

Moody Early Childhood Center Board of Directors Agenda
Friday, April 26, 2019 @ 1:00 p.m. in the
Family Engagement Room at MECC
1110 21st Street
Galveston, Texas 77550

1. Call to order
2. Review and Approval: Minutes of board meetings of March 22, 2019, and April 1, 2019 (enclosed)
3. Public Comment
4. Financial reports (to be distributed separately)-Angela Brown and Greg Howell
5. Executive Director's Report (to be distributed separately)-Karin Miller
6. Committee Reports:
 - a. Government Relations-Jeri Kinnear and Erica Adams
 - b. Governance and Board Development-John Prochaska
 - i. Confidentiality agreement (enclosed)
 - ii. Board nomination (to be distributed separately)
 - iii. Committee meeting schedules and nominations for membership
 - iv. Board Officer Job descriptions (enclosed)
 - c. Resource Development-Betty Massey
7. Discussion/Decision: MOU with Head Start for 2019/2020 school year (enclosed)-Karin Miller and Betty Massey
8. Updates:
 - a. Board of Advisors-Weez Doherty
 - b. Agreement with GISD-Karin Miller and Betty Massey
 - c. Medical Clinic-Karin Miller
 - d. Dental Education program-Angela Brown
 - e. Early Head Start-Karin Miller and Betty Massey
9. Continued Strategic Planning-Betty Massey
10. Adjourn to Executive Session-Personnel Issues
11. Reconvene from Executive Session and take any action stemming from Executive Session
12. Set next meeting date
13. Adjourn



Giving every Galveston child the opportunity to soar

Moody Early Childhood Center
BOD Minutes
Friday, March 22, 2019
1:00 p.m. in the Family Engagement Room @ MECC
1110 21st Street, Galveston, Texas 77550

In Attendance:

Betty Massey, Jeri Kinnear, Angela Brown, Weez Doherty

Absent: Ms. Adams, and Dr. Prochaska

Staff:

Karin Miller, Greg Howell

Guests:

None

Ms. Massey called the meeting to order at 1:07pm. No members of the public were present so she dispensed with the Public Comment item on the agenda.

On a motion from Ms. Kinnear and a second by Ms. Doherty, the minutes of the February 22, 2019 meeting were approved with Mr. Howell's correction of GISD payment referenced in the second paragraph of those minutes: \$228,000 not the figure in the original document.

Mr. Howell and Ms. Brown presented the financial reports, responding to questions from board members on specific accounts. Mr. Howell stated that the audit is winding down and should be ready for presentation to the Finance Committee and then the Board in April. Following acceptance of the audit by the board, it will be submitted to GISD as required in the contract with the district.

The issue of bank account reconciliation had been discussed at the Finance Committee earlier in the week and is on its way to resolution as is the protocol for processing the professional development grant expenditures. Mr. Howell stated that he will present budget amendments to Finance Committee and the Board next month. On a motion from Ms. Kinnear and a second by Ms. Brown the financial reports were accepted by the board.

Ms. Miller had distributed her Executive Director's report prior to the meeting and reviewed it with the board, responding to questions. She asked the board if there were subjects that members wanted addressed or material that did not need to be presented in her reports, noting that she had been including the same items for nearly 3 years. Board members agreed that enrollment numbers did not need to be presented monthly...perhaps including that information quarterly. Ms. Brown suggested that Ms. Miller add a regular item to her report in which she informed the board of any assistance she and her staff needed. This help might range from introductions to resource access for Family Advocates to gift cards for staff incentives to resolution of a policy issue. Ms. Miller will incorporate this section in her April report.

Dr. Prochaska had an urgent matter to attend to at work and was unable to break away for the meeting so the board deferred his committee report until next month.

Ms. Massey reported that the requests to United Way Galveston and the Ippolito Charitable Foundation were filed in March. She is working on requests to Herzstein Foundation, a previous MECC donor, and the Arnold Foundation, which would be a new donor, as well as a report to the Moody Foundation. Any work with the Moody Foundation on a second multi-year request needs to wait until determination is made by the Department of Health and Human Services on MECC's Early Head Start application.

