



LANSING CHRISTIAN SCHOOL

EMERGENCY OPERATIONS PLAN 2019

Equipping young men and women to **engage** and **transform** the world for **Jesus Christ**.

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Concept of Operations

General Information

The purpose of the Lansing Christian School Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Lansing Christian 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 students/staff, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents/guardians, etc., and other members of the community with assurances that Lansing Christian School has established guidelines and procedures to respond to incidents/hazards in an effective way.

The following plan outlines guidelines and procedures for dealing with present and/or potential incidents or hazards facing students and schools. 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/staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Lansing Christian School regularly schedules in-service training events for faculty and staff.

Lastly, developing, maintaining, and exercising the school EOP increases Lansing Christian School's legal protection. In the past, schools without incident management procedures have been found liable. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines based on common professional practices provides a margin of protection against liability.

Initial Response

During the initial response, school personnel are usually first on the scene. Staff and faculty will 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 and faculty will seek guidance and direction from local officials and may seek technical assistance from local, state, and federal agencies and industry where applicable.

The principal or designee is responsible for activating the Lansing Christian School EOP, including common and specialized procedures, as well as hazard-specific procedures. These immediate actions may include:

EXTERNAL OR INTERNAL LOCKDOWN

- When a person or situation presents an immediate threat to students/staff in or near the building. All exterior doors (if Internal Lockdown) and classroom doors are locked and students/staff stay in their offices, work areas, and classrooms.

EVACUATION

- When conditions are safer outside than inside a building. Requires all staff/students to leave the building immediately.

SHELTER-IN-PLACE / REVERSE EVACUATION

- When conditions are safer inside the building than outside. For severe weather sheltering, students/staff are held in the building safe areas, such as interior rooms, away from windows. For hazardous material release outdoors with toxic vapors, students/staff are to remain in their classrooms, with windows and doors sealed and all ventilation systems shut off. Limited movement may be allowed. Taking shelter inside a sealed building is highly effective in keeping students/staff safe.

Crisis Response Plans

Warning Systems

Fire Alarm - EVACUATION

- Disaster
- Fire
- Explosion
- Fallen Aircraft
- Chemical Release
- Bomb Threat - Personally exit - Silent Fire Drill
- Drill

P.A. Announcement - ANY NEED TO SHELTER OR EMERGENCY SITUATION

- Hazardous Material Release
 - Chemical Truck Overturning
 - Chemical Train Derailment
 - Chemical Plant Accident
 - Pipeline Rupture
 - Outside Gas Leak
- Tornado Watch
- Tornado Warning
- Shelter Drill
- Lock downs
- Emergency Evacuation—result of internal threat that requires quick exit to off site locations.

Whistles or blow horn followed by instructions—INTERNAL LOCK DOWN (when outside)

- Need to gather at trail head to proceed to Trinity or Two Men and A Truck

Whistles or blow horn followed by instructions—REVERSE EVACUATION (when outside)

- Need to return inside the building immediately

Direction and Control

The designated Site Incident Commander is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations within their building.

During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment necessary to carry out the responsibilities and assignments of the Crisis Response Team may be directed by the Crisis Team Coordinator.

If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, and/or the state will be requested.

Emergency Facilities/Crisis Response Team Post

This post will be established on-scene, away from risk of damage from the emergency, most likely in the main office or conference room. If needed, however, alternate locations may be identified. Pre-determined sites for command posts outside the school building will be identified, in cooperation with local emergency responder agencies.

An off-site post will be established in the vicinity of the incident site should an emergency situation threaten, but not yet occur, or if there is a need to be further away from the scene.

Primary Post Location:	Office of Head of School
Alternate Post Location:	Office of Two Men and a Truck or Trinity Church

Continuity of School Administration

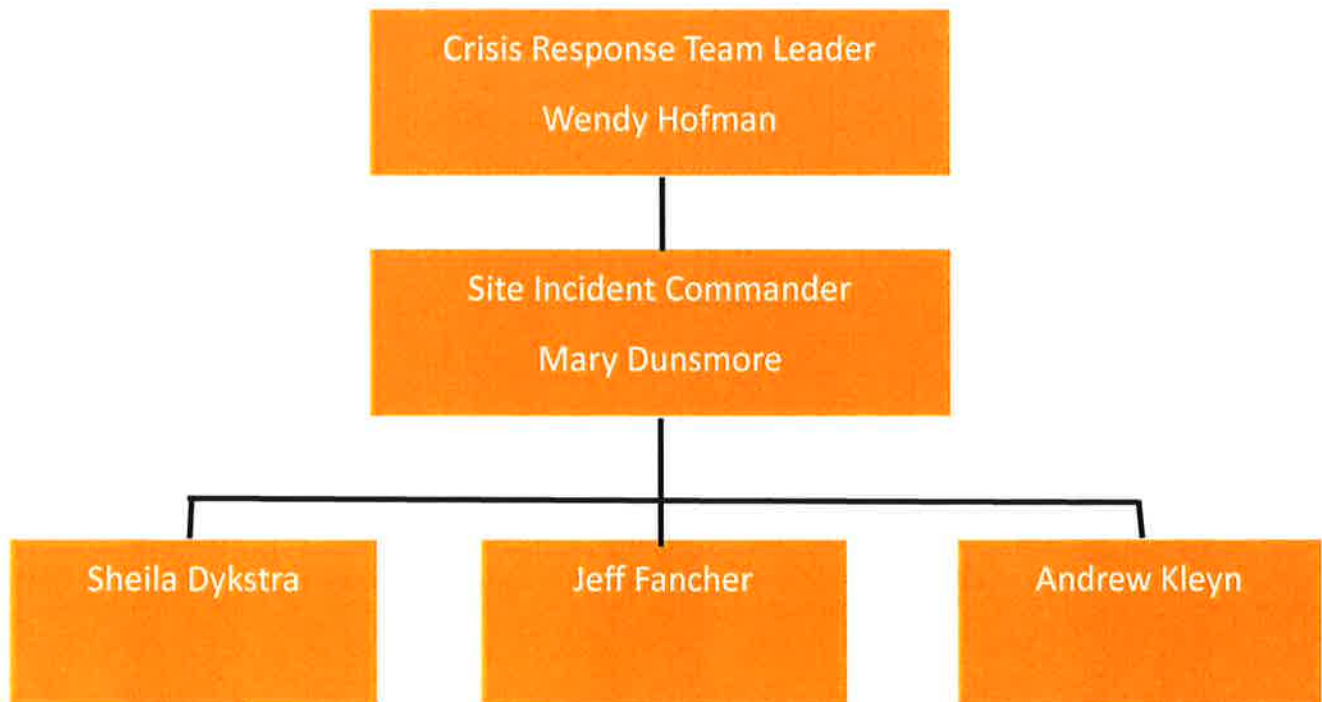
1.	Head of School—Wendy Hofman (Crisis Response Team Leader)
2.	Director of Business and Finance—Mary Dunsmore (Site Incident Commander)
3.	Elementary Principal—Sheila Dykstra
4.	Middle School/High School Principal—Andrew Kleyn

School Incident Command System

Designated spokesperson—Wendy Hofman 882-5779 x 303

Name	Title	Phone Number
Wendy Hofman	Head of School / Crisis Response Team Leader	517-230-4496 (cell) 517-290-3729 (home)
Sheila Dykstra	Elementary Principal	517-290-3729 (cell)
Mary Dunsmore	Director of Business and Finance/ Site Incident Commander	517-282-1443 (cell)
Andrew Kleyn	MS/HS Principal	616-821-8777 (cell)
Jeff Fancher	Facilities Manager	517-862-4816 (cell)
Tamara Cutler	LCS Board President	517- 420-1401 (cell)

School Incident Command System



Crisis Response Plans

Media Protocols

This identifies response to media in an incident as contained in this manual.

MEDIA PROTOCOLS

It is the practice of Lansing Christian School to ensure that all information disseminated to the public regarding school policies, programs and activities is accurate. To implement this policy, the following guidelines have been developed in the event of an incident.

Communication with the Press or Media

There may be times when you are contacted by the press or other media with questions relating to Lansing Christian School. While maintaining a friendly and gracious tone, any such calls should be referred to the Head of School without comment. This is necessary so that the school may present itself to the public with one voice, especially at times of crisis or controversy.

More specifically, when the media responds to an incident or situation all inquiries should be directed to the Head of School or next ranking administrator. Students and teachers are not to speak with reporters. Interrupt the interview if it has commenced with a student and inform the interviewer where he/she can find an administrator; the only comment should be "Let me find a person who may help you with that question."

These Media Protocols are in effect for all of the incidences detailed in this manual.

Administration, Finance, and Logistics

Financial Liability

As a private school, Lansing Christian School carries insurance to cover any expenses we may incur in the event of an incident or emergency situation. If the insurance policy does not cover the full cost of expenses, Lansing Christian School has a standing line credit through PNC Bank or can utilize the restricted funds held in the LCS Endowment, currently invested in a Vanguard account.

Preservation of Records

Vital records must be protected in order to continue normal school operations following an incident. These include legal documents and student files, as well as property and tax records. The main causes of damage to records are fire and water; therefore, essential records will be protected accordingly. All of Lansing Christian Schools financial information is backed up electronically off site and our student files are held in a fire proof filing cabinet. Lansing Christian School's auditing firm also keeps copies of all of our annual financial statements and tax information at their offices.

Lansing Christian School's Crisis Response Team is responsible for the overall maintenance and revision of the EOP. The Exercise Planning Team is responsible for coordinating training and exercising the EOP. Both teams are expected to work cooperatively to make recommendations for revising and enhancing the plan. The school board and the head of school are responsible for approving and promulgating this plan. Local fire, law enforcement, and emergency manager approval and suggestions will also be requested.

Plan Development, Maintenance, and Distribution

Approval and Dissemination of the Plan

The Head of School and Director of Business and Finance, together with the Administrative team, will approve and disseminate the plan and its annexes following these steps:

- Crisis Response Team will review and validate the plan.
- Present the plan to the Leadership team.
- Obtain plan approval.
- Distribute the plan.

Record of Changes

The most recent approved version of the Emergency Operations Plan (EOP) will be dated and housed on the school's Administrative Network drive along with other vital school documents. A hard copy will be held in the Director of Business and Finance's office. Older versions of the EOP are dated will be kept on the school's Administrative network drive and in school files.

Record of Distribution

E-copies of plan and indices will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan.

Plan Review and Updates

The basic plan and its indices will be reviewed annually by the school Crisis Response Team, bi-annually by emergency management agencies, and others deemed appropriate by school administration.

The school EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

Training and Exercising Plan

Lansing Christian School understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that school personnel are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Crisis Response Team will coordinate training and exercising efforts in accordance with state law.

Basic and refresher training sessions will be conducted during in-service days at the beginning of the school year for all school personnel in coordination as needed with local fire, law enforcement, and emergency managers.

EOP training will include:

- Orientation to the EOP.
- Hazard and incident awareness training for all staff.
- First aid, CPR, and AED training for all staff.
- Emergency response training.

Drills will be conducted throughout the school year per state and district requirements. Exercises will occur at least once per school year. Approved parent volunteers and community members will also be incorporated into larger training efforts.

Functional Protocols

Evacuation - Standard

In the event that conditions make it unsafe to remain in the building.

- Evacuate when you hear fire alarm (fire alarm will alert fire department automatically) or if there is P.A. announcement requesting an evacuation.
- Be aware of pre-designated primary and alternative evacuation routes. A P.A. Announcement “All call” (*#0) should be made if alternate evacuation routes or assembly areas are necessary.
- Principals and administrative assistants take walkie-talkies, student emergency forms and first aid kits.
- Teachers take emergency “go packs” with you.
- Ensure that handicapped students are being assisted.
- Close classroom and office doors as you leave.
- Leave building in an orderly manner without rushing or crowding.
- Principals check bathrooms for students and scan building for stragglers.
- Administrator or other individual aware of the details of the situation for the evacuation should call **911** on cell phone when clear of building to provide details and clarity to the situation.
- Other staff and students should not use electronic devices until the situation is stable.
- Students and staff should be evacuated at least 300 feet from building to their pre-designated locations and out of the way of emergency vehicles.
- Reassemble students and take roll., then hold up red or green card
- Report any missing students to the principal /Head of School and/or emergency responders.
- Administer first aid as necessary.
- If further evacuation is necessary due to imminent risk, move in classroom groups to the assembly areas of soccer field, Two Men and a Truck, or Trinity Church. Groups should walk away from the risk but towards the wind in chemical leak situation.
- If situation warrants, vehicle evacuation will be used to transport students to another site.
- If students are to be dismissed for the day establish a check-out area and notify parents via the Skylert system. Students will only be released to parents on the emergency release form.
- Head of School will inform the Board and document the incident via an Incident Report.
- Return to room when you are instructed that it is safe.
- Follow Media Protocols.
- Complete and file Incident Report.

Emergency Evacuation

*In the event that an **imminent** threat make it **immediately** unsafe to remain in the building and **running to off-site** safety is more prudent than quickly walking to on-site outside locations.*

- Announced by teacher/adult commands initially rather than intercom or fire alarm. Intercom announcement would be made after 911 and when safe to make an announcement.
- Administrator or other individual should call **911** on cell phone **when they get to safety in order** to have **emergency responders onsite as soon as possible** and to provide details and clarity to the responders.
- The goal of this type of evacuation is speed and getting to safety outside the building. Teachers, Principals and administrative assistants **should NOT** be concerned with walkie talkies, emergency forms, first aid kits, closing doors and/or “go-packs”. The concern is exiting the building **as fast as possible** to find safety.
- Ensure that handicapped students are being assisted.
- Leave building in a run headed out the closest door to the closest location of safety being either the woods and path to the main entrance of Trinity Church or the far side of Two Men and a Truck building. Teachers can pick points and tell the students to run to that point to meet them there.
- The focus is on students complying and listening to voice commands. Decisions may need to be made in the moment and may depend on the situation.
- Adults are in charge of the students/adults in front of them.
- Staff and students should only use electronic devices when in a safe location and only for emergency related purposes.
- Reassemble students and take roll (via logging on to phone or location computer and accessing Skyward)
- Report any missing students to the Operations Chief or Incident Commander.
- Administer first aid as necessary.
- Follow reunification procedures or return to school and classrooms if safe.
- Head of School will inform the Board and document the incident via an Incident Report.
- Follow Media Protocols.
- Complete and file Incident Report.

Reverse Evacuation

In the event that students and staff outside the facility need to be rapidly moved into the building.

- When outside of the building, **whistles or blow horn followed by instructions** indicating the students should gather where the teacher or staff person is holding up their hand in order to return to the building or proceed elsewhere.
- There may also be a P.A. announcement (*#0) requesting students to return to the building or to avoid certain areas in the building upon return.
- Ensure that handicapped students are being assisted.
- Enter building in an orderly manner without rushing or crowding.
- Elementary students go to their class and middle school and high school students go to the class they are in or their next class.
- Reassemble students in classrooms and take roll. If after school hours or unsure of class to return to reassemble in small (elementary) gym until further instructions.
- Principals scan the grounds for stragglers.
- If an emergency situation, an administrator or other individual aware of the details of the situation should call 911 on cell phone when safely in building. Other staff and students should not use electronic devices until the situation is stable.
- Report any missing students to the principal/Head of School and/or emergency responders.
- Administer first aid as necessary.
- Await further instructions if an ongoing situation. Otherwise resume the school day.
- Head of School will inform the Board and document the incident via an Incident Report.
- Follow Media Protocols.

Room Clear

In the event a single room needs evacuated (sick or injured student, chemical spill etc.)

- Evacuate room that you are in immediately when you hear the announcement “**Room Clear**” from a staff person or through the P.A.
- Ensure that handicapped students are being assisted.
- Students should reassemble in hallway at least 2 rooms from the room that was cleared in order to move to another location.
- When safely clear of room, if an emergency situation, an individual aware of the details of the situation should contact the office and call **911** or have the office call **911** if necessary.
- Administer first aid as necessary.
- Report any missing students to the principal /Head of School and/or emergency responders.
- Await further instructions if an ongoing situation.
- Principal will ensure an Incident Report is completed and if considered necessary inform the Board.
- Follow Media Protocols.

Shelter-in-Place

Involves an effort to shelter students and staff inside from hazardous material release outside.

