



EMERGENCY PROCEDURES MANUAL

Developed by: Columbia Union Conference of Seventh-day Adventists Education Department

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1 - INTRODUCTION

FEMA

The Federal Emergency Management Agency (FEMA) describes an emergency as “any unplanned event that can cause death or significant injury to employees, customers or the public; or that can shut down your business, disrupt operations, cause physical or environmental damage, or threaten the facility’s financial standing or public image.”

Emergency Preparedness Team

The principal/head teacher is responsible to maintain security and safety in the school. However, a team should be appointed by the school board to evaluate local needs and outline appropriate procedures to ensure school safety and an orderly dismissal or evacuation in a crisis.

Communication

Communication procedures need to be planned ahead of time. This includes notifying emergency personnel, staff, parents and the conference office of education. A clear directive needs to be in place for communicating with the media. The local conference and the Pacific Union have personnel trained to handle media inquiries. Have a clear understanding ahead of time as to who is the contact person for media inquiries. The principal as well as someone at the school level (pastor, board chair, etc.) can receive training in this area in the event that the designated conference and/or Union personnel are unavailable.

Review Annually

An emergency can occur at any time. Although it is impossible to predict when, where or how an emergency will emerge, being prepared to deal with the unpredictable minimizes delay and injury. This manual is provided as a resource toward emergency preparedness. Administration and staff should review the emergency procedures covered herein at the beginning of each school year as well as attempt to foresee any situations unique to the school or community. Copies of this manual should be prominently displayed in all offices and classrooms.

Keep On Hand

In the event an extended stay at school becomes necessary, the following items should be kept at the school:

1. Non-perishable food
2. Bottled water
3. Cooking utensils, can opener
4. Propane stove with extra fuel (check with fire marshal for proper storage)
5. Flashlights: hand-crank style or extra batteries
6. Blankets
7. Heavy plastic, duct tape, scissors
8. Radio: hand-crank style or extra batteries
9. First Aid kit

Important

Designated personnel are to remain with the students at all times and may not leave until all students have been picked up. In small schools with limited personnel on campus, plans must be made ahead of time on how to handle emergencies requiring adult supervision at more than one site.

ALWAYS KEEP DETAILED NOTES OF THE CRISIS EVENT.

1 - EMERGENCY PHONE NUMBERS

Contact	Phone Number
Ambulance	
Child Protective Services	
Electric Company	
Fire Department	
Gas Company	
Hospital	
Police Department	
Suicide Prevention Hotline	
Weather Bureau	

In the event of an emergency the following people should also be notified immediately:

Person	Phone Number
Principal/Head Teacher	
School Board Chair	
Pastor	
Parent Notification Designee	
Conference Office of Education	Bill Keresoma (925) 603-5060
Conference Media Person	Stephanie Leal (925) 603-5046
Union Office of Education	Berit von Pohle (805) 413-7312
Union Media Person	Ray Tetz (805) 413-7100

In an emergency situation, do the following:

1. Assess the situation.
2. Address life threatening issues first (first aid, safety of victims, etc.).
3. Call 911.
4. Follow emergency procedures.
5. Communicate with pertinent entities.
6. Keep detailed notes.
7. Refer media to designated spokesperson.
8. Don't forget to pray!

2 – BOMB THREAT

How To Identify Suspicious Packages and Letters:

Some characteristics of suspicious packages and letters include the following:

1. Insufficient or excessive postage
2. Handwritten or poorly-typed addresses
3. Incorrect titles
4. Title, but no name
5. Misspellings of common words
6. Oily stains, discolorations or odor
7. No return address
8. Excessive weight
9. Lopsided, rigid or uneven envelope
10. Protruding wires or aluminum foil
11. Excessive security material such as masking tape, string, etc.
12. Visual distractions
13. Ticking sound
14. Marked with restrictive endorsements, such as "Personal" or "Confidential"
15. Shows a city or state in the postmark that does not match the return address
16. Wrapped in brown paper w/twine
17. Foreign mail, air mail and special delivery

Anthrax and Other Biological Agent Threats

Do Not Panic!

1. Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. To do so, the organism must be rubbed into abraded skin, swallowed or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another.
2. For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Handling Suspected Contaminated Material

1. Call 911 immediately.
2. Don't shake, open or empty the contents of any suspicious envelope or package.
3. Leave the room, close the door, seal off the area.
4. Do not wash hands until instructed by law enforcement.
5. List all personnel that were in the area and keep them restricted to one area.
6. Follow emergency personnel instructions for removing and disposing of contaminated clothing.
7. Follow emergency personnel instructions for cleaning the contaminated area.

2 – BOMB THREAT

Threat by Phone:

1. Obtain detailed information about the exact location of bomb, detonation time, description and type of explosive.
2. Record in detail all information including accents, background noises, emotional state; note date, time, caller ID and incoming phone line used.
3. Keep the line open, keep the caller talking as long as possible, do NOT hang up the phone even if the caller does.
4. If possible, have someone call 911 on another line, other than a two-way radio or cell phone.
5. Evacuate the building according to fire drill procedures.
6. Leave doors and windows open.
7. Do not re-enter building until declared safe by fire or police personnel.

VERY IMPORTANT:

Cell phones, two-way radios or any transmitting device can be used as detonation devices for bombs. They should be turned off and not used until permission is given by emergency personnel.

Suspicious Device:

1. DO NOT TOUCH OR MOVE ANY SUSPICIOUS PACKAGE OR DEVICE.
2. Do not open drawers, cabinets, or turn lights on or off as such actions may trigger the device.
3. Secure area, preserve scene, be aware of the possibility of more devices.
4. Evacuate the area according to fire drill procedures.
5. Leave doors and windows open.
6. Call 911 on a phone other than a cell phone or two-way radio.
7. Wait for fire or police personnel to move or dispose of device.
8. Do not re-enter the area until declared safe by fire or police personnel.

Evacuation sites must be a minimum of 300 feet from any building.

3 – BURGLARY - VANDALISM

General Information

In either case, it is important to keep the area free of contamination. That is to say, walking into or through the area, touching or moving items can compromise the ability to investigate the scene for possible clues to the perpetrators. All evidence at the scene is pertinent, i.e. fingerprints, shoe prints, trash, strands of hair, etc.

