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The presentation is divided into specific sections, and the presenter will notify you when moving into each section to make the presentation easier to follow, understand and retain in spite of the volume of information presented. This handout reflects the key points for the presentation and space for the attendee to make notes to improve retention of the information. This teaching and handout style has been developed specifically by Safe Havens using research-based concepts to dramatically improve attendee retention and is also designed to make the presentation more enjoyable for attendees. We welcome any comments or suggestions you might have to improve our presentation style, handouts or specific content.

About your Presenter

Michael Dorn believes that children can learn more if they attend a safe, orderly school which provides a caring and supportive environment. He also believes that every person in this room has incredible power to profoundly affect the lives of children. An international authority who has keynoted from Virginia to Vietnam and from Trinidad-Tobago to Toronto, Michael Dorn serves as the Executive Director of Safe Havens International Inc., a non-profit global school safety center. Safe Havens analysts have assisted with school safety, security, climate, culture and emergency preparedness assessments for more than 6,000 public, charter, parochial and independent schools. Michael began his 35-year career as a Mercer University police officer at the age of 18, and was promoted three times before being appointed as the Chief of the Bibb County, Georgia School System Police Department at the age of 27 where he served for ten years. Michael was appointed as the as the School Safety Specialist of the Georgia Emergency Management Agency – Office of the Governor in August, 1999. In April, 2003, he was selected as the State Antiterrorism Planner and a few months later named Lead Program Manager for the Terrorism Division in the Georgia Office of Homeland Security. Michael also served as the Senior Analyst for School Safety and Emergency Preparedness for Jane's. Michael now serves as the Executive Director for Safe Havens International, a non-profit school safety center.

A prolific writer having authored and co-authored 27 books on school safety and emergency management, Michael is a graduate of the 181st session of the Federal Bureau of Investigation National Academy. He was selected for a fellowship to participate in a delegation of law enforcement executives to the State of Israel in June of 1998 and received two weeks of intensive antiterrorism training by the Israel National Police, Israel Defense Forces, and Israeli intelligence services. Michael's work has taken him to Mexico, Canada, Central America, the Caribbean, Europe, Africa, India, Asia and the Middle East. Michael was selected along with five other Safe Havens analysts to co-author the IS360 active shooter training program for the 2013 White House School Safety Initiative, and his latest book, *Staying Alive – How to Act Fast and Survive Deadly Encounters* was released by Barron's in bookstores in 2014.

We hope you find this session to be helpful and worth your time and we thank you for your efforts to make our schools safer. **Follow us online!** www.Facebook.com/SafeHavensIntl, www.Twitter.com/SafeHavensIntl, www.Youtube.com/user/SafeHavensIntl, and www.Vimeo.com/channels/asksafehavens.

Free resources

- Federal emergency management agency
- United States Department of Education
- Safe Havens International www.safehavensinternational.org
 - Papers on various school safety topics

- Training videos on various school safety topics
- Free E-newsletter

Sections Covered in Module One: *Let None Learn in Fear – Validated Prevention Measures for Schools*

1. Prevention and mitigation concepts that work
2. Assessment-based school safety

Section One – Prevention and Mitigation Concepts that Work

Key points

- Why is prevention and mitigation planning so important?
- Easy to apply low-cost and no-cost strategies.

Other points of interest:

Section Two – Assessment-Based School Safety

Key points

- Why is assessment-based school safety so important?
- Surveys of students, staff and parents
- School safety, security, and emergency preparedness assessments
- Reported incidents
- Trends
- Community hazard and vulnerability assessment
- Red team assessments

Other points of interest:

Sections Covered in Module Two: *Research-Based Approaches to School Crisis Planning*

1. Three-dimensional preparedness
2. Use of the planning templates
3. Creating a culture of school preparedness

Section One – Three-Dimensional Preparedness

Key points

- Role specific planning
- Decision making structure
- Empowerment and support
- Planning for special needs persons
- Full-scale exercises

Other points of interest:

Section Two – Use of the Planning Templates

Key points

- How they work
- Licensing agreement
- Planning process

Other points of interest:

Section Three – Creating a Culture of School Preparedness

Key points

- Plan distribution
- Training
- Drills and exercises
- Updating plans

Other points of interest:

Sections Covered in Module Three: *Assessing School Safety, Security, Climate, Culture and Emergency Preparedness to Reduce Risk while Improving Survivability in Crisis Situations*

1. School safety, security, climate, culture and emergency preparedness assessment approaches
2. Slips, trips and falls and gravity hazards
3. Positive territoriality, natural surveillance and student supervision
4. Safe rooms and other ways to improve survivability

Section One – School Safety, Security, Climate, Culture and Emergency Preparedness Assessment Approaches

Key points

- What is a school safety, security, climate, culture and emergency preparedness assessment?
- To reduce risk while improving survivability in crisis situations
- When to internalize capacity to conduct assessments

Other points of interest:

Section Two – Slips, Trips and Falls, and Gravity Hazards

Key points

- Often easily found and corrected
- Cause pain, suffering, exposure to civil liability and questions of competency

Other points of interest:

Section Three – Positive Territoriality, Natural Surveillance and Student Supervision

Key points

- Connect people to the place to reduce crime and the fear of crime.
- Improve the ability of people to see one another to increase anxiety of offenders while making legitimate users feel more comfortable.
- Improving student supervision is one of the most effective prevention tools for schools.

Other points of interest:

Section Four – Safe Rooms and Other Ways to Improve Survivability

Key points

- Safe room concepts
- Critical communications capabilities

Other points of interest:

Sections Covered in Module Four: *Staying Alive – Preparing School Employees to Act Fast and Survive Deadly Encounters through Research-based Approaches to School Drills*

1. Defining and matching exercise approaches to needs
2. Exercise design, coordination and evaluation
3. Practical school drill concepts
4. Scripted and video tabletop exercises

Section One – Defining and Matching Exercise Approaches to Needs

Key points

- Progressive exercise program
- Drills
- Tabletop exercises
- Functional exercises
- Full-scale exercises

Other points of interest:

Section Two – Exercise Design, Coordination and Evaluation

Key points

- Exercise design and coordination
- Exercise evaluation
- Application of lessons learned

Other points of interest:

Section Three – Practical School Drill Concepts

Key points

- Staff initiated administrator directed drills
- Concepts for improved speed and efficiency
- Combination drills

Other points of interest:

Section Four – Scripted and Video Tabletop Exercises

Key points

- Ten minute tabletops
- Video tabletops

Other points of interest:
