

2026-2027

Emergency Operations Procedures



Purpose of the Plan

The purpose of the Moody Early Childhood Center (MECC) School Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of (MECC) School and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that (MECC) School has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. MECC regularly schedules training for faculty and staff. Lastly, developing, maintaining, and exercising the school EOP increases MECC's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

Scope of the Plan

The MECC Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

1. Definitions Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

2 Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

Board Policy Statement:

The MECC Emergency Operations Plan operates within the framework of the Galveston Independent School Board policy. The Center shall ensure all students, including those with disabilities or impairments, are safely included in all required drills or emergency responses. In accordance with SB 57, our committees will assess, document, and implement individualized accommodations in students' IEPs or Section 504 plans, and integrate relevant protocols into our overarching Emergency Operations Plan (EOP)

Summary:

General Population MECC's current enrollment is approximately 350 students located in one, one-story building on campus. These students are supported by a committed staff and faculty consisting of 4

Administrators, 75 Educational staff including Director, Coordinator and Instructional Aides, and 11 Office staff, Family Advocates, and support staff. A master schedule of where classes, age levels, and staff are located and is available in the main office.

DROP, COVER, AND HOLD PROCEDURE

I. PURPOSE

In cases of an incident requiring drop, cover, and hold, the following procedure should be adhered to by students and staff.

II. SCOPE

The drop, cover and hold procedure outlines steps to be taken by staff/students to prevent injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the EOP as it relates to this school.

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.

III. RESPONSIBILITIES

To implement the drop, cover, and hold procedure:

All staff and students will undergo training and participate in incident management training and drills. Staff and bus drivers assigned to work with special needs students will undergo in-depth training. Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the Executive Director or designee when deemed appropriate by the situation.

A. Indoor Procedure

When indoors, students/staff should:

Drop to the floor

- Cover by getting under a sturdy table, desk, or other piece of furniture.
- If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the Executive Director or designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

B. Shelter in Place

In the event of shelter in place all MECC students will be escorted to predetermined location within the building by the respective teacher and instructional aides. At this time, the safety of all students will be ensured. Attendance and a physical count of every student will be taken, and classrooms will be consolidated into interior classrooms.

VI. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

In a major emergency or disaster MECC may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.] The Incident Commander at Moody Early Childhood Center School will be delegated the authority to direct all incident activities within the school's jurisdiction.

I. Implementation of the Incident Command System (ICS)

The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

A. Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved, or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The Executive Director or his/her designee is responsible for activating the school EOP, including common and specialized procedures as well as hazard-specific incident plans. The Executive Director or designee will assign an Incident Commander based on who is most qualified for that type of incident.

ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes: A list of the kinds of tasks to be performed by position and organization. An overview of who does what. The Administration Team and Lead Teachers are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident.

The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and

qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Building Administrator

The Executive Director may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the Executive Director or designee still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The Executive Director shall coordinate between the superintendent's office and the Incident Commander.

B. Incident Commander

The Incident Commander's responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster. MECC School Emergency Operations Plan
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the Executive Director and other officials informed of the situation.

C. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

D. Office Personnel

Provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Manage ProCare and Skyward to ensure parent notification updates and regarding reunification procedures, as well as student release information is followed.
- Render first aid if necessary
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

E. Instructional Aides

- Take steps to ensure the safety of students.
- Assist teachers to which they are currently assigned.

F. Building Engineers

- Lock doors if necessary and safe.
- Receive direction from Executive Director or designee.
- Be prepared to show emergency personnel location of shut-off valves for utilities.

G. Nurse

The nurse should be notified as quickly as possible of an emergency situation. The nurse will be responsible for the following:

- Provide first aid to victims. Assist emergency medical personnel when they arrive.

VII. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Moody Early Childhood Center School's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications - Communication between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates from the Executive Director, who contacts the Administration Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).

Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.

End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication with Parents

Before an incident occurs, Moody Early Childhood Center will: Develop a relationship with parents so that they trust and know how to access alerts and incident information. Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter, website, and a presentation delivered at a Parent Meeting. Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training. Be prepared with translation services for non-English-speaking families and students with limited English proficiency. In the event of an incident, Moody Early Childhood Center will: Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened. Implement the plan to manage phone calls and parents who arrive at school. Describe how the school and school district are handling the situation. Provide information regarding possible reactions of their children and ways to talk with them. Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information. Inform parents and students when and where school will resume. After an incident, Moody Early Childhood Center administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

Communication during the Incident

Every attempt will be made during the crisis or incident to provide accurate and timely information to all staff. The Incident Management Plan recognizes that an informed staff will help dispel rumors in the community about the emergency. Therefore, information will be passed along to the appropriate personnel for dissemination. Ultimately, it will be placed in writing, to campus teachers and staff. The intent is to have accurate information in the hands of all staff before the end of the school day on which the incident occurred.

