



MUSKEGON MARITIME ACADEMY

Contact: Jessica Owens **Phone:** 914-382-3432 **Email:** jowens@muskegonmaritime.org

ACADEMIC & BEHAVIOR WEEKLY REPORT FOR: _____ **DATE:** _____

	1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour
TEACHER						
SUBJECT						
CURRENT GRADE						
Is the student doing work assignments?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the student behaving properly in class?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Please list any extra-credit assignments the student could do to increase grade						
Please provide any additional information that may aid in student improving grade						

BULLY INTERVENTION TECHNIQUES

SLIDE 2

We know 1 out of 5 young people experience bullying. What we really need to know is what can we do about it. Bullying prevention is difficult because it can be difficult to know what we are looking for. Knowing how to intervene when we see something that we believe to be bullying can be even more difficult. It takes a community to engage in bullying prevention. And for those parents, teachers, and friends in that community, here are 10-tips to stop bullying.

When we know exactly how to define bullying (i.e., Bullying is intentionally hurtful/aggressive behaviors, repeated over time, and directed at a person of lesser power), identifying the behavior is easier to accomplish; however,

SLIDE 3

Even if you may not be able to fully determine if a behavior between two people is bullying, never assume that something is harmless if you find yourself concerned. Something that may seem benign to you may not be. Take time to reassure the victimized student that you are there for them, and if they need anything you are there to explore options with them.

SLIDE 4

One of the best ways to determine if someone may be experiencing bullying is to engage young people on a daily basis and ask open-ended questions that encourage conversation (e.g., “How was your day?” is a question that can, as any parent will tell you, be answered in one word: “Good.” Compared with a question like: “What was the best part of your day,” or “what kinds of things did you learn about today in school?”).

SLIDE 5

Intervene as soon as you can if you believe that there may be a problem between two students. Similarly, if you are a student experiencing victimization reach out for help immediately. Intervene as quickly as you can when you witness someone else being bullied. Bullying is not “kids being kids.” Victims and perpetrators of bullying both are vulnerable to lasting and negative consequences associated with bullying.

SLIDE 6

When you intervene, try not to escalate the situation or attempt to argue the facts in the moment. The goal of the moment of intervention is not to solve the crisis, it is to stop it safely. Separate the two, or more, students directly involved in the bullying and encourage the bystanders to move along to their expected destinations.

SLIDE 7

There is no evidence to support the idea that a forced apology and/or shaking hands will resolve the bullying or change the relationship between the bully and his victim. Explain that bullying is taken very seriously and that you plan on investigating what is going on to get the full picture before deciding what the next steps will be. This will give you time to get more information and decide how to move forward.

SLIDE 8

After separating the students involved in the bullying, keep them separate. There is no evidence that putting the bully and the victim together to “work it out” has any benefit. Talk to the bully, victim, and bystanders individually so that everyone can tell their side of the story without fear of repercussions.

SLIDE 9

We know that bystanders provide the bully an audience. We also know that bystanders have a significant role in bullying prevention. Explain to the witnesses that bullying is wrong, and the behavior will not be tolerated by the school. Furthermore, bullying should not be tolerated by them either. Encourage bystanders who do not feel safe intervening to tell a trusted adult what they are witnessing without fear of retaliation.

SLIDE 10

Imagine you are on a playground where you see one child hit another child. The easy conclusion is that the victim in this case is the child who was hit, and the aggressor/bully is the child who did the hitting. It could be the case that the child who aggressed has spent weeks or months being bullied, and has now retaliated.

SLIDE 11

Continued follow-up with both the victim and the bully will ensure that the relationship between the two no longer continues to be corrosive. Using bullying as an attempt to socialize or gain social power is unhealthy for the bully and the victim. Bullying is a maladaptive way for young people to interact with each other, and it cannot be tolerated. Children who bully others need to be taught how to socialize with others in healthy ways.

Muskegon Maritime Academy

571 E. Apple Avenue
Muskegon, MI 49442
(231) 724-7577 Telephone

EMERGENCY WEATHER and EVACUATION PROCEDURES

(In all situations – REMAIN CALM)

IN CASE OF FIRE:

- Line students up in classroom.
- Walk quickly but do not run.
- Remain with your group or class.
- Exit building from south entrance.
- Assemble at Primary Rally Point

IN CASE OF TORNADO:

WATCH- conditions present for possible tornado formulation.

WARNING- a tornado has been spotted in the general vicinity and cover should be taken.

Report to the gymnasium.

In case of other emergencies requiring evacuation:

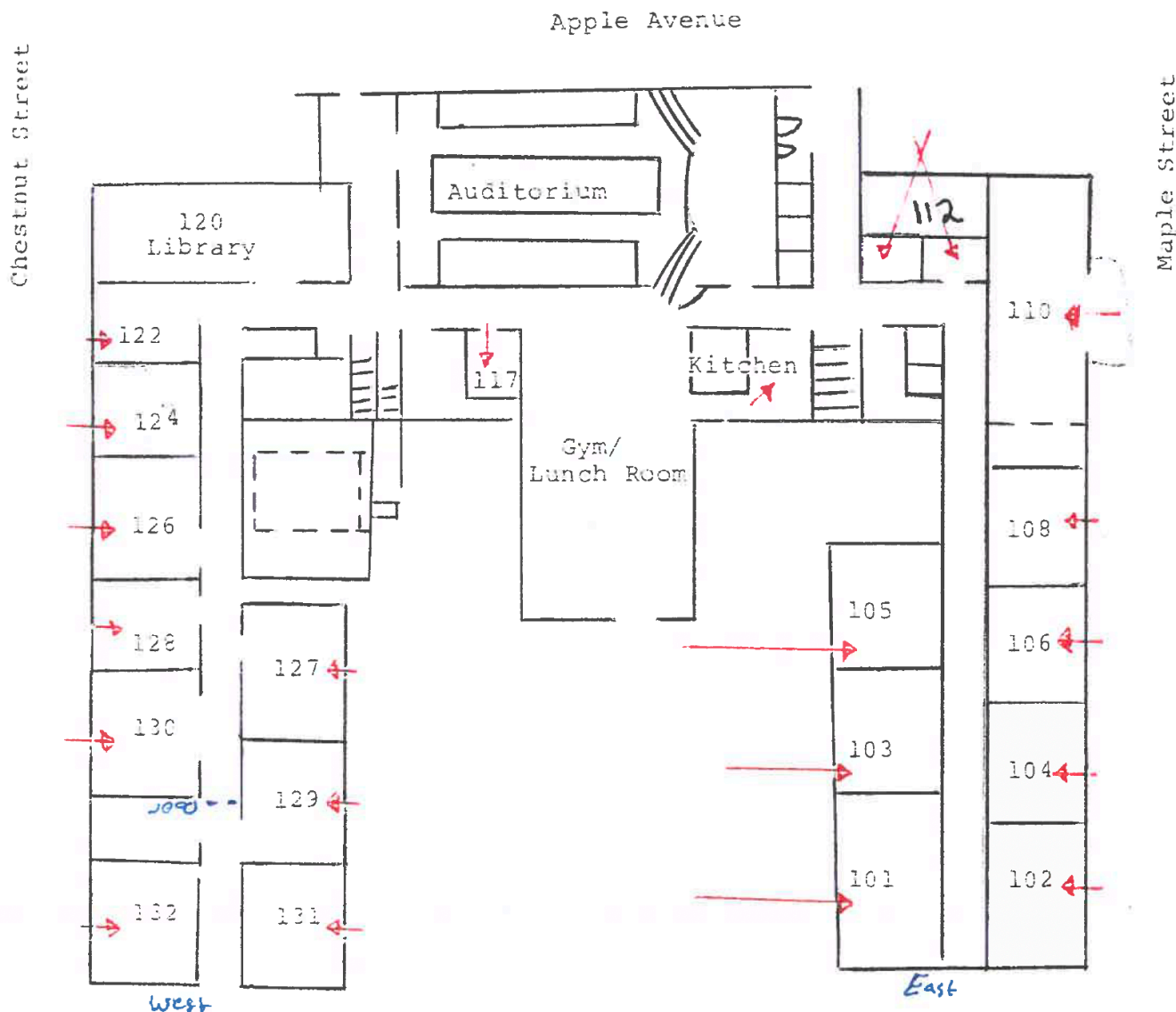
Walk quickly but do not run

Remain with your class or group

Primary Rally Point – Southwest corner of Chestnut and Isabella (school side of Isabella)

Secondary Rally Point – Parking lot of the Church – 446 Ada Avenue

(School buses will be dispatched—if needed—to pick up all occupants and take to another site)



Muskegon Maritime Academy

571 E. Apple Avenue
Muskegon, MI 49442
(231) 724-7577 Telephone

EMERGENCY EVACUATION PROCEDURES

(In all situations – REMAIN CALM)

In case of other emergencies requiring evacuation:

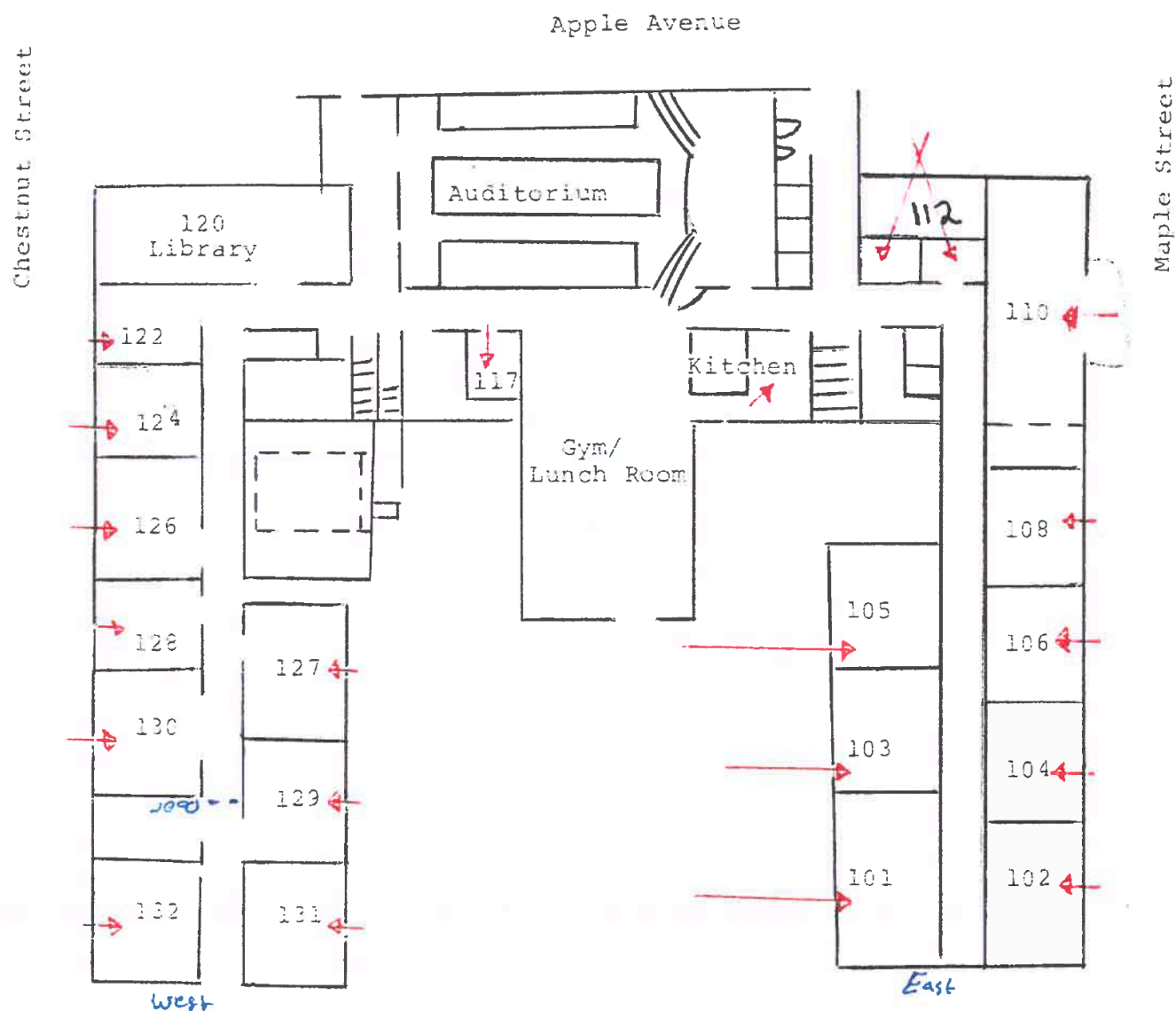
Walk quickly but do not run

Remain with your class or group

Primary Rally Point – Southwest corner of Chestnut and Isabella (school side of Isabella)

Secondary Rally Point – Parking lot of the Church – 446 Ada Avenue

(School buses will be dispatched—if needed—to pick up all occupants and take to another site)



Emergency Weather Plan: Administrative Notes



I. School Emergency Contact Person:

- Name: Jessica Owens
- Phone Number: 914-382-3432

○ Weather Monitoring:

- Designate staff members responsible for monitoring weather alerts:
- Name: Jessica Owens
- Monitor Station: National Weather Service.

○ Emergency Kits:

- Equip classrooms with emergency kits that include first aid supplies, flashlights, batteries, blankets, water, and non-perishable snacks.
- Include items such as coloring books or small toys to keep younger children calm and occupied.

II. Communication Protocols

○ Alert System:

- Establish a clear and reliable method of communication (e.g., PA system) to inform staff and students of weather-related emergencies.

○ Parent Communication:

- Notify parents as soon as a weather warning is issued using automated text messages, emails, and phone calls.
- Provide regular updates to parents on the status of the emergency and any changes in pickup procedures.

III. Response Procedures

- **Weather Watch:**

- Monitor the situation closely; no immediate action is needed beyond preparation.
