

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

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.



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.).

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.

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

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

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.

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.

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

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

To Close or Not to Close?

If the outbreak is contained within the school community and is not considered life-

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)

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.

GUIDELINES FOR EARTHQUAKE PREPAREDNESS

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 0 Tw (bu4d 12 69/9r98 sng a62 1 Tf60 10.98 72.48 174.42 Tm 1 Tc72.48 18 sng au)-5(! a)5(wT2.48 1h2.48

After an Earthquake :

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:

“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.”

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 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.

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. (St3ss, 1992) dal,

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.

In addition to the following guidelines, schools must become acquainted with the local and

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.

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.



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.

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 i0002 dyju

The most important practice in preventing emergencies involves proper supervision at all times. Many lawsuits have been decided against school systems upon proof

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.”



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.

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.

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.afsmp.org detailed information5. tio.ers

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.

Be Prepared

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