The media will also be used to disseminate information to the public concerning the nature of the emergency, evacuation locations, and the outlook for school closures. Personnel in the school's administration building will be called upon to help coordinate parent phone calls to answer questions, calm fears, and give information to parents about the safety of students and the location of evacuation center.

Evacuation Scenarios

Most evacuations will be based upon three scenarios:

Proximity Evacuation-Students and staff vacate the school but remain within the perimeter of the school property.

Neighborhood Evacuation-The nature of the event dictates moving the students to an alternate site away from the school property. Evacuation sites should be determined in each direction from the campus within a three or four block radius of the building. The choice of evacuation site will be determined by wind direction. Evacuate upwind of the event or at 90-degree angles to the event.

Mass Evacuation-A mass evacuation of schools would most probably be called for in the event of a major threat to the life and safety of students because of some incident. In most cases, emergency officials recommend Shelter-In-Place as the appropriate response in an incident of this type; however,

there may be an instance for which we are provided advanced warning, when emergency officials recommend a mass evacuation of schools. As always, we will rely on local emergency personnel to make that call.

- The plan includes pick-up points and procedures for maintaining discipline and control at the alternate site.
- Under no circumstances should students or staff be allowed to evacuate the premises in personal cars.

Evacuation Plans for Moody Early Childhood Center

The plan will provide information to the Moody Early Childhood Center personnel about safe evacuation plans in the case of an emergency.

Moody Early Childhood Center

Moody Early Childhood Center is located at 1110 21st Street. Students and staff will evacuate to the pre-determined address of 1211 21st Street which is the Galveston, TX 77550 Gulf Breeze Housing Complex.

Major Streets: Broadway/ Avenue J

Area Streets Avenue K, Avenue L and 19th Street

EXPLOSION

Warning Signal: If prompt evacuation is necessary use the fire drill alarm.

“Drop” command is given immediately in the event of an explosion at the school or within the school building in case of rapid secondary explosions or falling debris, if the explosion occurs within the building, or threatens the building; the teachers will evacuate the building.

In case of an explosion in or around the school building:

- Sound the school fire alarm signal.
- Move to an area of safety and maintain control of the students.
- Call GSD police 911.
- Contact Executive Director. Refer media calls to that office.
- Render first aid as necessary. Maintain a list of persons transported for medical care and to which hospital they have been taken.
- If it is possible to fight small fires without endangering life, do so.
- Teachers will take roll when they have reached the evacuation area. Report any missing children to the Executive Director or designee.
- Notify utility companies and maintenance director of any breaks or suspected breaks in lines, which might present an additional hazard.
- The principal will direct further action as required.
- Students and staff will not return to the building until given the “all-clear” by emergency personnel.
- Log activities and decisions.
- Use counselors to diffuse the trauma associated with the explosion and return school to normal status as quickly as possible.

FIRE

Warning Signals: Alarm sounds = evacuate the building.
Radio notice = return to the building.
Radio notice = halt, hold position.