- Review emergency procedures and ensure all students are accounted for.

- **Weather Warning (Severe Storm, Tornado, etc.):**

- **Indoor Protocol:**

- Move all students and staff to designated safe areas (e.g., the gymnasium) immediately. If you can't make it to the gym, go to the interior hallways, basements, or rooms without windows immediately.
- Have students sit on the floor, facing the wall, with their heads down and hands covering their heads.
- Ensure that students are quiet and calm during this time. Use calming techniques, such as singing or storytelling, for younger students.

- **Outdoor Protocol:**

- If students are outside (e.g., during recess or PE), move them inside immediately.
- If immediate shelter is not accessible, instruct students to lie flat in a low area (such as a ditch), cover their heads, and wait for further instructions.

- **Post-Emergency Procedures:**

- Conduct headcount to ensure all students and staff are safe and accounted for.
- Check for injuries and provide first aid if necessary.
- Communicate with parents regarding the situation and any changes to dismissal or pickup procedures.

IV. Evacuation Plan

- **Evacuation Routes:**

- Clearly mark and communicate evacuation routes for each classroom and area of the school.
- Conduct regular drills to ensure students and staff are familiar with the routes and procedures.

- **Special Needs Considerations:**

- Identify students with special needs and ensure there are specific plans in place for their safe evacuation.

