interior or engine temperatures.
- If there is an emergency, which prevents parents from picking the child up on time, please notify the school office immediately so alternate plans may be made. If your child will not ride the bus home at 3:00 p.m., you must call the center by 2:00pm.
- For the safety of your child, parents or an approved adult should escort their child to and from the bus unloading area ensuring that they get safely across the street/roadway to load or unload. Do not walk behind the school bus at any time. Always cross the street in front of the bus at least 10ft. away from the bus. Buses will load/unload children at the nearest location to the child's residence. The driver will not wait to load/unload the bus if an adult is not present at the corner when the bus arrives. If an adult is not present at the bus stop, the child will be returned to the Child Development Center and it will be the responsibility of the parent to pick the child up at the campus.
- If your child will not be riding the bus on any particular school day, it is your responsibility to contact Durham by 6:30 am. If the bus comes to your house and your child does not ride: (1) City residents after (3) three consecutive days, the bus will not return to your residence until the school is contacted to resume services and (2) County residents after (2) two day the bus will not return to your residence until the school is contacted to resume services. The Durham Transportation Services can be reached at (903) 575-2090. All transportation changes must be made on Thursday by 3:00 p.m. and will take effect the following Monday.
- An adult must be present to assist the student on and off the bus. (Please be sure that the names of all persons the child can receive the student are on the Release List with the school.) The driver must directly release the child to an adult with a Photo ID and the adult will sign the child out or the child will

be brought back to the school. Leaving the door open to the home or standing in the front entry of the home is not acceptable nor may other children or siblings receive the preschool student at the bus stop.

- Buses do not enter mobile home parks or apartment building parking lots. Children will not be loaded or unloaded at business residences.
- All children are expected to follow bus protocol for safety and parents should constantly remind their child(ren) about seat belt safety and proper behavior on the bus.
- Children will not be shuttled in or out of assigned attendance zones.

TRANSPORTATION: When your child is returned to school

- When an authorized adult with appropriate ID is not at the bus stop, the child will be brought back to the school. The parent will be contacted by CDC personnel and counseled about the importance of ensuring that an adult is waiting for each child. The parent will be responsible for picking up the child at the school.
- If a child is brought back to the school (3) three times, transportation privileges may be suspended for (1) one week. After one week's suspension, transportation privileges will be resumed. If the parent is still having difficulty meeting the bus, they will be counseled, and child will be picked up daily at 3:05 p.m.

TRANSPORTATION: Bus Tags

Students are not allowed to board the bus without a bus tag. For the child's safety, a personalized bus tag is issued for each bus rider and it is the responsibility of the parent to send the bus tag back to the school on a daily basis. Please ensure that he/she wears the bus tag to school each morning. This will help the school personnel place each child on the appropriate bus.

TRANSPORATION: Medication Procedure for Students that Ride the Bus

The parent or guardian must give the medication directly to the Bus Monitor and must meet all procedural guidelines for handling medications, see ***Medicine at School***. Do not put medication in the child's backpack, pocket or jacket. While on the bus all medication will be stored under lock and key. When child returns home on the bus, the Bus Monitor will return the medication directly to the parent or guardian at the child's destination.

VISITORS: General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification. Technology is used help protect children and staff form sex offenders, domestic disputes offenders and other trespassers.
Parents may visit the center at any time during operation hours to observe their child, the child-care center's program activities, the building, the premises, and the equipment. Parents are encouraged to volunteer for the program and must attend an orientation for volunteers offered each Monday morning at 8:00am and individual appointments for parent convenience.
Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.
All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be permitted.

VISITORS: Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

VISITORS: Participation in Special Programs for Students/Parents

CDC invites representatives from colleges and universities and other higher education institutions, prospective employers, and other community partners to present information to interested students/parents.

VISITORS: Volunteers

The CDC invites and appreciates the efforts of volunteers who are willing to serve our campus and students. If you are interested in volunteering, please contact Family Services at 903-575-2092 for more information. Volunteer Training is offered every Monday at 8:00 or parents can schedule a training time that fits their time. Volunteers must complete the volunteer training, provide picture id, social security card, TB Skin test (CDC nurse will administer), Criminal History and Central Registry Check prior to volunteering.