Response

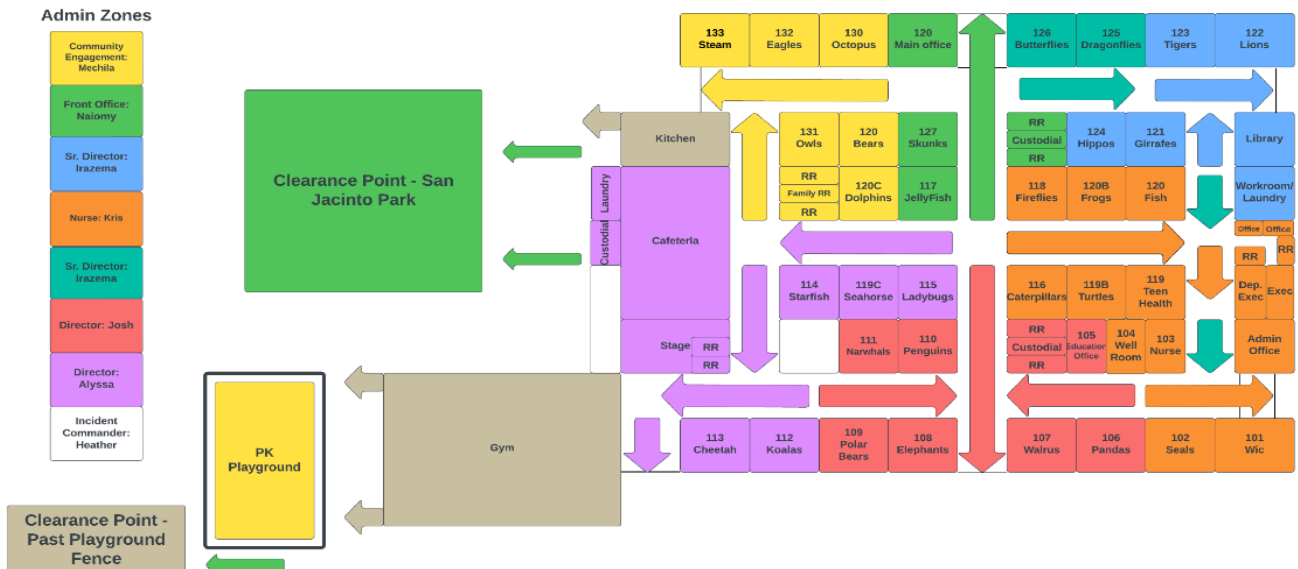
In the event a fire is detected in the building, the following action will be taken:

- Sound the fire alarm signal to evacuate the building. (Staff will turn off all electricity and leave doors closed and unlocked as they evacuate the building.)
- GISD Police Department and fire department will respond.
- Assemble the staff and students a safe distance from the building, clear of fire hydrants and not under power lines.
- Render first aid as necessary.
- If it is possible to fight small fires without endangering life, do so.
- Keep fire lanes open for emergency vehicles.
- Take roll and report any missing children to the principal.
- Provide up-to-date information to the Executive Director or designee
- Notify utility companies and maintenance director of a break or suspected break in lines which might present additional hazards.
- The Executive Director or designee will determine any further action to be taken.
- Students and staff should not return to the building before being given all clear by emergency personnel.

In the event of a fire near the school, the Executive Director or designee should stay in touch with emergency personnel to determine if evacuation is warranted.

MECC Evacuation Plan

1111 21st Street • (409) 761-6930



FLOODING

Floods are the most common and widespread of natural disasters. Some floods develop over a period of several days, but flash floods can result in deep waters in just a few minutes. The largest danger associated with flash floods is becoming trapped in an automobile or swept away by rushing water. Small

streams, gullies, creeks, culverts, or drainage systems that look harmless in dry weather can flood.

Definitions:

Flood Watch: Verbal alert--conditions are favorable for flooding. Make staff aware but take no action.

Flood Warning: Rising water threatens to close roads, wash out bridges and inundate property. Move to shelter on higher ground if property is likely to flood.

Before the flood:

- Understand the terms used to describe flooding conditions.
- Keep emergency supplies on hand.
- Keep portable telephones, radios, and flashlights in working order.
- Determine if your school is in a flood prone area and what the average flood depths are in the surrounding area.
- Determine your evacuation route if floodwaters begin to rise.

During or after heavy rains:

- If there is a possibility of a flash flood or if flooding has already occurred, keep children out of floodwaters. Do not release them to go home until an all clear has been given.
- If floodwaters threaten the building, turn off utilities. Disconnect electrical appliances, but don't touch any electrical equipment if the floor is wet or under water.
- Report broken utility lines to the Maintenance Department.
- Remember that water sources could be contaminated. Do not use the water for drinking until given the all clear.
- Call emergency personnel for evacuation to higher ground if the school is threatened by floodwaters.
- Watch out for poisonous snakes seeking higher ground.

FOOD POISONING

An outbreak of food poisoning will generally come to the attention of the school staff after a number of children or staff becomes ill after having eaten the same meal. Action should be taken to render aid to the sick and to close the cafeteria until a thorough examination of the food can be conducted.

Staff response

- Call for nurse and pull students' emergency cards.
- Notify cafeteria of suspicions.
- Notify parents of illness. Ask parent to pick up child.
- Contact the MECC main office. Refer media calls to that office.
- File report with the county health department.
- After the incident, communicate with parents the nature of the crisis and the steps taken to prevent it from happening again.