Losses will be determined as the investigation progresses. Risk Management or the school insurance provider should be notified, along with the local law enforcement authorities, and allowed to complete their investigations before attempting any clean-up procedures.

Burglary

1. If a break-in is suspected, do not enter the building.
2. If a break-in is discovered after entering, do not touch anything.
3. All evidence at the scene is pertinent, i.e. fingerprints & shoe prints, trash, strands of hair, etc.
4. Seal off the area and call the police from a near-by phone or cell phone.
5. Wait for the authorities to advise when clean-up and repairs can begin.
6. Notify the appointed contact persons (board chair, conference office, etc.).
7. Work through the conference office Risk Management office regarding cost recovery of stolen items and/or repair of damages.

Vandalism

1. Do not enter building if discovered before entering.
2. Do not touch anything if discovered after entering.
3. All evidence at the scene is pertinent, i.e. fingerprints & shoe prints, trash, strands of hair, etc.
4. Seal off the area and call police from a near-by phone or cell phone.
5. Determine if the extent and type of vandalism requires cancelling classes pending clean-up.
6. Wait for the authorities to advise when clean-up and repairs can begin.
7. Notify the appointed contact persons (board chair, conference office, etc.).

4 - CHILD ABUSE REPORTING

Definition:

Child Abuse is defined as:

1. Any physical injury to a child caused by other than accidental means, including any injury inconsistent with an explanation of how the injury occurred.
2. Emotional abuse is a pattern of behavior that attacks a child's emotional development and sense of self-worth. This includes excessive, aggressive or unreasonable demands, constant criticizing, belittling, insulting, rejecting and teasing. Emotional abuse is also withholding love, support and guidance.
3. Sexual molestation or harassment. Consensual or non-consensual sexual activity or pregnancy of a girl under the age of 18 with someone more than three years her senior (including other students), or with any staff member, volunteer or agent.
4. Neglect which leads to physical harm.

Mandatory Reporting Facts

All 50 states have passed some form of a mandatory child abuse and neglect reporting law. All states require certain professionals and institutions to report suspected child abuse, including teachers and other school personnel and day care providers. This is not a matter of choice, it is the law. Failure to report suspected child abuse can result in criminal and/or civil liability.

In most states reporting can be anonymous and the identity of the reporter is protected. Unfortunately, in our schools, it can become obvious from whence the report was made. However, suspected abuse **MUST** be reported.

The teacher/person suspecting abuse or to whom the abuse has been revealed is the responsible party for reporting. Leaving reporting up to another party such as the principal or superintendent does not remove the responsibility. Follow-up is a must to assure reporting.

More Information Available

For more details on reporting as well as recognizing the signs of possible child abuse situation, contact the local Child Protective Services (CPS) or visit government websites such as the Centers for Disease Control (CDC), National Institutes of Health (NIH) or child welfare sites such as www.childwelfare.gov

A Plea or a Sermon?

Due to the times in which we are living, more and more child abuse cases are coming to light in our schools. Without becoming paranoid over each bruise, school staff should become familiar with the common signs and procedures of dealing with these situations. Saving a child from permanent scarring, physical or emotional, is also a part of our responsibility as a Seventh-day Adventist Christian school.

Reluctance to report knowing that it can cause disruption to a family unit is normal; however, the effects of child abuse can be lifelong. There are moral as well as legal responsibilities at stake.

Every state has a hotline for reporting abuse and neglect. Record this number on page 2.

4 - CHILD ABUSE REPORTING

Pacific Union Education Code #E10-124H

All school personnel must comply with federally mandated reporting requirements when suspecting child abuse. The conference superintendent will brief employees annually about the conference's process for reporting suspected child abuse. Employees who report suspected child abuse to civil authorities must also report to the principal and local conference superintendent.

Types of Abuse

Child abuse comes in several forms. The most common include:

1. Physical
2. Emotional
3. Sexual
4. Neglect

Suspected Child Abuse

1. Contact Child Protective Services (CPS). This can be done anonymously to confirm if the situation will require official reporting.
2. Do not investigate or interrogate, leave that to CPS.
3. Notify the appointed contact persons (board chair, conference office, school counselor, etc.).
4. Do not notify parents unless instructed to do so by CPS.
5. Resist the temptation to counsel or allow others to counsel with the people involved. Leave counseling to the professionals.
6. Keep the situation in prayer.

If Reported by a Child (for self or on behalf of a friend)

1. Avoid denial and remain calm and reassuring. Do not react negatively (shocked, disgusted, disbelief).
2. Don't interrogate. Let the child explain in his/her own words. Don't ask leading questions, leave investigation to the experts.
3. Reassure the child that they've done nothing wrong to receive the abuse.
4. Reassure the child that they did the right thing to tell an adult.
5. Contact Child Protective Services (CPS) with the information received.
6. Do not notify parents unless instructed to do so by CPS.
7. Notify the appointed contact persons (board chair, conference office, etc.).
8. Keep the situation in prayer.

THIS IS NOT A MATTER OF CHOICE, IT IS THE LAW.

5 - COMMUNICABLE DISEASES - PANDEMICS

Epidemics vs. Pandemics – Defined

Epidemics and pandemics refer to the spread of infectious diseases among a population. The difference between an epidemic and a pandemic is two-fold.

1. An epidemic is defined by an illness or health-related issue that is showing up in *more cases than would be normally expected*.
2. Pandemic is normally used to indicate a far higher number of people affected than an epidemic in a much larger geographic region.

Common Causes

Any communicable disease can cause an epidemic. It may be very local (one classroom) or can become world-wide (strains of influenza). Small pox, measles, polio, SARS, colds and influenza (seasonal, Hong Kong, Spanish, swine 1970s & 2009) are among the more common causes.

Encourage and Practice Good Hygiene

Provide in the classroom:

1. Disposable tissues within easy reach.
2. Waste baskets with plastic liners in more than one location.
3. Waterless hand sanitizers.
4. Isolate or send home anyone who becomes ill during the day.

Encourage Staff and Students to:

1. Wash hands frequently.
2. Cover nose and mouth when coughing and/or sneezing.
3. Stay home if not feeling well, running a fever, or have a sore throat.

5 - COMMUNICABLE DISEASES - PANDEMICS

Epidemic – Pandemic Procedures

In the event of a communicable disease outbreak or health threat, follow guidelines and procedures issued by community health departments and/or federal government.

