



EDTrainingCenter
3001 N. Rocky Point Drive East
Suite 200
Tampa, FL 33607

Program Syllabus

Title of Course: Keeping Students Safe

Total Hours: 20 – 16 hours of instruction and 4 hours of assignment

Program Description

This is a multi-course educational “program”. It includes 4 courses and associated Exams as well as homework assignment(s). Students must always BE and FEEL safe in the classroom and the school environment. The school environment today extends not only to the school grounds, events, and bus rides...it follows students home through the internet and mobile devices. Educators need to know what steps they can or MUST take to protect students from harm both at school and at home. With everything teachers already have to learn in order to carry out their jobs, many do not receive specific training in how to spot the warning signs of a student in danger and what steps to take in this case. Dangers can include abuse, neglect, school violence, bullying, and cyberbullying.

This program provides a very thorough and solid foundation of best practices for identifying warning signs, practicing appropriate and legal interventions, and how to lay groundwork for overall prevention of these negative actions and situations.

Courses Include:

- Preventing Child Abuse & Neglect - 4 hours
- Preventing School Violence - 4 hours
- Bullying Prevention - 5 hours
- Cyberbullying Prevention - 3 hours
- Assignment - 4 hours

A detailed description of the objectives, competencies, and practices for each course is provided below.

Course 1 – Preventing Child Abuse & Neglect – 4 Hours

Topics

Defining Child Abuse including Physical, Sexual and Emotional Abuse, Defining Child Neglect and Maltreatment, Risk Factors and Characteristics, Disclosure and Abuse Reporting, and Best Practices in Prevention.

- Includes Reflection and Practice Quizzes for each lesson/topic area.
- Final Exam

Standards and Competencies

Educator Competencies – Drawn from the Model Core Teaching Standards (InTASC)

- 3b
- 3e
- 3f
- 3k



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Currently, there are no true, written, educator “competencies” with regards to the knowledge, skills, and dispositions needed to keep students safe. This is unfortunate as student safety is known to be an essential foundation to learning. To this end we have provided a correlation to the School Safety Checklist provided by Teach Safe Schools - <http://www.teachsafeschools.org/checklist.html>

Checklist items covered within this course include:

10. The school has a collaboratively written Code of Conduct that has been kept up to date. It is educational more than punitive, and it defines desirable, as well as undesirable behaviors.
13. Cultural, ethnic and other minority groups are valued; diversity is respected and honored.
40. School personnel have been trained to identify and help students who live with neglect and violence.

We also have provided a correlation to the Eight Best Practices in Bullying Prevention and Intervention provided by the Bullying Prevention Resource Guide

<http://www.bullyingprevention.org/repository//Best%20Practices%20PDFs/BP-Prevention.Intervention.pdf>

Instructional Goals

Following completion of this course the learner will be able to:

Recognize:

- the many types of abuse and neglect;
- warning signs of abuse, neglect and maltreatment;
- the many risk factors that lead to a mistreated child; and
- the many types of disclosure.

Describe:

- the characteristics of abusive caretakers;
- the procedures for reporting abuse;
- the legal factors associated with reporting;
- the protective factors that reduce the risk of child abuse; and
- best practices for preventing child abuse.

Methods of Instruction

- Flash-based courses utilizing text pages, images, flash animations, narrated flash animations, interactive flash widgets, and interactive responsive flash quizzes. Also, outside video may be included or linked to an individual lesson.
- Individual reflections
- Documents, readings, and downloads are provided for extension.
- Courses are entirely self-paced and learners may determine the pace and order in which courses and lessons within courses are completed. They may review material already covered or jump ahead to a connected topic of interest.

Classroom Practice

Given a classroom of varying personalities, comfort-levels, and physical needs the educator will:



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- *Pay attention to any possible warning signs of physical, emotional, or sexual abuse, as well as neglect or maltreatment in his/her students.*
- *Document any incidents, marks, or statements by a student which he/she believes may be indicative of abuse, neglect, or maltreatment.*
- *REPORT any suspicion of abuse, neglect, or maltreatment to the proper authorities.*
- *Work actively within the school and local community to support prevention practices.*

Resources

All course materials are online.

Course 2 - Preventing School Violence – 4 Hours

Topics

Defining Juvenile and School-Based Violence, Characteristics of At-Risk Students, Identifying Early Warning Signs, Identifying Imminent Warning Signs, Signs of Gang Involvement/Antisocial Behavior, Signs of Substance Abuse, Best and Practices in Prevention.

- Includes Reflection and Practice Quizzes for each lesson/topic area.
- Final Exam

Standards and Competencies

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Checklist items covered within this course include:

4. There are effective access control policies and procedures for keeping intruders out of the school.
5. There are effective policies and procedures for keeping weapons out of the building.
8. Staff members feel safe at all times during the school day.
10. The school has a collaboratively written Code of Conduct that has been kept up to date. It is educational more than punitive, and it defines desirable, as well as undesirable behaviors.
13. Cultural, ethnic and other minority groups are valued; diversity is respected and honored.
19. The school has implemented a peer warning system that allows for confidential student communication to identified adults.
20. The school has a broadly represented Crisis Intervention Team that has been trained in crisis response and management.
34. Ongoing needs assessment and program planning are driven by authentic data from disciplinary



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referrals and academic progress monitoring. Interventions are linked to the data.

35. Students with chronic and persistent behavior problems are routinely provided with assessment-driven behavior intervention plans.

37. All school personnel have been taught and have practiced ways to defuse and redirect students who show evidence of aggressive and violent behaviors.

39. Effective partnerships or wraparound arrangements with families, community mental health, law enforcement and social service agencies are maintained to support the highest risk students.

40. School personnel have been trained to identify and help students who live with neglect and violence.

*We also have provided a correlation to the Eight Best Practices in Bullying Prevention and Intervention provided by the **Bullying Prevention Resource Guide:***

<http://www.bullyingprevention.org/repository//Best%20Practices%20PDFs/BP-Prevention.Intervention.pdf>

Instructional Goals

Following completion of this course the learner will be able to:

- List the steps of a school violence prevention program
- Identify characteristics of an at-risk student
- Describe early warning signs of violence
- Describe imminent warning signs of violence
- Identify signs of depression
- Identify signs of substance abuse
- Identify signs of gang involvement, and
- Describe approaches for supporting an at-risk student.

Methods of Instruction

- Flash-based courses utilizing text pages, images, flash animations, narrated flash animations, interactive flash widgets, and interactive responsive flash quizzes. Also, outside video may be included or linked to an individual lesson.
- Individual reflections
- Documents, readings, and downloads are provided for extension.
- Courses are entirely self-paced and learners may determine the pace and order in which courses and lessons within courses are completed. They may review material already covered or jump ahead to a connected topic of interest.

Classroom Practice

Given a classroom of varying personalities, comfort-levels, and physical needs the educator will:

- *Pay attention to any possible warning signs of student violence, including early warning signs and imminent warning signs.*
- *Document any incidents, marks, or statements by a student which he/she believes may be indicative of “warning signs” of possible violence.*
- *REPORT any suspicion of possible violent actions to the proper authorities inside and*



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outside the school community.

- *Work actively within the school and local community to support prevention practices.*

Resources

All course materials are online.

Course 3– Bullying Prevention – 5 Hours

Topics

Defining Bullying Behaviors, Short and Long-Term Consequences for Victims, Short and Long-Term Consequences for Bullies, Forms of Bullying, Characteristics of Victims, Most-Commonly Victimized, Characteristics of Bullies, Creating/Communicating a Bullying Policy, Student Reporting of Bullying, Handling Bullying, Teacher Reporting of Bullying, and Communicating with Parents.

- Includes Reflection and Practice Quizzes for each lesson/topic area.
- Final Exam

Standards and Competencies

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Checklist items covered within this course include:

10. The school has a collaboratively written Code of Conduct that has been kept up to date. It is educational more than punitive, and it defines desirable, as well as undesirable behaviors.
13. Cultural, ethnic and other minority groups are valued; diversity is respected and honored.
17. The school has a comprehensive anti-bullying program in place, and it is systematically evaluated for its effectiveness.
19. The school has implemented a peer warning system that allows for confidential student communication to identified adults.
35. Students with chronic and persistent behavior problems are routinely provided with assessment-driven behavior intervention plans.
36. Students with chronic anger management and aggression problems are provided with evidence-based skills training by support services staff.
37. All school personnel have been taught and have practiced ways to defuse and redirect students who show evidence of aggressive and violent behaviors.
39. Effective partnerships or wraparound arrangements with families, community mental health, law enforcement and social service agencies are maintained to support the highest risk students.



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40. School personnel have been trained to identify and help students who live with neglect and violence.

*We also have provided a correlation to the Eight Best Practices in Bullying Prevention and Intervention provided by the **Bullying Prevention Resource Guide:***

<http://www.bullyingprevention.org/repository//Best%20Practices%20PDFs/BP-Prevention.Intervention.pdf>

- Regularly assess the social climate in schools and other youth-centered environments.
- Make bullying prevention an integral and permanent component of the school environment.
- Establish and enforce school rules and policies related to bullying.
- Provide ongoing training for school staff, and increase adult supervision in locations that have been identified as “hot spots” for bullying.
- Form a team responsible for coordinating bullying prevention efforts.
- Garner the support of school staff, parents and other key partners.
- Give young people an active and meaningful role in bullying prevention efforts.

Instructional Goals

Following completion of this course the learner will be able to:

- Define bullying behavior;
- List short and long-term consequences of bullying for both bullies and victims including:
 - medical/health consequences (Ex – depression, anxiety disorders), and
 - “life” consequences (Ex – incarceration, drug and alcohol abuse);
- Identify bullying behavior and list forms of bullying including:
 - Verbal bullying
 - Emotional bullying
 - Physical bullying
 - Sexual bullying
 - Cyberbullying, and
 - “Harassment” as it is legally defined;
- List characteristics of bullies
- List the characteristics of victims, particularly the most commonly victimized;
- List warning signs of bullying and the importance of being aware of warning signs due to the often secretive nature of bullying activities;
- Apply strategies to handle and prevent bullying including the creation of bullying policies.
- Describe methods for documenting and reporting bullying behaviors including best practices for discussing bullying with the parents of bullies.