Mr. Howell reported that MECC has been approved for a Yaga Children's Fund donation; he and Ms. Brown, who originated the Yaga relationship, will handle the Yaga process.

Ms. Kinnear reported on the invitation to testify before Senator Larry Taylor's education committee on SB 1769 which would extend automatic eligibility for PreK4 to students who qualified for PreK3 without families having to reapply. She asked the board to reaffirm its commitment to advocating for early education by adopting the following resolution:

March 22, 2019:

By 2020, three in five Texas jobs will require an Associate's, or Bachelor's degree, or a vocational certificate.

Whereas it is the law that the State of Texas provide an equal education for our 5.4 million students, it is particularly important for students of color and those from economically disadvantaged backgrounds, beginning with our youngest learners;

Whereas research has shown that a child's brain is 90% developed by age 5 and that children from more affluent families hear 30 million more words by the time they are 3-years-old than their peers from lower income families; and

Whereas research has demonstrated that beginning early will give all children an equal opportunity to learn, to read on grade level by 3rd grade, and succeed in school; now therefore, be it

Resolved, that The Moody Early Childhood Center in Galveston:

1. fully supports funding for full day PreK3 and PreK4;
2. fully supports Senate Bill #1679 that states that if a child is eligible for pre-kindergarten at age three then they are eligible for enrollment in PreK4.

The Board of Directors
Moody Early Childhood Center
1109 21st Street
Galveston, TX 77550

Her request was affirmed unanimously on a motion from Ms. Kinnear and a second by Ms. Doherty. Ms. Miller will travel to Austin for PreK rally day and to testify before Senator Taylor's committee.

Ms. Doherty reported on the first quarter Advisory Board meeting. Out of that meeting came a request to hold a MECC Budget 101 orientation for the advisors and that meeting is scheduled for late April. The Ball High MECC video is completed and approved by GISD so it is ready for distribution. As the website is being revamped, the video will be included.

The next report came from Ms. Doherty also; she, Ms. Brown and Mr. Howell visited Kids 'R' Kids, an early childhood center in the League City area, with two campuses, one that is 100% full tuition

students and one that is 70% scholarship. They returned with several ideas which they shared with Ms. Miller about center operations. Ms. Miller and Mr. Ford are identifying a time for the two of them to make a similar site visit to the Educare facility in New Orleans.

Ms. Brown then reported on the Dental Health education program she is developing. Ms. Brown is looking into a partnership with Galveston Sustainable Communities Alliance, who is talking to the University of Texas Dental Branch to have residents come to MECC, talk to our parents, and do dental health screenings on all of the children. We are also looking at getting free dental health material for our families. She is hoping to have more information on these partnerships at MECC's board of directors' April meeting.

Ms. Massey reported that Teen Health has received a grant from Sealy & Smith Foundation to open a pediatric clinic at MECC. Teen Health staff and board will be on the MECC campus following the board meeting to identify space and work on a timetable for opening.

Ms. Massey, Mr. Howell and Ms. Miller met with Dr. Moulton, Dr. Scott and Mr. Barger on at GISD on March 21st to begin discussions on changes in the operating agreement for the 2019/20 school year. The large issues included:

- a) the possibility of opening a PreK4 classroom for Head Start students as requested by Mr. Richards and Ms. Johnson, who feel there are students not ready to leave the MECC campus;
- b) the tuition that will be charged for the single PreK3 classroom at Rosenberg School;
- c) the entire process that deals with the flow of funds, which Mr. Howell and Mr. Barger will redraft;
- d) the sections on school policies which Ms. Miller is drafting in consultation with Maya Consulting.

Ms. Massey did tell Dr. Moulton that over the course of the next year, MECC would be researching the efficacy of preparing its own food, but there would be no change in the contract for the upcoming year. Other issues were relatively minor and all in alignment with the MECC board discussion in February. It is the goal of the process to have a final draft to the MECC board for its April meeting and to the GISD board in May.