Government Websites

www.hhs.gov U.S. Department of Health and Human Services
(www.flu.gov managed by DHHS)

www.cdc.gov Centers of Disease Control and Prevention

www.nih.gov National Institutes of Health

To Close or Not to Close?

If the outbreak is contained within the school community and is not considered life-threatening, the general practice is to close school only if there are fewer than 50% of the student body in attendance. It is always advisable to consult with the conference office of education.

If the outbreak is more wide-spread, follow directives from county and federal government agencies in consultation with the conference office of education.

Always seek guidance from the conference office of education before closing due to illnesses.

6 - DEMONSTRATIONS - DISTURBANCES

Demonstrations or Disturbances – Defined

A public or student demonstration on school grounds that has the potential to:

- Disrupt school activities.
- Cause injury to staff and students.
- Damage property.

Be Prepared

The following items usually found in schools can be useful in these situations:

- Bull horn
- Cell phone or two-way radio
- Camera or camcorder (to document the disturbance and help in identifying participants)

6 - DEMONSTRATIONS - DISTURBANCES

Procedures

In the event that a group should stage a demonstration or disturbance during school hours, the following procedures should be followed:

1. Remain calm.
2. Avoid provoking or obstructing the demonstrators.
3. Account for all students.
4. Keep students in the classroom or designated area away from the demonstration.
5. Continue with the normal routine as far as possible.
6. Keep staff and students informed to dispel rumors and calm fears.
7. Assess the situation to determine if police assistance is needed.
8. Provide extra supervision if demonstration occurs during arrival or dismissal of students.
9. Notify the appointed contact persons (board chair, conference office, etc.).

Assessing the Issues

It may be wise to address the issues that brought on the demonstration or disruption. Seek advice from professionals trained in dealing with this type of situation. In general:

1. After calm has been restored, a meeting could be scheduled with one individual serving as a spokesperson for the group.
2. The administrator, board chair, pastor and conference official should be in attendance at the meeting.
3. The spokesperson is given a certain amount of time to outline the grievances without interruptions.
4. After the spokesperson is finished, allow the group to ask clarifying questions only, do not allow "arguing, defensiveness or criticism".
5. Be courteous even if the spokesperson becomes agitated.
6. At the end of the time allotted, thank the spokesperson for his/her views.
7. Do not commit to any changes, simply state that the issues will be considered.

7 – EARTHQUAKE PREPARENESS

GUIDELINES FOR EARTHQUAKE PREPARENESS

Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related injuries result from collapsing walls, flying glass, and falling objects as a result of the ground shaking, or people trying to move more than a few feet during the shaking. Much of the damage in earthquakes is predictable and preventable.

Preparing for earthquakes involves learning what to do before, during, and after an earthquake.

Before and Earthquake:

1. Secure all bookshelves to walls, and brace or anchor high-standing items.
2. Secure heavy overhead objects that could fall and cause injury or move them lower. Top-heavy furnishings will fall over.
3. Secure heavy or tall objects that can potentially block exits, such as filing cabinets and lockers.
4. Secure in place equipment on low standing furniture, such as computers, printers, etc. Use theft-resistant locks whenever possible.
5. Identify indoor danger spots: Unsecured books, plants, etc., will fall from shelves. Unsecured light fixtures and ceiling panels may fail. Unsecured furniture will slide across the floor. Windows will break.
6. Know how to turn off gas, water, and electricity.
7. Determine an after earthquake assembly point, which must be at a safe distance from any buildings and other potentially dangerous structures, such as overhead power lines. A safe distance is 20 meters from a one-story building and 40 meters from a two-story building.
8. Conduct regular periodic earthquake drills.
9. Hold staff meetings, periodically, to discuss emergency procedures and the course of action to be taken during emergencies. Everyone in your workplace should know what to do if an earthquake occurs.
10. Ensure that employees know the location of emergency exits, fire alarms and fire extinguishers.
11. Arrange for employees to be trained in first aid, CPR, and how to use a fire extinguisher. Keep the training current
12. Keep basic emergency supplies on hand.
13. Pick "safe places". A safe place could be under a sturdy table or desk or against an interior wall away from windows and bookcases, or tall furniture that could fall on you. The shorter the distance to move to safety, the less likely you will be injured.
14. Practice drop, cover, and hold-on in each safe place. Drop under a sturdy desk or table and hold on to one leg of the table or desk. Protect your eyes by keeping your head down and look away from windows. Practice these actions so that they become an automatic response.

During an Earthquake:

1. Above all—remain calm! Think before you act and resist the urge to panic!
2. If in-doors, stay there until the shaking stops and/or until further instructions are given by the teacher. Do not rush outdoors, since most injuries occur from falling glass, fixtures, plaster, bricks, debris, and electrical lines as people are leaving buildings.
3. Take cover and listen for further instruction. It is suggested that teachers use the word "drop" or some other prearranged signal to indicate the beginning of an earthquake drill for their class.
4. A teacher may open the door to prevent possible jamming and may stand under the doorframe. Do not attempt to restrain falling objects unless they endanger your life.
5. If you are outdoors, remain there. Move into the open. Do not stand under overhangs on the outside of buildings. Move away from power lines, and stay in the open areas away from buildings and trees.
6. In the event a fire occurs, teachers should implement the fire evacuation plan.

After an Earthquake:

1. When the signal to evacuate the building is given, evacuate, to the agreed assembly point, quickly, orderly and cautiously (observing your surroundings for hazardous situations). Do not touch downed power lines or objects touched by downed lines. Watch out for things that have fallen and are broken.
2. Look out for fires. Fire is the most common earthquake-related hazard, due to broken gas lines, damaged electrical lines or appliances, and previously contained fires or sparks being released.
3. Watch out for gas leaks, damage to electrical system, and damage to water system. Turn off gas, electrical and water lines as needed
4. Aftershocks may occur at any moment with nearly the same force as the original quake. **BE PREPARED.**
5. Check for injuries and provide first aid and CPR where necessary.
6. Seek help by phone, if necessary, for emergency aid. Do not tie up phone lines with unnecessary calls to home, relatives, or friends. If telephones are working, make only emergency calls and do not use phones at all if gas is present.
7. Stay out of damaged buildings until it is determined that they are safe to re-enter. Report cracks on the wall and any other structural damage observed.
8. Students should remain at school until released to parents. Evacuation from the campus is not recommended, unless in the aftermath of an earthquake there is the additional threat of fire or other serious hazard.
9. Don't eat or drink from containers near shattered glass. Be cautious of damaged containers.
10. Refrain from flushing toilets. Sewer lines may be broken.
11. Check the water supply. If faucets operate, collect a small emergency supply use it sparingly. Emergency water is available in toilet tanks.

