



# SCHOOL SAFETY KIT



**It's all about a safe learning environment.**



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Dear Educator,

Adventist Risk Management,<sup>®</sup> Inc. (ARM) has put together this special, digital **School Safety Kit** as an easy-to-use tool designed to enhance your classroom and campus safety practices. As stewards entrusted to care for this Church's most valuable assets—our children—we know you care deeply about creating the best possible environment for learning and growing.

Having the right safety practices in place is a huge part of making the best learning environment possible for your students. To that end, this handy e-book has got you covered. Easily click through topics such as travel safety, emergency drills, and even a handy first-aid checklist to make sure you have what you need to keep your kids well cared for.

We hope you enjoy using this easy-to-share-tool to make the 2023–2024 school year a wonderful and safe one for you and your new batch of learners!

Visit us at [adventistrisk.org](http://adventistrisk.org) for more free resources to make your school a safer place to learn in.

*With Best Wishes for a Wonderful School Year,*  
Adventist Risk Management, Inc.



# CYBERSECURITY



A common saying in the technology security industry is “It’s not a matter of if you will be hacked, but when.” Once a hacker has your information, they can use it to blackmail you or others, steal identity or money, or destroy your data or systems.

Cybersecurity is a critical way to keep precious funds where they are most needed: educating and ministering to students. Here are steps to protect your school’s systems and data from cyber risks.

## Secure your Wi-Fi.

Wi-Fi is often one of the most vulnerable points on campus. Unsecure Wi-Fi networks can be used for criminal activity or to access other devices on the network. To make your network more secure:

1. Restrict access by not posting or sharing the Wi-Fi password.
2. Have a dedicated network for your school’s computers and a separate guest network for everyone else. Enable device isolation to

prevent users from seeing other users. Change the Wi-Fi password at least quarterly to prevent network abuse.

## Educate your faculty and staff.

Instruct faculty and staff not to share the school Wi-Fi or other connectivity information with anyone not authorized to have access.

## Use strong passwords.

Use complex passwords to prevent unauthorized access to your computers, devices, and network, and change those passwords quarterly. A good password should include a minimum of 8–10 characters with at least one capital letter, one lowercase letter, one number, and one special character.



## Protect sensitive school family information.

If your school decides to publish its student family directory online, incorporate some obstacles to make sure hackers can't access the information. For example, create a members-only login to access that information.

Be vigilant and alert to any suspicious activity. Encrypt faculty and staff devices when possible.

## Encrypt faculty and staff devices when possible.

Encrypt any sensitive student/family information. Mobile devices are vulnerable to theft because of portability. Strongly consider drive encryption for all mobile devices. Link to secure tuition-paying sites.

## Link to Secure Tuition-Paying Sites

To protect electronic tuition or other related transactions, make sure your systems are secure. The link should begin with "https" indicating that it is a secure connection.

## Maintain your firewalls.

Firewalls are another way to make it more difficult to hack your system. To diligently maintain your firewall:

1. Protect all passwords.
2. Don't use default settings.
3. Always keep software and firmware up to date.

Evaluate your technology security systems regularly as part of your quarterly seasonal maintenance. Here are two questions to ask:

- Is there any maintenance I should be doing?
- Is my software obsolete (no longer produced, used, or out of date)?

Replace or update your equipment before the product vendor ends technical support or the equipment is no longer capable of protecting you.

## Have the right amount of protection.

Cybersecurity software exists to enhance the protection of your systems and make them less vulnerable to attack. Evaluate:

1. The size of your school.
2. The extent and amount of technology you have.
3. How much information do you store.

## Conference Cyber Liability Insurance

Find out if your conference has Cyber Liability Insurance. It can help your school recover from a cyberattack. Maintain your security systems.

Adventist Risk Management,<sup>®</sup> Inc. (ARM) is invested in the safety and success of your school. We provide risk management resources to help you protect the people and physical assets at the heart of your educational ministry. Our ministry is to protect your ministry. Learn more at [AdventistRisk.org/About-Us](https://AdventistRisk.org/About-Us). #ARMcares

## REPORT YOUR CLAIM RIGHT AWAY

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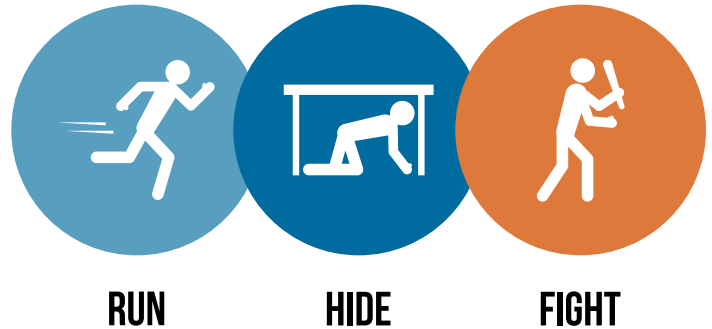


# HOW TO CONDUCT AN ACTIVE SHOOTER DRILL

## A Guide to Plan, Conduct, and Evaluate an Active Shooter Drill for Your School

### Why Would Someone Attack a School?

Sadly, the threat of active situation is something that all communities must contend with. An active shooter may have a particular grievance against a school or certain students. It's possible that he/she may desire to make a statement with the goal to cause as much carnage as possible, especially to the most innocent members of society—children. Whatever the motive, educators must be equipped and prepared to protect their students.