Food service staff

When notified of the suspicions of food poisoning:

- Close the cafeteria.
- Secure food for testing. Store samples of foods served that day.
- Meet with county health department officials.
- Follow directions of county health department.

GAS LEAK

Natural gas leaks, with odor in the building, may occur and may bring danger of explosion. Natural gas rises and will often be outside the building because most gas lines are outside. Natural gas is mixed with a chemical agent to give it odor. The gas goes up and the odor goes down.

If odor is detected in the building:

- Evacuate the building immediately, following the local building evacuation plan. Get students a safe distance away from the building.
- Turn off main gas valve where the gas line enters the building. All administrative and custodial staff should know this location.
- Call 911 and the GISD Police Department.
- Call the Maintenance Department of the school district.
- Refer media calls to that office.
- Keep students at a safe distance until the problem has been corrected and emergency personnel give you the all clear.

If the gas leak is near the school:

- Bring all children inside.
- Lock down the building and close the windows.
- Shut off the HVAC system to prevent gas from entering the building.
- Stay in touch with emergency personnel to determine the threat posed by the leak.
- Prepare to evacuate the building.

HURRICANES

Since hurricanes are very large storms, hurricane warnings can be issued approximately 24 hours before the storm strikes land. School would not normally be in session when a hurricane strikes. It is possible that Moody Early Childhood Center could be used as shelters during and after a hurricane.

To prepare your building for a hurricane, follow the checklist below.

- Survey your campus to identify items that must be secured or stored inside prior to high winds, i.e., trash cans, water sprinklers, hoses, athletic equipment, portable signs.
- Water can cause a great deal of damage during a hurricane. All items that are subject to damage by rising water must be moved to tables or placed on higher shelves. Equipment housed in areas subject to flooding must be moved to more suitable areas.
- Critical pieces of equipment (computers, audio-visual) should be moved away from windows and stored in interior areas off the floor if possible. Cover equipment. Close all shades.
- Unplug all non-essential electrical equipment. Do not unplug alarms.
- Wrap permanent record folders in plastic and store them in an interior room off the floor.
- Staff and students are responsible for securing their personal belongings.
- Food service personnel and custodial employees should implement plans prescribed in their various departments. Do not unplug freezers. Maps that identify gas and power switches that need to be turned off should be prepared in advance.
- The Executive Director is responsible for securing the building prior to leaving.
- Ensure that all critical data on campus computers is backed up to disk. Store disks in sealed bag and place in vault.

TORNADO

Local building plans for tornadoes should be developed and kept for reference immediately following this page. Train your teachers of the desired response and plans in case of tornado activity.

Warning Signal:

Watch: Verbal alert (conditions are right for tornado development)

Warning: Verbal alert (a tornado has been spotted in the vicinity)

Take Cover: Continuous bell alarm (tornado impact is imminent)

All Clear: Two short bells (return to classrooms)

Warning of an impending windstorm/tornado is usually received via NOAA weather alert radio, commercial radio, and television or civil defense alarms. The United States Weather Bureau can usually forecast severe windstorms and the probability of tornadoes.

With advanced warning, custodians should make sure all entrances are unlocked; turn off electrical power and gas. Close- or pull-out hallway gates after students are in position. Locate battery-powered radios and make sure batteries are fresh.

If high winds/tornadoes develop during school hours without sufficient warning, the following emergency actions will be called:

- Take cover. Students and staff should be assembled inside shelters or buildings. Evacuate portable buildings if time permits.
- Close windows and blinds.
- Remain near an inside wall of a ground level floor if the building has more than one story.
- Evacuate classrooms that bear the full force of the wind (usually those on the southwest side of a building).
- Avoid auditoriums, gyms, or other enclosures with long roof spans.
- Keep radio tuned to the local station or a NOAA weather alert radio so you will have the benefit of current advisory information.
- Take roll.
- Students and staff should be kept in safe areas at the school until winds have subsided and it is safe to return to the classroom.
- Return to the classroom and take roll again.

In the event that a storm strikes the building:

- Secure damaged area to prevent staff and students from entering unsafe areas.
- Contact GUSD police and 911 if damage and injuries have occurred.
- Evacuate the building if necessary.
- Custodian should turn off electrical power and gas until it is determined to be safe to restore utility service.
- Treat injuries as required.
- Contact parents of those injured if possible.
- Release students only to parents or those on the emergency card. Do not release students on their own at the end of the school day if they must enter damaged neighborhoods.
- Notify the utility companies of any damage that might create additional hazards.
- Report damage to the Executive Director for insurance purposes.
- Report damage to the Executive Director for media queries. Refer all media to that office.