Mr. Ford, Ms. Miller and Ms. Massey met on March 18th with Mr. Richards and Ms. Johnson to discuss the upcoming year's MOU with Head Start. The changes to that agreement were minor with the exception of the possibility of a PreK4 class at MECC, which is pending with GISD. Both parties agreed to implement a more robust recruitment program.

The board then adjourned to Executive Session to discuss personnel issues, reconvening 20 minutes later with no decision to reach.

On a motion duly made and seconded, the meeting was adjourned at 3:45 p.m.

Draft 4-18-2019

Memorandum of Understanding

Between

Galveston County Community Action Council, Inc.

**Head Start Program
4700 Broadway, Suite G-100
Galveston, TX 77551
Telephone (409)-732-9019
Fax Number (409)-762-9702**

And

**Moody Early Childhood Center
1110 21st Street
Galveston, TX 77550
409-370-0284
www.moodychildhoodcenter.org**

The Galveston County Community Action Council, Inc. Head Start Program (GCCAC) and the Moody Early Childhood Center (MECC) agree to provide educational services to children ~~(3)~~-years-old who are deemed eligible for pre-kindergarten education services as set herein.

The terms and conditions set forth in the following document shall constitute the entire agreement between GCCAC and MECC and may not be amended except by a written document signed by both parties.

MECC will:

- **Provide ~~(32)~~ classrooms at the Moody Early Childhood Center (MECC) which will be designated Head Start classrooms. Each classroom will consist of on (1) morning and (1) one afternoon session with (15) fifteen children in each session, for a total of sixty (60) of (90) children;**
- **Provide a certified teach for each partner classroom;**
- **Provide consultation, mentoring, staff development, and support to MECC teachers partnering with Head Start classroom;**
- **Assist with student paperwork to comply with Head Start Federal Guidelines, i.e. immunization record, birth certificate, income verification, emergency and contact information with the support of Head Start staff to make the necessary copies of documentation as well as provide paper to make the copies;**
- **Provide training to assist support staff in the classrooms;**
- **Provide a substitute teacher when the MECC teacher is absent;**
- **Provide access to playground facilities and all other areas of the school as appropriate for children and GCCAC staff;**
- **Provide breakfast, lunch and snacks to be served to all eligible children in a "family style" manner. Mealtimes will be determined by mutual agreement between MECC and GCCAC staff. Further MECC reserved the right to seek available reimbursement directly from the Texas Department of Agriculture;**

- Hold GCCAC harmless and indemnify GCCAC for suits, claims or losses sustained by individuals directly or indirectly involved with the performance of services in connection with the agreement; and
- Through its agreement with GISD, provide transportation to all students who reside within the GISD boundaries in accordance with GISD transportation policies.

GCCAC will:

- Provide an on-site manager and a family services specialist to coordinate any efforts pursuant to the MOU with the MECC Deputy Executive Director;
- Provide MECC PreK 3 students access to Head Start's health consultant and programs developed by that consultant;
- Provide Head Start staff with all necessary curriculum and materials to facilitate the learning process in the classroom;
- Provide a Head Start teacher with a Bachelor of Arts degree in Early Childhood Education, Associate of Arts Degree in Early Childhood Education or Child Development Associate (CDA), and teacher assistant in all Head Start classrooms with training in Early Childhood Education;
- Provide consultation, staff development, and support to MECC teachers partnering with Head Start classrooms;
- Provide a list of Head Start staff in partnering classroom to MECC at least 30-45 days prior to the first day of school;
- Provide a yearly calendar for Head Start at least 30 days prior to the first day of school;
- Assist with the registration and required paper work to qualify students for Head Start;
- Provide instructional materials to Head Start staff to support instructional and classroom activities;
- Provide substitutes when a Head Start teacher or teacher assistant is absent;
- Provide information to the MECC's Deputy Executive Director concerning dates and times of GCCAC staff meetings, staff development, etc.;
- Provide opportunities for GCCAC staff to attend MECC workshops;
- Allow the GCCAC Head Start Education Consultant to meet with the MECC Executive Director and Deputy Executive Director to coordinate the curriculum and instruction at least four (4) times a year;
- Provide MECC a copy of the Texas Department of Family & Protective Services report subsequent to the fingerprinting process for all GCCAC Head Start staff assigned to MECC campus prior to staff arrival;
- Inform Head Start staff of MECC's random drug testing policies which will be provided to Head Start in writing;
- Provide to MECC the certification that the facility is a licensed child care facility by the State of Texas, and GCCAC will provide MECC with a copy of its current license, and will inform MECC immediately of any change in its license status prior to staff arrival;
- Purchase and maintain in force a general liability insurance policy to protect GCCAC from all claims which may arise as a result of GCCAC's operations under this agreement. GCCAC will provide MECC with a certificate of insurance;
- Hold MECC harmless and indemnify MECC for suits, claims or losses sustained by individuals directly or indirectly involved with the performance of services in connection with the agreement; and
- Follow the MECC school calendar and comply with all laws, and campus policies and procedures providing they do not violate state child care licensing rules and regulations.

Collaborative Efforts:

- During the Head Start Selection Process, the Head Start Family Services/ERSEA Coordinator or appropriate Head Start staff will work collaboratively with MECC in the recruitin, selection, eligibility, and enrollment process.; This collaborative effort will be conducted in accordance with the Head Start Program Performance Standard 1302.15(a) – Funded enrollment, which says “A program must maintain its funded enrollment level and fill any vacancy as soon as possible. A program must fill any vacancy within thirty (30) days, to remain compliant throughout the school year.”
- GCCAC and MECC will utilize weekly planning time for lesson plans development and preparation. GCCAC and MECC staff will assist with classroom coverage during planning time. Lesson plans and supply lists will be provided to respective agents of GCCAC and MECC;
- Parties will use the Frog Street curriculum, which is planned around play activities and designed to support the child’s social, emotional, cognitive, and physical development;
- The GCCAC Disabilities Coordinator or other pertinent staff will be invited to all ARD meetings when appropriate;
- Meetings between the GCCAC Head Start Director, and the MECC Executive Director and Deputy Executive Director will be held as needed; and
- GCCAC and MECC will participate in on-going problem-solving and evaluation.

Staff Training & Development:

- Training for GCCAC staff will be coordinated by both the GCCAC Head Start Director and MECC Deputy Executive Director;
- Other workshop and training information will be provided by both GCCAC and MECC.

Transportation:

- Through its agreement with GISD, MECC will provide transportation to all students who reside within the GISD boundaries in accordance with GISD transportation policies.

Assessment:

- Assessments and screenings are to be completed on each child in the collaboration by the classroom teacher upon enrollment and at benchmark points throughout the year.

Miscellaneous Provisions:

- This agreement shall not serve to create a principal agent relationship, partnership or joint venture. Each party shall retain control over its own employees, agents, and volunteers.
- No party waives or relinquishes any immunity or defense on behalf of itself, its agents, trustees, officers or employees as a result of entering into this agreement.

Term:

- This agreement is in effect from ~~August 1, 2018~~ June 16, 2018-2019 through ~~June 15, 2019~~ June 15, 2019-2020 unless earlier terminated as provided herein.

Termination:

- **GCCAC or MECC may terminate this agreement, with or without cause, but giving sixty (60) days written notice to the other party.**

Melvin Williams, GCCAC Executive Director

Date

Karin Miller, MECC Executive Director

Date

18 April 2019

Fellow Board Members,

Below you will find a preliminary draft of board officer descriptions developed by Karin, Raven, and team (a special thank you to everyone involved). Our task is to now review them and make any changes or edits we would like to see given our experience with how our board operates. Please review the board officer job descriptions and bring any comments, questions, and thoughts to the board meeting next week for discussion. Our goal is to then finalize the descriptions for later adoption.