Holding an active shooter drill will help you and your students to react proactively instead of being paralyzed by fear. There will no doubt still be fear, but as an educator, what you do makes all the difference in keeping your kids calm.

### This is a planning checklist you might find useful:

- Before holding a drill, communicate your plans to parents/guardians: when and how it will be conducted.
- Talk with your students beforehand about why these drills are needed and the importance of staying calm and listening to teacher.
- With school administration, review your written emergency plan (every school must have one) and update the acts of violence portion.
- Discuss your plans and receive approval for the drill with your school board, administrators.

Once approved, share your plans with your student families.

- Create a campus crisis response team. This team might include several people with law enforcement, military, and medical training if that is available.

### Duties for your crisis response team should include:

- Calmly directing students and fellow faculty and staff on what to do during the active shooter situation.
- Assisting children to hide or escape.
- Distracting and disarming the active shooter.

This material is fact based general information and should not, under any circumstances, be considered specific legal advice regarding a particular matter or subject. Please consult your local attorney or risk manager if you would like to discuss how a local jurisdiction deals with any specific circumstances you may be facing.



- Calling 911 and directing first responders when they arrive.
  - Before the start of the school year, perform a risk assessment of your campus using our **School Safety Assessment** form to be sure your entire campus is prepared for the drill.
  - The principal should meet with local police and review their strategy for responding to a shooting in your school. Provide drill dates to them ahead of time.
  - Assign a few faculty and staff members the job of observing the drill and reporting back any problems they see.
2. Check in with your designated crisis response team on the day of the drill. Be sure everyone knows what to do and is prepared to handle their portion of the drill.
  3. At the appointed time, teachers should announce to their students that the active shooter drill is now in progress.
  4. Assure your students that all teachers, administrators, and staff members know what to do, will keep them safe, and will be in close contact with law enforcement and first responders and their parents.

## Before the Drill

Inform student families a week or two before the drill will take place. This is a good time for teachers to talk with their students about the intended drill—specially to reassure them and calm fears. Faculty, staff, and students should know the drill will take place and what is expected of them.

**NOTE:** ARM recommends not having an active shooter actor but simulate with the student body and fellow faculty and staff the steps to take if an active shooter were present.

1. Alert local law enforcement and medical teams that your school will be holding a non-emergency drill.

When your school schedules drills, it is best to schedule multiple drills per school year. Remember to vary the time of the drills to reflect different scenarios in the school day. It is also a good idea to create a plan for active shooter scenarios when students are traveling on school-sponsored field trips, sporting, music events, or community service projects. Emergency situations can happen at any time, so be prepared.

At Adventist Risk Management,<sup>®</sup> Inc., our ministry is to protect your ministry. Use the resources online at [AdventistRisk.org](https://AdventistRisk.org) to help protect your facility and those under your care.

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# HOW TO CONDUCT AN EARTHQUAKE DRILL

## A Guide to Plan, Conduct, and Evaluate and Earthquake Drill for your School

### Why Should Your School Conduct Earthquake Drills?

*"All 50 states and five U.S. territories are at some risk for earthquakes. The risk is higher in identified seismic zones including the San Andreas Fault in California, the Cascadia Subduction Zone in western Oregon, Washington, and Alaska, the New Madrid Fault Zone spanning areas in Missouri, Arkansas, Tennessee, and Kentucky, and areas on the east coast including the mid-Atlantic, coastal South Carolina, and New England."—Ready.gov*

The typical damage caused by earthquakes includes collapsed buildings, bridges, and highway overpasses; disruption of gas, electrical, and phone service; damaged homes and roadways; landslides, avalanches, flash floods, fires, and tsunamis in locations near the ocean.

The unexpected nature of how earthquakes strike can also be downright terrifying for children and adults alike. But as with any potential emergency, preparedness helps.

If you are unsure of the earthquake risk for your area, contact your local emergency management office, American Red Cross chapter, state geological survey, or department of natural resources.

### PLANNING

In planning for an earthquake drill, here are a few things to have in place:

- Review your school's written emergency plan.
- Include the following individuals in a discussion and approval process for conducting the drill: your principal, school board, school safety committee, and parent/teacher association representative.
- Create a crisis response team for your school. If possible, include individuals who have law enforcement, military, or medical training. Designate duties so everyone knows what their tasks will be in an emergency.

#### These can include:

- Directing students and faculty and staff to safe areas in the building—any place that is strong



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and sturdy. Teachers should familiarize their students with these areas beforehand.