Evaluation:

1. An evaluation of the drill must be conducted to identify problems encountered during the drill and how this can be corrected in future earthquake drills.
2. Learn from the experience. If there are things that your school could have done better in preparing for this quake, do it better.
3. If structures must be repaired or rebuilt, for example, use this opportunity to ensure that weaknesses are addressed and that new facilities are compliant with seismic building standards.
4. If building contents were damaged, improve how such items are secured.
5. If employees were insufficiently prepared to react safely, increase safety training and the frequency of drills

8 - FIELD TRIP EMERGENCIES

Before leaving on any off-campus activity, be familiar with Code policies covering these types of activities.

Pacific Union Code #A24

Consult the Pacific Union Code for complete details on policies covering off-campus and extra-curricular trips. General expectations include:

1. Following procedures for obtaining approval from the respective entities.
2. Obtaining proper insurance.
3. Ascertaining that all vehicles and drivers involved in transporting students have proper insurance and licensure.
4. Obtaining and carrying on the trip proper permission forms signed by parents.
5. Obtaining and carrying on the trip the consent for medical treatment forms.
6. Leaving a list of all students on the trip at the school or with the principal.
7. Providing a first aid kit that is adequate for the number of participants.

Pacific Union Code #A24-144 E & F

Consult the Pacific Union Code for complete details on policies covering first aid equipment and administering medications.

Risk Management Planner

Risk Management provides a Field Trip and Outing Planner which can help assure that all the bases are covered in planning safe field trips. Find this on the NCC Education website at www.ncceducation.org under – Forms – Field Trips/Off Campus Activity Forms – Field Trip/Outing Planner.

Brief All Personnel

In recent years, restrictions have been placed on what non-medical personnel can do with ill or injured minors. Be sure all adults accompanying or assisting with the off-campus activity have been briefed on the emergency procedures.

If possible, include a trained medical professional for trips involving a full day or longer.

8 - Field Trip Emergencies

In the Event of an Accident on a Field Trip:

1. Remain calm.
2. Evaluate the nature and seriousness of the injuries.
3. Administer first aid if injuries are minor.
4. Call 911 for all other cases.
5. Do not attempt to move students unless there is a threat of danger leaving them where they are.
6. Be calm and reassuring to injured students.
7. Calm and move uninjured students away from the scene.
8. Call an appropriate party at the school to alert them of the situation.
9. Complete an accident report upon returning to the school.

In the Event of Someone Becoming Seriously Ill While on a Field Trip:

1. Remain calm.
2. If possible, assess the cause of the illness (ongoing problem, allergic reaction, onset of a communicable disease, etc.)
3. Call 911 if immediate attention is needed.
4. Notify parents and school personnel.
5. Arrange for student to return to the school or home if possible.
6. Have an adult accompany student to doctor, ER or back to school.

9 – HARASSMENT - BULLYING

Pacific Union Code #A23-152 C9, & A23-160

“No staff member, student, or any other person employed by or in attendance at a Seventh-day Adventist school shall concur with, cooperate, permit, or participate in any act that injures, degrades, or disgraces, or tends to injure, degrade, or disgrace any student attending the school.”

Harassment – Bullying

A fine line exists between harassment and bullying. Both include much of the same behavior. Bullying is more often defined as student-on-student behavior, perhaps involving physical threats or abuse. However, defined behaviors are very similar for either harassment or bullying.

Under the United States Code Title 18 – 514(c) – Harassment is defined as **“a direct course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose”**.

Harassment and bullying in a school setting includes various configurations involving teacher-to-teacher, teacher-to-student, student-to-student, and student-to-teacher.

Behaviors can include:

1. Sexual harassment
2. Teasing
3. Excluding
4. Physical threats or abuse
5. Threatening or hazing
6. Damaging or stealing belongings
7. Demanding money
8. Cyber bullying

Cyber Bullying

Cyber bullying is defined as using technology to threaten, insult or harass. Cell phones, text messages, emails, instant messaging, social networks can all be used to quickly and aggressively spread rumors, threats, hate mail or embarrassing photos.

Long-term consequences can result in using these devices – once messages are sent out, there is no way to take them back. Employment as well as legal issues can be at stake.

Flirting vs. Harassment

Adolescent flirting is different from harassment. Flirting is reciprocal, flattering and boosts self-esteem; it isn't demeaning or one-sided and doesn't result in feelings of powerlessness. (Strauss, 1992)

School Responsibility

Schools are ultimately responsible for creating an environment free of harassment. Lawsuits can result if not dealt with in a timely manner. Schools should have policies detailing exact behaviors deemed to be inappropriate. Educating students and staff on what is acceptable behavior and what is not is an important step to prevention.

Schools should take seriously and react swiftly when dealing with reports of harassment.

9 – HARASSMENT - BULLYING

Before It Happens

Steps can be taken toward creating a safe environment:

1. Develop policies and procedures for acceptable and unacceptable behaviors.
2. Educate students and staff regarding these policies.
3. Educate students on how to report harassment, either as a victim or if observed.
4. Educate students on procedures if victims of cyber bullying.
5. Educate students that false accusations are a form of harassment.
6. Provide adequate supervision at all times.

Responding to a Report of Harassment

In addition to the following guidelines, schools must become acquainted with the local and government laws concerning reporting harassment where applicable.

1. Take complaints seriously.
2. Investigate promptly.
3. Keep detailed documentation.
4. Respond appropriate to age and offense.
5. Maintain confidentiality.
6. Assure the victim that appropriate corrective action has been taken.
7. Retaliation, open or subtle, will not be tolerated.
8. Inform and cooperate with parents in solving the issues.

Possible Appropriate Corrective Actions

The age of the perpetrator and the seriousness of the offense should be taken into consideration.

1. Discipline can range from counseling to suspension to expulsion or reporting to the authorities.
2. Progressive discipline should be used unless the first offense is of a serious nature.