- Once administrator receives information regarding the threat, a P.A. Announcement will be made to perform a **“Reverse Evacuation”** for those outside and then proceed to **“Shelter-in-Place.”**
- Ensure that handicapped students are being assisted.
- Students in bathrooms should go quickly to their classrooms. MS and HS at lunch should proceed to their next class.
- Assemble students in classrooms and take roll. If after school hours or unsure of class to return to students or staff may assemble in small (Elementary) gym until further instructions. Report missing students to principal or head of school.
- Close all doors and windows, lock all outside entrances and allow no one to leave or enter during the incident.
- Maintenance will immediately shut off all HVAC systems for the entire campus and pass out any needed supplies such as paper towels and duct tape.
- If there appears to be air contamination, place a wet paper towel over the nose and mouth for temporary respiratory protection.
- If instructed through P.A. Announcement that further outside airflow needs to be reduced, use duct tape to seal off places where outside air is coming in such as doors and some windows and ventilations units.
- Parents will be notified via the Skylert system that the school is Sheltering in Place under direction of the lead administrator.
- Updates of the situation and any additional instructions will be given over the P.A. System by the Administrator in contact with **911**.
- When incident/situation is over, **“All Clear”** will be announced over the P.A. System and regular activities and HVAC systems can resume.
- Head of School will ensure an Incident Report is completed and if considered necessary inform the Board.
- Follow Media Protocols.

Tornado—Take Cover

Involves an effort to shelter students and staff inside from storm.

- Once an administrator receives information regarding the threat of serious storm, a P.A. Announcement will be made to perform a **“Reverse Evacuation”** for those outside and then proceed to **“Tornado Take Cover.”**
- All occupants should move quickly and calmly to the tornado shelter areas.
- **IMPORTANT— If a tornado is spotted or reported as being very imminent, issue a command over the P.A to drop and “tuck and cover” where they are, under desks.**
- Ensure that handicapped students are being assisted.
- Elementary students in bathrooms should go quickly to their classrooms. MS and HS students at lunch should proceed to their normally assigned shelter area.
- If after school hours or unsure of class to return to students or staff may assemble along lockers in elementary hallways until further instructions.
- Students and staff should assume the **“tuck and cover”** position (protective posture facing an interior wall with knees and elbows on the ground and hands over the back of the head).
- Account for all students and keep them calm and quiet.
- Parents arriving to pick up students should be invited to take shelter inside.
- Sporting event participants should be directed to tornado shelter areas such as elementary hallways or internal rooms in offices.
- Parents will be notified via the Skylert system, when safe to do so, that the school is taking cover under direction of the lead administrator.
- Updates of the situation and any additional instructions will be given over the P.A. System by the administrator in contact with National Weather Service or/and Emergency Management services.
- When incident/situation is over, **“All Clear”** will be announced over the P.A. System and regular activities may resume.
- The Head of School will ensure an Incident Report is completed and if considered necessary inform the Board.
- Follow Media Protocols.

External Lock Down (External Threat)

In the event a potentially dangerous threat is identified outside the building or in the school's vicinity

- **“External Lock Down”** will be announced over P.A. System.
- **“Reverse Evacuation”** will be performed outside.
- Seek cover in the closest secured room.
- DO NOT CROSS open spaces such as the Commons and Gym.
- Students in bathrooms should quickly proceed to their classrooms.
- Close windows and blinds. If there are no blinds on window or blinds cannot be closed, move away from line of site of that window(s).
- Close and lock exterior doors. Confirm all exits to outside are secured and locked. Disable swipe cards.
- Reassemble students and take roll. Report missing students to principal.
- No one may enter or leave the building during the lockdown including students.
- Evacuate only if you are personally told to do so by administrator or law enforcement personnel. Students should leave all belongings. Teachers should take their emergency “go-packs.”
- Parents and staff will be notified via Skylert by lead administrator that school is under a lock down.
- **Stay in room** until directed by administration that the Lock Down is over and to resume normal activities.
- The Head of School will inform the Board and document the incident via an Incident Report.
- Follow Media Protocols.

NOTE:

- Main gym to the boy's locker room and the doors should be secured.
- Elementary gym to a corner of the gym; the teacher should lock both doors. If the folding wall is open proceed immediately to receiving area (maintenance work area) before it is secured via the side gym exit (not through the Commons.)
- Commons to the receiving area (maintenance work area.)
- If threat level allows, students in locker rooms and receiving will be moved by an administrator into classrooms after the initial lock down takes place.

Internal Lock Down (Internal Threat)

In the event a dangerous intruder(s) is identified in the building or on campus

- “**Internal Lock Down**” will be announced over P.A. System by whomever can get to phone the quickest. Use “All-Call” (*#0) on phone system.
- Call **911** with cell phone and do not hang up once you and those around you are safe.
- Staff and students outside will be evacuated to Trinity or Two Men and a Truck. Whistle or blow horn will signify staff person who will direct them to their locations or run to safety if threat is close.
- Seek cover in the closest secured room or escape to closest exit not in the line of danger.
- Do not attempt to move wounded people.
- DO NOT CROSS open spaces such as the Commons and Gym.
- Elementary Students in bathrooms should go quickly back to their classrooms. MS & HS students should stay in any bathroom or other enclosed area.
- Close and lock doors, move to corner of room away from door. If there is time and it is safe, close and lock hallway doors to the classroom wings.
- Everyone needs to silence (including vibration) electronic devices.
- DO NOT PULL FIRE ALARMS
- Do not call or text during an internal lockdown unless it is **911** and then only if and when it is safe to do so.
- **Stay in room** until door unlocked by administrator or police. You will either be told to resume normal activities or to evacuate. Students should leave all belongings. Teachers should take their emergency “go packs.” Follow “**Evacuation Protocols**” to either Trinity Church for Elementary or Two Men and Truck for middle school and high school.
- Parents will be notified via Skylert by the lead administrator information after building is secure.
- The Head of School will inform the Board and document the incident via an Incident Report.
- Follow Media Protocols.

NOTE:

- Main gym to the boy’s locker room and secure the doors.
- Elementary gym to a corner of the gym; the teacher should lock both doors. If the folding wall is open proceed immediately to receiving area (maintenance work area) before it is secured via the side gym exit (not through the Commons.)
- Commons to the receiving area (maintenance work area.)
- Refer to “Run-Hide-Fight” page in index and Emergency Evacuation and Reunification Procedures

Reunification

In the event the building has been evacuated and students can not return to building

- Students that have evacuated to Two Men and a Truck will be transported by LCS School buses or by Dean Transportation to Trinity Church. In the event that Trinity Church is not a safe or secure enough location, everyone will be evacuated to Dean Transportation Headquarters.
- Organize students by class and homeroom class and take attendance. Use Skyward online access for attendance and organize students in the sanctuary pews. Administrators and trinity will assist with technology as necessary and possible.
- Parents will be notified via Skylert and email by the Social Media Coordinator working with the Public Information Officer regarding the situation and instructions for picking up their students.
- Poster and Paper signs will be prepared to direct parents as they arrive.
- One main student check- out area with tables will be set up. There will be separate lines for Elementary , Middle School and High School. Parents will find the applicable line, and give the name(s) of the student they are picking up. Runners will retrieve students from the sanctuary and bring them to the area where one of the office assistants will check them out by noting on Skyward. If Skyward is not accessible, utilize Shared Google Documents.
- If other than a parent picking up a student, this would need to be documented. All Students will need to be picked up even if they have a vehicle at the school.
- The Head of School will inform the Board and document the incident via an Incident Report.
- Follow Media Protocols.

NOTE - ROLES DURING REUNIFICATION

Head of School—incident commander, first to communicate with media assisted by Director of Development

Director of Business and Finance—assist incident commander, coordinate w/law enforcement and logistics

Director of Technology—Technical support for law enforcement, social media /mass alerts communication

Director of Facilities—Transportation coordinator and building specialist as well as Safety officer

HOS Admin assistant—Social media coordinator—send Skylerts as directed—back up Director of Technology

Director of Development—in charge of messaging with HOS, assist with all communications

Elementary Principal—Operations chief, responsible for student organization/mgmt.

Athletic Director & Elementary PE teacher - assist Elementary Principal with Elementary Operations

MS/HS Principal—assist Elementary Principal with MS/HS Operations

School Admin assistants & accounting office manage student lists/pick up/rosters and runners

Main office staff not otherwise mobilized assist with PreK students in all aspects of a Emergency Evacuation and/or Reunification.

Incident Specific Protocols

Armed Student or Hostage

Note: It is recommended these procedures are followed when: **person has a weapon;** **person indicates they have a weapon;** or **person is holding another against their will.**

Bus Incident

- Call **911**
- Call Principal's office with the description of the situation and bus location

Teacher or Staff

- Notify Principal's office ASAP and advise whether a weapon is suspected or visible
- Try to calm the student and others.
 - Do not approach student
 - Do not attempt to confiscate the weapon
 - Communicate and cooperate
- If a weapon is visible, or student is threatening, ask student calmly for permission to evacuate the rest of the class.
- **Clear room** quietly, if allowed
- If evacuation is not allowed, keep talking with the student until police arrive
- When police arrive, do as they advise
- After incident, complete Incident Report ASAP
- Follow Media Protocols

... continued Armed Student or Hostage

Principal's Office

Call **911** and give directions to area of weapon. Monitor location of intruder.

If Weapon is Suspected

- Call the Head of School
- Assess situation, credibility of information, student's character and school record
- Bring student to the office with backpack, purse, books and other possessions
- Keep student away from staff and realize student could have more than one weapon.
- Ensure that at least 2 adults and police are present at the meeting
- If student denies/refuses, ask student to empty pockets and all other containers
- Strip search is not an option
- If search yields nothing, locker will also be searched by staff
- If weapon is found, police may remove student from campus
- Notify a parent/guardian
- Follow disciplinary action according to student handbook

If Weapon is Visible

- Call Head of School's office who will ensure that the necessary administrators and Board members are notified
- Escort law enforcement to scene
- Stay out of view of student
- Work with law enforcement as directed
- Consider the following options:
 - 1.) Announce an **Internal Lock Down** on P.A. System
 - 2.) Have staff **Evacuate** any students locked out or in public areas to a safe area
- Remain calm
- Notify parent/guardian
- Follow disciplinary action according to student handbook

Bomb Threat

Phone Call Recipient

- Keep caller on phone as long as possible and do not hang up even when they hang up so call can be traced
- Signal to someone to alert Principal and Head of School Offices
- Write down everything the caller says using the Bomb Threat Checklist
 - Make an educated guess as to caller's sex, age, race and accent
 - Identify any background noises
 - After call is over, write down any impressions of caller
- Even after the caller hangs up, keep the phone off the hook so police can trace the call
- Perform **Evacuation** or **Emergency Evacuation** procedures depending on threat.
- Wait for police; file Bomb Threat Form

Teacher of Staff

- Follow **Evacuation** Procedures

Principal's and Head of School's Offices

- On different phone; call **911**
- **Head of School's** office will ensure that Board members are notified
- **Evacuate** building
 - If evacuation is necessary see Evacuation Procedures and/or Emergency Evacuation
- Do not use radios, electronic bells or cell phones. Bombs can be activated by radio signals and electronic devices
- **TURN BELL OFF**
- Pass information and instructions to teachers by messenger
- Have master set of keys available but **Do not search until police arrives**
- Wait for all clear from Police before allowing students back in
- File an Incident Report

Bomb Threat Form

DO NOT HANG UP THE PHONE!

Keep the line open so Police can trace the call (DO NOT HANG UP AFTER THE PHONE CALL HAS ENDED)

Telephoned Bomb Threat Checklist

Questions to ask

Exact Response of person making threat

1. When is the bomb going to explode?
2. Where is the bomb?
3. What does the bomb look like?
4. What kind of bomb is it?
5. Did YOU place the bomb?
6. Why did you place the bomb?
7. What is your name and address?

Sex of caller: _____ Age: _____ Race: _____ Approx. Length of Call _____

Tell the caller that many innocent people will be injured or die if the bomb goes off. Then ask any unanswered questions again.

EXACT WORDS OF CALLER:

Check all that apply

Callers Voice:

Calm	___	Laughing	___	Lisp	___	Disguised	___
Angry	___	Crying	___	Raspy	___	Accent	___
Excited	___	Normal	___	Deep	___	Familiar*	___
Slow	___	Distinct	___	Ragged	___		
Rapid	___	Slurred	___	Clearing Throat	___		
Soft	___	Nasal	___	Deep Breathing	___		
Loud	___	Stutter	___	Cracking Voice	___		

*(If the voice is familiar who did it sound like?) _____

Background Sounds:

Street Noise	___	House Noise	___	Factory/Machinery	___	Local	___		
Crockery	___	Motor	___	Animal	___	Long Distance	___		
PA System	___	Office	___	Clear	___	Other	___		
Music	___	Static	___	**type of music: Country	___	Easy Listening	___	Rock	___

Threat Language:

Well spoken	___	Foul	___	Incoherent	___	Message read by caller	___	(educated)
Irrational	___	Taped Message	___					

Comments: _____

DO NOT HANG UP THE PHONE!

Bus Accident

Bus Driver

- Secure vehicle and display appropriate warning signs
- **Call 911** and survey all individuals involved in accident for injuries. Inform **911** if ambulance is needed
- Administer first aid if needed
- Call **Maintenance Director**
Jeff Fancher **517.862.4816**
- Report your location and bus location
- Keep all students on the bus, unless it is unsafe to do so
- **If the threat of fire**, move everyone to a safe location—at least 300 feet from the road
- Do not move the bus until instructed to do so unless position of bus creates an immediate hazard
- Account for all students and record extent of injuries on proper form with assistance of coach or supervising teacher
- **Make absolutely no statements to media or bystanders**
- Parents cannot take children off of the bus without police permission

Maintenance Director

- Receive the emergency call from driver and record all accident information
- Confirm the bus driver has called **911**
- Act as safety investigator
- **Notify the Head of School**
- Get and give all pertinent information to those involved in accident
- Get names, addresses and numbers of all witnesses
- Provide another bus and driver, if needed

Head of School

- Notify the principal about the accident and continue to inform as new information becomes available
- Obtain the names of students on the bus
- Obtain a list of injuries as soon as available
- Notify necessary administrators and school Board

Bus Accident (cont'd)

Principal

- Collect Health Information from emergency forms for all students on the bus
- Appoint a staff member to go to accident site to report any special health considerations to medics
- Appoint staff member to go to hospital and stay until everyone has been seen by a physician
- In the event of a serious injury or fatality, the principal or designee will go to the accident site and hospital
- Appoint staff to contact parents and as information is available, inform them
 - 1.) That their child is uninjured or being transported to the hospital
 - 2.) Of the medical facility to which students have been taken
 - 3.) To contact the hospital
- Refer incoming media calls to Head of School
- Inform staff

Director of Business and Finance

- Go to the scene of the accident ASAP
 - Take guidelines and forms with you
 - Take camera and cell phone
- If medics have not arrived, assist in First Aid
- Get a list of students involved and injuries and report new information to the Head of School
- Take pictures of the accident and gather information
- Take driver to take drug test
- Contact the insurance carrier
- Complete an accident report and forward to Head of School's office

Cardiac Emergency Response

Staff, Teachers, Coaches or Cardiac Emergency Response Team

- Check scene and person for immediate safety, do not move unless scene is unsafe
- Quickly assess if need to call a **Lock Down, Evacuation** or **Room Clear**

Call 911

- Have someone call for Cardiac Emergency Response Team (CERT) also known as “Safe Squad” via Intercom “all call” (“all call” is *#0 on any school phone)
- Have someone retrieve AED - in case they can retrieve it more quickly than CERT team member
- Closest team member retrieves AED (may already have been retrieved)
- Leave AED doors open so alarm sounds alerting others that AED has been retrieved

Begin CPR and Defibrillation

- Make sure AED is on its way
- If CPR/AED trained, begin CPR/AED as per training
- If not CPR/AED trained, begin Hands only CPR pressing hard and fast in center of chest until someone else arrives unless 911 operator instructs otherwise.
- When AED arrives, attach pads to patient, use AED following its instructions.
- AED will only deliver shock if it is needed
- Continue CPR until patient is responsive or EMS responder arrives

Early Recognition of Cardiac Arrest

- Person is not moving or is unresponsive
- Person is not breathing normally (irregular breathing, gasping or gurgling, not breathing)
- Seizure or convulsive-like activity may occur
- Person may have just received a blunt blow to chest

Administrators or office staff

- Confirm the exact location and the condition of the patient and assist as necessary
- Repeat “all call” for Cardiac Emergency Response Team if necessary
- Confirm 911 was called and if not call immediately
- Assign a staff member to direct EMS to scene
- Perform “crowd control” directing others away from scene
- Consider delaying class changes to assist responders
- Designate people to cover duties of CPR responders
- Copy the patient’s emergency information for EMS
- Notify the patient’s Emergency contact
- Contact Head of School
- Complete an incident report - file one copy with drills to review for improvements

Death or Homicide—off campus

Teacher or Staff

- Notify Principal's office
- Identify students in need of counseling
- Follow Media Protocols