Methods of Instruction

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courses and lessons within courses are completed. They may review material already covered or jump ahead to a connected topic of interest.

Classroom Practice

Given a classroom of varying personalities, comfort-levels, and physical needs the educator will:

- *Pay attention to any possible warning signs of bullying behaviors in any form.*
- *Identify students whose characteristics or behaviors may indicate victimization (victims) or participation in bullying (bullies) for raised awareness/observations.*
- *Document any incidents, marks, or statements by a student which he/she believes may be indicative of having been bullied or participation in the bullying of others.*
- *REPORT any suspicion of bullying to the proper authorities in the school and the parents of those involved.*
- *REPORT any suspicion that a student who is being victimized is in serious danger of coming to harm either from others or by hurting him/herself.*
- *Work actively within the school and local community to support prevention practices.*

Resources

All course materials are online.

Course 4 – Cyberbullying Prevention – 3 Hours

Topics

Definition of Cyberbullying, Essential Differences Between Bullying and Cyberbullying, Cyberbullying Leading to “Bullycide”, Prevalence of Cyberbullying, Effects of Cyberbullying on Victims, Recognizing Cyberbullying, Identifying Cyberbullying, Characteristics of Cyberbullies, Best Practices in Cyberbullying, Responsibilities of Teachers, Administrators, Law Enforcement, Community, and Government, and Cyberbullying Laws.

- Includes Reflection and Practice Quizzes for each lesson/topic area.
- Final Exam

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10. The school has a collaboratively written Code of Conduct that has been kept up to date. It is educational more than punitive, and it defines desirable, as well as undesirable behaviors.



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13. Cultural, ethnic and other minority groups are valued; diversity is respected and honored.
17. The school has a comprehensive anti-bullying program in place, and it is systematically evaluated for its effectiveness.
19. The school has implemented a peer warning system that allows for confidential student communication to identified adults.
35. Students with chronic and persistent behavior problems are routinely provided with assessment-driven behavior intervention plans.
36. Students with chronic anger management and aggression problems are provided with evidence-based skills training by support services staff.
37. All school personnel have been taught and have practiced ways to defuse and redirect students who show evidence of aggressive and violent behaviors.
39. Effective partnerships or wraparound arrangements with families, community mental health, law enforcement and social service agencies are maintained to support the highest risk students.
40. School personnel have been trained to identify and help students who live with neglect and violence.

*We also have provided a correlation to the Eight Best Practices in Bullying Prevention and Intervention provided by the **Bullying Prevention Resource Guide:***

<http://www.bullyingprevention.org/repository//Best%20Practices%20PDFs/BP-Prevention.Intervention.pdf>

- Regularly assess the social climate in schools and other youth-centered environments.
- Make bullying prevention an integral and permanent component of the school environment.
- Establish and enforce school rules and policies related to bullying.
- Form a team responsible for coordinating bullying prevention efforts.
- Garner the support of school staff, parents and other key partners.
- Give young people an active and meaningful role in bullying prevention efforts.

Instructional Goals

Following completion of this course the learner will be able to:

- Define “cyberbullying”;
- Describe the various electronic tools used in cyberbullying;
- Explain how cyberbullying differs from traditional bullying;
- Cite actual case studies of youth who have committed suicide after being cyberbullied;
- Recognize the signs of a child who may be a victim of cyberbullying;
- Identify behaviors that indicate a student may be a cyber bully;
- Instruct students how to handle themselves if they are cyberbullied or witness cyberbullying;
- Apply effective strategies to prevent or halt cyberbullying;
- Discuss how school administration can effect policy changes to address cyberbullying;
- List situations when it is appropriate to involve police;
- Cite new Federal and State laws that enforce rules to protect youth from cyberbullying.

Methods of Instruction



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Classroom Practice

Given a classroom of varying personalities, comfort-levels, and physical needs the educator will:

- *Pay attention to any possible warning signs of bullying behaviors that are “cyber” in nature including the use of text messages, emails, websites, Facebook pages, for example.*
- *Identify students whose characteristics or behaviors may indicate victimization (victims) or participation in bullying (bullies) for raised awareness/observations. This includes observing connections between “cyber” bullying incidents and other forms of bullying that are known or directly observed.*
- *Document any incidents, marks, or statements by a student which he/she believes may be indicative of having been bullied or participation in the bullying of others.*
- *REPORT any suspicion of bullying to the proper authorities in the school and the parents of those involved.*
- *REPORT any suspicion that a student who is being victimized is in serious danger of coming to harm either from others or by hurting him/herself.*
- *Work actively within the school and local community to support prevention practices.*

Resources

All course materials are online.

Final Assignment – Identification and Intervention – 4 Hours

This is a 2 part assignment:

1. Learner will complete an assignment in which he/she will provide his/her response to a given student scenario. The participant will:
 - a. Identify the “warning signs” provided in the scenario
 - b. Describe the steps they would take in each case
2. Share an example of real scenario they have faced/currently face and what steps they would/will take as a result of what they’ve learned in this course.