- Assign staff members to assist these students during emergencies.

- **Reunification Process:**

- Establish a reunification site where parents can pick up their children after the emergency.
- Implement a secure system for releasing students to their parents or guardians, ensuring that proper identification is checked.

V. Training and Drills

- **Staff Training:**

- Provide regular training for all staff on emergency weather procedures, including how to assist students with special needs.
- Ensure that staff members are familiar with the location of emergency supplies and the operation of weather monitoring equipment.

- **Student Drills:**

- Conduct regular drills with students, simulating different weather emergencies (e.g., tornado drills).
- Teach students basic safety protocols, such as how to protect themselves during a severe storm (e.g. hands on head).

VI. Review and Update

- **Post-Incident Review:**

- After any weather-related emergency or drill, conduct a review with staff to identify areas for improvement.

- **Annual Plan Review:**

- Update the emergency weather plan annually, incorporating feedback from staff, students, and parents.
- Adjust the plan based on changes in school layout, student population, or local weather patterns.

Active Shooter Response Plan:



I. Introduction

Effective response to an Active Shooter event requires effective planning and role reinforcement through training for personnel caught in the event, as well as for leaders and managers coordinating the response to the event. Personnel in the vicinity of an Active Shooter may need to evacuate or shelter in place depending upon circumstances unique to that event.

This Active Shooter Response Plan is designed to help staff know what to do in case of an active shooter emergency.

II. Purpose

This Active Shooter Response Plan provides a 5-Step Plan on how to effectively address the response an Active Shooter incident.

III. Preparedness

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated place; in most cases, active shooters use firearms and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10-15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

IV. We Use A Simple Acronym Called 'ALICE'. See what it stands for below:

A- ALERT
L- LOCKDOWN
I- INFORM
C- COUNTER
E- EVACUATE

A – ALERT. This is your first notification of danger

ALERT is when you first become aware of a threat. The sooner you understand that you're in danger, the sooner you can save yourself. A speedy response is critical. Seconds count.

Alert is **overcoming denial**, recognizing the signs of danger and receiving notifications about the danger from others. Alerts should be accepted, taken seriously, and should help you make survival decisions based on your circumstances.

Employees:

- Report the incident:
 - a) **Call 911**

L – LOCKDOWN. Barricade the room. Prepare to Evacuate or Counter if needed.

If **EVACUATION** is not a safe option, barricade entry points into your room in an effort to create a semi-secure starting point.

1. Shelter, if necessary
 - Go to the nearest room or office and lock the door(s). If the door does not lock, wedge the door shut or use heavy furniture to barricade it.
 - Identify an escape route in the event you are directed to evacuate.
 - Close blinds, turn off lights, and cover windows.
 - Silence all noise, including cell phones, radios, and computers.

I – INFORM. Communicate the intruder's direction and location In real time

The purpose of **INFORM** is to continue to communicate information in as real time as possible, if it is safe to do so. Armed intruder situations are unpredictable and evolve quickly, which means that ongoing, real-time information is key to making effective survival decisions. Information should always be clear, direct and in plain language, not using codes. If the shooter is known to be in an isolated section of a building, occupants in other wards can safely evacuate while those in direct danger can perform enhanced lockdown and prepare to counter.

1. Have one person call 911, if it is safe to do so. Be prepared to answer the dispatcher's questions.

- If it is not safe to talk, keep the phone on so it can be monitored by the dispatcher.
- Stay out of sight and take cover behind large, thick items or furniture.
- Do not open the door until the person can provide an identification badge.
- Remain under cover until law enforcement advises it is safe to evacuate.
 - Positively verify the identity of law enforcement as an unfamiliar voice may be the shooter attempting to lure victims from a safe place.

C – COUNTER. Create Noise, Movement, Distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Counter is NOT fighting.

Counter is a strategy of last resort. Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Creating a dynamic environment decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate.