Principal's Office

- Cooperate with law enforcement, if applicable
- Provide privacy for family
- Call the Head of School's office who will ensure that the necessary administrators and Board members are notified
- Inform staff and announce counseling services and document students receiving counseling if applicable
- Principal or Head of School will notify school community with family's permission
- File an Incident Report
- Contact Health Department

Death or Homicide—on campus

Teacher or Staff

- Identify problem, location, victim
- ***If a perpetrator is in the area:***
- Call **Internal Lock Down** on intercom (*#0) as soon as you can safely or perform a **Emergency Evacuation**
- Follow **Internal Lock Down or Emergency Evacuation** instructions
- ***If there is no perpetrator:***
- Notify principal's office
- Perform a **Room Clear** and try to calm students
- Isolate witnesses and do not allow them to talk with others
- Do not disturb possible crime scene, secure area, await public officials and administrative personnel
- Identify students in need of counseling
- Follow Media Protocols
- Complete Incident Report

Principal's Office

- ***If perpetrator is in the area:***
- Call an **Internal Lock Down** or perform a **Emergency Evacuation** if no one has already
- Follow the **Internal Lock Down or Emergency Evacuation** instructions
- ***If there is no perpetrator:***
- Call **911** (provide description)
- Cooperate with law enforcement
- Secure and preserve crime scene
- Provide privacy for victim
- Document approximate time and specific observations regarding victim's overall condition
- Provide a copy of the recorded information to EMS
- Assist the police in locating any possible perpetrators
- Principal, Head of School and possibly the teacher will notify a parent, in person, in cooperation with police
- Appoint secretary to secure health information, accompany student to the hospital, and act as liaison between hospital and principals office.
- Call the Head of School's office who will ensure that the necessary administrators and Board members are notified
- Inform staff and announce counseling services and document students receiving counseling.
- File an Incident Report

Drive-By Shooting

Teacher or Staff

- When shots are heard, yell to students to **“Drop to the floor;”** move students to safest area of classroom
- On playground, drop and proceed inside when appropriate
- Once car exits area, be alert for car to return
- Notify Principal’s office ASAP
- Report any known injuries or property damage
- Perform **Reverse Evacuation** if outside and then continue into procedures for an **External Lock Down**
- Return students to classroom only after **External Lock Down** is lifted by personal instructions from administrators or emergency responders
- Be prepared to answer questions from police
- Follow Media Protocols

Principal’s Office

- Make announcement to teachers for student to **“Drop to the floor”**
- Perform **Reverse Evacuation** for those outside
- Announce **External Lock Down** - Listen for further instructions
- Identify problem; call **911**
- Call the Head of School’s office who will ensure that the necessary administrators are notified
- Assist law enforcement in identifying and locating suspect(s) and victim(s)
- Hold students beyond dismissal time when necessary
- Staff should remain with the students until emergency is over
- Notify parent/guardian via Skylert system of situation
- Provide counseling to anyone as needed
- Complete and file Incident Report

Drug Overdose

Teacher or Staff

- Check the scene and the person for immediate safety
- Call **911** if unconscious or not breathing or level of consciousness changes
- Notify Principal's office and give the name of ill student
- Keep person as stable as possible; may remove from class to office if conscious or perform **Room Clear** if unconscious
- Administer first aid until medics arrive but do not induce vomiting or give person anything to eat or drink unless instructed by medical professionals
- Isolate witnesses and do not allow them to talk to anyone or to each other; speak calmly
- Await public officials and administrative personnel
- Complete Incident Report asap

Principal's Office

- Identify problem and evaluate
- Call **911** if teacher has not
- If person is conscious and alert, call National Poison Center Hotline at 1-800-222-1222 and follow advice given
- Document findings. If student is alert, obtain name of drug, how administered, and at what time it was administered; verify quantity
- Perform **External Lock Down**—if considered necessary to secure the building and situation
- Administer first aid until medics arrive but do not induce vomiting or give person anything to eat or drink unless instructed by medical professionals
- Secure health information from emergency form, administrator accompany student to hospital and act as liaison between hospital and school; if appropriate
- Secure area, secure evidence for local authorities
- Appoint an administrator to notify a parent
- Provide a copy of documented information to EMS and police
- Call the Head of School's office who will ensure that the necessary administrators and school Board members are notified
- Facilitate investigations by police
- File an Incident Report

Drug Selling or Use

Teacher or Staff

- Notify the Principal's office if you think you have witnessed or hear a rumor about a drug sale, usage, or possession
- Complete Incident Report ASAP
- Follow Media Protocols

Principal's Office

- If student is ill, refer to "**drug overdose**" page of this manual
- Identify problem; evaluate
- Bring student to office with backpack, purse, books and other possessions
- Attempt to have additional adults present, if possible
- Tell student what is suspected and ask student to produce the drugs; protect evidence
- If student denies or refuses ask him/her to empty pockets and all other containers
- Search student's locker
- **Notify parent/guardian**

If drug is found or sale is witnessed

- Call the police dispatch non-emergency line at (517) 694-0045.
- Police may remove student from campus
- **Notify parent/guardian**
- Call the Head of School's office who will notify proper administration and Board members
- Follow disciplinary action according to student handbook
- Suggest that student enrolls in a **drug counseling** program
- Complete and file Incident Report

Fire, Explosion or Inside Hazard

Teacher or Staff

- Perform **Evacuation** procedures when you hear fire alarm

Head of School's Office

- Sound Fire Alarm to signal an **Evacuation** and follow evacuation procedures
- If additional explosions/hazards are imminent consider calling for a **Emergency Evacuation**.

Arson (Suspicious Fire)

Arson means the unauthorized starting of a fire or assisting another in starting a fire on school property

IF SUSPICIOUS FIRE IS SUSPECTED, inform the responding police and fire personnel. Assist police and fire investigators in their investigation. Help locate any possible suspect(s) and/or witnesses.

Food Poisoning

Principal's Office

- Appoint staff member to pull all appropriate health information for affected individuals
- Notify the cafeteria to take action
- Notify parents/guardians to collect ill students (Send a Skylert emergency broadcast if closing the school is necessary)
- Call the Head of School's office who will ensure that the necessary administrators and Board members are notified
- Call Health Department
- Follow directions from public health agencies
- File appropriate reports with District and Public Health Agencies
- Complete and file Incident Report

Severe Problem

- Call **911**
- Administer first aid until medics arrive

Minor Problem

- Administer first aid
- Refer student to physician

Cafeteria

- Close cafeteria
- Secure items used in food preparation for examination and tests
- Health department will instruct food service employees to secure items
- Store samples of suspected menu items for examination
- Follow any further directions from public health agencies
- Follow Media Protocols

Hazardous Material Release

Chemical Plant Accident, Chemical Train Derailment, Chemical Truck Overturning, Pipeline Rupture, Radiological or Nuclear Accident or Explosion.

Principal and Head of School Offices

- Receive information and instructions from authorities to **Shelter in Place** or **Evacuate** due to a nearby hazardous material release
- If **Shelter in Place** require all persons in outside areas to go indoors by performing **Reverse Evacuation**
- Activate the school **Shelter in Place** procedures by P.A. Announcement or **Evacuation** procedures by pulling fire alarm
- Contact parents using the Skylert system

Teacher

- Either perform the **Shelter in Place** or **Evacuate** procedures depending on whether a P.A. announcement has been made or the fire alarms have been pulled.

Intruders or Non-Custodial Parent

Teacher or Staff

- Approach the intruder(s) and determine the nature of their presence if not with students
- Ask them to return to the visitor center to sign in and get visitor's pass
- Report any suspicious person or non-custodial parent to the Principal's office immediately
- This should include anyone without a proper hall or visitor's pass

Principal's Office

- Approach the intruder(s) and determine the nature of their presence
- Direct them to accompany you back to the Welcome Center
- Ask for identification if consider necessary
- If they have no acceptable purpose, ask them to leave

If they refuse to leave

- Alert them that the police will be called; observe descriptions
- If they continue to refuse, call **911** or push the panic button/alarm security pad to notify Central Security Systems to call 911 on our behalf.
- If the situation is severe, announce an **Internal Lock Down** on P.A. system
- Call the Head of School's office who will ensure that the necessary administrators are notified
- Complete and File an Incident Report

Larceny (Theft)

Teacher or Staff

- Notify the Principal's Office ASAP

Principal

- Identify problem and evaluate extent of theft.
- Fill out Incident Report recording theft.
- Research camera footage to determine if thief can be identified.
- If less significant theft: the problem may well be addressed by applying student handbook policies. A call to police may be necessary.
- If a significant theft (theft of \$100, numerous events by a minor, or hate/gang related): Call police department (517) 694-0045.
- Assist police in locating and identifying possible suspect and/or witnesses.
- Notify the Head of School's office; administration will contact parent/legal guardian.
- Complete the Incident Report and file the report.

Medical Problem or Accident – Minor Problem

Teacher or Staff

- Check scene and the person for immediate safety
- Call or send a student to office for assistance
- Teacher stay with students
- Consider if **Room Clear** is necessary based on situation
- Move student to Principal's Office accompanied by another student or staff member
- If student is unable to be moved to Principal's office this is considered a "**Medical Problem or Accident - Serious Problem**" and refer to those procedures.

Principal's Office

- Secure student's emergency and health information
- Assess severity of injury or illness
- Keep Student as stable as possible and administer minor first aid if necessary (band aids, water etc.)
- Call Parent/Guardian
- Call student's physician if needed
- Complete and file Incident Report

Medical Problem or Accident – Serious Problem

Teacher or Staff

- Check scene and the person for immediate safety
- Quickly assess if need to call a **Lock Down, Evacuation** or **Room Clear**
- Call **911** or if unclear if EMT's are needed call the office immediately
- Stabilize student and administer first aid until medics arrive
- Call or send a student to office for assistance
- Teacher stay with hurt/ill student until either another staff person takes over
- Bus Emergency—Describe situation and location of bus to **911** and have someone else contact school office
- Follow Media Protocols

Principal's Office

- Call **Lock Down, Evacuation** or **Room Clear** if necessary
- Call **911** if teacher has not and situation is deemed serious.
- Secure student's emergency and health information
- Assess severity of injury or illness
- Call Parent/Guardian
- Call student's physician if needed
- Stabilize student and help administer first aid until medics arrive
- Appoint staff member to accompany student to hospital and act as liaison between hospital and Principal's Office
- Follow-up to obtain diagnosis
- Complete and file Incident Report

Missing Student or Runaway Student

Teacher or Staff

- Report to Principal's Office any student who is missing

Principal's Office

AFTER STUDENT HAS BEEN

LISTED AS PRESENT & THEN IS MISSING

- Obtain emergency form and photograph from files
- Search campus
- **Call parent** or those listed on emergency release form
- **Call Head of School's office** who will ensure that the appropriate offices are contacted
- **Call Police Department 517-694-0045**
- If student is located, notify parent immediately and **911**

AFTER HOURS, STUDENT IS

MISSING BETWEEN SCHOOL AND HOME

- Parent/caretaker has called school to advise of missing student
- Express concern and desire to help
- Advise caller to contact alternate caregivers and friends
- If caller is a parent, advise to call police if student is not located within a reasonable period of time
- Principal call **911**
- If caller is not a parent, call parent/guardian
- Ask caller to call, specify our location, (phone number they are to call) if student is located
- If student is young, have designated staff drive student's route to school
- Call Head of School's office or cell phone
- If student is located, notify parent immediately and **911**
- Follow Media Protocols

Principal's Office

STUDENT IS MISSING

BETWEEN HOME AND SCHOOL

- Check with parent if student does not arrive at school:
 - Is student legally absent?
 - Could student be lost?
 - Is student suspected of being a runaway?
 - Is student suspected of being truant?
 - Are any of his/her friends also missing?
- Ask for student's possible route to school and means of transportation
- Advise parents to call law enforcement if student is not located within a reasonable period of time
- Note that **parent** must make this call
- Principal also call **911**
- Ask parents to notify school immediately if student is located
- If student is young, have designated staff drive student's route to school
- Obtain registration form and photograph from files
- Call Head of School's office who will ensure the proper offices are contacted
- Do not release any information to the media
- If student is located **notify parent** immediately and **911**
- Follow Media Protocols

Riot or Gang Altercation

Teacher or Staff

- Alert Principal's office immediately

Severe Problem

- Call **911**
- Call **Internal or External Lock Down** depending on situation
- If conflict is within building, make verbal contact in a calm voice
- **Never grab or touch a violent student unless they are causing harm to themselves or others.**
- Follow Media Protocols

Principal's office

- Evaluate the severity of the situation ASAP

Minor Problem

- May call law enforcement. Follow all other actions as with a severe problem

Severe Problem

- Call **911** if they have not been called
- Call **Internal or External Lock Down** depending on situation if not already called
- Use school personnel to control the crowd
- Separate opposing factions and try to get them to a more isolated area so they can calm themselves without losing face
- Continue to be calm and reasonable until opposing factions are separated or until police arrive
- Cooperate with law enforcement
- Identify participating students and any gang affiliations
- Discuss the students' behavior and its consequences only after they are calm
- **Notify parents/guardians**
- Establish lines of communication between school authorities and student groups in order to be aware of any future developments.
- Along with disciplinary actions, advise students to receive counseling.
- **Call the Head of School's office** who will ensure that the necessary administrators and Board members are notified
- Complete and file an Incident Report

Robbery or Extortion

Armed Robbery: taking property by force or threat with weapon or representing weapon.

Unarmed Robbery: taking property from person by force or threat.

Extortion: threatening another person for the purpose of extorting money or property, or compel threatened person to act against the threatened person's will.

Teacher or Staff

- Notify the Principal's office ASAP
- Try to calm students if necessary

Principal's Office

- Identify problem and location
- Call **911** to report incident; determine if weapon is visible or suspected
- Provide suspect information
- For further instruction, refer to "Armed Subject or Hostage"
- Complete and File Incident Report

Sexual Assault

Criminal Sexual Conduct involves nonconsensual sexual penetration or unconsented touching of a person's intimate parts. Staff should work with local law enforcement to obtain legal definitions where appropriate. School staff are required to report child abuse and neglect according to Michigan Law. Michigan Child Protection Law requires certain professionals to report their suspicions of child abuse or neglect to Children's Protective Services (CPS) at the Department of Human Services (DHS). These people are mandated reporters and have established relationships with children based on their profession.