INCLEMENT WEATHER POLICY

It is the policy of Moody Early Childhood Center (MECC) to remain open during most periods of inclement weather; however, where extraordinary circumstances warrant, due to weather or other unforeseen business interruption, the company reserves the right to close the facility.

Should this occur, employees are encouraged to listen to radio and news broadcasts during periods of adverse weather to find out if the facility is open or closed on a given day or contact the main office between 6:30 a.m. and 9:30 a.m. to determine if closure is required.

Moody Early Childhood Center (MECC) makes a decision by 5:30 a.m. during periods of such inclement weather and communicates this to local media outlets. MECC will also post the closure in emails and through ProCare to families and staff.

Facility Closed- If the facility is announced to be closed on a given day, all exempt level staff will receive regular pay for the day of closure. For hourly or non-exempt employees on a day of closure, the employee will receive an amount equivalent to four hours of base pay for the day.

Facility Open- If the facility remains open on an adverse weather day, employees who report to work will receive their normal pay for the day, i.e., exempt staff will receive their regular salary, and hourly employees will be paid at their base rate plus any incentives for all hours worked.

If an employee elects not to report to work on a facility open day, the employee can elect to

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

Regardless of whether the facility remains open or closed on an inclement day, it is each employee's decision to determine if they can safely arrive at work under the conditions. If an employee elects not to work on a given day, MECC requires the courtesy of a phone call to your manager or supervisor advising them as to your status for the day, prior to the beginning of the work day.

All full-time employees will be paid for such time off. Part-time employees will be paid if normally scheduled to work that day and only for those hours which the employee would normally work.

Employees unable to arrive for work due to inclement weather will be charged one (1) day of vacation. If no vacation time is available, nonexempt employees will not be paid for the day. All employees who are unable to report to work should call their department supervisor and report their absence 30 minutes prior to the start of their work day.

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

Time absent from work due to inclement weather is not counted as hours worked when computing weekly overtime.

UTILITY FAILURE

Whether or not a school can continue to operate when faced with a sudden and prolonged loss of one or more utilities depends on the degree of inconvenience to the school caused by the failure, the availability of an alternate source of supply, the availability of alternate school locations, the area affected and the resourcefulness of the staff and community.

Loss of utilities may be caused by natural or man-made disasters. To minimize the effects of a utility failure, the following preventive measures should be taken:

- List the possible effects of the loss of each utility on the campus program (lighting, heat, air-conditioning, gas and telephone).
- List alternative sources of supply in the community.
- Consider the feasibility of a generator for an alternate power supply.
- Locate nearby facilities to which school personnel and students may be moved for temporary housing.

In the event of the loss of any utility service, contact the Maintenance Department. Maintenance personnel will determine the nature of the problem and will render repairs or call in the appropriate utility company.

Water loss

- Contact maintenance for assistance with alternative measures.
- Food service personnel may need to provide sack lunches for students and staff.

Electrical loss

- Contact maintenance to provide portable generator for limited power of key equipment and facilities.
- Food service personnel may need to provide sack lunches for students and staff.
- Relocate students and staff from areas without windows or exterior lighting.

Gas loss

- Have custodian shut down main gas valve until repairs are complete.
- Food services should shut down any gas appliances until service is restored.
- Relight furnaces and heating units as necessary.

EVALUATION

Evaluate with campus personnel and the response to the crisis and revise plans as needed.

ILLNESS OR INJURY

Immediate first aid is the responsibility of the school. Follow-up aid is the responsibility of the parent.

Precautions

- Keep in the MECC main office the names of building staff that have current certification in CPR and first aid.
- Keep a list of names and phone numbers of nurses at nearby schools.
- Keep emergency cards up-to-date.
- Inform staff of the location of emergency cards, first aid flip chart, lists of trained personnel and the Emergency Management Handbook.

At school

For minor problems:

- Have the child taken to the clinic for assessment and assistance by the nurse.
- Follow first aid guidelines.
- Notify the parent, if appropriate.

For major problems:

- Alert nurse or staff trained in life support skills.
- Assess situation.
- Call 911
- Notify parent or guardian immediately.
- If unable to find parent, call numbers listed on emergency card.
- Contact at work or leave message stating the nature of the emergency.
- Contact sibling for additional information. Inform if appropriate.
- If student is transported via ambulance, a school adult should accompany the student to the hospital. Take the emergency card (with parent signature) to the emergency facility.