- Assisting all students including any with limited mobility in evacuating.
- When it is safe to do so, reuniting students with parents following the earthquake.
- Assisting anyone who may be trapped or too frightened to move themselves to safety.
- Follow-up after the crisis by assuring everyone that they are safe.
- Checking the facility after the earthquake to determine damage, whether utilities need to be shut off, treating injuries, reuniting family members, etc.
- Designate your principal to meet with the police and review strategy for responding to an earthquake in your area. You can also give them the date you choose to conduct the drill.
- Share educational resources with student's families before the drill takes place to prepare them with precise information on what to do during the drill. This can include where to move away from, and where to move to as well as the **Drop, Cover, and Hold On** protocol from FEMA.
- Assign a few faculty and staff members to observe the drill and report back any problems they noted.

## ANNUAL SCHOOL SAFETY ASSESSMENT

As part of your School Safety Assessment prior to the start of a new school year:

- Make sure all bookcases, file cabinets, and other large office furniture is secured to the walls. Secure computers, audio-visual equipment, television/computer monitors, water heaters, refrigerators, etc. Any items in danger of falling should be secured.
- Store any flammable products, landscaping chemicals, and cleaning supplies to prevent spillage.
- Brace all overhead light fixtures. These are often the most common items to fall and cause injury.
- Bolt all gas appliances to the floor.
- Are the pipe fittings in your facility made of flexible materials? These are less likely to break, preventing gas, and water leaks. This is an important item to pay attention to during a School Safety Assessment.
- Check the building for ceiling or foundation cracks, and repair small cracks to avoid major ruptures in the event of an earthquake.
- Ensure a maintenance engineer on campus is assigned to turn off water, electricity, and gas mains if leaks occur and that they know the location of the utility shutoffs. Only turn off gas mains if there is a leak. A professional must be used to turn the gas back on.
- Store necessary tools near each of the shut-off locations.
- Test smoke detectors monthly to make sure they are working properly. If a detector is more than ten years old, replace it.
- Inform parents/guardians a week or two before



the drill. Teachers should speak with students to tell them when the drill will take place, and what is expected of them. This is especially important if this will be the first drill of the school year. Unannounced drills should only be performed once the majority of students are comfortable with what to do when the alarm sounds.

- Time the drill to see how long it takes to get students in safe positions as well as the evacuation process. Record the time and progress with your safety committee.

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# SEVERE STORM PREPARATION AND SAFETY

## How to Be Ready for Tropical Storms, Tropical Cyclones, Hurricanes, and Typhoons

**P**reparing for natural disasters and following an emergency plan not only saves lives, but can also protect your school campus from property damage.

### Before the Storm

- Create an emergency plan and go over it routinely with your teachers and staff to make sure everyone knows what role to play. Your emergency plan should include at least two clearly defined evacuation routes in case one is inaccessible. Make sure to designate someone from your team as the primary communication contact. It is also helpful to include the locations of nearby shelters.
- Your school's emergency plan should specify what conditions call for a cancellation of classes and how you will notify parents. If a severe storm occurs during school hours and students cannot be safely dismissed, make sure you have a well-formulated plan for communication with parents.
- Review your insurance policies to verify your coverage, limits, and exclusions. If you need additional coverage, contact your ARM Account Executive.
- Assess your emergency supplies and check your stock of plywood or other materials for boarding up windows and doors. It is a good idea to have portable generators serviced and ready to go. Keep the fuel in UL-rated containers, stored away from furnaces, electrical panels, and hot water heaters in well-ventilated areas.
- Keep an up-to-date inventory of technology, expensive equipment, musical instruments, sports and playground equipment, or anything of value. Make sure there are multiple copies in multiple formats (digital and hardcopies) and give them to trusted individuals. You can also take a video inventory of each room and area of your campus to make the claims process easier.
- Assign someone in maintenance and repairs to do a safety check of buildings well in advance





of any storm. Inspect all roofs, looking for leaks and loose shingles. Verify that your roof trusses have been secured to walls with hurricane roofing straps.

- Check the flashing around chimneys, gutters, downspouts, and HVAC units.
- Inspect all exterior parts of the building for loose boards, aluminum, or other types of metal siding. Look out for rotted wood and check window and door latching and weatherproofing. If you have storm shutters, make sure they are working and in good repair.
- Trim branches of surrounding trees away from buildings and remove any dead limbs. It's a good idea to use the services of a professional to do this.
- Clear debris from gutters and downspouts and fasten drains securely to the building. If there is erosion around the downspout, you may need to direct the water farther away from the building's foundation.

## During the Storm

If a severe storm, especially one that produces tornadoes and it is not possible to have all students picked up by parents in time, have a plan in place for keeping your students safe.

Drill a duck and cover protocol with a shelter-in-place location a few times during the school year. Make sure all students are familiar with this plan.

Have simple, non-perishable snacks and water bottles in these locations ready for the children. At the start of every school year, ask parents to prepare and send to school, "go bags" with a change of clothes and shoes, a blanket and small pillow, a comforting stuffed animal, and supplies of medication if needed. Keep these fresh, updated, and within easy reach.

Stay calm and remind your students of the One Who Calms the Storms.

## After the Storm

- Don't return to your facility before receiving an all-clear. Use caution when entering a damaged structure and watch out for unstable conditions. Report any insurance claims to ARM as soon as possible, even if you don't have all the information yet. Have your important documents on hand when speaking with insurance claims personnel, or if you are applying for federal relief during an official state of emergency.

The most important thing to remember is things can be replaced, but people cannot. Careful preparation and practice will help your students, faculty, and staff stay safe.

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[adventistrisk.org](https://adventistrisk.org)



# PUTTING TOGETHER A CRISIS RESPONSE TEAM

**D**oes your school have a crisis response team? If not, this is a great time to put one together. What happens in the first 60 minutes of a crisis determines how it will affect an organization long term. Keep in mind, all team members should have or receive the necessary training to perform their role in an emergency.

## Response Team Roles Administrative

This team provides overall leadership during a crisis. They communicate with local first responders, giving them a detailed description of the crisis at hand. This small team—who will keep the home and school family up-to-date on developments—may include faculty, staff, and supporting church leadership. This team should also include a member with risk management training and experience, such as your school or supporting church safety officer.

## Communication

This team communicates with the media as well as external and internal audiences. They prepare statements to be released to the media and maintain contact with police, emergency services, local hospital representatives, and local government counterparts to keep information current and accurate. This team should handle all media requests for information and should include your conference communication director.



## Medical

This team provides immediate medical assistance during an emergency. This team should be equipped with necessary medications and medical supplies needed to provide immediate emergency care. The team should also include nurses and doctors from the school community as well as the school nurse if your campus has one.

## Security

This team works to secure the building and nearby premises during and after a crisis. They may also strategically search a building for missing students, faculty, and staff members who may be in danger during a crisis. The security team works in collaboration with local law enforcement authorities and has in-depth knowledge of campus floor plans, including exits and potential hiding locations.

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# FIRST AID GUIDELINES FOR THE CLASSROOM

In many Seventh-day Adventist® schools, there is no school nurse employed as a full-time staff member. But even if there is, there may be moments when a teacher must administer first aid to a student.

Here are some basic guidelines for the moments when educators must briefly assume the role of emergency medical personnel.



- Keep Your Classrooms Well-Stocked
- Per the American Red Cross, here are items a first-aid kit should have:
  - 2 absorbent compress dressings
  - 1 breathing barrier with one-way valve
  - 1 adhesive cloth tape
  - 5 antibiotic ointment packets
  - Oral thermometer
  - 5 antiseptic wipe packets
  - 25 adhesive bandages
  - 2 packets of aspirin
  - 1 blanket
  - 1 instant cold compress
  - 5 sterile gauze pads (3 x 3 inches)
  - 5 sterile gauze pads (4 x 4 inches)
  - 2 pair of large nonlatex gloves
  - 2 hydrocortisone ointment packets
  - 1 gauze roller bandage (3 inches wide)
  - 1 roller bandage (4 inches wide)
  - 2 triangular bandages
  - Tweezers
  - Scissors
  - First aid instruction booklet

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Remember to check expiration dates regularly to ensure that none of your supplies have expired. Replace any materials that have expired or been used. CPR certification and knowledge on how to use first-aid items is highly recommended as well.

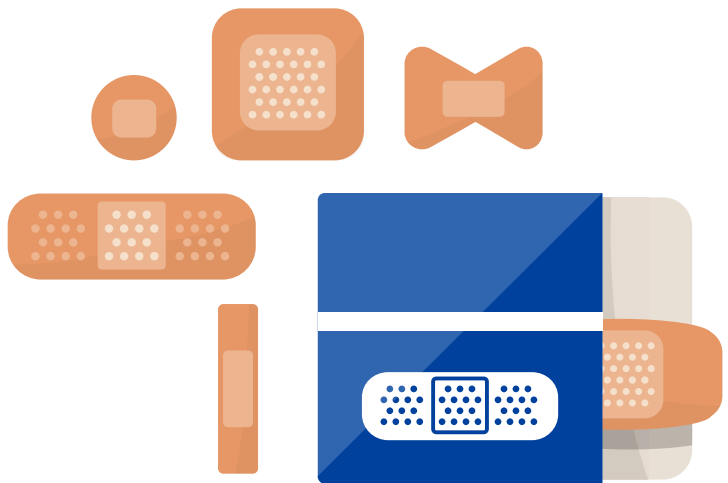
In the event of a first-aid situation in your classroom, on the playing field, or on a trip, here are some basic “do’s and don’ts” as you wait on professional emergency medical personnel to take over:

### Do:

- Have someone call 911 while you try to assess the situation when a student gets injured or is having a medical emergency.
- Know where the automated external defibrillators (AED) are located.
- Know how to perform cardiopulmonary resuscitation (CPR) and the Heimlich maneuver for choking.
- Immediately document when the medical incident happens.

### Don’t:

- Do not move the student if they have a head, neck, or back injury unless necessary.
- Do not leave the student alone.
- If a student has a nosebleed, do not have them tilt their head back. They should lean forward while gently pinching the soft parts of the nose together.





# PREVENTING COMMON SPORTS INJURIES

The most common sport-related injuries happen because of accidents, poor training practices, or using the wrong gear or equipment. Consideration should be given to protecting the safety of all participants in school sports leagues as well as physical education courses. Taking appropriate preventative action reduces the possibility of injury.