Teacher or Staff

- Alert Principal's office
- Immediately assess injuries
- Do not leave victim alone
- Do not let victim alter physical presence, or wash hands or any body part
- Discourage discussion
- Await police
- Complete Incident Report ASAP
- Follow Media Protocols

Principal's Office

- Call **911**
- Pull health information from enrollment card and to administer first aid
- Document any statements
- Isolate suspect, if possible
- Isolate witnesses and do not allow them to talk to anyone or to each other
- Appoint an administrator or staff member to **notify a parent** in person, if possible
- **Call the Head of School's** office who will ensure that the necessary administrators and Board members are notified
- Call child protection services phone number 1-855-444-3911
- Comply with child protection laws
- Preserve crime scene

Student Walkout

Indications

- Students inform teachers, counselors, or the Principal's Office of their plans for a walkout
- Student walkout leaders or a group of students meet with the principal to present issues and concerns that are causing them to plan a walkout

Upon Hearing About Potential Walkout

Principal's Office

- Identify the issues and concerns that have lead up to a potential walkout
- Obtain date and time of planned walkout and names of those involved
- Determine a course of action to avert the walkout
- Call Head of School's Office who will ensure that the necessary administrators are notified
- Meet with faculty to inform them of the potential walkout
- Meet with student leaders and student council to explain the situation, clear up rumors and attempt to gain support to avert the walkout
- Call the police dispatch non-emergency line at (517) 694-0045 to notify them

... continued Student Walkout

Pre-Plan for Day of Walkout

Principal's Office

- Assign staff members to a supervision schedule for the day that the walkout is supposed to occur
- Pre-plan to have teachers stand at specific locations in halls and on school grounds to supervise if walkout occurs
- Instruct teachers to take attendance before the time of the walkout and after
- Instruct teachers to prepare a special absentee list to document names of students who participate in the walkout
- Instruct teachers to watch their actions and comments so that they do not aggravate the walkout situation
- Designate a person to record, using cameras, all students and adults who participate in the walkout
- Confer with the Head of School for advice
- Ensure the Head of School is available to assist with media
- Provide current information to other appropriate administrators

During the Walkout

Principal's Office

- Instruct staff to allow students to leave.
- Encourage staff to say **"If you go to class now, there will be no disciplinary action"**
- Ensure that the video camera operator, if utilized, is filming students, staff and any outsiders.
- Make the following P.A. announcement **"Students, if you go to class now, there will be no disciplinary action. If you walk out, you will be subject to disciplinary action."**
- Wait 5 minutes to give students the opportunity to return to class
- Instruct hall duty personnel to conduct a hall sweep to clear the halls of all students
- Ensure that all students are either in class or outside
- Secure doors so that students cannot come back in and disrupt classes after the 5 minute deadline
- Monitor the ongoing situation
- Go outside with a bullhorn to address participants of the walkout
 - "Students, we want you back in school"
 - "If you come back now, there will be no disciplinary action"
 - "You have 5 minutes to return to the large gym where we can process you to go to class"
 - "If you do not come back within 5 minutes, you are subject to disciplinary action"
- Concentrate on trying to get the students back into class and do not let the media distract that effort

...continued Student Walkout

After the Walkout

Principal's Office

- Instruct teachers to take attendance each period after the walkout so that a list of students participating can be generated
- Be responsible for developing the list of all students who walked out
- Use attendance lists and video tape to develop a list of all involved
- Contact parents of walkout students to arrange for the return of each student
- Inform parents of the disciplinary action
- Develop a system for admitting students back to school after a walkout

Substance Abuse - Alcohol or Tobacco

(Minor Possession)

Teacher or Staff

- Notify the Principal's office of witnessed or suspected use or possession of alcohol or tobacco—on school property

Principal's Office

- Bring the student to the office with backpack, purse, books and other possessions; evaluate situation
- Call the police dispatch non-emergency line at (517) 694-0045, if appropriate
- Tell student what is suspected and ask student to produce the alcohol or tobacco
- Question student regarding involvement of others
- If student denies or refuses, ask student to empty pockets and all other containers
- Search locker, if necessary
- If alcohol or tobacco is found, or if usage has been witnessed, **notify parents**
- **Call the Head of School's office**
- Follow disciplinary action according to student handbook
- Complete and file an Incident Report

Suicide - Attempt in Progress

Teacher or Staff

- Send for Principal and Head of School
- Try to calm the student and others
- In calm manner, ask student for permission to evacuate the rest of the class
- Do not negotiate; wait for police
- In the event of the death of the subject, be prepared to assist Principal with notification of parents/guardians
- Identify students in need of counseling
- Give suicide note to principal, if applicable
- Maintain crime scene, document if student is alert, if applicable, obtain name of drug, how administered, and what time it was administered; verify quantity
- Manner of suicide attempt will determine whether evacuation of students to safe area is prudent
- Follow Media Protocols

Dean of Students and Academic Dean

- Go to the scene and assist with the situation
- Speak calmly with the student and try to diffuse the situation
- If possible, try to get the student isolated
- Maintain contact with the student. When law enforcement arrives, work with him/her, do not abandon the student.
- If suicide was prevented, give the student and parents the numbers listed in the reminder
- Work with parents, administrators and teachers to monitor the student
- Complete an Incident Report
- Maintain crime scene evidence if suicide was not prevented.

Principal

- Evaluate situation; call **911**
- Lock down, if necessary
- Secure health information from emergency form and take it to the scene
- Have appropriate emergency staff at scene, but out of view of the student
- Notify parent/guardian
- Appoint secretary, or designated staff member, to greet arriving parents
- Call Head of School's office: who will ensure that the necessary administrators are called
- Escort law enforcement to the scene and stay out of view of the student
- If suicide was prevented, require parents to show proof of psychological consultation before student returns to school
- If suicide was not prevented, inform staff
- Authorize increased counseling services to students
- Facilitate any investigations by district or authorities
- Retain note for evaluation
- Maintain crime scene
- File an Incident Report

Reminder

National Youth Crisis Hotline

Text "start" to 741-741

Free, 24/7, Confidential

First Call For Help

211 or 866.561.2500

Suicide Prevention Hotline

Suicide - Verbal or Written Threats

Teacher or Staff

- Send for principal
- Take threat seriously
- Tell the student you are concerned; isolate if possible
- **DO NOT LEAVE THE STUDENT ALONE**
- Continue to express interest in the student after the crisis is over
- Give suicide note to principal or information on where the information was accessed from

Principal

- Isolate student from peers if possible
- Talk with student and assess the seriousness of the threat
- Ask directly if the person has entertained thoughts of suicide
- **DO NOT LEAVE THE STUDENT ALONE**
- Notify the Head of School
- Continue to counsel the student
- Notify the parents to come and get the student
- Parents may be required to provide proof of counseling before the student is permitted to return to school
- Give the student and parents these numbers:
 - Lansing Police Department**
911 or (517) 694-0045 for police dispatch
non-emergency
 - First Call For Help**
211 or 866.561.2500
 - Life Ways**
517.796.4540
 - Community Mental Health**
517.346.8460 or 800.372.8460
- Work with parents, students , administrators and teachers to monitor the student
- Complete and file Incident Report

Suspected Child Abuse

ALL SCHOOL PERSONNEL

- Report any suspected abuse or neglect of a student's physical or mental health or welfare to principal
- Report **also** immediately verbally directly to Department of Human Services. **IT'S THE LAW!**
- (855) 444-3911. Written report is required within 72 hours

Note: Each person to whom a child discloses abuse/neglect has a legal responsibility to respond and report to local child and family services immediately .

- A copy of the report must be given to the Principal or Head of School
- Be aware that the person who reports, without malice, is immune from civil or criminal liability
- If a child starts disclosing information, you should move the child to a private environment to ensure privacy
- You should maintain eye contact with the child and ask open-ended questions that allow the child to freely discuss the incident without being led during the conversation
- Refer to Child Protective Services—Mandated Reporter Guide for more information

Principal

- If any abuse or neglect is determined or even suspected:
 - Notify Child Protective Services (child and family services) immediately verbally - **IT'S THE LAW!**
 - (855) 444-3911. Written report is required within 72 hours.
- Allow student to return to normal schedule ASAP
- Make written report for file
- Be aware that the person who reports, without malice, is immune from civil or criminal liability
- Be aware that the name of the reporting person remains confidential
- File a copy of report in Principal's office - which is always confidential
- Call the police dispatch non-emergency line at (517) 694-0045.
- When CPS sends follow-up report file in Principal's office

Tornado Watch or Storm

Tornado Watch—Weather conditions are favorable for tornadoes and other dangerous weather to form. Be aware of quickly changing weather conditions. Be prepared to move quickly to protective area if warning is given.

Principal's Office

- Activate pre-designated staff to monitor radio and weather websites for warnings as well as outside weather conditions.
- Principal may bring students and staff from playgrounds and other outdoor areas indoors
- If thunder is heard or lightning is spotted students may not go outside to playground or other outdoor areas for 30 minutes
- Principal may bring students and staff who are in portable classes into main building
- Ensure a bullhorn is available to notify of a tornado warning in the event electrical power fails
- During a tornado **watch** students may be released to a parent or those listed on emergency release form
- **Monitor weather and likelihood of severe weather for sports events**

Teacher or Staff

- Close windows and blinds
- Remind students of tornado drill procedures.
 - Define the shelter area they may need to move to
 - Review the **Tuck & Cover** position facing the wall
 - Inform students not to be alarmed if lights go out
 - Immediate action may be called for - **Tuck & Cover** under desks if instructed to do so

Tornado Warning

Tornado Warning—A tornado has been indicated by radar or has been spotted. Go at once to the assigned tornado shelter area and get in the protective **“tuck and cover”** position.

Principal’s Office

- Make the announcement over the P.A. system
- Follow the **Tornado—Take Cover** procedures

Teacher or Staff

- Follow the **Tornado—Take Cover** procedures

Custodian(s)

- Ensure that all exterior doors are closed to prevent wind tunnel effect and flying debris
- If there is a possibility that a tornado has hit the building, shut off electrical power immediately

Bus Driver

- When a tornado is sighted, head away from its path, at a right angle of it
- In an open area, escort children to a low area (ditch, culvert, ravine, etc.)
 - Have students lie flat, face-down and cover their heads
- Account for all students
- Report in as soon as possible

Tornado Strike

Post Tornado—if building is struck by a tornado

Principal and Head of School Offices

- Call custodian(s) to ensure that gas and electricity have been shut off at main switches
- Call **911**
- Activate emergency medical response see **“Medical Problem or Accident”**
- Appropriate staff should administer first aid until medics arrive
- All injuries should be noted
- Evacuate damaged area cautiously
- Head of School - notify Board members
- Collect roll and search for any missing staff or students
- Establish a parent-information response team ASAP—Skylert and individual staff leaders
- Retain students in an area until it is considered safe
- Consider **Evacuation and Reunification** procedures.
- After crisis, principal should go to hospital to be with the injured
- File an Incident Report

Teacher or Staff

- Take roll ASAP
- Report any injuries or missing students
- Try to restore calm
- Assist in any first aid needed in your area
- Await further instructions

Unauthorized Removal of Student

Office Staff

PREVENTATIVE ACTIONS

- Have at desk a list of students who are not to be released to anyone except a specific parent or other specific person
- Red-flag enrollment and emergency health cards of such students
- Check with custodial parent or guardian before releasing student to anyone else
- Record the time and date of phone approval; check identity before release
- Verify identity of any parent who telephones a request for student's release with a return phone call
- Record any custody changes after seeing a dated court order or document
- Hold in office any student who seems reluctant to go with person picking up the student
- Notify parent/guardian and Principal's office of the student's reluctance and abide by parent's wishes

Unauthorized Removal

- Notify the Principal immediately

Principal's Office

- Use good judgement in trying to retain abductor while secretary notifies police and parent
- Get license plate number
- Call parent/guardian listed on student's emergency card
- Call **911**
- Notify administration of the location of siblings
- Call Head of School's office
- Do not release any information to the media
- Work closely with police
- Follow Media Protocols

Utility Failure

INSIDE GAS LEAK

DO NOT OPERATE ELECTRICAL SWITCHES OR COMMUNICATION EQUIPMENT

Principal's & Head of School's Offices

- Notify teachers **in person** whenever a strong gas odor is reported and to follow **Evacuation** procedures
- Do not use fire alarm system as it may take students into areas of highest gas concentration. Use "All-Call" (*#0) on phone system to notify students of the appropriate evacuation location.
- Call **911** - Use cell phone outside building
- Notify the gas company - from outside at phone (800) 477-5050
- Notify the Delhi Charter Township at phone (517) 694-2135
- Call Delhi Fire Township Fire Chief at phone (517) 694-3327
- Oversee evacuation to designated assembly point
- Determine when the building is safe for re-occupancy after conferring with authorities

Teacher or Staff

- Follow **Evacuation** procedures

Custodian

- Shut off gas main
- Assist gas company in finding and fixing the gas leak

Utility Failure

INTERNET OUTAGE

Principal's & Head of School's Offices

- Notify IT LCS Department who will contact internet providers
- Activate the "red phones" and disconnect the elevator phone from behind boiler room. Put out of order sign on elevator
- Contact parents via Skylert to inform them of outage and to have them call the "red phone" numbers to contact the school while the outage is going on (Normal phone system requires electricity and internet to operate)
- Continue all school operations as normal in the short term
- Notify cafeteria to take action as Skyward access will be an issue

Teacher or Staff

- Continue all normal school day activities unless notified differently from Principal's office

Utility Failure

POWER OUTAGE

Principal's & Head of School's Offices

- Notify BWL of outage 877-295-5001
- Notify Police at 517-694-0045
- Notify Central Security 517-910-9204
- Activate the "red phones" (disconnect elevator phone and put "out of order" sign on elevator) and email parents to either call the "red phone" numbers or email an office secretary to contact the school while the outage is going on
- Continue all school operations as normal in the short term
- Notify cafeteria to take action
- If appears power will not be returning within the school day determine if it is necessary to release early. If releasing early inform parents via Skylert . Follow typical end of day release procedures

Cafeteria

- Prepare cold food menus when possible
- Monitor food storage temperatures
- Notify Food Service Director.

Custodian

- Distribute available flashlights and place battery operated lanterns in bathrooms
- Assist light company in restoring power

Teacher or Staff

- Continue all normal school day activities unless notified differently from principal's office

Utility Failure

POWER LINE DOWN ON SCHOOL PROPERTY

Principal's & Head of School's Offices

- Perform **Reverse Evacuation**.
- Call **911**
- Notify building by messenger if P.A. system has failed
- **DO NOT EVACUATE**
- File an Incident Report

Custodian

- Distribute available flashlights
- Assist power company in restoring power
- Secure area if on property

Teacher or Staff

- Follow the instructions from the Principal's office
- Do not release students until area is able to be secured

Utility Failure

WATER SHORTAGE

Principal's & Head of School's Offices

- Notify staff and students by P.A. system of situation
- Call BWL (517) 702-6490
- Call Police (517) 694-0045
- If no water, notify parents via Skylert and release students early
- File an Incident Report

Custodian

- Assist water department in determining cause and in making the repairs

Teacher or Staff

- Continue normal educational duties

Vandalism or Graffiti

Teacher or Staff

- Notify Principal's office of damage and names of vandals if known,
- **Principal's Office**
- Assess the extent of damage

If Damage is Minor

- Call the police dispatch non-emergency line at (517) 272-6026
- Take a photo of the damage
- Make notes on the kind, extent, location and approximate time of the incurred damage
- Attempt to identify the vandals
- If student(s) has been identified, **notify a parent/guardian**
- Follow disciplinary action according to student handbook
- Call custodial staff for clean-up and/or repairs
- Complete and file an Incident Report

If Damage is Excessive

Motivated by hate, excessive or gang-related

- Cordon off the area
- Call the police dispatch non-emergency line at (517) 694-0045.
- **Call the Head of School's office** who will ensure that the necessary administrators are notified
- Take a photo or video of the damage and **Secure photo or video**
- Make notes on the kind, extent, location and approximate time of incurred damage
- After law enforcement have seen the damage, call custodial staff for clean-up and/or repairs
- Attempt to identify the vandals
- Find witnesses; if possible
- File the appropriate criminal charges against the vandals
- Complete and file an Incident Report

Violent Actions

Teacher or Staff

- Make verbal contact in a calm voice
- If behavior does not cease, shout **stop** and then lower your voice and encourage students to talk about the issues someplace else
- Try to get individuals to an isolated area so they can calm themselves without losing face; or try to empty the area of other students so there is less audience and less danger
- Do not leave the students alone until they are calm
- Try to have someone contact principal's office for you
- Discuss their behavior and consequences only after they are calm
- Understand that violence is time-lined; if you can delay long-enough, it can subside
- **Never grab or touch a violent student unless they are causing harm to themselves or others**
- Escort the student(s) to the principal's office
- If the student(s) refuse to cooperate, **notify the Principal** or designee that you need assistance with a violent problem

Principal's Office

- Assess situation
- Call **911** if students refuse to cooperate; if injury; if victim is staff
- Announce **Internal Threat** if necessary
- **Call the Head of School's office** who will ensure that the necessary administrators are notified
- Secure emergency information; **contact parent/guardian**
- Assist police in any way requested
- Follow disciplinary action according to your student handbook
- Complete and File an Incident Report.

Violent Actions

Physical Assault

Fights

Verbal Assault

Verbal Threat

INDEX

Incident Report Form

Use this form to report accidents, injuries, medical situations, or student behavior incidents. The report should be completed within 24 hours of the event. Submit completed forms to the Principal's and/or Head of School's office.

This is documenting an:

- Injury
 First Aid
 Incident
 Observation

INFORMATION ABOUT PERSON INVOLVED IN THE INCIDENT			
Full Name			
<input type="checkbox"/> Student	<input type="checkbox"/> Employee	<input type="checkbox"/> Visitor	<input type="checkbox"/> Vendor
Phone number if visitor or vendor			

INFORMATION ABOUT THE INCIDENT		
Date of Incident	Time	Location:
Were there any witnesses to the incident? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Names and phone numbers (attach separate sheet in necessary)		
Description of Incident (what happened, how it happened, factors leading to the event, cause if known, sequence of events, etc.) Be as specific as possible (attach additional sheets if necessary).		

TO BE COMPLETED ONLY IF INJURY OR FIRST AID REQUIRED
Body part injured:
Possible type of injury (bruise, sprain, fracture, concussion, etc.):
Initial first aid (ice, immobilization, cut cleaned):
Was EMS called? <input type="checkbox"/> Yes <input type="checkbox"/> No
Did EMS transport? <input type="checkbox"/> Yes <input type="checkbox"/> No
Was the student transported from school by another means? <input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, by whom? Where to?