POWER FAILURES

If there has been a power failure at a school, or if lines are reported down in the area of a school, follow these procedures:

Total power failure

- Use the nearest operational phone to notify the GISD Maintenance Department.
- Turn off all electrical devices and equipment to protect them from power surges.
- Maintenance personnel will make proper restoration of power by repair or by notifying the power company.

Partial power failure

- Immediately turn off panels that serve mechanical equipment.
- Use the nearest operational phone to notify the GISD Maintenance Department.
- Maintenance personnel will make proper restoration of power by repair or by notifying the power company.

Electrical lines down on/near campus

- Direct personnel away from the area.
- Notify the GISD Maintenance Department
- Maintenance personnel will determine ownership of the wire and make repair or notify the power company.

SHELTER-IN-PLACE

Shelter-in-Place is a special designation used when a situation requires the lock down of the school campus in order to protect students and staff from threats usually associated with, but not limited to, chemical, or environmental disasters.

Initial Response

When the schools receive the initial, verified report, it will give the Shelter-in-Place (Level 1) order to all potentially affected school and building locations. Shelter-in-Place is designed to maintain a safe environment within the building by preventing outside air from entering the facility. Only the district's designated emergency personnel will be allowed to move about outside the building during a shelter-in-place order.

The district will:

- Notify all campuses potentially affected by the situation to enforce a shelter-in-place of the school facilities by telephone or e-mail.
- Maintain regular contact with local emergency officials to gather and assess information about the incident
- Seek to comply with county and city advisories for shelter-in-place or evacuation of students and personnel from affected campuses.

The Shelter-in-Place order requires each building to:

- Turn off HVAC systems.
- Bring all students on playgrounds or athletic fields inside the building.
- Lock exterior doors and close any open windows.
- Allow no one, including parents, visitors and staff, to enter or leave the building until further instructions are received from the DMT or unless there is an imminent threat to human safety if they remain outside the building.
- Prepare a buffer room in case imminent threat exists and you must allow access to the facility once the shelter-in-place has been implemented.

Buffer Room

A buffer room is a room near the entrance in which to receive persons from the outside. They serve as a "buffer" between exposing children and staff who are already sheltered and allowing limited access in emergency and critical situations to those who may be contaminated.

To create a buffer room:

- Based on wind direction and incident location, choose which exterior door will be opened. Seal off all other doors.
- Choose a room near the selected door that will not be used by children or staff. Provide communication to this room, if possible.
- Once someone has been accepted into the building, take him or her immediately to the buffer room. They are potentially contaminated and should not have access to the clean areas of the building. Parents allowed access to the building must remain in the buffer room.
- Minimize the amount of time the outside door is opened. If the person chooses to leave, document that they were informed of the risk and chose to leave on their own volition.

If the event occurs near dismissal times for students, the school will hold students on-site until clearance is given to release the students to parents or to send the students home by normal methods. All after school activities shall be canceled or postponed until the all clear is given. Students on transfer from a school conducting a shelter-in-place operation should be held at the serving campus until the all clear is given. These students may be released to parents as long as the serving school is not under a shelter-in-place order.

EMERGENCY DRILLS

Fire Drills/Evacuations

- The Moody Early Childhood Center is required to hold one fire drill each month.
- All occupants of a building, including students, teachers, administrators, paraprofessionals, and visitors must leave the building and assemble at designated locations.

- Teachers are required to check all restrooms, labs, workrooms, and closets to determine that no students remain in the building. Teachers should turn off all lights and leave all doors unlocked and closed.
- Teachers shall maintain direct supervision of all students.
- Teachers shall remove their class registers or records from the building when they evacuate. Roll should be taken when the students reach their designated holding location.
- Nurses shall evacuate with student and staff emergency cards and emergency supplies.
- Make plans to alert and include yard crews, custodians, maintenance workers, or others who might be on your campus during the drill.

Tornado Drills

- Each campus must hold a tornado drill at least once per year while school is in session.
- All occupants of the building, students, staff and visitors, must participate.
- Students and teachers in portable buildings, outside, or in the gym must move immediately to the main building to designated locations.
- All occupants must go orderly to the designated drill area, sit down, bend their heads to their knees and put their hands over the heads (duck and cover). Teachers shall maintain direct supervision of all students.
- If evacuation is necessary, teachers shall remove their class registers or records from the building when they evacuate. Roll should be taken when the students reach their designated holding location.
- When evacuating, teachers should turn off all lights and leave all doors unlocked and closed.