## 7 Common Sports Injuries

- Ankle sprain
- Groin pull
- Hamstring strain
- Shin splints
- Tennis elbow (lateral epicondylitis)
- ACL tear
- (patellofemoral pain syndrome)

To prevent injuries, it is important to warm up properly and treat small injuries or sprains when they happen. Use the PRICE method to treat light sprains and pulled muscles.



## The PRICE Method

### ■ P — Protection

Protect the area from further injury. For severe injuries, protect the injured area *with a splint, pad, or crutch.*

### ■ R — Rest

Rest and restrict activity to prevent worsening of the *injury.*

### ■ I — Ice

*Apply ice immediately after an injury. Use ice for 20 minutes every one to two hours for the first 48 hours after the injury.*

### ■ C — Compression

Create compression with an elastic bandage to *reduce swelling and give additional support to the injured area.*

### ■ E — Elevation

*Elevate the injured area above the heart to help reduce swelling.*





# PREVENTING SLIPS, TRIPS, AND FALLS

**S**lips, trips, and falls are a leading causes of costly accidents in our schools. As educators, you have likely seen your share of mishaps and witnessed how they impact students and faculty alike. Such accidents often result from slippery surfaces, changes in surface elevations, potholes, cracks, settling or lifting of sidewalks, and other conditions. Periodic self-inspections of facilities should identify hazards that can result in slips, trips, and falls.

## Preventing the Problem Inside and Out

- Repair cracks, potholes, and uneven ground on campus.
- Repair cracked and chipped sidewalks and areas where tree roots have caused uneven surfaces. Until repairs are made, use yellow caution tape or traffic cones along the edge of a hazard to alert students, families, and faculty and staff members.
- Keep sidewalks and other walkways clear of leaves, limbs, stones, and other debris.
- Install handrails on all steps and ramps if they currently don't already have them.
- Repair broken or loose handrails, damaged steps, and stair edgings.
- Repair or replace damaged linoleum or tile surfaces.
- Repair torn carpets and stretch out wrinkled ones.



- Use doormats with tapered edges and non-slip bottoms in entryways. The use of towels, scatter rugs, and other slippery materials on floors is hazardous.
- Do not run electrical or phone cords, computer cables or plumbing across floors and passageways. Maintain good organization in storage areas, workspaces, and corridors. Ensure that adequate lighting is available in all areas of the facility, both inside and outside.
- Eliminate sources of leaks. Wet surfaces are slippery surfaces.
- Prevent and eliminate wet floor conditions in cafeterias and kitchens by:
  - Providing rubber mats with tapered edges around kitchen dishwashing areas and other key locations where water is frequently used or can puddle.
  - Making sure cafeteria freezers operate properly to prevent ice buildup on floors.

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## Zero Tolerance

- Adopt a zero tolerance policy for spills and other conditions that result in wet floors.
- Require that spills or other wet floor conditions be immediately cleaned up when observed or, if duties prevent such action, ensure the appropriate individual is notified immediately after a spill or wet floor is noticed.
- Put out “Wet Floor” signs in front of affected areas and leave them in place until the floor is dry.



## Protect Your People

- Encourage the use of proper footwear with slip-resistant soles and heels when on campus.
- Use contracted and qualified workers who are trained in the proper use of ladders and stepladders.
- Do not allow anyone to get on or off moving vehicles.
- Prohibit running and hurrying, particularly up and down stairs.
- Paint unavoidable tripping hazards in contrasting colors.
- Install required barricades and warning signs where fall hazards exist.
- Contract with professionals for any job that requires specialized training.



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*This document is a general template and should be reviewed and approved by your conference with local legal counsel.*

Name of Sponsoring Entity [INSERT NAME OF SCHOOL HERE]

Parental Permission Form for Minor's Online Participation in [FILL IN ACTIVITY HERE]

Name of Minor (print legibly): \_\_\_\_\_ Minor Grade Level: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Phone: ( \_\_\_ ) \_\_\_\_\_ (Please circle: Home or Cell)

Contact Number #2: ( \_\_\_ ) \_\_\_\_\_ (Please circle: Home or Cell)

Email Address: \_\_\_\_\_

Address: \_\_\_\_\_

Please check below to indicate the participation of the minor identified above.

\_\_\_\_\_ I do give permission for the minor to participate in [INSERT CLASS/ACTIVITY NAME HERE] with the Sponsoring Entity.

\_\_\_\_\_ I do not give permission for the minor to participate in [INSERT CLASS/ACTIVITY NAME HERE] with the Sponsoring Entity. (If you choose for the minor NOT to participate in [FILL IN ACTIVITY HERE] online at [NAME OF SCHOOL], the minor will not be able to participate at all.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name Printed: \_\_\_\_\_

Further, I/we understand by agreeing to allow the minor to participate that the Online Activities identified above involve certain risks, such as exposure to bullying, pornography, misappropriation of personal information, and other risks associated with online activity. In addition, the Sponsoring Entity stated above cannot guarantee that participation in this online activity will not expose your hardware to viruses and other malicious software or code-based tools. I/we still wish to proceed with the activities described herein. I/we do so and assume all risk and understanding of the risks involved. I/we fully understand that the sponsoring organization cannot fully protect me, my child, or my computer systems, including software and hardware. Any technical support for my computer systems and the use of any software on my computer systems or accessed through the internet are my sole responsibility. I understand that supervision of what my child accesses online, the information they share, and any messages with volunteers, employees, other parents, and other minors are my responsibility. I agree to fully supervise all activities the minor participates in and to screen and assume responsibility for all messages my child sends and receives. **I have read and understand the foregoing.**