Were parents notified? Yes No By Whom? _____ How? _____ Time Notified: _____

Was Law Enforcement Notified? Yes No By Whom? _____ How? _____ Time Notified: _____

Consequence or action taken (if applicable):

REPORTER INFORMATION
Individual Submitting Report (print name)
Signature
Date Report Completed

Principal Signature _____

Date _____

Child Protective Services

Mandated Reporter Guide

Responsibilities

Teachers are always required to report suspected child abuse and/or neglect to DHS.
To avoid civil and criminal penalties, the report must be made directly to DHS.

Child Disclosure

If a child starts disclosing information regarding child abuse and/or neglect, you should move the child to a private environment to ensure privacy.
You should maintain eye contact with the child and ask open-ended questions that allow the child to freely discuss the incident without being led during the conversation.

Reporting Obligations

The Child Protection Law requires you to make an immediate verbal report to DHS upon suspecting child abuse and/or neglect.

A written report is required within 72 hours.

You must also notify the Principal or Head of School.

Reporting the suspected abuse/neglect to the Principal or Head of School does not fulfill the requirement to report directly to DHS.

Verbal Report

Information for report must be provided by the individual who actually observed the injuries.

The following information is helpful to have when giving a report:

- Primary caretaker's name and address.

- Names of identifying information for all household members, including alleged victim and perpetrator, if known.

- Birth date and race of all members of the household, if known.

- The address where the alleged incident happened, if different than the home address.

- Statements of the child's disclosure and context of the disclosure.

- Why child abuse and/or neglect is suspected.

Written Report

The written report must be made within 72 hours.

A copy of written report must also be given to the Principal or Head of School.

Mandated reporters cannot be dismissed or otherwise penalized for making a report required by the CPS law or for cooperating with an investigation.

The form may be mailed, faxed, or emailed.

Child Protective Services

Mandated Reporter Guide

Definitions of Child Abuse/Neglect

Physical Abuse

Physical abuse is a non-accidental injury to a child. Physical abuse may include, but is not limited to, burning, beating, kicking and punching. There may be physical evidence of bruises, burns, broken bones or other unexplained injuries. Internal injuries may not be readily apparent.

Sexual Abuse

Sexual abuse encompasses several different types of inappropriate sexual behavior:

- Any intentional touching/contact that can be reasonably construed as being for the purpose of sexual arousal, gratification, or any other improper purpose.

- Sexual penetration.

- Accosting, soliciting, or enticing a child to commit, or attempt to commit, an act of sexual contact or penetration, including prostitution.

Child Maltreatment

Child maltreatment is defined as the treatment of a child that involves cruelty or suffering that reasonable person would recognize as excessive. Possible examples of maltreatment are:

- A parent who utilizes locking the child in a closet as a means of punishment.

- A parent who forces his or her child to eat dog food out of a dog bowl during dinner as a method of punishment and/or humiliation.

- A parent who responds to his or her child's bed-wetting by subjecting the child to public humiliation by hanging a sign outside the house or making the child wear a sign to school which lets others know that the child wets the bed.

Mental Injury

A pattern of physical or verbal acts or omissions on the part of the parent and/or person responsible for the health and welfare of the child that results in psychological or emotional injury/impairment to a child or places a child at significant risk of being psychologically or emotionally injured/impaired (e.g., depression, anxiety, lack of attachment, psychosis, fear of abandonment or safety, fear that life or safety is threatened, etc.)

Child Protective Services

Mandated Reporter Guide

Definitions of Child Abuse/Neglect—continued

Neglect

Child neglect encompasses several areas:

Physical Neglect - Negligent treatment, including but not limited to failure to provide or attempt to provide the child with food, clothing, or shelter necessary to sustain the life or health of the child, excluding those situations solely attributable to poverty.

Failure to Protect - Knowingly allowing another person to abuse and/or neglect the child without taking appropriate measures to stop the abuse and/or neglect or to prevent it from recurring when the person is able to do so and has, or should have had, knowledge of the abuse and/or neglect.

Improper Supervision - Placing the child in, or failing to remove the child from, a situation that a reasonable person would realize requires judgment or actions beyond the child's level of maturity, physical condition, or mental abilities and results in harm or threatened harm to the child.

Abandonment - The person responsible for the child's health and welfare leaves a child with an agency, person or other entity (e.g., DHS, hospital, mental health facility, etc.) without:

Obtaining an agreement with that person/entity to assume responsibility for the child.

Cooperating with the department to provide for the care and custody of the child.

Medical Neglect - Failure to seek, obtain, or follow through with medical care for the child, with the failure resulting in or presenting risk of death, disfigurement or bodily harm or with the failure resulting in an observable and material impairment to the growth, development or functioning of the child.

Child Protective Services

Mandated Reporter Guide

Indicators of Child Abuse/Neglect

Determining when to report situations of suspected child abuse/neglect can be difficult. When in doubt, contact DHS for consultation. Below are some of the commonly accepted physical and behavioral warning signs associated with various forms of child abuse and neglect. Note that the physical and behavioral indicators below, in themselves, are not the only indicators of child abuse and neglect and, if present, do not always mean a child is being abused or neglected.

	Physical Indicators	Behavior Indicators
Physical Abuse	<ul style="list-style-type: none"> • Bruises more numerous than expected from explanation of incident. • Unexpected bruises, welts or loop marks in various states of healing. • Adult/human bite marks. • Bald spots or missing clumps of hair. • Unexplained fractures, skin lacerations, punctures, or abrasions • Swollen lips and/or chipped teeth. • Linear/parallel marks on cheeks and/or temple area. • Crescent shaped bruising caused by pinching. • Puncture wounds that resemble distinctive objects. • Bruising behind the ears. 	<ul style="list-style-type: none"> • Self-destructive/self-mutilation. • Withdrawn and/or aggressive behavior extremes. • Uncomfortable/skittish with physical contact. • Arrives at school late. • Expresses fear of being at home. • Chronic runaway (adolescents). • Complains of soreness or moves uncomfortably. • Wears clothing inappropriate to weather to cover body. • Lacks impulse control (e.g., inappropriate outbursts).
Physical Neglect	<ul style="list-style-type: none"> • Distended stomach, emaciated. • Unattended medical needs. • Lack of supervision. • Consistent signs of hunger, inappropriate dress, poor hygiene. • Sudden or unexplained weight change. 	<ul style="list-style-type: none"> • Regularly displays fatigue or listlessness; falls asleep in class. • Steals, hoards or begs for food. • Reports that no caretaker is at home
Sexual Abuse	<ul style="list-style-type: none"> • Pain or itching in genital area. • Bruises or bleeding in genital area. • Sexually transmitted disease. • Frequent urinary or yeast infections. • Sudden or unexplained weight change. • Pregnancy 12 years or under. 	<ul style="list-style-type: none"> • Withdrawal, chronic depression. • Sexual behaviors or references that are unusual for the child's age. • Seductive or promiscuous behavior. • Poor self-esteem, self-devaluation, lack of confidence. • Suicide attempts. • Hysteria, lack of emotional control. • Habit disorders (sucking, rocking).

RUN-HIDE-FIGHT

HOW TO RESPOND

WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

1. RUN

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

2. HIDE

- Hide in an area out of the shooter's view
- Block entry to your hiding place and lock the doors
- Silence your cell phone and/or pager

3. FIGHT

- As a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with physical aggression and throw items at the active shooter

CALL 911 WHEN IT IS SAFE TO DO SO

HOW TO RESPOND

WHEN LAW ENFORCEMENT ARRIVES

- Remain calm and follow instructions
- Put down any items in your hands (i.e., bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not stop to ask officers for help or direction when evacuating

INFORMATION

YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons held by shooters
- Number of potential victims at the location

COPING

WITH AN ACTIVE SHOOTER SITUATION

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- Attempt to take the active shooter down as a last resort

Contact your building management or human resources department for more information and training on active shooter response in your workplace.

CALL 911 WHEN IT IS SAFE TO DO SO

PROFILE

OF AN ACTIVE SHOOTER

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

CHARACTERISTICS

OF AN ACTIVE SHOOTER SITUATION

- Victims are selected at random
- The event is unpredictable and evolves quickly
- Law enforcement is usually required to end an active shooter situation



All Calls, Keypad Panic Buttons and Fire Alarms

ALL EMPLOYEES ARE ALLOWED TO ACTIVATE OR PERFORM ANY OF THESE METHODS TO ALERT OTHERS AND/OR THE AUTHORITIES.

All Calls - All calls are performed by pushing *#0 on any school phone. All Calls can be used for any purpose but especially in the case of internal or external threats. If making an all call please designate whether the threat is internal or external. For example,

- This is an **External Lockdown** – take cover in your “External lockdown location” immediately.
- This is an **Internal Lockdown** – take cover in your “internal lockdown location” immediately.

Keypad Panic Buttons - Any security keypad (same keypad used to set or deactivate alarm system) throughout the building can be used to call for outside assistance. To activate, press the two buttons by the police badge symbol and hold for 5 seconds.

Fire Alarms - All fire alarms in the building are activated by pulling the little handle down. This notifies our security company who in turns notifies the fire department.

Welcome Center Procedures

If there is something suspicious inside or outside the building

- Have someone look into it. Call the people below (*start with Wendy and go down the list if unavailable*).
- When buzzing people into the building, ensure to the best of your ability that they are a “safe” person to allow entrance. They can wait in vestibule while you check credentials.
- If feeling threatened, press “panic button” on desk. This will activate security company to send assistance. They will quickly call school to ensure it was not a false alarm first.

Ext. 101	Wendy Hofman
Ext. 121	Sheila Dykstra
Ext. 304	Bonnie Binioris
Ext. 104	Mary Dunsmore
Ext. 303	Andrew Kleyn
Ext. 512	Jeff Fancher

External Lockdown

- If police call regarding an outside threat – take police name and phone number.
- Make the announcement on All-Call “**This is an External Lockdown – take cover in your external lockdown location**” immediately.
- Confirm double doors are locked and secure.
- Give Wendy Hofman or Sheila Dykstra the police information.
- **Go to take cover location:** elementary workroom – stay in room until directed by administration.

Internal Lockdown

- Move to safety
- Call 911 (do not hang up). Tell them we have an emergency
- Make the internal threat all-call announcement.
- Follow Internal Threat Lock Down Procedures and/or Emergency Evacuation Procedures.

Blood Borne Pathogens

Precautions and Procedures

Universal Precautions

- All Blood and body fluids should be treated as if they could be infectious.
- Following careful procedures can prevent exposure
- Handwashing is the best way to prevent spreading infections.

Using Disposable Gloves - used for provision of first aid or contact with any blood or other potentially infectious materials.

- Maintain a supply of disposable gloves in a readily accessible location.
- When giving first aid or wound care, always wear gloves.
- Students should clean their own wounds if possible.
- Slip each hand into a clean glove, pulling it snugly over the fingers to assure a good fit.
- Pull glove over the wrist as far as it will go to maximize coverage.
- Do not reuse gloves.
- Remove gloves by turning the glove inside out as it is pulled over the hand. During the removal of the second glove, avoid touching the outer surface by slipping the fingers of the ungloved hand under the glove and pulling it inside out as it is pull over the hand.
- Dispose of used gloves in a waste container lined with a plastic bag and double bag that trash.
- Wash hands thoroughly.

Clean ups

- Call custodian to clean up blood or body fluids on surfaces.
- Custodians will use germicidal cleaners which kill blood borne pathogens
- Items contaminated with blood should be disposed of in a plastic lined pail and double bagged.

Blood Borne Pathogens

Minor First Aid Procedures

First Aid for Bloody Noses

- Have student pinch nostrils with tissue for at least 5-10 minutes.
- Have student sit upright with their head leaning slightly forward (this is best done where and when the nose bleed is first noted).
- If assistance is needed, always put on gloves first.
- Student and caregiver should always wash hands well when bleeding has stopped.
- Send student to office for evaluation if the nose bleed lasts more than 5 minutes and does not resolve with above treatment.
- Contaminated clothing should be sealed in a plastic bag to be washed at home.
- Contaminated surfaces should be cleaned and disinfected with custodians disinfectant.

First Aid for Cuts and Scrapes

- Student should wash affected area with soap and water.
- Those providing assistance should always wear gloves.
- Contaminated clothing should be sealed in a plastic bag to be washed at home.
- Contaminated surfaces should be cleaned and disinfected with custodians disinfectant.

First Aid for Human Bites

- Wash affected area right away with soap and water
- Seek evaluation by school office.
- Human bites that break the skin can transmit a blood borne disease.

EPIPENS AND ANAPHYLAXIS

An EpiPen is an epinephrine auto-injector used to treat a severe allergic reaction called anaphylaxis. Anaphylaxis is potentially fatal. A single dose of epinephrine in an EpiPen, properly administered is extremely low risk. Proper, timely use, of an EpiPen can save a person's life.

1. Identify the Symptoms

- Look for the following symptoms:
- Skin reactions, including hives, itching, and flushed or pale skin
- Swelling of the face, eyes, lips or throat
- Constriction of the airways, leading to wheezing, coughing and/or trouble breathing
- Difficulty swallowing and speaking, tightness of throat
- Dizziness, fainting, lightheadedness or unconsciousness
- Nausea, vomiting or diarrhea

2. Ask person if they have an EpiPen.

- If no, call 911 immediately – follow their instructions
- If yes,
 - Ask person if they need help using their EpiPen – if they need help or you feel they need help, see “**How to use an EpiPen**” on the following page
 - Have person lie still on his or her back if possible in case of fainting or dizziness
 - Do not give the person something to drink

3. Call 911 after injection of EpiPen

4. Stay with the person after they have been injected with an EpiPen – do not leave them alone

5. Prepare for possible Side Effects

- When a person uses an EpiPen, it may cause them to feel panicked or paranoid and can also cause their body to shake uncontrollably. This is not a seizure. The shaking will subside over the next few minutes or hours. Just try to be calm and reassuring. Your calm will help to settle the person.
- If nauseated or throwing up the person should be laid on their side. If no stomach upset, have the person lie on their back with legs raised slightly to assist in blood flow and reduce chance of shock even if they would rather sit up or stand.

6. Call Emergency Contact Person

7. A second EpiPen can be administered after 15 minutes if the person is not responding or original symptoms return

8. The person must immediately visit a hospital after using an EpiPen type product

How to use an EpiPen

(most EpiPen type products will also have instructions with them)

1. Remove from carrier tube

2. Hold the EpiPen firmly with your fist in the middle of pen

This is to avoid sticking fingers or accidentally triggering the pen.

3. Pull off the Safety release on one end of the pen

Typically blue or gray cap opposite the tip (typically orange or black) that holds the needle

4. Have the person lie still or help hold the person still

5. Jab the tip (often orange) firmly into the mid outer thigh (muscle) so the pen is at a right (90 degree) angle to the thigh.

This can be done through clothing if necessary

Hold in place for **10 seconds**

You will probably hear a click when you first jab the needle into the thigh

6. Remove the EpiPen and massage the injection area for 10 seconds

Give Needle to Emergency responders when they arrive for safe disposal

7. Call 911 and go to Step 4 on previous page

CARDIAC EMERGENCY RESPONSE PLAN

This Cardiac Emergency Response Plan is adopted by Lansing Christian School effective immediately pursuant to H.B. 4713 passed by the Michigan Legislature on February 25, 2014 and signed by Governor Snyder with an effective date of July 1, 2014.

H.B. 4713 requires Michigan schools to do as follows:

"The governing body of a school that operates any of grades kindergarten to 12 shall adopt and implement a cardiac emergency response plan for the school. The cardiac emergency response plan shall address and provide for at least all of the following:

- a) Use and regular maintenance of automated external defibrillators, if available.*
- b) Activation of a cardiac emergency response team during an identified cardiac emergency.*
- c) A plan for effective and efficient communication throughout the school campus.*
- d) If the school includes grades 9 to 12, a training plan for the use of an automated external defibrillator and in cardiopulmonary resuscitation techniques.*
- e) Incorporation and integration of the local emergency response system and emergency response agencies with the school's plan.*
- f) An annual review and evaluation of the cardiac emergency response plan."*

The Cardiac Emergency Response Plan of Lansing Christian School shall be as follows:

1. "Use and regular maintenance of automated external defibrillators."

- a) Lansing Christian School will regularly check and maintain each AED in accordance with the AED's operating manual.
- b) Each AED shall be readily accessible for use in responding to a Cardiac Emergency in accordance with this Plan. The AED's are located in the Commons and in the outside concessions booth where window can easily be broken to access if needed.
- c) All necessary steps shall be taken to ensure that each AED owned by the school shall be readily available and accessible for all activities which take place at the school including those which take place after regular school hours.

2. "Activation of a Cardiac Emergency Response Team during an identified cardiac emergency."