Responding to Cyber Bullying

Students should be informed of these steps to follow if they receive harassing or inappropriate text messages:

1. Never, ever respond to the message sender.
2. Report it as soon as possible to a trusted adult. If that person doesn't help, tell others until someone does.
3. Save or print the message to keep a record of offense.
4. Contact Internet or wireless provider to find out how to block messages or change the phone number.
5. Prevent future harassment by only keeping contact information of close, trusted friends and family members. Never post personal information on social websites.

10 - HAZARDOUS MATERIALS

Chemicals are found everywhere. While most are used to improve quality of life, they can also cause injury and death. In schools settings, the most common threat involves inappropriate storage and/or handling of chemicals, whether for instructional use or as cleaning agents.

Laboratory Chemicals

Schools maintaining science labs where chemicals are used should keep updated on the latest laws and guidelines for usage and storage of chemicals. Chemicals allowed in classrooms have become more limited and regulated.

An online safety guide is published by the Center for Disease Control (CDC) www.cdc.gov, enter ***School Chemistry Lab Safety Guide*** in the search tab.

Storage of Common Chemicals

A more common hazard in Pacific Union schools involves the storage of cleaning supplies, paint, oily rags, mowers, fuel, etc. These should always be kept in locked storage with access only by authorized adults. They should never be stored in electrical rooms, under stairs or sinks, in corridors, unlocked cabinets or closets. Storage away from the building is recommended for more flammable materials such as fuel for mowers, etc.

The annual safety report, the necessary form that is due in our office in October of each year, can be used to assure safety of all areas of the school plant. Make sure you are in compliance with all the safety guidelines listed.

Public Spills and Hazards

The most common chemical hazards come from accidental spills from commercial storage or transportation. Should schools be involved in this type of situation, administration should follow instructions provided by the public authorities.

The Federal Emergency Management Agency (FEMA) website contains pertinent information for this type of emergency www.fema.gov/hazard/hazmat/index...

All staff should be instructed how to turn off the ventilation system in their areas.

(Ventilation systems may be a unit system controlling individual rooms or a multi-zone system controlling more than one room or the whole building.)

10 - HAZARDOUS MATERIALS

Prevention

Periodically check to assure that:

1. All laboratory chemicals are legal, current, labeled correctly and stored properly.
2. Vent hoods and ducts are working and cleaned regularly.
3. Eye wash stations are working.
4. Cleaning supplies are out of reach to students or are in locked cabinets.
5. Flammable/combustible supplies are in ventilated, locked storage away from electrical/furnace rooms, stairwells and classrooms.
6. Lawn maintenance equipment is properly stored in ventilated areas.

Procedures

When hazardous materials contaminate the environment, two options are feasible: shelter in place or evacuate.

Shelter in Place

Procedures for contamination from spillage (chemicals, chlorine, pesticides):

1. Isolate the area. Move staff and students away to a safe area.
2. Turn off ventilation system if fumes are strong.
3. Administer first aid or call 911 if needed.
4. Determine if professional help is needed to clean the spill.
5. Do not attempt to clean spillage if chemical is unknown or area is large.
6. Notify authorized personnel.
7. Notify parents and inform what to look for if exposure could result in symptoms that could appear later.

Evacuate

Procedures for air borne contamination (gas leaks, carbon monoxide):

1. Evacuate the building as necessary.
2. Open all doors and windows.
3. Turn off ventilation system.
4. Call utilities or fire department to correct problem.
5. Administer first aid or call 911 as needed.
6. Notify authorized personnel.
7. Notify parents and inform what to look for if exposure could result in symptoms that could appear later.
8. Do not re-enter the building until the source of the problem has been identified and repaired.

**First priority should be given to student and staff safety,
then to the environment and then to property.**

11 - INTRUDER - HOSTAGE

Intruder

An intruder could be someone with a legitimate purpose on campus (student, staff, faculty, authorized visitor) or an unauthorized or unwelcomed visitor (stranger, non-custodial parent). Their presence on campus could be a minor disruption or serious threat to student and staff safety.

Hostage Situation

Hostage situations usually are brought about by an intruder on campus, whether planned or spur-of-the-moment. The hostage taker is usually in a state of high frustration with demands that he/she feels have not been met or taken seriously.

Non-Custodial Parents

Care must be taken that administration and teachers are not placed in the middle of a “tug of war” between divorced parents and their child. Schools should have clearly written instructions and permissions concerning custody rulings, who receives student records, who has permission to pick up the child, etc. Extreme care, courtesy and diplomacy must be used in dealing with these situations.

11 - INTRUDER - HOSTAGE

Before It Happens

Steps can be taken to reduce the possibility of an intruder/hostage situation:

1. Keep all outside doors locked during school hours.
2. Establish a routine for admitting and registering all visitors.
3. Never allow students to admit visitors (including parents, pastors, etc.).
4. Request identification of utility workers, etc.
5. Notify the office or principal immediately of suspicious person or behavior.

Procedures

Intruder

1. Request that the intruder leave the premises.
2. Advise intruder of consequences if he/she refuses to leave.
3. Notify immediately the principal/head teacher.
4. Determine if student(s) or staff are in physical danger.
5. Call 911 – provide a full description of the intruder.
6. If weapons or the threat of weapons are involved, keep students and staff away from the area.
7. Provide police with a floor plan of the school.
8. If intruder is in a classroom, do not leave students; follow emergency evacuation procedures if allowed by the intruder.
9. Account for all students; have staff stay with students not involved in the immediate area.
10. Await clearance from police before resuming schedule.
11. Provide counseling to students and staff as needed.
12. Notify parents and authorized personnel in a timely fashion.
13. Keep detailed notes.

Hostage Situation

1. Notify immediately the principal/head teacher.
2. Call 911 immediately.
3. Give details of the situation with full description of suspect.
4. Seal off the area near the hostage scene.
5. Give control of the scene to the police.
6. Follow police instructions in addressing the safety of students and staff.
7. Notify parents and authorized personnel.
8. Keep detailed notes of events.
9. Refer all media inquiries to the authorized spokesperson.

If You Are Taken Hostage

1. Follow instructions of the hostage taker if legally possible.
2. Remain calm. Try to calm students if they are present.
3. Treat the hostage taker as normally as possible, do not argue.
4. Calmly ask for permission to let the students go.
5. Be respectful toward the hostage taker.