Disaster drills

- The Executive Director or designee is responsible for creating a crisis management team and a plan of action for each building that would be activated during any time of crisis or disaster.
- The Executive Director or designee may conduct periodic disaster drills covering the different types of situations likely to occur on campus.

BOMB THREATS

The Executive Director or designee must evaluate the seriousness of each bomb threat or other disruptive types of demonstrations using input from all sources prior to making the decision on whether or not to evacuate. Most bomb threat calls are false alarms meant only to disturb or disrupt the normal work of a person or school; however, any action the principal takes must reflect the safety and best interests of the students and staff.

General Procedures

The person receiving the call should:

- Stay calm; get the facts straight (Use the Bomb Threat Checklist). Keep the caller on the line as long as possible. Ask the caller to repeat the message. The more the caller talks, the more you learn.
- Ask the caller the location of the bomb and the time of detonation, if the information is refused, ask the general location (in what wing) and ask again at what time.
- Tell the caller that school is occupied and if the bomb explodes innocent people could get hurt or killed.
- Listen for background noises that might help determine from where the call was made.
- Notify the Executive Director of designee immediately.
- Use the Bomb Threat Checklist to record all the information you can remember about the call while it is fresh on your mind.

Bomb Threat Checklist

Copies of this form should be kept at the main switchboard or at the desk of those employees who normally receive calls in the office. It should be accessible and used in the event of a threatening call. Once completed, the form should be given to the Executive Director or administrator in charge.

Date:

Time:

How reported:

Exact words of caller:

Questions to Ask

Stay calm. It is important to keep the caller on the line as long as possible. Pay attention to what you hear from the caller and in the background.

When will the bomb explode?

Where is the bomb?

What kind of bomb is it?

What does it look like?

What will cause it to explode?

Did you place the bomb?

Why?

What is your name?

What is your address?

THREAT LANGUAGE

_____ well educated _____ foul language _____ irrational _____ incoherent
_____ taped message _____ message read _____ angry _____ non-serious

ABOUT THE CALLER

_____ male _____ female _____ teenager _____ middle aged _____ old _____ familiar
_____ calm _____ angry _____ excited _____ slow _____ rapid _____ soft
_____ loud _____ laughter _____ crying _____ normal _____ district _____ slurred
_____ nasal _____ stutter _____ disguised _____ whispered _____ raspy
_____ disguised _____ deep _____ lisp _____ deep breathing _____ cracking voice

BACKGROUND NOISE

_____ street _____ factory _____ animal noises _____ voices _____ clear _____ PA system
_____ music _____ static _____ house noise _____ office _____ motor _____ school noise
_____ long distance

CONTINUITY OF CARE

PARENT-STUDENT REUNIFICATION PROCEDURES

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Parent-Student reunification is part of the Incident Command System and is assigned to the Operations Area.

REUNIFICATION PROCEDURES

In an emergency, schools must establish a safe area for parents to go to pick up their children. This area must be away from both the damage and the students assembly area. In a typical release the following steps will be followed:

- ☐ Parents will report to the assigned area and give the name of their child/children.
- ☐ Picture I.D. will normally be required by the person in charge to insure the person requesting the child/children is a match to the name on the emergency release card.
- ☐ A runner will go to the student assembly area and get the child/children requested by the parent or adult. The runner will escort the student back to the pick-up area.
- ☐ Parents will be asked to sign a form indicating they picked up the child/children. The date and time will also be indicated on the pick-up form.
- ☐ If the child is in the first aid area the parent will be escorted to that area for reunification with their child/children.
- ☐ Family Advocates, when available, will be located close to the first aid area in the event they are needed.

Traffic Control

- ☐ Traffic will be controlled by school-based law enforcement until local law enforcement is available and on scene at the school.
- ☐ To every extent possible two-way traffic will be maintained to allow for entry and exit of emergency vehicles.

- As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up. It should be understood this will not occur at the beginning of the incident.
- When law enforcement arrives on the scene, they will take charge and do whatever is necessary, including the towing of vehicles, to manage the emergency or disaster.

Maintaining the Procedures

- Student rosters should be updated at least twice a year. If your enrollment dictates, you might want to update more often.
- Updated rosters should be stored in every classroom in an area easily identified by both teachers and substitutes. Additional copies of the rosters should be distributed to the principal and placed in the back of the emergency plan binder.
- Emergency cards should be filled out at the beginning of the year. This card should include contact information on parents/guardians, as well as other adults who can be contacted if the parent/guardian is not available. The card should also indicate who the child is permitted to leave campus with if necessary.