- a) The members of the Cardiac Emergency Response Team are identified in the Index of the Crisis Response and School Safety Protocols Manual. This index item shall be updated regularly to ensure that it is current.
- b) A Cardiac Emergency is a medical condition requiring immediate advanced emergency medical care. Cardiac Emergencies are often due to a Sudden Cardiac Arrest (SCA) or a heart attack, but Cardiac Emergencies can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Cardiac Emergency Response Plan—Continued

Signs of SCA include:

- Person is not moving, or is unresponsive or unconscious
 - Person is not breathing or not breathing normally (irregular breaths, gasping or gurgling, not breathing)
 - Seizure or convulsion-like activity may also occur
 - Person may have just received a blunt blow to the chest
- c) The Protocol for responding to a Cardiac Emergency is described in the Crisis Response and School Safety Protocols Manual under Cardiac Emergency in the Incident Specific Protocol Section. They will also be printed in a one-page form and placed in teachers Go Packs and posted by the AEDs.

3. “A plan for effective and efficient communication throughout the school campus.”

The plan for effective and efficient communication throughout the school campus shall be as follows:

- a) The Cardiac Emergency Response Protocol shall be posted as follows:
- i. In each school classroom and school office in the Go Packs and Crisis Manual.
 - ii. Adjacent to each AED.
 - iii. In the gymnasiums.
 - iv. At other strategic school campus locations.
 - v. A copy of the Cardiac Emergency Response Protocol shall accompany any portable AEDs.
- b) The Cardiac Emergency Response Protocol shall be distributed and verbally communicated to:
- i. All staff at the start of each school year with updates distributed as made.
 - ii. All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- c) Recommendations after cardiac emergency response drills are performed shall be communicated to staff and administrative personnel.

4. “If the school includes grades 9 to 12, a training plan for the use of an automated external defibrillator and in cardiopulmonary techniques.”

- a) Elements –
- i. A sufficient number of staff will be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable Lansing Christian School to carry out the Plan. Training shall be completed at least every two years.
 - ii. Training shall be done by an instructor, who may be a staff member, currently certified by a nationally-recognized organization in conformance with current American Heart Association guidelines.
 - iii. Training shall include either traditional classroom instruction or online instruction.
 - iv. The following will be required to be CPR/AED certified: all Varsity Head Coaches, 50% of coaches overall, all PE Teachers and 10% of school staff.
 - v. Health Classes in 6th and 9th grade will include CPR/AED training to educate students.

Cardiac Emergency Response Plan—continued

b) Objectives –

- i. All members of the Cardiac Emergency Response Team shall receive and maintain certified training which includes the issuance of a nationally recognized certification card with an expiration date that is typically 2 years.
 - ii. As many other staff members as reasonably practicable shall receive training.
 - iii. A plan is recommended that includes CPR/AED training for high school students.
- c) Cardiac Emergency Response Drills –Lansing Christian School will have a minimum of one (1) Cardiac Emergency Response Drill each school year. Lansing Christian School shall prepare and maintain a Cardiac Emergency Response Drill Report.

5. “Incorporation and integration of the local emergency response system and emergency response agencies with the school’s plan.”

- a) Lansing Christian School shall provide a copy of this Cardiac Emergency Response Plan to the local emergency response agencies.
- b) Lansing Christian School will work with the local emergency response agencies to take the necessary action to integrate this Cardiac Emergency Response Plan with the local emergency response system.

6. “An annual review and evaluation of the cardiac emergency response plan.”

Lansing Christian School shall conduct an annual review and evaluation of the school’s Cardiac Emergency Response Plan. The annual review shall include the following:

- a) A review of all post-event documentation for any identified Cardiac Emergency that occurred on the school campus or at any off-campus school function. This post-event documentation is contained on the Incident Report Form a sample which is located in the index of the Crisis Response and School Safety Protocols Manual.
 - i. If the Plan was not considered optimal, then the review shall include recommendations for improvements in the Plan.
- b) A review of Cardiac Emergency Response Drills documentation.
- c) A determination as to whether or not any additions, changes or modifications need to be made to the Cardiac Emergency Response Plan. Potential reasons for a change in the Plan may include changes in school facilities, processes, equipment, administrative decisions, personnel and other changes in conditions. This determination will be made annually regardless of whether there was a cardiac emergency on the school campus during the preceding year.

Resource Inventory

Resource Material	Location/Source
First Aid Kits.....	Gym
First Aid Supplies.....	Elementary and Secondary Offices
AED.....	Commons near Music Room and at athletic field concession stand
Maintenance Supplies/Tools.....	Maintenance Room
Telephone Communication System..... (can be used as an intercom system)	Every classroom/office
Fire Extinguishers.....	20 Located around the school, see maps for specific locations
Fire Blankets.....	Innovation Lab/Maintenance
Food/Water.....	Cafeteria/concessions stand
Battered powered emergency lights.....	Scattered around the building
Alarm System.....	Key pads located in maintenance, girls locker room, secondary office, and next to welcome desk
Panic Buttons.....	Located in Head of School's office, elementary and secondary offices, and behind welcome desk
Walkie Talkie System.....	Located in Main Offices, secondary/ elementary offices, and maintenance
CCTV System.....	Cameras scattered around the building, feed can be accessed remotely by crisis response team members
Utility Vehicle and Landscaping Tools.....	Barn

Incident Command System

Job Action Sheets

Job Action Sheets (JAS) provide school personnel with the basic information needed when assigned a position within the LCS.

Job Action Sheets included in this section:

- Site Incident Commander
- Safety Officer
- Public Information Officer
- Operations Section Chief
- Planning Section Chief
- Logistics Section Chief
- Finance/Administration Section Chief

Note: Crisis Response Team Leader (Wendy Hofman) oversees all Positions.

Site Incident Commander

**ASSIGNED TO: MARY DUNSMORE
DIRECTOR OF BUSINESS AND FINANCE**

Mission: Will serve as the emergency lead person. Will be responsible for making all operational decisions in consultation with the Operations Section Chief, overseeing staff, and ensuring the workflow is running efficiently.

Equipment:

- Cell phone and contact roster.
- Walkie Talkie
- Whistle.
- Loud Speaker (if available).
- Staff/Student Roster.

Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with the EMS for initial incident briefing.
- Meet with the Operations Section Chief for initial briefing.
- Establish the chain of command and performance expectations.
- Assign specific duties.

Ongoing Duties:

- Maintain contact with EMS to provide updates on response progress.
- Monitor other sections and identify/eliminate problem areas.
- Receive update briefings from all section chiefs.

Extended Duties:

- Review demobilization plan as issued by the Planning Section.
- Brief Section Chiefs on the demobilization plan.
- Complete the After Action Report and participate in section debriefing.

Safety Officer

**ASSIGNED TO: JEFF FANCHER
FACILITIES DIRECTOR**

Mission: Ensure safety of all students/staff. Assess the operation for safety issues, instruct staff on safety procedures and implement safety measures, as needed. Has the authority to cease operations at any time due to safety issues.

Equipment:

- Cell phone and contact roster.
- Walkie Talkie
- Staff/Student Roster.

Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Make recommendations on personal protection equipment, if necessary.
- Meet with security personnel.
- Provide orientation to the Site Incident Commander regarding all safety issues and concerns.

Ongoing Duties:

- Document all actions and decisions in an activity log.
- Ensure all Section Chiefs have your contact information.
- Ensure that all staff follow health and safety practices.
- Monitor use of all personal protection equipment.
- Provide ongoing reports to the Command Staff on safety.
- Ensure incident/injury reports are correctly written and documented.
- Refer distressed, upset, and anxious persons to mental health.

Extended Duties:

- Turn all documents in to the Documentation Unit Leader.
- Confirm status of the school upon closure; note damage or safety issues.
- Complete an After Action Report and participate in the debriefing.

Public Information Officer

**ASSIGNED TO: WENDY HOFMAN ASSISTED BY MELISSA KEELEY
HEAD OF SCHOOL AND DIRECTOR OF DEVELOPMENT**

Mission: Provide information to the public through the news media and other mechanisms.

Equipment:

- Cell phone and contact roster.
- Computer with printer.
- Access to a fax machine.
- Media packets.

Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space away from response operations.
- Acquire necessary work materials.
- Inform the media of the response operations and media protocols.
- Prepare media packets.

Ongoing Duties:

- Document all actions and decisions in an Activity Log.
- Ensure all Section Chiefs have your contact information and media protocol.
- Conduct press briefings.
- Maintain contact with EMS and the Site Incident Commander.
- Notify media of important information.
- Expose and correct rumors and incorrect information.
- Monitor media outlets for accuracy of information being reported.

Extended Duties:

- Conduct follow-up press briefings and releases.
- Turn all documents in to the Documentation Unit.
- Complete an After Action Report and participate in the debriefing.

Operations Section Chief

ASSIGNED TO: SHEILA DYKSTRA ELEMENTARY PRINCIPAL

Mission: Organize and direct aspects relating to the Operations Section. Carry out directives of the Site Incident Commander. Coordinate and supervise all units of the Operations Section.

Equipment:

- Cell phone and contact roster.
- Walkie Talkie.
- Staff and student rosters.
- Loud speaker/bullhorn.
- Clipboard.

Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Brief all Section Chiefs.

Ongoing Duties:

- Obtain needed supplies with assistance of the Logistics Section.
- Track and maintain awareness of incident expansions/contractions due to changes in conditions.
- Determine additional resources needed.
- Document all actions and decisions in a Section Activity Log.
- Anticipate staff needs and request more staff, if needed for each section.
- Provide updates on response operations to the Planning Section Chief and Site Incident Commander.

Extended Duties:

- Ensure all records and reports are turned in to the correct Section Chief.
- Consult with Liaison Officer, Demobilization Unit Leader, and Planning Section Chief for release priorities.
- Complete an After Action Report and participate in the debriefing.

Planning Section Chief

**ASSIGNED TO: SHEILA DYKSTRA
ELEMENTARY PRINCIPAL**

Mission: Organize and direct all aspects of Planning Section operations. Ensure the distribution of critical information/data. Compile scenario/resource projections from all section chiefs and effect long range planning. Document and distribute school Action Plan.

Equipment:

- Cell phone and contact roster.
- Walkie Talkie.
- Vest/Identification badge.
- Computer with printer.
- Access to a fax machine.

Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Brief section and hand out job action sheets.
- Develop the length of operational periods and start times for operational periods.
- Develop a Section Action Plan.

Ongoing Duties:

- Look at resources, location, and status (on-scene and ordered in). Consider need for additional resources.
- Receive activity reports from Section Chiefs during each operation period.
- Provide status reports to the Site Incident Commander.
- Develop Incident Action Plans for each operational period.
- Provide the Incident Action Plans to the Site Incident Commander.
- Document all actions and decisions in a Section Activity Log.

Extended Duties:

- Be alert for excess resources for reassignment or demobilization. Present list of resources proposed for demobilization to the Site Incident Commander.
- Demobilize resources as approved by the Site Incident Commander.
- Provide input to the Demobilization Unit Leader who develops the Demobilization Plan as needed.
- Complete an After Action Report and participate in the debriefing.

Logistics Section Chief

**ASSIGNED TO: ANDREW KLEYN
MIDDLE SCHOOL/HIGH SCHOOL PRINCIPAL**

Mission: Organize and direct those operations associated with maintenance of the physical environment, and adequate levels of food, shelter, and supplies to support the organization's objectives.

Equipment:

- Cell phone and contact roster.
- Walkie Talkie.
- Computer with printer.
- Access to a fax machine.

Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Brief section and hand out job action sheets.
- Establish incident ordering process and ensure all Sections are aware of the process.
- Develop a Section Action Plan.

Ongoing Duties:

- Obtain needed supplies with assistance of the Finance/Administration Section Chief.
- Track and maintain awareness of incident expansions/contractions due to changes in conditions.
- Determine additional resources needed.
- Anticipate staff needs and request more staff, if needed for each Section.
- Document all actions and decisions in a Section Activity Log.

Extended Duties:

- Supervise the break down and repackaging of equipment and supplies.
- Arrange to have all equipment and supplies returned to place of origin and state of readiness.
- Ensure Operations Center is cleaned and returned to former operating condition.
- Provide a final list of material used to the Site Incident Commander.
- Complete an After Action Report and participate in the debriefing.

Finance/Administration

Section Chief

ASSIGNED TO: MARY DUNSMORE
DIRECTOR OF BUSINESS AND FINANCE

Mission: Monitor the utilization of financial assets. Oversee the acquisition of supplies and services necessary to carry out the organization's overall mission. Supervise the documentation of expenditures relevant to the emergency incident.

Equipment:

- Cell phone and contact roster.
- Walkie Talkie.
- Computer.
- Access to a fax machine.
- Required forms.

Immediate Duties:

- Read this entire Job Action Sheet.
- Establish a work location that is accessible, has adequate space, is close to Logistics, and has communications capability.
- Acquire necessary work materials.
- Brief Section and hand out job action sheets.
- Develop a Section Action Plan.

Ongoing Duties:

- Determine funding sources for the incident.
- Identify avenues for claim processing.
- Track and stay aware of incident expansion/contraction due to changes in conditions.
- Collect needed data from other Sections.
- Develop cost summary report for the Site Incident Commander.
- Provide Logistics Section with a list of supplies to be replenished.
- Ensure all personnel and equipment time records are accurately completed and transmitted.
- Document all actions and decisions in a Section Activity Log.

Extended Duties:

- Provide final financial report to the Site Incident Commander.
- Turn all documents into the Documentation Unit.
- Complete an After Action Report and participate in the debriefing.

Emergency Personnel List

Wendy Hofman Head of School	Work 517.882.5779 x#101 Cell 517.230.4496
Andrew Kleyn High School Principle	Work 517.882.5779 x#303 Cell 616.821.8777
Bonnie Binioris Athletic Director	Work 517.882.5779 x#304 Cell 517.303.6152
Mary Dunsmore Director of Business and Finance	Work 517.882.5779 x#104 Cell 517.282.1443
Sheila Dykstra Elementary Principal	Work 517.882.5779 x#121 Cell 517.290.3729
Jeff Fancher Maintenance Director	Work 517.882.5779 x#512 Cell 517.862.4816

CARDIAC EMERGENCY RESPONSE TEAM

Garrett Anderson Teacher, March 2019	Work 517.882.5779 x#408 Cell 720.334.6356
Angela Rogers Teacher, March 2019	Work 517.882.5779 x#313 Cell 517.990..7705
Susan Hileman Teacher, March 2019	Work 517.882.5779 x#412 Cell 517.449.0219
Joel VandeKopple Teacher, March 2019	Work 517.882.5779 x#507 Cell 616.516.6568

AFTER SCHOOL HOURS - the CERT team if in the building plus any coaches and all staff in the building become part of the team by default

Board of Trustees

Tamara Cutler, President	Cell 517.230.1046	tamaracutler@me.com
Eric Vanden Bosch, Secretary	Cell 517.204.8952	ericvandb@gmail.com
Ken Howard, Treasurer	Cell 517.282.0336	kk.howard@comcast.net
Evan Hurst	Cell 517.214.8053	evanhurst83@gmail.com
Vincent Tardino	Cell 517.614.7459	vtardino@lansingchristianschool.org
Eric Vanden Bosch	Cell 517.204.8952	ericvandb@gmail.com
David Tebben	Cell 517.749.3366	dave.kandh@comcast.net
David Toy	Cell 517.285.7876	toyd@cooley.edu
John Maher	Cell 517.285.7876	maher-john@comcast.net
Rachel Cattron	Cell 517.908.4777	rcattron@gmail.com

Emergency Phone Numbers

Ambulance, Fire, Police	911
Head of School/MS & HS Principal	Wendy Hofman 517.882.5779 x#101
Business/Operations	Mary Dunsmore 517.882.5779 x#104
Delhi Township Fire	911
Sheriffs Department	911
Emergency Services	Becky Elliot 517.694.3327
Elementary Principal	Sheila Dykstra 517.882.5779 x#121
Media Contact Person	Wendy Hofman 517.882.5779 x#101
Maintenance	Jeff Fancher 517.882.5779 x#512
Food Service	Gary Zalewski 517.882.5779 x#516

School Address

3405 Belle Chase Way, Lansing MI 48911

Off of Jolly, on Belle Chase, between Pine Tree and Dunckel Roads

School Phone # 517.882.5779

AED Locations

- In the Commons, on the wall by hallway leading to gym, on MS/HS side of building
- In outside Concessions portion of Bus Barn, if locked window to concessions can easily and quickly be broken.