12 - MEDICAL EMERGENCIES

Medical Emergencies Defined

Medical emergencies can present in a variety of scenarios. The most common encountered in a school setting can include:

1. Allergic reactions
2. Insect bites/stings
3. Serious injury
4. Spilled bodily fluids – blood-borne pathogens
5. Sudden illness

Pacific Union Code #A23-124 and A27-108C

Administration and staff must be familiar with the Codes that cover medical emergencies. These cover signed permission to treat a minor, administering medication and first aid kits. Follow these Codes along with those of the local conference office of education.

Federal and State Laws

Federal and state laws are clear as to who may administer medications and treat students if a medical professional is not available. It is essential that school administration and staff know these laws. In some areas, bee sting medication kits can only be self-administered. Even administering simple first aid is limited. Contact the local conference office of education for the details in your state or district.

Be Prepared

It is strongly recommended that at least one staff member in each school obtains professional first aid and CPR training. This can be achieved through the local Red Cross chapter.

Ongoing Medical Issues

It is extremely important for administration and staff to be informed of any ongoing medical condition a student may have that could worsen in a school setting. This could include allergies, sting reactions, as well as more serious conditions such as diabetes, asthma, etc. Parents and staff must work together before a crisis to outline symptoms as well as procedures to follow if the condition worsens. Keep the following information in a separate file that can be easily accessed, thus preventing an emergency:

1. Describe the condition.
2. List signs of a worsening condition.
3. List procedures that can be self-administered by the student, i.e. juice for a diabetic, inhaler for asthma, Epi Pen for bee sting, etc. (Always observe legal restrictions if no medical personnel are available.)
4. List numbers of who to call – more than one, including a doctor.
5. What to do with the student until help arrives.

Blood Borne Pathogens

OSHA requires certain protocols be followed when dealing with bodily fluids. Schools must provide training for handling these situations. Information includes items that must be kept at the school such as gloves and masks. See www.osha.gov and the local conference office of education to obtain the training.

A well-stocked first aid kit should be kept on hand wherever students are present.

12 - MEDICAL EMERGENCY

Known Medical Conditions

If a known medical condition worsens while the student is at school, follow the written instructions on file making sure that all legal parameters are observed.

Insect Bites – Stings – Allergic Reactions

If a student or staff, not known to have allergic reactions, begin to exhibit the following symptoms, **call 911 immediately**:

1. Difficulty breathing
2. Loss of consciousness
3. Chest pain
4. Swelling

Monitor and call 911 if multiple symptoms occur and begin to worsen.

1. Headache
2. Dizziness
3. Abdominal pain
4. Vomiting
5. Muscle cramps
6. Rash
7. Fever
8. Belly pain
9. Severe swelling around a sting site

Head Injuries

Bumps and blows to the head and neck area are common playground and sports injuries. Most are not serious but all should be taken seriously. Observation for a period of time should follow. Call 911 if any of these symptoms appear:

1. Unconsciousness
2. Lightheadedness
3. Weakness on one side of body
4. Abnormal breathing
5. Unsteady balance
6. Blurred or double vision
7. Headache
8. Confused state
9. Seizure
10. Dizziness, weakness
11. Pupils of unequal size
12. Obvious serious bleeding
13. Repeated vomiting

Medical Emergencies

If a serious injury or illness occurs:

1. Assess for life threatening conditions such as unconsciousness, not breathing, severe bleeding, etc.
2. Call 911 if in doubt.
3. Do not move patient unless instructed to do so by 911 operators.
4. Contact parent or emergency contact person. Do not delay medical care if they cannot be reached.
5. Send *Consent to Medical Treatment* form with patient.

13 - MISSING - RUNAWAYS - KIDNAPPING

General Information

Supervision

The most important practice in preventing emergencies involves proper supervision at all times. Many lawsuits have been decided against school systems upon proof that proper supervision had not been provided by those in charge. Playgrounds, hallways, restrooms, P.E. classes and sports events, field trips, change of classes and moving from one building to another are particularly vulnerable times for the unexpected to happen. These can also be the least supervised activities.

Active supervision is required, not just the presence of an adult. Attention should be focused on the students and their activities. The younger the student, the more supervision is required.

Missing - Runaways

Younger children may decide to leave the school for a variety of reasons. Most of them are innocent: they miss mom, they're tired or hungry or think they've had enough for the day. Sometimes they will hide somewhere in the school if they think they are in trouble or have had a spat with a friend.

Adolescents may leave campus when they are upset or unhappy with friends, a teacher, or have not completed an assignment. "Playing hooky" when bored at school or for a "lark" also comes in to the picture.

Custody Issues

Schools should have clearly written instructions and permissions concerning custody rulings, who receives student records, who has permission to pick up the child, etc. Non-custodial parents who are in a legal battle may try to contact or remove student without authority. Care must be taken that administration and teachers are not placed in the middle of a "tug of war" between divorced parents and their child.

Visitors

The importance of having a record of who enters and leaves the school campus cannot be overemphasized. Every school should have a way for visitors and parents to sign in. This must include signing out students for appointments and early dismissal. The sign-in/out sheets should be kept on file until the end of the year as a written record.

13 - MISSING - RUNAWAYS - KIDNAPPING

Prevention

Good administrative practices are helpful in keeping the school environment a safe place:

1. See that students are supervised at all times, particularly in the halls, restrooms, playground, change of classes or buildings and during arrival and dismissal.
2. Have on file for each student the names and phone numbers of those authorized to pick the student up at the school.
3. Require a signing out of student for doctor appointments, early dismissal, etc.
4. Require all visitors (including parents) to sign in and out.
5. Have on file copies of custody issues; who to contact; who receives grades, bills, communication, etc.

Procedures

Runaway or Missing

If a student is missing:

1. Notify the principal/head teacher.
2. Check school records for legal guardianship/custody.
3. Notify parent/guardian immediately.
4. Call police if still unaccounted for.
5. Document any information or facts surrounding the incident: when and where student was last seen, description of student and clothing, after school activities, names of friends, etc.
6. Speak to missing student's friends to obtain any information they can provide as to whereabouts, frame of mind, usual hangouts, etc.
7. Notify authorized personnel: conference, board chair, pastor, etc.