Take action, if you must

- If there is no opportunity for escape or hiding, as a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.

E – EVACUATE. When safe to do so, remove yourself from the danger zone.

Evacuating to a safe area takes people out of harm's way and hopefully prevents students and teachers from having to come into any contact with the shooter.

Did you know that you should break a window from the top corner as opposed to the center? Many useful techniques that civilians do not know exist and can save your life.

Evacuate if possible

- Determine an escape route based on where an active shooter may be located.
- Leave your belongings behind. Keep your hands empty and visible at all times.
- Help others evacuate, if possible, but do not attempt to move the wounded. Evacuate even if others do not agree to follow.
- Move quickly to a safe place far from the shooter and take cover. Remain there until police arrive and give instructions.

- Remain calm. Avoid screaming or yelling as you evacuate.
- Follow all instructions of law enforcement.

Respond Appropriately When Law Enforcement Arrives:

- Remain calm and follow officers' instructions.
- Raise your hands, spread your fingers, and keep hands visible at all times.
- Do not run when police enter the vicinity. Drop to the floor, if you are told to do so, or move calmly out of the area or building.
- Do not make quick moves toward officers or hold on to them for safety.
- Avoid pointing, screaming, or yelling.
- Do not stop officers to ask for help or directions. Evacuate the building in the direction the officers arrived while keeping your hands above your head.
- For your own safety, do not get upset or argue if an officer questions whether you are a shooter or a victim. Do not resist, even if you are handcuffed and searched.

V. Post Incident Review/After Action Review Process

This section provides on an overview of the After Action Review (AAR) Process.

An AAR should be conducted immediately following an exercise or event and should involve representatives from each participating agency. This should include information on the major events, all lessons learned, and review any new initiatives developed or identified during the exercise or event. The AAR should also include a discussion of all techniques, tactics, and procedures utilized during the exercise/event to include what went right and what went wrong. It should identify any issues and the consequences resulting from the potential outcomes of those issues. Following the AAR meetings and discussion, an After Action Report/Improvement Plan (AAR/IP) should be written which identifies areas that require improvements, the actions required, the timelines for implementing those improvements, and the organization and party responsible for this action. The AAR/IP should be shared with all stakeholders, and used to further define the plans and procedures related to events at the stadium.

Student Accident Report Form

Muskegon Maritime Academy
571 E. Apple Avenue
Muskegon, MI 49442

Note: Send A Copy to the Director of Student Leadership, Charles R. Starr II.

1. Name of Student _____
2. Name of School _____
3. Sex ☐ Male ☐ Female
4. Age _____
5. Grade/Special Program _____
6. Exact Time Accident Occurred: ☐ _____ A.M. ☐ _____ P.M.
Date: _____ Day of Week: _____
7. Nature of Injury _____
8. Part of Body Injured _____
9. Brief Statement Describing Seriousness of Injury _____

10. Location of Accident (Be Specific) _____

11. Was Student under teacher/adult supervision at time of accident?
☐ Yes ☐ No
12. Name of Teacher/Supervisor/Adult _____
13. Did Supervisor see accident? ☐ Yes ☐ No
14. Description of Accident:
A. By Teacher/Supervisor/Adult _____

B. Description of accident by injured student/person _____

C. Description of accident by witness to accident.

Name: _____

15. Describe First Aide Treatment given: _____

16. Was additional medical attention necessary? _____

Describe: _____

17. Parent notified of injury? ☐ Yes ☐ No

Date _____ Time _____

18. **Signed** _____ Date _____
Witness/Person Reporting Accident

19. **Signed** _____ Date _____
Unit Administrator

Send Original to School File

Send Copy to Director's and Principal's Office



Medical Emergency Response Plan for the Academy

First aid procedures are learned during appropriate First Aid and CPR Courses. This policy outlines staff actions to take during minor and major medical emergencies at school or at school-sponsored trips or events. This procedure does not cover specific first aid or CPR steps or sequences. Refer to training materials, skills learned, and/or directions on prescribed medications for specific guidance on treatment procedures.