\_\_\_\_\_ Initials

Please return this form to [CONTACT PERSON] and [CONTACT INFORMATION]. Scan and email as an attachment to [JANE DOE AT [JDOE@GMAIL.COM](mailto:JDOE@GMAIL.COM)] or [INSERT ALTERNATIVE CONTACT/DELIVERY METHODS HERE IF NEEDED] before [NAME OF ACTIVITY] is scheduled to begin.

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# PERSONAL AND BODY SAFETY FOR YOUR STUDENTS



## Protecting Students And Staff

In *Counsels to Parents, Teachers, and Students*, Ellen G. White writes: “[Teachers] will discern that they have a most important field in the Lord’s vineyard to cultivate.” Educating children and the adults who work with them about appropriate methods of physical contact helps protect everyone from harm and allegations of misconduct.

## Appropriate Touch: Guidelines For Staff Members

- Always ask for permission to hug, pat on the back, or even high-five a child.
- Only touch at the shoulder level or above.
- Use side hugs.
- Rough physical play, physical discipline, and horseplay are also inappropriate.

## Providing Guidelines For Children

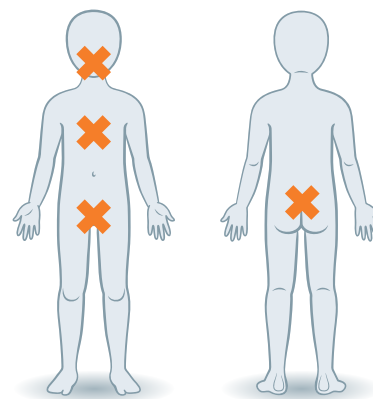
Help your students to understand that their bodies belong only to them. No one is allowed to touch them without permission. And kids should always ask before touching someone else.

## Personal Body Zones

Reinforce the importance of understanding and protecting personal body zones.

These four body zones are always off-limits (except in the event of emergency medical response, such as the administering of CPR/first aid by a medical professional):

- ✗ Mouth
- ✗ Chest
- ✗ Between the legs
- ✗ Buttocks



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## Communicating: **Safe and Unsafe Touch** **Helping Your Students Report Inappropriate Behavior**

### Safe Touch



- is affirming and uplifting
- is respectful of privacy and personal zones
- is aware of boundaries and asks permission
- can be a side hug from a teacher to a child:

Children must be encouraged and empowered to report inappropriate behavior toward them. As teachers, help them speak up if something has occurred. Remind them that their personal zones are off-limits to everyone and they must talk to a trusted grown up. Inappropriate behavior to a child is never the child's fault. If abuse is suspected, you as an educator must speak up.

### Unsafe Touch...



- Seeks to compromise the boundaries and privacy of personal zones
- Is not respectful of the individual's body autonomy
- Also never ok: Hitting, pushing, or kicking



LEARN MORE AT  
[adventistrisk.org](http://adventistrisk.org)

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# THE POWER OF THE BYSTANDER

Tommy is walking down the school hallway with his friends, half-listening to the conversation while trying to remember what his mom packed for lunch. The group arrives at the classroom door and decides to stay outside for a little while—class won't begin for another five minutes.

Out of the corner of his eye, Tommy sees something happening at the other end of the hallway. It's too far for him to hear, but something is wrong. Sam, one of the older students, glares at one of Tommy's classmates, John, and speaks to him with a look of disgust on his face. Sam grabs hold of the backpack strap on John's shoulder and forcefully throws it to the ground. John is startled and bends down to grab his backpack while Sam laughs and walks away. John looks around to see if anyone has noticed the altercation, but all the students around him are walking by or talking with their friends.



Tommy stands there shocked, the conversation with his friends long gone from his mind. Why would Sam treat John that way? Why would no one help John? And lastly: was he supposed to step in?

## Bullying is Still a Problem

The issue of bullying and cyberbullying has been in existence for many, many years. According to [StopBullying.gov](https://www.stopbullying.gov), between 1 in 3 students in the United States report experiencing bullying at their school. Most recent data shows about 22 percent of students ages 12–18 reported being bullied at school during the school year.<sup>1</sup> This is a marked decrease from 2009 when 28 percent reported being bullied.

This decrease emphasizes the efficacy and urgency of bullying prevention measures because any school violence impacts learning and endangers the most vulnerable.

Bullying can occur in any place and takes one of four forms: physical, verbal, relational, or damage to property. But even with the growing amount of information available on this issue, it is still a problem.

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## Taking a Stand Against Bullying

Whether it is a teacher, administrator, or classmate, everyone can take a stand against bullying at any age. According to StopBullying.gov, when a bystander intervenes, **bullying ceases within 10 seconds, 57 percent of the time**. It is crucial that in any role, bystanders' step in when they witness bullying.