Thank you all,

John Prochaska

MECC Board Secretary.

Moody Early Childhood Center Board Member Job Descriptions

President

Overview

Every charter school board should have a full slate of officers at all times to maintain consistent leadership and clarity of roles. Charter school boards can use the familiar board officer structure—board chair, vice chair, treasurer, and secretary—that most nonprofits use. The board chair leads this officer team and leads the full board. It is important that all board officers are committed, engaged, and sufficiently informed to govern effectively and participate fully. Most importantly, every board must have a strong, well-trained board chair.

The process for selecting and installing officers should be contained in your board's bylaws. Having thoughtful job descriptions for every officer helps set high expectations and ensures that the board selects people with the right characteristics, experience, and expertise for the roles. This tool provides a job description for a charter school board chair.

The board chair assumes responsibility for the overall functioning of the board. He/she facilitates board meetings, oversees the work of the committees, and works most closely with the school leader. Often, the board chair also has special authority (e.g., sign checks, approve contracts, etc.).

The board chair also plays an extremely important role on the interpersonal side of the board. He/she must be responsive to other board members' views, maintain a collegial atmosphere, manage different personalities and perspectives, and work hard to foster a trusting yet candid relationship with the school leader. The board chair must be a strong communicator and a skilled facilitator.

This can take time, sometimes require training, and be frustrating; however, interpersonal dynamics can often make or break a board. Ultimately, the board chair must monitor and nurture positive dynamics by creating an environment in which board members feel engaged, included, respected, and able to make a positive contribution.

Responsibilities

A charter school board chair coordinates the full board's activities so the board achieves its goals and operates in accordance with its bylaws.

Overarching Duties

- › Ensures that the board is functioning effectively and meeting high standards for effective governance
- › Holds the board accountable for executing key board functions
- › Facilitates all meetings of the board and other meetings or events as necessary
- › Develops board meeting agendas in partnership with the school leader that reflect the school's and board's priorities, drive strategic conversation and decision making, and keep the board's work focused on the goals
- › Makes sure that the board conducts a self-assessment each year and addresses areas for improvement
- › Leads the discussion on planning board retreats

Committee Work

- › Sets clear expectations for committee operations and communication with the board
- › Holds committees accountable for achieving their annual goals
- › Appoints committee and task force chairs, and assigns members to committees

School Leader Relationship

- › Builds a constructive, candid relationship with the school leader
- › Participates in regularly scheduled check-ins with the school leader to discuss strategic issues, monitor progress toward goals, and identify opportunities where he/she needs support from the board
- › Guides the board through the process of hiring, evaluating, and supporting the school leader

Compliance

- › Serves as the main point of contact with the authorizer
- › Ensures all board actions and board members meet and understand legal and ethical compliance standards
- › Shares all relevant information from the authorizer with the full board

Leadership Skills

- › Models effective networking with community members and stakeholders by serving as the board's ambassador
- › Champions diversity and inclusion on the board
- › Supports and recognizes board members who make positive contributions to the board
- › Takes the lead in removing board members who are persistently disruptive and disengaged

Communication

- › Respects and engages every board member while encouraging an open and constructive line of communication
- › Is approachable, available, and responsive
- › Makes sure that each board member has a clear role to play on the board
- › Listens and communicates well, including being available for conversations after hours and on the weekends when necessary

Vice President

Overview

The vice chair of a board is essentially the board chair's understudy and second in command. In the event that the board chair is absent, temporarily unable to perform his/her responsibilities, or permanently unable to continue in the position, the vice chair acts as the board chair. Under normal circumstances, the vice chair assists with the overall functioning of the board and serves as an advisor and deputy to the chair. An active and engaged vice chair with clear roles and responsibilities can be a tremendous asset to a charter school board, as he/she can share the workload that typically falls solely on the chair's shoulders (a hardship that frustrates recruiting a strong board chair).