Emergency Management

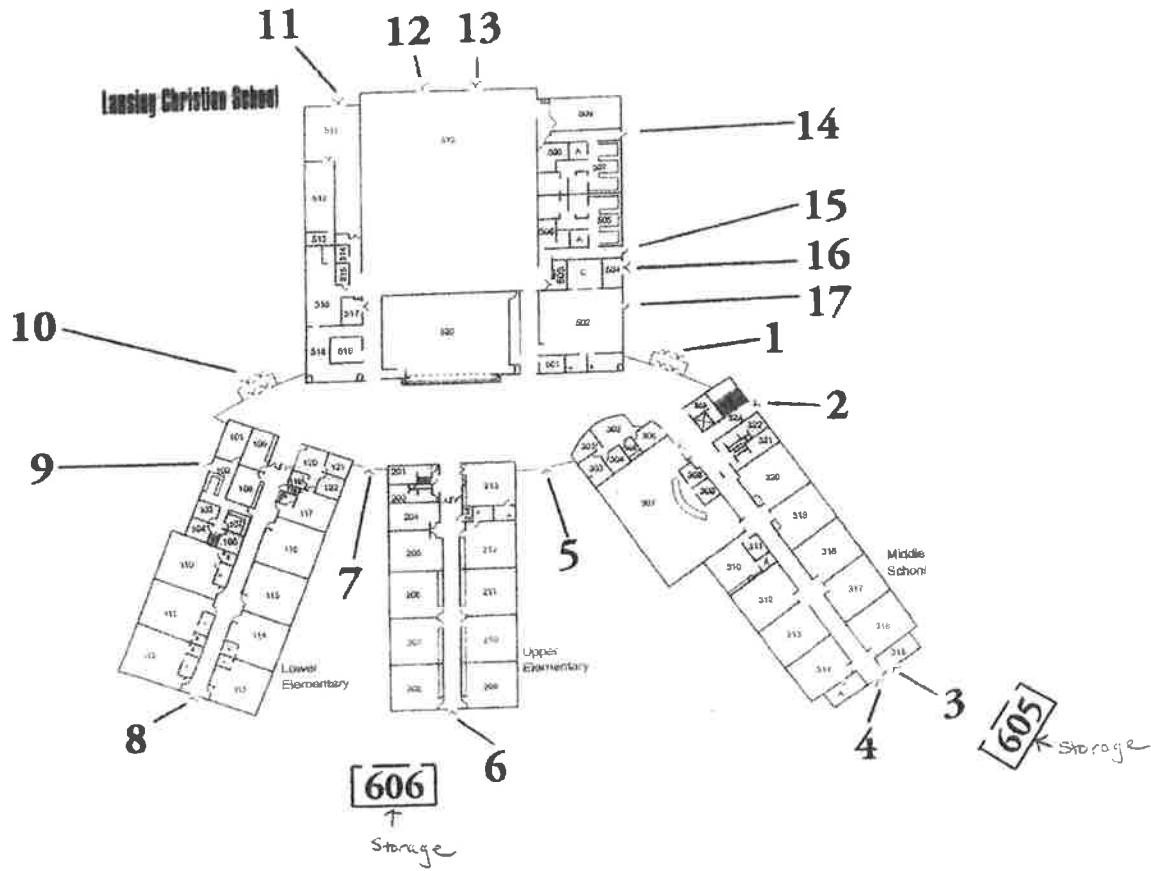
American Red Cross	517.484.7461
Delhi Township Office	517.694.2135
Ingham County Emergency Services	911
MI Department of Public Safety	911
Ingham County Sherriff Office—Delhi Division	517.694.0045
Board of Water and Light (BWL) Water	517-702-6490
Board of Water and Light (BWL) Electric	877.295.5001
Central Security	517.910.9204

Law Enforcement Command Posts



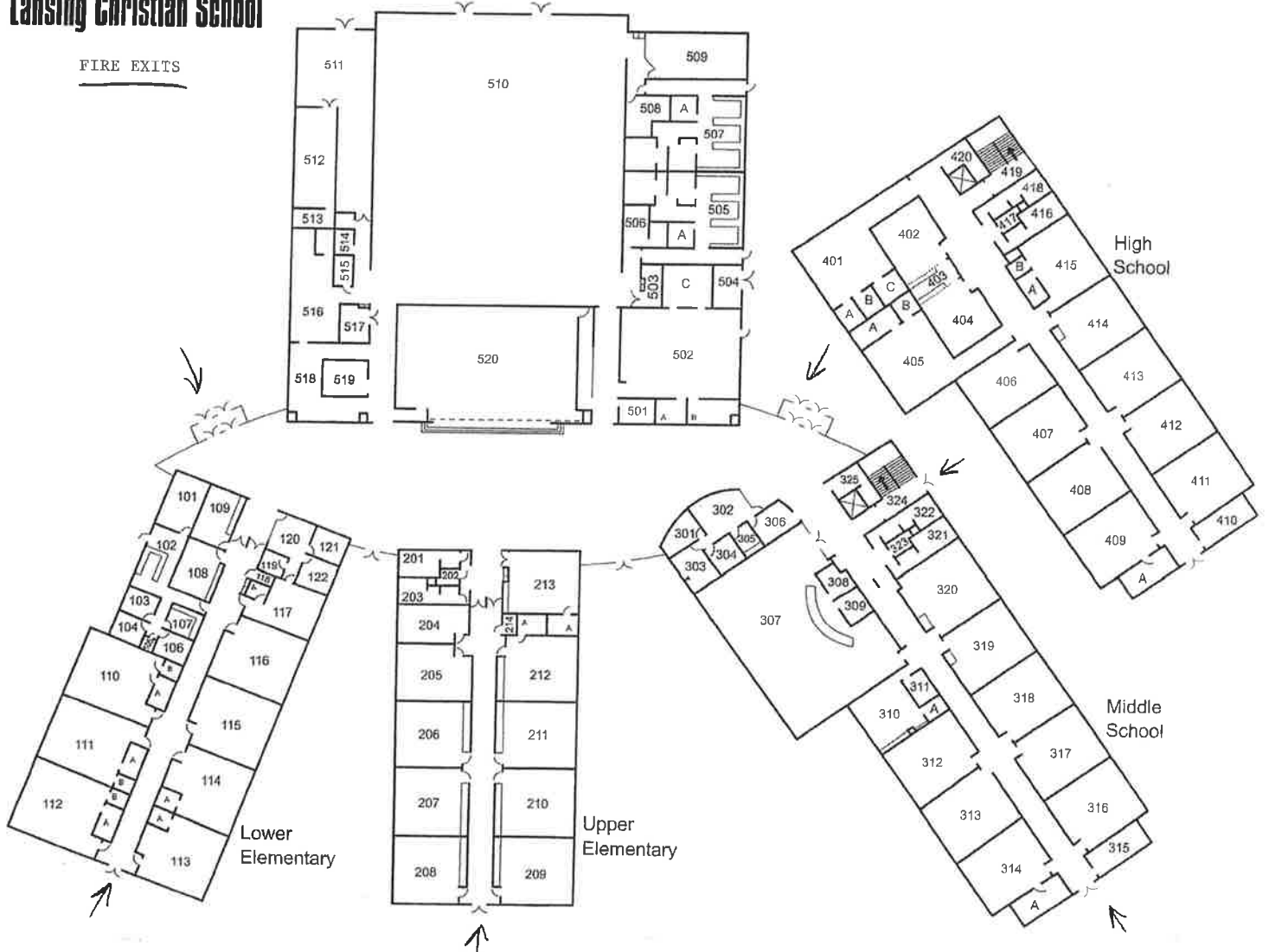
MAPS AND FLOOR PLANS

DOORS



Lansing Christian School

FIRE EXITS



Lansing Christian School

TORNADO AREAS



Lansing Christian School

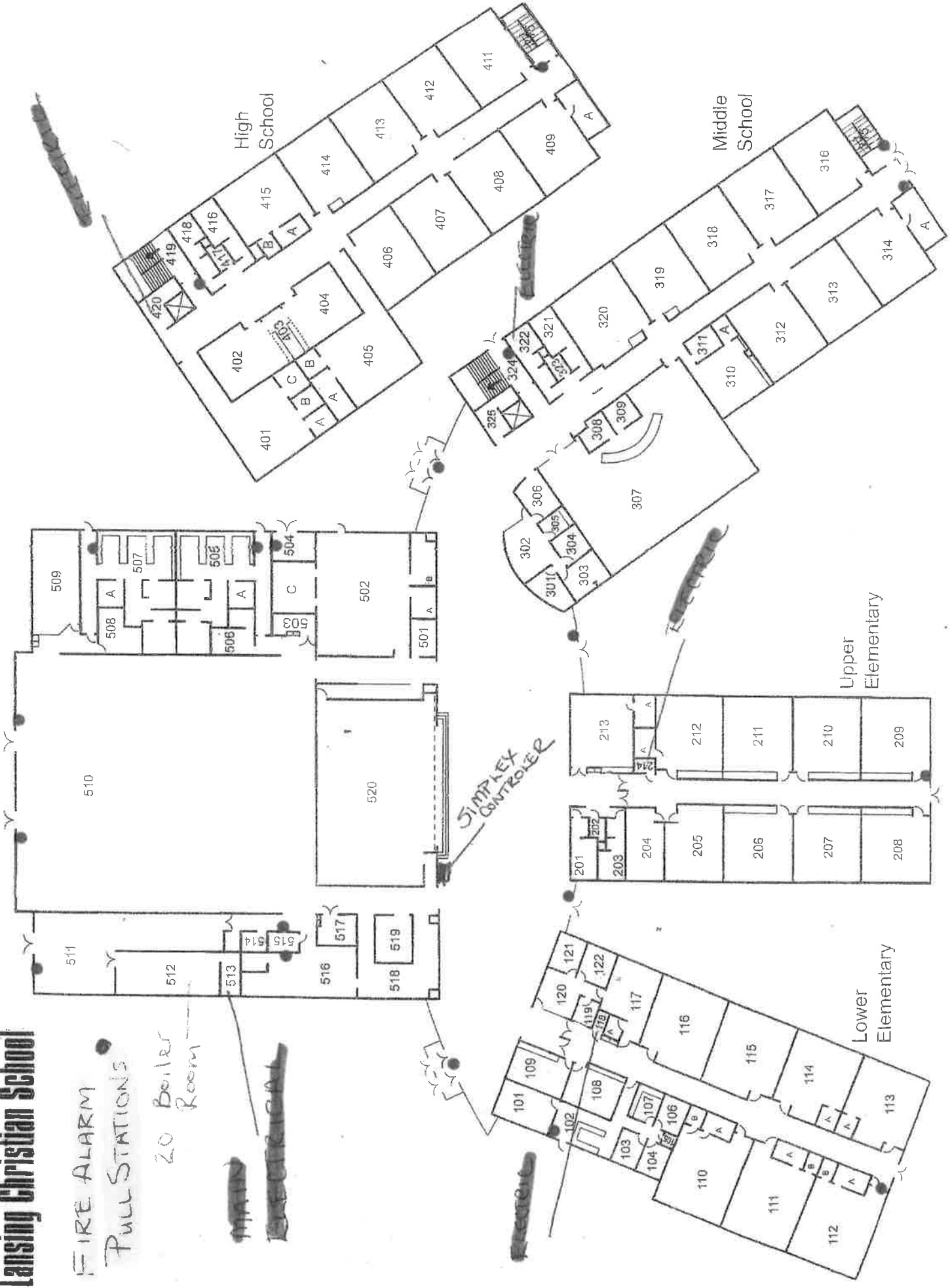
FIRE ALARM

PULL STATIONS

20 Boiler Room

~~MEDIA~~
~~RECORDS~~

SIMPLEX CONTROLLER





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CLASS ROSTERS

CONTACT first_name	CONTACT middle_name	CONTACT last_name	CONTACT grade
Eden	Joy	Adams	Pre-K 3
Elijah	Daniel Richard	Baker	Pre-K 3
Lucas	Michael	Chadwick	Pre-K 3
Makenna	Lynn	Cramer	Pre-K 3
Nolan		Cross	Pre-K 3
David	Samuel	DeYoung Lopez	Pre-K 3
Avishai	Wynnstan	Friedkin	Pre-K 3
Caleb		Gries	Pre-K 3
Ebby	Elizabeth	Kesler	Pre-K 3
James		Krepps	Pre-K 3
Emily	Judith	Lenhard	Pre-K 3
Isaiah	Douglas	Mains	Pre-K 3
Mackenzie	Renee-Marie	Markwort	Pre-K 3
Abigail	Amaris	Meyer	Pre-K 3
Samule	Patrick	Nelson	Pre-K 3
Grace	Marie	Panetta	Pre-K 3
Morgan	Hope	Quagliata	Pre-K 3
Hendrik	Keeley	Smidt	Pre-K 3
John	Wesley	VanderWeele	Pre-K 3
Parker	John	Williams	Pre-K 3
Juanito	R	Alvarez	Pre-K 4
Christian	Samuel	Belanger	Pre-K 4
Marina		Binioris	Pre-K 4
Daniel	John	Bock	Pre-K 4
Mason	Conrad	Carpenter	Pre-K 4
Lucinia	Iris Blair	Crawford	Pre-K 4
August	John	Fountain	Pre-K 4
Benaiah		Friedkin	Pre-K 4
Austin	Scott	Gabrielse	Pre-K 4
Nora		Ghareeb	Pre-K 4
Miriam	Asha	Gollapalli	Pre-K 4
Alexander	David	Goodemote	Pre-K 4
Olivia		Hamlin	Pre-K 4
Corbin	Donald	Heriford	Pre-K 4
Ellie		Knapp	Pre-K 4
Gracyn	Susan Hope	Leiter	Pre-K 4
Iain	Patrick	McDavid	Pre-K 4
Oliver	Miles	McGraw	Pre-K 4
Elijah	James	Muffett	Pre-K 4
Iliana	Marie	Ordiway	Pre-K 4
Christopher		Palmer	Pre-K 4
Aksa	Sofia Jury	Pash	Pre-K 4
Adelyn		Peterson	Pre-K 4
Ezekiel		Peuse	Pre-K 4
Lucas	Pierre	Phipps	Pre-K 4
Violet	Christine	Reynolds	Pre-K 4
Abiguel	Belen	Rodriguez	Pre-K 4
Raegan		Ruff	Pre-K 4
Mackenzie		Saad	Pre-K 4
Jonathan		Scaggs	Pre-K 4
Nicholas		Scheeneman	Pre-K 4
Elijah		Stanley	Pre-K 4
Ellie		Stephenson	Pre-K 4
Samson		Sterkenburg	Pre-K 4

CONTACT first_name	CONTACT middle_name	CONTACT last_name	CONTACT grade
Hazel		Stevens	Pre-K 4
Audrey	Grace	Teague	Pre-K 4
Clara		Terrill	Pre-K 4
Noah	Peter	Thiede	Pre-K 4
Evelyn		Tjarks	Pre-K 4
Christian		Torres	Pre-K 4
Elliot	Charles	Toy	Pre-K 4
Elle	Grace	Trumble	Pre-K 4
Livia	Rae	Valentine	Pre-K 4
Charlotte		Vaughan	Pre-K 4
Savannah		Welch	Pre-K 4
Mary	Catherine	Wernet	Pre-K 4
Madelyn		Wyman	Pre-K 4
Noelle		Young	Pre-K 4
Cameron	Justus	Blair	K
Elliana	Grace	Bush	K
Charlotte	Jean	Castelein	K
Gibson	Thomas	Conklin	K
Armani	Christian	Cooper	K
Sofia		Dale	K
Audrey		Elmore	K
Aidrick	Christopher	Erickson	K
Alexander	David	Gipson	K
Aliza	Marie	Hurst	K
Finn		Kesler	K
Dylan	Jack	Kleyn	K
Fayth		Masters	K
Brayden	Timothy	Mills	K
Elizabeth		Mustapha	K
Genesis	Aeriela	O'Connor	K
Benjamin	William	O'Neill	K
Gianna		Pena	K
Jesse		Phillips	K
Robert V		Reese	K
Autumn		Russ	K
Gabriel		Russ	K
Anna		Sabins	K
Elisabeth	Grace	Scaggs	K
Noelani	Rose	Schueller	K
Penelope	Eleanor	Soper	K
Gideon	Lee	Sterkenburg	K
Ruby	Jasper	Still	K
Vivianne	Juliet	Thiele	K
Aaron	Thomas	Tillman	K
Maxwell	Wallace	Toy	K
Sharina	Deepak	Uzagare	K
Ava	Dorothy	Vandyke	K
Eddie		Wernet	K
Lia	Constantina	Binioris	1st
Owen		Clark	1st
Lydia	Sofia	DeYoung Lopez	1st
Paul	Joseph	Dinolfo	1st
Caleb	Allen	Ford	1st
Cataleya	Marie	Fowler	1st