Creating or updating your school's anti-bullying policy can communicate to staff, students, and parents that bullying is never okay in your schools. Make sure to review this policy with school faculty and staff each year and share the strategy with students and parents throughout the school year. It is also essential to provide teachers with the resources and tools they need to safely and effectively intervene if they witness bullying. Share this cycle of prevention with your teachers and staff.

## The Cycle of Prevention

- 1. Identify**  
Familiarize yourself with bullying behaviors inside your classroom.
- 2. Stop**  
Stop bullying immediately when you identify it.
- 3. Mediate**  
Separate students involved and set a time that day to speak one-on-one with each student.
- 4. Alert:**  
Document the incident and alert parents and school administration.
- 5. Educate**  
Give students the tools they need on what to do when an adult is not present. Use **ARM's bullying prevention video** as a classroom resource to show students when and how to intervene safely.

## WATCH

Sharing these steps with your school staff and providing the classroom bullying prevention video will help them be prepared if bullying should ever occur.

<sup>1</sup> *The NCES Fast Facts Tool provides quick answers to many education questions* (National Center for Education Statistics). National Center for Education Statistics (NCES) Home Page, a part of the U.S. Department of Education. (n.d.). <https://nces.ed.gov/fastfacts/display.asp?id=719>

FOR MORE SCHOOL SAFETY RESOURCES, VISIT

**ARM's School Safety page**





# 15-PASSENGER VANS

## Dangerous and Deadly for School Use



If your school has a small student body, you likely don't depend on bus rentals to ferry children on various trips. But if you either rent or depend on borrowing vans from school or church families, you need to avoid one particular vehicle: the 15-passenger van.

These vehicles have proven to be so problematic that Seventh-day Adventist® Church leadership actively prohibits the use of 15-passenger vans across the North American Division (NAD).

### Why are 15-Passenger Vans Dangerous?

Fifteen-passenger vans were originally designed for transporting cargo, not passengers. The design of these vehicles places more weight toward the front of the vehicle, making them unbalanced and extremely likely to roll over when loaded.

Other risks that make rollover accidents more likely are:

1. Seating configurations that place excessive weight on one side.
2. Instability in crosswinds.
3. A high center of gravity, increased with passenger seating.

Stop the use of these vehicles today and find ways to invest in safer vehicles to take your students on field trips, music tours, or sporting events. You can't afford to put off switching gears (no pun intended) on this.

The short-term financial savings can be tempting when looking to purchase or rent one of these dangerous vans, but the lives and wellbeing of your students are more important than any cost efficiency. Your school should not be known as one to compromise the safety of its students.





# CROSSWALK SAFETY 101



**V**ehicle-related injuries and death do not only affect those behind the wheel. Unfortunately, pedestrian injuries and fatalities remain high. Adventist Risk Management,<sup>®</sup> Inc. raises awareness and provides helpful guidelines to keep you and your students safe.

There are two leading contributing factors to the risk of pedestrian injury and death: walking after dark and cell phone use. Cell phone use is a growing concern related to pedestrian safety. A scientific assessment of 14 studies found that listening to music, talking on the phone, and, texting posed the biggest threat to pedestrian safety. Talking on the phone was associated with a small increase

in time taken to begin crossing a road safely. Just as driving distracted can result in tragic accidents, walking without paying attention in crosswalks and near roadways is an unsafe practice. Encourage your students to put devices in their backpacks when walking outside on sidewalks and crosswalks. Help them understand what it means to be aware of your surroundings.

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# Trip/Off-site Trip Planning Checklist

To make your off-site school trip a safe success, use this worksheet to make sure you have everything in order. It's a good idea to share a copy of this checklist with your principal for their records.

TRIP START DATE: \_\_\_\_\_ TRIP END DATE: \_\_\_\_\_

**CLASS-GRADE LEVEL/CLUB/ORGANIZATION**

(e.g., senior class, handbells, Spanish club, etc.)

**OUTING/DESTINATION**

(e.g., museum, zoo, choir tour, etc.)

**PLANNED ACTIVITIES**

(e.g., concert, hiking, picnic, sports tournament, restaurants, etc)

**NUMBER OF STUDENTS**

**NUMBER OF CHAPERONES**

Quantity and Names

**FACULTY/STAFF MEMBERS**

Quantity and Names

**Transportation Options Used**

**Public Transportation**

Bus  Train

OTHER

**Ticketed Transportation**

Bus  Train  Airline

OTHER

**Private (Non-owned) Vehicle | Driver's Insurance Primary**

Licensed Driver  Driving record checked  Insurance verified

- Texting/cellphone use prohibited while driving**
- Riding in the back of open vehicles is prohibited**  
(e.g., pickup trucks, trailers, flat beds, etc.)
- All vehicles used in international travel must have proper insurance coverage for out-of-country travel as required by law**

NOTE: A "NO" response may indicate a need for additional safety/risk management measures.	Yes	No	N/A	Notes/Details
<b>Qualified Drivers</b> (Good driving record, age 21+, valid and current license per type of vehicle, etc.)				
<b>Two adults in all vehicles for driving and supervision</b>				
<b>Required seat belt use and load capacity limits</b>				
<b>Follow-up vehicles w/flashing warning lights are used on highway events</b> (Bike, Walkathons, Hayrides etc.)				
<b>Vehicles are well maintained in safe condition</b>				
<b>All Vehicles have completed a pre-trip/daily safety inspection checklist: <a href="#">See Attached Checklist</a></b>				



Administrative	Yes	No	N/A	Notes/Details
<b>Parental/guardian permission slips</b> (Under Age 18)				
<b>Medical release forms</b> (All children under Age 18)				
<b>Assumption of risk forms</b> (All adults over Age 18)				
<b>Activity/site approval by proper authorities</b> (e.g., state, county, city, fire marshal, park service, etc.)				
<b>Trip information summary with contact information given to all parents/guardians</b>				
<b>Certificates of insurance obtained as needed</b>				
<b>Accident medical insurance:</b>				
<b>Volunteer Labor Construction</b>				
<b>Short Term Travel Insurance</b>				
<b>Create a custom location report for your destination with <a href="#">International SOS</a> (member number required: #11BCAM749125)</b>				

<b>NOTE: A "NO" response may indicate a need for additional safety/risk management measures.</b>	Yes	No	N/A	Notes/Details
<b>Adequate Number of Adult Supervision</b> (Minimum of two required — Additional supervision based on risk)				
<b>Supervision qualified for type of activity</b>				
<b>First-aid trained adults with group</b>				

Current CPR

Lifeguard Certification

<b>EMERGENCY PLANNING</b> (NOTE: In many regions, weather conditions can change dramatically in a short period of time. Check weather advisories and always plan for any potential weather extremes for the area visited.)				
<b>Emergency plan provided for the activity</b>				
<b>Cellular telephones</b>				
<b>Portable two-way radios</b>				
<b>Citizen band and/or marine radio</b>				



## Trip/Off-site Activity Planning Checklist

EMERGENCY PLANNING	Yes	No	N/A	Notes/Details
AM/FM or weather band radio				
Emergency contact list for all participants				
Emergency shelter equipment & supplies				
Emergency water & food supplies				
Wool or space blankets				
Extra warm clothing				
First-aid kit & safety equipment				

ACTIVITY SAFETY	Yes	No	N/A	Notes/Details
Safety equipment available for all participants <small>(e.g., life jackets, safety gear, helmets, knee and elbow pads, etc.)</small>				
Safety equipment required for all participants				
Safety equipment checked prior to trip				
Safety equipment inspected before each use				
All work projects adhere to OSHA and international safety standards or laws				
All child labor laws observed				

**Additional Comments**

Requested by:

Date:

Title:



EQUIPPING LEADERS. PROTECTING MINISTRY.

A FREE, SELF-PACED SAFETY COURSE JUST FOR EDUCATORS

# Risk Management for Educators

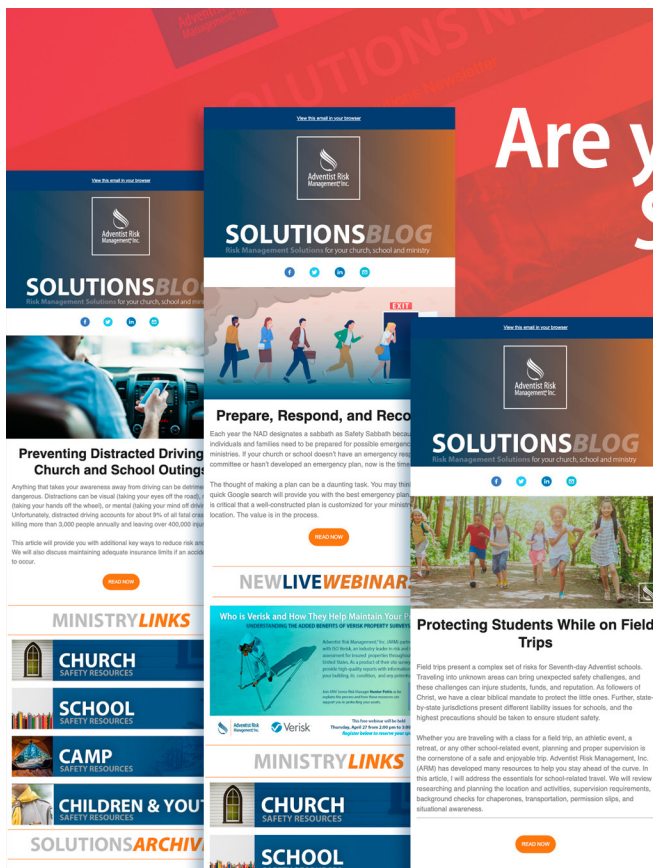
Join the growing number of educators equipping themselves to foster safer learning environments.

Adventist Risk Management,® Inc. announces our new Risk Management for Educators course, available through Risk Training Center. Learn and test your knowledge on emergency planning, liability issues in schools, and traveling smart for school-related trips, among other relevant topics.



[risktrainingcenter.org](http://risktrainingcenter.org)

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