On some boards, the position of vice chair is a chair-elect position, which means that after serving for one or two years, the vice chair automatically moves into the chair role. Because this process is not uniform across all boards, the bylaws should clearly outline the process for board chair succession.

The process for selecting and installing officers should be contained in your board's bylaws. Having thoughtful job descriptions for every officer helps set high expectations and ensures that the board selects people with the right characteristics, experience, and expertise for the roles. This tool provides a job description for a charter school board vice chair.

Responsibilities

The vice president helps the board president lead the full charter school to achieve its goals and operate in accordance with its bylaws. The vice chair also:

- › Attends all board meetings
- › Executes specific projects at the request of the board president
- › Helps the board president develop and implement officer transition and succession plans
- › Understand the responsibilities and duties of the board president, and is ready and prepared to stand in for the board president as needed
- › Actively recruits new board members, and helps to retain current board members
- › Provides leadership and direction to the board in concert with board president

› Ensures transparent communication between all board members

Secretary

Overview

The secretary of a charter school board has responsibility for communicating with board members about meetings, recording and maintaining minutes of all meetings, keeping all board records and important documents, and upholding legal compliance in matters of reporting and transparency. He or she also maintains legal and other organizational records for the charter school, such as charter school bylaws and the charter agreement. Overall, the secretary is responsible for ensuring that accurate documentation exists to meet legal requirements and for the authorizer “to determine when, how, and by whom the board’s business was conducted.”

The process for selecting and installing officers should be contained in your board’s bylaws. Having thoughtful job descriptions for every officer helps set high expectations and ensures that the board selects people with the right characteristics, experiences, and expertise for the roles. This tool provides a job description for a charter school secretary.

Responsibilities

The secretary supports the board’s organizational needs so the board achieves its goals and operates in accordance with its bylaws in the following areas:

- › Keeps accurate minutes for each board meeting
- › Shares minutes with the board in a timely fashion
- › Ensures that minutes are approved by the board in a recorded vote
- › Makes sure the board adheres to open meeting laws and other legal requirements
- › Assumes responsibilities of the chair in the absence of the board president and vice president
- › Provides notice of board and committee meetings to all board members
- › Keeps all legal and official documents up-to-date
- › Maintains the board’s records and archives for future reference by board members, the authorizer, and others.

Treasurer

Overview

The treasurer of a charter school board oversees all matters related to the school's finances, property, and budget. Board members who serve as treasurer typically chair the finance committee, although not always. This leadership role requires the treasurer to be knowledgeable about standard financial and accounting practices; align all financial transactions with the mission, goals, bylaws, and legal requirements of the school; and provide the information needed for all board members to make financial decisions for the school. Ideally, the treasurer has a strong working relationship with the school leader as well as the school's chief financial officer (CFO). He or she also oversees the school's leadership in the areas of money management and compliance.

The process for selecting and installing officers should be contained in your board's bylaws. Having thoughtful position descriptions for every officer helps set high expectations and ensures that the board selects individuals with the right characteristics, experience, and expertise for each role. This tool provides a job description for a charter school treasurer.

Responsibilities

A charter school board treasurer directs the board's financial work so the board achieves its goals and operates in accordance with its bylaws in the following areas:

Leadership

- › Serves as the chair of the finance committee, and leads the committee in setting and meeting annual goals
- › Ensures that all members of the board fully comprehend the financial matters of the school and receive reliable and timely information regarding those matters
- › Works with the finance committee, school leader, and CFO in leading the development of an annual school budget and presenting the budget to the full board for approval

Accounting & Reports

- › Understands financial accounting for nonprofit organizations or charter schools
- › Works with the CFO or other appropriate school leadership to deliver accurate and complete financial reports to the board on a regular basis

- › Keeps all records of school accounts current
- › Oversees and reviews the annual audit process

Ethics

- › Handles all work related to school's financial affairs with integrity and care
- › Remains apprised of legal and ethical requirements for the position