DO NOT release students to people not listed on the student emergency card. A well-intentioned friend may offer to take a child home; however, school staff must be certain that students are only released to the appropriate people so students' families will know where they are. The card should also include all pertinent medical information such as allergies, medications, and doctor contact information. These cards should be stored in the front office in both hard copy and electronically if possible.

Things to remember

- It is **EXTREMELY** important to maintain **continuity of care** during an emergency. Teachers and other caregivers are responsible for providing as much structure and daily routines as possible. Schedules for medication administration, feeding, sleeping, diapering/bathroom, and release procedures should be maintained as appropriate. Teachers should keep the students engaged in activities including finger plays, songs, games, stories, etc. to use tension and stress levels of the students and staff. Playground packs containing student contact books, student needs, first aid kits, and iPads will be brought and used as needed.
- Some parents will refuse to cooperate with the student/parent reunification process. This situation can be diminished, to some degree, if parents are informed about the school release procedures before the disaster or emergency occurs. They should be reminded that the safety of their child is your utmost priority. It is a good idea to include this material in your student handbook distributed at the beginning of the school year.
- Parents may be emotional when arriving at the school. Have counselors available to deal with issues that exceed your area of expertise.

- Shortly after the incident the media will have a presence on your campus. The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media. However, it is important that parents be sheltered from media representatives.

Campus School Safety & Security Committee

MECC shall establish a **Campus School Safety & Security Committee ("Committee")** that operates under the framework and oversight of the district School Safety & Security Committee and in compliance with TEC §37.109 and TxSSC guidelines.

Purpose

- To coordinate campus-level safety and security procedures, drills, communication, and training efforts with district leadership.

2. Committee Membership & Structure

Core Members (to the extent practicable):

Membership should include:

- Campus principal or assistant principal
- One classroom teacher (campus staff representative)
- One parent or guardian of a student enrolled at the campus
- A designee from campus-level support staff (e.g., counselor, nurse, special education coordinator)

Additional Support & Coordination:

- A representative from the district's emergency management team or designee
- Local law enforcement or school resource officer liaison
- District-level Committee member or administrator (as liaison) to link back to district oversight

Membership should reflect diverse areas of expertise (instruction, safety, mental health, special education, operations) to support comprehensive planning.

- Meeting notices must comply with the **Texas Open Meetings Act**—posted in the same manner as district board notices. Meeting dates should be integrated into the campus annex of the district's EOP.

Resiliency Plan for Hurricane Recovery

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

2. Pre-Hurricane Preparedness

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

3. Immediate Response During a Hurricane

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

4. Post-Hurricane Recovery and Reopening

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

5. Long-Term Recovery and Resilience Strengthening

- Apply for disaster relief funding if available.

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

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

Emergency Response & Recovery Procedures: Physical and Psychological Safety

I. Response Phase

A. Physical Safety Procedures

- Implement structured evacuations and shelter-in-place strategies with designated staff-to-child ratios.
- Perform frequent headcounts (face-to-name checks) at each phase of movement.
- Utilize emergency supply bags with medications, rosters, and comfort materials.
- Designate medical triage zones and first aid responders.

B. Psychological Safety Procedures

- Staff must model calm, use soft voices, and maintain predictable routines.
- Provide children with comfort items, visual supports, and familiar groupings.
- Encourage use of sensory tools (e.g., fidget toys, weighted blankets, noise-canceling headphones).
- Prevent exposure to frightening language or media coverage during the event.

II. Recovery Phase

A. Physical Safety Restoration

- Conduct facility inspections before reentry.
- Sanitize and reestablish functional spaces and schedules.
- Notify staff and families of reopening status.

B. Psychological Safety Support

- Resume normal routines with added support and flexibility.
- Offer activities that help children process experiences (art, stories, play).
- Provide counseling referrals for students and staff.
- Host caregiver information sessions on trauma recovery and emotional support.
- Coordinate with community mental health professionals as needed.

C. Staff Support

- Provide debrief opportunities and mental health check-ins.
- Implement staff wellness activities post-incident.
- Adjust duties or schedules for affected employees as necessary.

These measures align with trauma-informed care practices and reinforce MECC's commitment to a safe, responsive, and inclusive school environment during and after emergencies.