Kidnapping

In most cases, the child knows the abductor, which puts a bigger burden on the school to know who is on the campus and who is authorized to be near the child and/or take the child off campus.

1. Notify the principal/head teacher.
2. Check school records for legal guardianship/custody.
3. Notify parent/guardian immediately.
4. Call 911 if legal guardian is unaware of situation.
5. Document any information or facts surrounding the incident: when and where student was last seen, description of student and clothing, any visitors on campus, etc.
6. Interview any witnesses.
7. Cooperate with family and police.
8. Notify authorized personnel: conference, board chair, pastor, etc.
9. Refer all media inquiries to the authorized spokesperson.

14 - SEVERE WEATHER - SAFETY DRILLS

Pacific Union Education Code A27-108

“Each local conference office of education should develop student health and safety policies in compliance with state law as they apply to private schools.

A. Drills

Safety drills should be effectively conducted within the first two weeks of the school year, then as follows:

1. Fire Drills

Elementary – at least one each month

Junior High – at least once each quarter

Secondary – at least once each semester

2. Earthquake Drills

Elementary and Junior High – at least once each quarter

Secondary – at least once each semester

3. Lockdown Drills – at least once each semester

Additional drills should be practiced as mandated by state laws and local ordinances.

B. Disaster/School Crisis Preparedness

Each school shall have an annually updated Disaster/School Crisis Plan in place and should review it with staff at the start of each school year. Ensure that the plan addresses traditional crises and emergencies, such as natural disasters, fires, school shootings and accidents, as well as biological, radiological, chemical, and other terrorist activities. It shall address four major areas: prevention/mitigation, preparedness, response, and recovery.”

Be Prepared

Schools should maintain preparedness kits which include the following:

1. Battery operated weather radios and flashlights.
2. Fresh supply of batteries.
3. First Aid kit.
4. Emergency water supply.
5. Non-perishable snacks.
6. Procedures for early dismissal (consultation with board chair, parent notification, personnel assigned to remain until last student is picked up, etc.).
7. Contingencies for overnight accommodations if required.

14 - SEVERE WEATHER - SAFETY DRILLS

Fire Drills

All drills must be taken seriously by staff, students, and visitors.

1. The fire alarm must be distinctive from other sounds that control school activities.
2. The fire alarm must be heard throughout the school buildings and dormitories.
3. Evacuation maps are to be posted in all rooms and locations throughout the school.
4. Exits must be clearly marked and accessible at all times.
5. An area outside the buildings is to be designated for students and staff to gather.
6. Record is to be taken and everyone accounted for before signaling the “all clear”.

Severe Weather Drills

All schools should have a way to monitor the *Emergency Alert System* either through a regular or weather radio powered by batteries or hand crank.

1. A different alarm signal is required for weather emergencies.
2. Bring all persons inside buildings.
3. Designate areas with short span ceilings on the lowest floor of the building – hallways, restrooms, basements. Large rooms with free span roofs such as gyms, cafeterias and auditoriums should be avoided.
4. Designated areas should be as free of windows and glass as possible.
5. Students should be in a crouched position covering their heads with their arms for protection.
6. Record should be taken and everyone accounted for before signaling the “all clear”.

Procedures

In the event of fire or severe weather:

1. Keep everyone calm.
2. Follow practiced procedures.
3. Determine if emergency personnel need to be contacted.
4. Determine the safest place for students to stay during emergency (away from building for fire, away from windows during storms, etc.).
5. Assign staff to stay with students during emergency.
6. Keep record of all students, noting when they left the school and who picked them up.
7. Follow predetermined communication procedures.

15 – SUICIDE THREAT

Facts on Child and Adolescent Suicide

Suicide is the second cause of death among college students, third leading cause of death for 15- to 24- year-olds and the sixth cause of death for 5- to 14-year-olds. The rate of suicide for teens has tripled since 1960. Attempted suicides are even more common.

Know the Warning Signs

Four out of five teens that attempt suicide give clear warnings. Suicidal adolescents may view a temporary situation as a permanent condition. Feelings of anger and resentment combined with exaggerated guilt can lead to impulsive, self-destructive acts. *Knowing the warning signs is vital.* Warning signs can include:

1. Threats of suicide – either direct or indirect.
2. Verbal hints (“*I won’t be around much longer*” or *It’s hopeless*”).
3. Putting affairs in order (e.g., giving or throwing away favorite possessions).
4. Sudden cheerfulness after a period of depression.
5. Hallucinations or bizarre thoughts.
6. Obsession with death (poems, essays and drawings that refer to death).
7. Dramatic change in personality or appearance.
8. Changes in eating or sleeping patterns.
9. Severe drop in school performance.
10. Previous attempts (25-50% who succeed have previously attempted suicide).

Know the Recommended Prevention Steps

1. Familiarize all staff with the warning signs.
2. Educate students in the causes, signs and resources for getting help.
3. Provide an atmosphere where students feel safe in alerting adults should they feel suicidal or suspect a friend may be.
4. Have a trained counselor available, if not on staff, at least on call.
5. Be alert during times of extra stress in the school calendar (test weeks, before and after holidays and home leaves, graduation, etc.).
6. Be informed concerning “death defying games” that can lead to accidental death (holding breath or choking until passing out, chemical sniffing, etc.)

Know How to Respond Should Suicidal Behavior be Observed

1. Offer help and listen. Encourage the student to talk about his/her feelings. *Listen, don’t lecture.*
2. Pay attention to talk about suicide. Ask direct questions and don’t be afraid of frank discussions. *Silence is deadly!*
3. Seek professional help. It is essential to seek expert advice from a mental health professional.
4. Alert key adults in the student’s life – family, friends, teachers.
5. Trust your instincts. If it seems that the situation may be serious, seek prompt help. If necessary, *break a confidence in order to save a life.*

Remember!

1. Take the warning signs seriously.
2. Get help immediately.
3. Caring can save a young life.

“Most depressed people are not suicidal but most suicidal people are depressed.” (afsp.org)

15 – SUICIDE THREAT

Contact Numbers

1-800-SUICIDE (784-2433)

1-800-273-TALK (8255)

911

Response to Suicide Threat or Attempt

1. Protect students from witnessing a traumatic event.
2. Remain calm when communicating with person.
3. Do not leave the person alone.
4. Remove any firearms, drugs or sharp objects that could be used for suicide.
5. Provide privacy for counseling.
6. Call a suicide prevention “hotline” or 911 immediately.
7. Contact parents.
8. Notify authorized personnel: conference, board chair, pastor, etc.
9. Refer all media inquiries to the authorized spokesperson.