INJURY EMERGENCY DURING SCHOOL

IN AN EMERGENCY SITUATION, BORDERLINE SITUATION, OR SITUATION WHERE IT MAY BE UNCLEAR WHETHER AN EMERGENCY EXISTS, ERR ON THE SIDE OF CAUTION AND CONTACT 911.

MINOR

- Notify school's nurse or principal's office.
- Nurse, principal or other designated school staff administer first aid procedures as indicated by the nature of the accident.
- Notify parents, if necessary.
- Staff witnessing the accident and/or providing first aid care complete an accident report.

MAJOR

(any injury deemed by school staff to need immediate physician care, EMS or transport to a healthcare facility)

- Notify school's nurse or principal's office.
- Either the first school staff person attending to the student or another school staff person calls 911 immediately.
- Provide first aid or other Basic Life Support (CPR, rescue breathing, etc.).
- If CPR or rescue breathing is required, school staff must also retrieve or send other staff to the Automated External Defibrillator (AED).
- Principal or designee calls parent or guardian immediately.

INJURY EMERGENCY DURING FIELD TRIP

The field trip coordinator should ensure that appropriate first aid equipment and supplies are available during the trip. It is advisable that at least one staff person or adult chaperone (parent, guardian, or other volunteer) has a cellular phone in case the emergency is en-route to or from the school or field trip destination. Permission slips with emergency care release or parent/guardian phone numbers must be with the field trip coordinator or designee.

In the event of an emergency:

- Designated staff person administers first aid procedures as indicated by the nature of the accident.
- Notify parents, if necessary.
- If the injury is major or life-threatening, either the first school staff person attending to the student or another school staff person calls 911 immediately.
- Field trip coordinator or designee calls parents or guardian immediately (but only after 911 is called and immediate care is begun).

(over)

MEDICAL EMERGENCIES AT SCHOOL OR DURING FIELD TRIPS

IN AN EMERGENCY SITUATION, BORDERLINE SITUATION, OR SITUATION WHERE IT MAY BE UNCLEAR WHETHER AN EMERGENCY EXISTS, ERR ON THE SIDE OF CAUTION AND CONTACT 911.

Medical emergencies include seizures, unconsciousness (without injury), asthma, anaphylactic or breathing emergencies, fainting, diabetic emergencies (confusion, drowsiness, agitation in students known to have diabetes), insect stings, or other non-injury emergencies.

MINOR

- Notify school's nurse or principal's office.
- Nurse, principal or other designated school staff administers first aid procedures as indicated by the nature of the accident.
- Notify parents, if necessary.
- Staff witnessing and/or providing first aid care should complete an accident/medical care report.

MAJOR

(any medical emergency deemed by school staff to need immediate physician care, EMS, or transport to a healthcare facility)

Any insect sting, food allergy reaction, or other allergic reaction in student known to have such reactions is an EMERGENCY – CALL 911. All rapid onset (within a few minutes) breathing problems or swelling of the tongue and face are considered EMERGENCIES – CALL 911.

- Notify school's nurse or principal's office.
- Either first school staff person attending to the student or another school staff person calls 911.
- Provide first aid or other Basic Life Support (CPR, rescue breathing, etc.).
- Assist the person with or administer the person's prescribed Epi-Pen, Epi-Pen Jr., or other epinephrine auto-injector, or inhaler for all allergic reactions causing breathing problems.
- Contact the school's nurse or EMS regarding administering an undesignated epinephrine auto-injector (IF AVAILABLE) to any individual having breathing problems or severe swelling of mouth, lips, or tongue after an insect sting.
- If CPR or rescue breathing is required, staff must also retrieve or send other staff for AED.
- Staff witnessing and/or providing first aid care should complete an accident/medical care report.