CONTACT first_name	CONTACT middle_name	CONTACT last_name	CONTACT grade
Rye		Garrett	1st
Kimberly	Marie	Goodemote	1st
Reese		Gullett	1st
Anna	Grace	Herwaldt	1st
Ezra	Rowan	Hoopingarner	1st
Caleb	Jeffrey	Howe	1st
Dominik	James	Huedepohl	1st
Amelia	Jacqueline	Jahjah	1st
Braelyn	Marie	Kinde	1st
Amelia	Grace	Klan	1st
Emma	Elyse	Knapp	1st
Faith		Link	1st
Marli	Winters	Mosley	1st
Jacob		Perrault	1st
Oliver	Thomas	Peuse	1st
Jordan		Phillips	1st
Claire	Marie	Phipps	1st
Logan		Ranshaw	1st
Quinn		Robinette	1st
Miguel	Timothy	Rodriguez	1st
Ella	Virginia	Saad	1st
Emma	Anne	Scheeneman	1st
Macie	Joy	Sharrock	1st
August	Keeley	Smidt	1st
Bain		Smith	1st
Sara	Faith	Stephenson	1st
William	Thomas	Tjarks	1st
Eloise		Tracy	1st
Eliana	Grace	Vaughan	1st
Tate		Wayner	1st
Christlynn		Wimberly	1st
Ava	E	Adams	2nd
Mckale	Atticus	Anderson	2nd
Christian	James	Blair	2nd
Brendan	Joseph	Bush	2nd
Cullen		Carmichael	2nd
Alejandra		Ceular	2nd
Molly	Jean	Conklin	2nd
William	Baldwyn	Cooper	2nd
Isabella	Juliet	Corr	2nd
Hailey	Renee	Cowper	2nd
Raegan	Essy	Crawford	2nd
Collin		Dennis	2nd
Olivia		Dery	2nd
Marissa	Grace	Elmore	2nd
Christian	Marlin	Fountain	2nd
Arielle	Mae	Franco	2nd
Ellyss	Aria	Friedkin	2nd
Caryse		Heriford	2nd
Katelyn Anneliese	Taberao	Hopkins	2nd
Liana		Hurst	2nd
Daren		Kinde	2nd
Ira	Calvin	Kranzo	2nd
Lydia	Nangseng	Lalnunhlimi	2nd

CONTACT first_name	CONTACT middle_name	CONTACT last_name	CONTACT grade
Sierra		Magie	2nd
Finn	Edward	Maki	2nd
Alexander	Michael	Mead	2nd
Caleb	Thomas	Meyer	2nd
Jayse	Allen	Mills	2nd
Charlotte		Mitchell	2nd
Lauren Vanessa		Mustapha	2nd
Reagan	Marie	Orton	2nd
Victoria	Elizabeth	Pena	2nd
Grace		Russ	2nd
Jurian	Walfred	Schafer	2nd
Hendrix		Smith	2nd
Oliver	Franklin	Tillman	2nd
Mallory	Alana	Tolan	2nd
Wesley	Thomas	Toy	2nd
Amelia		Trumble	2nd
Nicholas	Robert	VanderGalien	2nd
Chloe	Elizabeth	Vandyke	2nd
Elijah		Bajema	3rd
Christiana	Marie	Binioris	3rd
Sophia	Grace	Boegner	3rd
Adam		Buchinger	3rd
Evan		Cowper	3rd
Evah	Lynn Grace	Foster	3rd
Leila	Hope	Harris	3rd
Collin	Michael	Heriford	3rd
Gavin		Huedepohl	3rd
Nevayah	Ja'Ree Lynn	King	3rd
Sydney	Grace	Kleyn	3rd
Allison	Christine	LeBrun	3rd
Bailey		Lowe	3rd
Henry	James	Marl	3rd
Madeline	Marie	Minard	3rd
Hunter		Mitchell	3rd
Selah	Genevie	Moore	3rd
Eli	Ross	Mosley	3rd
Margaret	Nita	Mustaine	3rd
Hannah	Claire	Mustapha	3rd
Nathan	Isaac	O'Rourke	3rd
Heidi		Perrault	3rd
Laila	Jane	Przedwojewski	3rd
Cooper	Cummings	Resch	3rd
Caleb	Samuel	Ritter	3rd
Joelle	Grace	Sharrock	3rd
Matilda	Keeley	Smidt	3rd
Ellery	Claire	Smith	3rd
Breslin		Stevens	3rd
James	Wallace	VanderWeele	3rd
Mark		Vandrie	3rd
Zoe	Micaiah	Wright	3rd
Jonathan	Eldon	Wyman	3rd
Joanna	Elise	Young	3rd
Isaiah		Bisher	4th
Benjamin		Block	4th

CONTACT first_name	CONTACT middle_name	CONTACT last_name	CONTACT grade
Cole		Crawford	4th
Jameson		Crawford	4th
Nolan	Patrick	Cullens	4th
Jack	Elliot	Fountain	4th
Talia		Franco	4th
Jasmine		Hall	4th
Barkot	Habtamu	Handro	4th
Colin	Albert	Hartzler	4th
Caleb		Klan	4th
Nicholaus		Korrey	4th
Kharis	Susan	Kranzo	4th
Clarc	Carrington	Lang	4th
Evelyn	Grace	Maher	4th
Elise		Maki	4th
Hailey		Myers	4th
Kahner	Laine	Ritter	4th
Lucas		Scheeneman	4th
Zoey	Marie	Stallings	4th
Andrew		Toy	4th
Maria		Toy	4th
Bronson	Paul	Tracy	4th
Benjamin	Hartner	VanderGalien	4th
Braden	Matthew	Volz	4th
Rose	Piper Jane	Wilkinson	4th
Natalie	G	Adams	5th
Maverick		Anderson	5th
Charles	Patrick	Baker	5th
Kenneth	Richard	Bieber, lii	5th
Nataleigh	Grace	Buchinger	5th
Makenna		Bush	5th
Caydence	Ann	Caveney	5th
Paula	-	Ceular	5th
Max	Augustus	Cochran	5th
Eva		Dale	5th
Kylie		Damesworth	5th
Victoria	Kate	Duchene	5th
Ariana		Erickson	5th
Hartlea	Ana	Friedkin	5th
Stephen		Gollapalli	5th
Claire		Haviland	5th
Ella	Jean	Kuepfer	5th
Ian		Lindsey	5th
Ethan		Link	5th
Brelyn		Magie	5th
Luke	Andrew	Meyer	5th
Adrienne	May	Mitchell	5th
Maddox		Mosley	5th
Mary	Catherine	Mustaine	5th
Samuel		Mustapha	5th
Ainsley		Pelle	5th
Charlotte		Peuse	5th
Lael		Ritter	5th
Lydia		Sabins	5th
Audrey		Smyth	5th

CONTACT first_name	CONTACT middle_name	CONTACT last_name	CONTACT grade
Tyler	James	Tillman	5th
Leo		Trumble	5th
Dorothy	Deepak	Uzagare	5th
Miles		Vandenbosch	5th
Ava	Grace	VanderWeele	5th
Matthew	Jeffrey	Wyman	5th
Noah	Mitchell-Lee	Adcock	6th
Jack		Bajema	6th
Alexander		Binioris	6th
Raina	Star Aliya	Cannon	6th
Brady		Carmichael	6th
Grace		Catron	6th
Jack		Crawford	6th
Jonathan		Dalling	6th
Kaylin	Toni	Fields	6th
Tyler	Wayne	Ford	6th
Kaden		Hackett	6th
Hassaet	Habtamu	Handro	6th
Kaiden		Hiller	6th
Lukas		Howard	6th
Sydney		Jarvis	6th
Braden		Kephart	6th
Amauria	Nicole	King	6th
Payton		Korrey	6th
Mckinley	Asher Coleman	Lang	6th
Katie		Leavitt	6th
Cullen		Mackay	6th
William		Marl	6th
Zoe		Meyer	6th
Daniel		Nedds	6th
Sophia		Nielsen	6th
Caleb	Aaron	Perrault	6th
Caroline		Pierce	6th
Kaden		Ritter	6th
Alyssa		Shank	6th
Chloe		Still	6th
Sophia		Tardino	6th
Madison	Lynn	Webster	6th
Makenna		Woodworth	6th
Benjamin		Young	6th
Payton		Allaire	7th
Anneliese		Block	7th
George		Blundy	7th
Adelaide	Tapiwa	Chijuwa	7th
Mitchell	Alexander	Cochran	7th
Kaitlyn		Cullens	7th
Ashleigh		Dalling	7th
Ethan		Damesworth	7th
Finn		Foster	7th
Caleb	Christian	Franck	7th
Grace	Caroline	Freed	7th
Reese		Garrett	7th
Emiliano	Puente	Gonzalez	7th
David	Michael	Hall	7th

CONTACT first_name	CONTACT middle_name	CONTACT last_name	CONTACT grade
Athena		Hart	7th
Avery		Hartzler	7th
Quinn		Jamieson	7th
Leah		Klan	7th
Collin		Leavitt	7th
James	Raymond	Lebrun	7th
Emma		Maher	7th
Joshua		Mead	7th
Abigail		Meyers	7th
Molly		Mitchell	7th
Ava		Mustapha	7th
Trevor		Orton	7th
Abigail		Pelle	7th
Eagan	Jonas	Peuse	7th
Will		Pierce	7th
Erin		Pohlod	7th
Owen		Resch	7th
Ruthie		Ring	7th
Eliana		Ritter	7th
Drue		Smith	7th
Isabella	Grace	Stephenson	7th
James	Jennings	Stone	7th
Thomas	Earl	Trygier	7th
Sawyer		Vandenbosch	7th
Rylie		Wayner	7th
Damen	Kristopher	Weymouth	7th
Lydia	Nicole	Wilkinson	7th
Benjamin	Allen	Baker	8th
Jack	Henry	Bieber	8th
Alison	Reese	Birmingham	8th
Lily	Ann	Block	8th
Isabella		Bonds	8th
Kevin-li	Royd	Brooks	8th
Kaylee		Bush	8th
Glorie		Clay	8th
Ivan	Alexander	Clayton	8th
Mackenzie		Clough	8th
Madeline		Crawford	8th
Georgia		Davis	8th
Cameron		Dennis	8th
Nathan		Dery	8th
Christopher	John	Eads	8th
Loryn	Olyvia	Ermshar	8th
Gracee	Jo	French	8th
Vincent		Hart	8th
Benjamin		Heemer	8th
Jonathan		Heemer	8th
Haley		Howard	8th
Anna		Jackson	8th
Dylan		Kinnas	8th
Noah	Nghia	Kuepfer	8th
Lydia	Grace	La Force	8th
Isabella	Ilene	Laing	8th
Noah		Link	8th

CONTACT first_name	CONTACT middle_name	CONTACT last_name	CONTACT grade
Andrew		Macalincag	8th
John	Joshua	Manning	8th
David	Gordon	Matthews	8th
Paige		Meyer	8th
Lake		Miller	8th
Brayden	Douglas Dwight	Moore	8th
Emma		Moran	8th
Ava	Marie	Nystrom	8th
Jason		Reed	8th
Ethan		Shank	8th
William	Jennings	Stone	8th
Hope		Tebben	8th
Jacob	Ralph William	Altman	9th
Jacob	Howard	Argersinger	9th
Sarah	F	Awokuse	9th
Rachel		Banasik	9th
Nevaeh	Angelita	Bordayo-Winnie	9th
Gracie	Naomi	Calaway	9th
Brandon	David	Carter	9th
Gabriel		Carver	9th
Emma	O	Cooper	9th
Cameron		Damesworth	9th
Isabella		Dearman	9th
Elijah		Ellis	9th
Hannah	Grace	Evans	9th
Gannon		Fisher	9th
Kiele		Ford	9th
Wesley	Bair	Hoopingarner	9th
Dana	Noel	Hunnicutt	9th
Samuel	Naing	Israel	9th
Charles		Jaconette	9th
Eliana		Jahjah	9th
Ashlyn		Kephart	9th
Renata		Laird	9th
Grace		Leavitt	9th
Natalie		Luginbill	9th
Noah		Marl	9th
Nathaniel		Mckeel	9th
Anna	Elaine	Meyer	9th
Abigail	Rose	Motley	9th
Joshua		Myers	9th
Mathias		Nielsen	9th
Paulina	Jean Eileen	Perrault	9th
Wyatt		Peters	9th
Julian		Phillips	9th
Elizabeth	Marie	Reusser	9th
Corinne		Ritter	9th
Jean	Michelle	Robinson	9th
Judah	Fezile	Schafer	9th
Carson	James	Shafor	9th
Jayden		Shepard	9th
Ella		Smith	9th
Zachary	James	Snow	9th
Alaina	Noelle	Solitro	9th

CONTACT first_name	CONTACT middle_name	CONTACT last_name	CONTACT grade
Jeanette		Thelen	9th
Mikayla	Rose	Tolan	9th
Audra		Usiak	9th
Braden		Vandenbosch	9th
Avery		Wayner	9th
Brayden		Woodworth	9th
Eliza		Wortz	9th
Pengxiang (David)		Zhan	9th
Hannah		Block	10th
Gavin		Carmichael	10th
Michael		Carver	10th
William		Combs	10th
Philip		Curry	10th
Madeline		Dewolf	10th
Seth		Ermshar	10th
Gabriel	J	Fountain	10th
Katie	Anne Elizabeth	Freed	10th
Maxwell	Joseph	French	10th
Davis	Michael	Garrett	10th
August		Granger	10th
Isaac		Haley	10th
Helen	B	Hamlin	10th
Robert		Heemer	10th
Katelyn		Heinlein	10th
Kjersten		Heinlein	10th
Ella		Hollandsworth	10th
Gabriel		Houser	10th
Liliana	Renee	Iskra	10th
Izabella		Jahjah	10th
Mia		Judd	10th
Caden		Kinnas	10th
Evelyn	Lucile	Lewis	10th
Meadow		Link	10th
Keagan		Long	10th
Joseph		Macalincag	10th
Carter		Mchugh	10th
Taylor	Victoria	Powell	10th
Joshua		Ring	10th
Scott	Cameron	Robinson	10th
Peyton		Smith	10th
Jenna		Thrasher	10th
Contessa	Belle	Tompkins	10th
Celia		Velasquez	10th
Anna	Fehring	Belloli	11th
Nessia	Valene	Brooks	11th
Chasey	Chirie	Calaway	11th
Jackson	Elijah	Dean	11th
Trevor		Dunsmore	11th
Jaimee	Lynne	Figueiredo	11th
Grace	Ann	Glenn	11th
Sophie	Rose	Gruesbeck	11th
Noelle		Haviland	11th
Stacy		Hunnicut	11th
Jakob	Gallagher	Jones	11th

CONTACT first_name	CONTACT middle_name	CONTACT last_name	CONTACT grade
Alexa		Kinnas	11th
Kenneth		Knudson	11th
Noah	Jason	Korson	11th
Paul	Daniel	Lohrmann	11th
Frank		Luginbill	11th
Emerson		Mills	11th
Irene		Nielsen	11th
Ashley	Marie	Nordmann	11th
Olivia	Deette	Prieskorn	11th
Branden		Shank	11th
Sydney		Shanks	11th
Brooke		Shippey	11th
Samuel		Smith	11th
Luke	Joseph	Snow	11th
Wyatt		Strpko	11th
Natalie		Tebben	11th
Nolan	Mark	Thompson	11th
Madison	Grace	Volz	11th
Josh		Wayner	11th
Micah		West	11th
Andrew	James	Witkus	11th
Luke		Zapor	11th
Duncan	Joseph	Bieber	12th
Weston		Block	12th
Katelyn	Elizabeth	Bontrager	12th
Ananida	Consuelo	Bugayong	12th
Madison	Pelfrey	Carter	12th
Colin		Cassidy	12th
Trevor	Lawrence	Cekander	12th
Ethan		Combs	12th
Isabella	S.	Cottom	12th
Riley	Martin	Donahue	12th
Samuel	Sergei	Durso	12th
Cayla		Ellis	12th
James	Parker	Felton	12th
Brianna	Dawn	Franck	12th
William		Freed	12th
Emma Grace		Granger	12th
Kaitlyn		Howe	12th
Abby		Iversen	12th
Elijah	James	Johnson	12th
Isaac		Johnson	12th
Emily		Leach	12th
Sitong		Liu	12th
Aslynne	Grace	Luter	12th
Yuxin		Mao	12th
Ryce	Christian	Miller	12th
Lydia		Moody	12th
Olivia	Hope	Mosher	12th
Elijah	David	Motley	12th
Gabriel	Richard	Nedds	12th
Justice	Donald	Schafer	12th
Nathaniel	Isaac	Sturdevant	12th
Brianna		Sweet	12th

CONTACT
first_name
Maliya

CONTACT
middle_name

CONTACT
last_name
Wayner

CONTACT
grade
12th