WITHDRAWING FROM SCHOOL

A student may be withdrawn from school only by a parent or legal guardian. The school requests notice from the parent/guardian at least three days in advance so that records and documents may be prepared. The parent should sign a withdrawal form from the Attendance/PEIMS Clerk. Family Services Specialist will assist in locating an early childhood program in their new community.

GLOSSARY

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language and is administered for those who meet the participation requirements in kindergarten–grade 12.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Discipline and Guidance Policy for MPISD Child Development Center

The purpose of all "discipline" in the Child Development Center is to help children become increasingly self-managing and socially responsible. Positive, non-punitive methods are used in the pursuit of this goal. Discipline is directed toward improving the child's understanding of social expectations, developing appropriate ways of behaving in given situations, and understanding causes and effects of the feelings and actions experienced.

- 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 the following:
  - (1) Implementing preventive practices that include preparation of the environment and establishing routines and connecting rituals;
  - (2) Integrating the Conscious Discipline 5-Step Self-Regulation Process
  - (3) Using positive reinforcement for desired behaviors
  - (4) Providing daily visual and verbal reminders of behavior expectations
- 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; and
  - (9) Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.

Texas Administrative Code, Title 40, Chapters 746 and 747, Subchapters L, Discipline and Guidance

MPISD CHILD DEVELOPMENT CENTER Administrative and Support Staff 2023-2024	
Principal/Director	Jamie Cook
Assistant Principal/Assistant Director	Katie Fite
Parent, Family & Community Engagement (PFCE) Manager	Shonda Brown
Parent, Family & Community Engagement (PFCE) Specialists	Ariana Morales Summer Jones Jaqueline Aguilar Belinda Phelan Olga Alvarez
Health Manager *Behavior Specialist*	Bonnie Tafoya
Health Coordinator *Specializing in Health/Nutrition/Safety*	Corina Flores (RN)
Health Staff	Chauntelle Burns (RN)
Education/Disabilities Manager	Betsy Fluellen
Early Head Start QC Specialist	Melanie Price
PEIMS Clerk	Cissey Hughes
Eligibility, Recruitment, Selection, Enrollment & Attendance (ERSEA) Coordinator	Janet Solis

MPISD CALENDAR

2024-2025

July 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	23	30	31

September 2024

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Staff Development/Workday
Holiday
Student Early Release

August 2024

1-13	Staff Development/Workday
14	First Day of School
30	Student Early Release

September 2024

2	Labor Day Holiday
13	Student Early Release
20	5th-12th Grading Period Ends (27 days)
27	Staff Development

October 2024

11	K-4th Grading Period Ends (41 days)
25	Student Early Release
28	Staff Development

November 2024

1	5-12th Grading Period Ends (28 days)
25-29	Thanksgiving Holidays

December 2024

18	Student Early Release
18	5th-12th Grading Period Ends (28 days)
18	K-4th Grading Period Ends (42 days)
19	Staff Development
20-31	Christmas Holidays

January 2025

1-3	Christmas Holiday
6	Staff Development
7	Second Semester Begins
20	MLK Holiday

February 2025

13	5th-12th Grading Period Ends (27 days)
14	Staff Development
17	President's Day Holiday

March 2025

14	K-4th Grading Period Ends (46 days)
14	Student Early Release
17-21	Spring Break

April 2025

4	5th-12th Grading Period Ends (29 days)
18	Good Friday Holiday

May 2025

16	Staff Development Day
16	Graduation
21	Last Day of School
21	5th-12th Grading Period Ends (31 days)
21	K-4th Grading Period Ends (41 days)
21	Elementary Report Cards
21	Student Early Release
22	Staff Development
26	Memorial Day Holiday
28	Secondary Report Cards

January 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12

	Days
1st Semester	83
2nd Semester	87
Total	170
Staff Dev/Work Days*	17
Total Days	187

*Two days are extended to count as 1 day