Student Accident Report Form

Muskegon Maritime Academy
571 E. Apple Avenue
Muskegon, MI 49442

Note: Send A Copy to the Director of Student Leadership, Charles R. Starr II.

1. Name of Student _____
2. Name of School _____
3. Sex ☐ Male ☐ Female
4. Age ____
5. Grade/Special Program _____
6. Exact Time Accident Occurred: ☐ _____ A.M. ☐ _____ P.M.
Date: _____ Day of Week: _____
7. Nature of Injury _____
8. Part of Body Injured _____
9. Brief Statement Describing Seriousness of Injury _____

10. Location of Accident (Be Specific) _____

11. Was Student under teacher/adult supervision at time of accident?
☐ Yes ☐ No
12. Name of Teacher/Supervisor/Adult _____
13. Did Supervisor see accident? ☐ Yes ☐ No
14. Description of Accident:
 - A. By Teacher/Supervisor/Adult _____

 - B. Description of accident by injured student/person _____

 - C. Description of accident by witness to accident.
Name: _____

Send Copy to Director's and Principal's Office

MISSING STUDENT PROTOCOL



Missing student or student who has run away from assigned staff.

Please note: this procedure must immediately be followed when a student has been reported missing, the student's whereabouts cannot be confirmed, and there is concern for the student's safety or well-being. MMA must be prepared to initiate a soft-lockdown AND assign staff to secure the exit doors in an effort to prevent the student from leaving the building.

If it is confirmed that the student has exited the building:

- ☐ Immediately call 911(including transit police) and notify the Principal/Designee. Provide a clear description of the student including where the child was last observed. Include the following information in the description:
 - Height and approximate weight
 - Ethnicity
 - Complexion and hair color
 - Attire and any distinguishing features
 - Verbal or non-verbal
 - Languages spoken
- ☐ Notify the school Interventionist and Leadership team.
- ☐ Immediately monitor the video surveillance system (if applicable) including perimeter cameras.
- ☐ Notify the parent.
- ☐ Identify if there are any relatives who may live near the school. This information may be relevant in locating the missing student.
- ☐ Open a Command Post and gather all relevant information necessary to work with first responders and law enforcement (description of the student, blue card information, photograph (if available). If applicable, review the student's Individual Education Plan (IEP) to determine what additional supports are required.
- ☐ When the parent arrives at the school, escort the parent to the command post so that the parent may discuss the incident with school officials and law enforcement. Where applicable, have a school official accompany the parent to provide additional support.

If it cannot be confirmed that the student has exited the building:

- ☐ Notify the Principal/ designee and the School Interventionist
 - Provide a clear description of the student including where the child was last observed. Include the following information in the description:
 - Height and approximate weight
 - Ethnicity
 - Complexion and hair color
 - Attire and any distinguishing features
 - Verbal or non-verbal
 - Languages spoken
- ☐ Immediately monitor the video surveillance system (if applicable) including perimeter cameras.
- ☐ Initiate a Soft Lockdown and assign Shelter- In staff to secure the exit doors. Use the following language, "Attention, this is a soft lockdown. Take proper action. All staff, we are looking for (use the name and description you have). If you know where this student is, please call extension (insert the phone extension to call)".
- ☐ If the student is observed on the camera system, immediately deploy search staff to the location where the student was observed. This includes areas outside of the school building.
- ☐ Inside the building, all rooms and offices, including restrooms and access to the basement must be searched.
- ☐ After an initial sweep of the building, if the student has not been located, immediately call 911 (including transit police), and the school leadership team.
- ☐ If available, provide law enforcement with a photograph of the missing student.
- ☐ Notify the parent of the student and continue searching the building.
- ☐ Identify if any relatives live near the school. This information may be relevant in locating the missing student.
- ☐ When the parent arrives at the school, escort the parent to the command post so the parent may discuss the incident with school officials and law enforcement. Where applicable, have a school official accompany the parent in order to provide additional support for the family.