Follow-up Procedures

For Suicidal Person:

In order to continue function in the school environment, the person who threatened or attempted suicide will need:

1. Access to on-going professional counseling (consult with the county office for mental health if family is unable to provide).
2. Continued support and monitoring by school personnel.
3. Support and encouragement to stay on medication if prescribed (time and persistence is required to find the right medication for each case).
4. A supportive environment from peers and teachers while learning to deal with issues before they become a crisis.

For Students And Staff:

Suicidal situations affect the whole school. Post trauma counseling should be provided for students and staff after a threat, attempt or actual suicide has taken place by a student on or off campus, or by a family member of a student. Students and staff need advice on:

1. How to relate to the suicidal person upon their return to the school campus.
2. How to be supportive and help prevent further attempts by the person.
3. What to look for to prevent another crisis.
4. How to relate to family members of an off-campus suicide situation.
5. How to cope with their own feelings after this type of situation.

The following sources provided information for this section. Visit these websites for more detailed information:

Mental Health America – www.nmha.org or www.mentalhealthamerica.net

American Foundation for Suicide Prevention – www.afsp.org

National Institutes of Health – www.nih.gov

16 - WEAPONS

Pacific Union Education Code #A23-152 B2

Weapons Brought to School

Adventist schools must be havens of safety for students and staff. All weapons are banned from schools and school activities. Students possessing these articles will be immediately suspended with expulsion recommended in line with the school's disciplinary procedures. Applicable state and federal laws or guidelines will be followed. Each local conference or school will have a well-written statement about weapons, including a definition of the term, printed in its policy book or student handbook. The following definition is recommended:

Weapon Definition:

A "weapon" is defined as any gun, stun-gun, firearm, bomb, smoke bomb, explosive or incendiary device, poison gas, Mace, pepper spray or knife with a blade exceeding three (3) inches in length. "Weapon" also includes any device that is either designed by its manufacturer or redesigned and/or altered by another for use as a weapon. "Weapon" also includes any device in a student's possession while at school, on school property or at a school sponsored function that the student intends to use as a weapon for the infliction of permanent or temporary bodily harm or harm to property.

Maintaining Weapons-free Schools

A. Basic Obligations of Instructional and Administrative Personnel

Consistent with the safety interest of our students, all weapons are banned from schools or school activities. A violation of this by certificated instructional, non-certificated instructional, or administrative personnel will result in appropriate disciplinary action up to and including termination of employment.

B. Exception for Historical Artifacts or Special Occasions

This policy is not intended to preclude the occasional special display or use of historical artifacts or other appropriate props for a valid educational purpose even if the artifact or prop in question falls within the definition of a "weapon," provided advance written approval for display or use is obtained. Such approval is required from the school principal (or head teacher, where applicable), unless the principal (or head teacher, where applicable) is the person seeking approval, in which case approval is required from the conference superintendent.

Additional Definitions

Many schools have felt the need to expand their weapons definition to include:

1. Any object, device or instrument having the appearance of a weapon.
2. Weapons listed above which are broken or non-functional.
3. Look-alike guns, toy guns and any object that is a facsimile of a real weapon.
4. Articles designed for other purposes (e.g., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), intended or used to inflict bodily harm and/or intimidate.

Adventist schools must be havens of safety for students and staff.

16 - WEAPONS

Be Prepared

All schools must have a voted weapons policy in place and published in the school's handbook. The policy should include:

1. A clearly stated weapons definition.
2. Plainly stated consequences for a violation.

Tip

1. Handbooks should contain a signature page for students and parents to sign indicating that they have read and agree to the policies and requirements therein.
2. Handbooks should be reviewed at the beginning of the year with the students to guarantee the above.

While a “zero tolerance” policy may not be the best solution, disciplinary measures must be swift and rigorous. Applicable state and federal guidelines are to be followed. Pacific Union Code states that “students possessing these articles will be immediately suspended with expulsion recommended in line with the school’s disciplinary procedures”.

Procedures

If weapons possession is seen, reported or suspected, take immediate action:

1. Do not attempt to disarm the person.
2. Remain calm and try to calm the armed person.
3. Notify administration.
4. Call 911.
5. Attempt to separate all students and staff from the area (see #10 – intruder or hostage situation in this manual).
6. Try to keep the person under surveillance until police arrive.
7. If suspect is unknown, document a detailed description of the person’s physical characteristics, clothes, mannerisms, etc.
8. Notify authorized personnel: conference, board chair, pastor, etc.
9. Refer all media inquiries to the authorized spokesperson.
10. Follow predetermined immediate actions.
11. Meet with the appropriate decision-making body to determine long-term disciplinary actions.

Home Responsibility

Young children may bring a weapon on campus innocently or out of curiosity. Most states have laws holding parents responsible when weapons are brought to school by a minor. Know your state’s law. While we are reluctant to cause disruption within a home situation, safety for the students and staff at school must come first. The law must be obeyed.

Take all weapons threats and/or violations seriously.

NOTES



Northern California Conference is
 appreciative of
 Columbia Union Office of Education's
 willingness to share much of the
 information provided in this manual.

The Columbia Union Office of Education gratefully acknowledges the
 information provided by the following sources:

Adventist Risk Management, Inc. – www.adventistrisk.org
American Foundation for Suicide Prevention – www.afsp.org
Alpena Community College Emergency Procedures – www.alpenacc.edu
Atlantic Union Conference Manual for Emergencies – www.atlantic-union.org
Centers for Disease Control and Prevention – www.cdc.gov
Child Welfare Information Gateway – www.childwelfare.gov
Columbia Union Emergency Procedure Manual – www.columbiaunion.org
Federal Emergency Management Agency – www.fema.gov
Flu.Gov – www.flu.gov
National Institutes of Health – www.nih.gov
National Mental Health Administration – www.nmha.org or www.mentalhealthamerica.net
Stockton College Emergency Procedures – www.stockton.edu
U.S. Department of Health and Human Services – www.hhs.gov
U.S. Department of Labor Occupational Safety & Health Administration – www.osha.gov
WebMD – www.webmd.com