



GOLDEN EAGLE TRAINING & SAFETY

School Safety & Healthy Children

Enhancing the safety, health and education of our children is one of the primary missions of our educational system. Federal, State and local governments have injected billions of dollars toward this mission resulting in unequalled success. But as with any profession in a dynamic environment, maintaining a safe and healthy environment in the schools requires constant refinement.

The School Safety and Healthy Children course is a researched based training system designed to supplement existing policies. The course was developed by the international school-safety experts Mike Dorn, with the assistance of Col. Dave Grossman (one of the nation's top authorities on school shootings), and Bruce Siddle (a pioneer in survival physiology and critical event decision making).

The system is designed to enhance the ability of educational employees to spot and address a wide range of risks from taunting to terrorism, using the "all hazards" approach as recommended by the United State Department of Education.

The School Safety and Healthy Children course is structured to be flexible and provide school administrators on demand implementation through their own instructors, in lieu of high priced consultants. This is accomplished by Modular Training System and through Human Factor Research Group's Instructor certification.

Modular Training Systems recognizes the time limitation for in-service sessions. Thus, each chapter of the course is based upon a series of training modules that can be delivered in 20-60 minute in-service sessions for teachers, parents and students. Or your school may just be interested in an eight-hour seminar, involving teachers, administrators, parents and students. This course is designed to

provide either Instructor certification for your own staff, eight hour presentation or several presentations on each 20- 60 minute module for in-service sessions.

Detailed Course Description:

Module One: School climate and Safety

Covers the common barriers to learning and teaching by safety issues; How barriers to learning degrade the learning environment and processes; Bullying defined; Ways bullying harms students; Action steps to reduce bullying; Ways fear impacts students, parents, and schools; Action steps to reduce barriers to learning and build a positive learning environment; Body language of school buildings and how it impacts school climate; Ways to foster & develop positive, safe and appropriate connections between students and staff.

Module Two: Common Classroom and School Hazards

Recognizing the dangers posed by common gravity hazards; Identification of common improvised weapons; Recognizing common electrical hazards; Identifying common poisons found in unsafe classrooms; Recognizing common burn hazards; Identifying common fire load dangers; Recognizing common fire barrier dangers; Identifying classroom emergency equipment that should not be obstructed; Identifying classroom exit pathways; Recognizing common barriers to natural surveillances; Key points to appropriate classroom access control; Identifying ways to prevent being trapped by irate individuals; Appropriate teacher placement for safety.

Module Three: Situational Awareness for Safety, Security and Emergency Preparedness

Recognizing indicators of suspicious persons, vehicles and packages; Recognizing common area hazards; Identifying escape options; Recognizing body languages of danger; Identifying key points for security of sensitive information; Understanding the importance of proper management of space; Identifying simple techniques to improve supervision of children; Identifying playground safety measures; Identifying field trip safety measures.

Module Four: Reducing the Risk of Physical Assault

Safe and professional and appropriate connections to students and other staff; Identifying dangerous victim body language; Recognizing common forms of perpetrator body language; Recognizing verbal abuse as a precursor to physical assaults; Recognizing ways to react to irate parents; guardians; and relatives of students; Identifying techniques to avoid being victimized intervening in fights; Describing methods to prevent fights between students; Identifying techniques to summon assistance in an emergency; Recognizing critical verbal skills for defusing tense situations; The importance of control of space; Identifying practices to reduce the chances of assault, robbery or sexual assaults when working outside normal working hours.

Module Five: Weapons Assault Prevention

Recognizing key aspects of weapons concealment; Identifying visual weapons screening techniques; Reducing access to improvised weapons; Identifying common triggering behaviors that precede most school weapons assault and action steps to reduce their impact; Common school interior access control concerns; Describing key aspects of bullying; Recognizing the dangers associated with targeted acts of violence; Recognizing the patterns of domestic violence coming to campus; How to avoid targeting behaviors; Recognizing the dangers of school staff searching students for weapons; How school employees can handle tips regarding weapons.

Module Six: Homeland Security for Schools

The history of school related terrorism incidents; A rational analysis of school terrorism incidents and trends; How school terrorism incidents in other regions affect students, staff, and parents; Identifying why terrorist sometimes strike school related targets; Identifying why terrorist often choose not to strike school related targets; Action steps for prevention and mitigation; Identifying ways to enhance preparedness for terrorism incidents; Identifying response considerations.

Module Seven: Warning Signs of Destructive Youth Behaviors and Positive Intervention Action Steps

Early warning signs of destructive youth behavior; Imminent warning signs; Appropriate context of observations; Cues to potential danger for students and staff and risk indicators for youth; Recognizing dangerous associations for youth; Identifying protective factors; Risk factors for students suicide; Recognizing available resources for students; Ways to improve coordination between staff and resource agencies; Describing the concept of multidisciplinary threat assessment.

Module Eight: Student Safety Presentation

Common school safety myths; The dangers of joining a gang; Why students should not carry a weapon to school; What a weapon is from a student perspective; Recognizing the danger of fights; Bullying and describe the harm it causes; The connection between rumors and safety; Why students should follow school safety policies; How students can help address the dangers of intruders; How students can get involved in safety; Decision making under stress for emergencies; Potential dangers of cell phones during a crisis; Where students can go to get help.

Module Nine: Parent Presentation

Common school safety myths; The importance of keeping contacts information updated; Tip parents can use to make their children safer at school; Early and imminent warning signs of destructive youth behaviors; Where parents can go to get help for their child; What parents should do and not do if a crisis impacts their child's school; The potential dangers of cell phones during a crisis; School / school system safety measures.

Module Ten; The Human Factor In Survival and Critical Incidents

"The Human Factor" in survival and critical events; Essential Skills of Crisis Management: The Sphere of Influence; Crisis Management and Autonomic Nervous System (ANS); Critical Incident Stress Management Procedures; Nutrition and Supplements to Enhance Mental Performance.