
VIRTUAL TRAINING PLAN

SAFETY PROTOCOLS WITH ASSESSMENT

Vesnerdie Hodges
Patrick Jarrett
Kenneth Rescsanski
March 15, 2025
America College of Education
DL5723 Applying Learning Theories in ID
Dr. Samuel Sykes

Team Training Plan for School Safety Protocols - Blueprint

Delivery Format: 1 Hour Virtual Training Session Via Zoom

<p>Introduction (5 min)</p>	<p>The safety and well-being of our scholars and our staff are our top priority. This training plans to prepare school staff with the knowledge and skills necessary to implement effective safety protocols. This plan covers emergency preparedness, rapid response procedures, Responsible personnel & teams, and preventative measures.</p>
<p>Training Objectives</p>	<ul style="list-style-type: none"> • To understand the importance of safety protocols in our organization. • To recognize possible internal and external risks, threats and hazards to our school. • To learn and practice emergency rapid response procedures and codes. • To create a culture of safety awareness among all our students and staff.
<p>Icebreaker (5 min)</p>	<ul style="list-style-type: none"> • Poll participants to identify common safety concerns in their schools. • Present the high-level goals (lockdown procedures, fire safety, etc.).
<p>Mini Lecture on Training Topics (15 min)</p>	<p style="text-align: center;">Slide show presentation on training topics</p> <p>1. Intro to School Safety</p> <ul style="list-style-type: none"> • Overview of our safety protocols. • Roles and responsibilities of our team members during a crisis. <p>2. Identifying, Classifying and Assessing Risks, Threats and Hazards</p> <ul style="list-style-type: none"> • Performing frequent safety inspections. • Identifying potential hazards like fire, intruders, natural disasters. • Classifying Natural or Man made (Anthropogenic) • Evaluating dangers and risks, common and unique to your particular geographic locale, while utilizing our safety strategies. <p>3. Emergency Readiness Plan</p> <ul style="list-style-type: none"> • Constant development of our emergency plans.

	<ul style="list-style-type: none"> • Hazard specific response/evacuation protocols: Routes & Muster points. • Conducting regularly planned response drills: lockdowns, evacuations, Shelter-in-place. • Establishing, sharing & making sure clear communication channels are active during emergencies. <p>4. Rapid Response Procedures & Codes</p> <ul style="list-style-type: none"> • Fire safety: Evacuation routes, use of fire extinguishers. • Lockdown procedures: Securing classrooms, communication protocols. • Recognizing the different symbols & codes of our safety protocols • (Our Nursing Staff will present) First aid and medical emergencies: Basic first aid, CPR, AED usage. <p>5. Preventive Procedures</p> <ul style="list-style-type: none"> • Implementing different means to access entrance to our campus (ID badges, visitor access). • Upgrading to a safe and respectful school culture. • (Our Dean of Student culture will address this portion) bullying and harassment.
Breakout Group Activity (15 min)	<ul style="list-style-type: none"> • Split participants into small groups via Zoom breakout rooms. • Provide each group a scenario worksheet (e.g., “fire drill in cafeteria”). • Task each group to outline the exact steps staff should follow.
Group Presentations & Feedback (10 min)	<ul style="list-style-type: none"> • Each breakout group presents their scenario solution to the entire session. • Instructor and peers offer feedback or additional suggestions.

Assessment

**Evaluation and
Feedback (10 min)**

1. Authentic Assessment Simulation

Assessment Title: Interactive School Safety Crisis Simulation

Delivery Mode: Online Interactive (Timed) Simulation via Zoom

Assessment Duration: 5 minutes (scenario simulation) + 5 minutes (immediate reflection and debrief)

2. Assessment Objectives:

- Participants apply knowledge and skills from training to make rapid, informed decisions in real-world emergency scenarios.
- Participants demonstrate competence in identifying risks, implementing safety protocols, and coordinating communication during a crisis.
- Use the survey link provided at the end of our training to collect feedback from participants to improve future training sessions.

3. Assessment Scenario Overview:

Participants will receive an emergency scenario through a live document shared in Zoom breakout rooms. Scenarios will be realistic, detailed, and context-specific, requiring participants to quickly analyze the situation, collaborate, and decide on the appropriate response aligned to the safety protocols and codes covered in the training.

4. Task Instructions for Participants:

1. **Analyze** the provided scenario.
2. **Discuss** rapidly in your groups the immediate steps you would take.
3. **Make Decisions:** Clearly outline the actions your team will perform, specifying each team member's role.
4. **Communicate:** Designate who will announce instructions to the school and draft a brief message appropriate for the scenario.
5. **Response Justification:** Clearly explain how your decisions align with school safety protocols.

5. Method of Delivery:

- Conduct the scenario using Google Docs for participants to rapidly record decisions collaboratively.
- After the timed session, each team presents their solution and receives immediate feedback.

Scenario: Fire

An explosion and subsequent fire occurred in the science lab on the east end of the campus. There is a strong wind blowing toward the west. The smoke billows and covers the classrooms and yard that are down wind of the disturbance. The evacuation bell code is sounded but the campus muster point is in the smoke zone. Follow the instructions given to document your response.

Immediate Feedback and Reflection:

- At the conclusion of the simulation, provide immediate formative feedback based on an authentic rubric, measuring:

	<ul style="list-style-type: none">○ Accuracy and appropriateness of the chosen safety protocol.○ Speed and effectiveness of decision-making.○ Quality and clarity of communication strategies.• Encourage participants to reflect on the strengths and weaknesses of their group's approach and offer improvement points clearly. <p>Follow-up Assessment: A brief post-simulation reflection survey via Google Forms to capture participants' perceived learning gains, confidence, and suggestions for future scenarios.</p>
Conclusion	A thorough safety protocol training plan is vital at maintaining a secure school or organization. By preparing our staff with the necessary skills and knowledge, we can guarantee the safety and well-being of everyone. Regular training, evaluation, and updates will help uphold a culture of safety and preparedness.

References

- Almugrin, A. H. (2022). Social exchange theory and theory of reasoned action affecting knowledge sharing: a case from Saudi Arabia. *Journal of Information Studies & Technology (JIS&T)*, 1, 1-16. <https://doi.org/10.5339/jist.2022.5>
- Brookes, D. T., Yang, Y., & Nainabasti, B. (2021). Social positioning in small group interactions in an investigative science learning environment physics class. *Physical Review Physics Education Research*, 17(1)
13. <https://doi.org/10.1103/PhysRevPhysEducRes.17.010103>
- ElSayary, A. (2021). Transdisciplinary steam curriculum design and authentic assessment in online learning: A model of cognitive, psychomotor, and affective domains. *Journal of Turkish Science Education (TUSED)*, 18(3), 493–511.
<https://doi.org/10.36681/tused.2021.86>
- Hidayat, W., Lawahid, N. A., & Mujahidah. (2021). Problems and constraints of authentic assessment among children's early education teachers. *Asia-Pacific Journal of Research in Early Childhood Education*, 15(2), 87–109.
<https://doi.org/10.17206/apjrece.2021.15.2.87>
- Romani-Dias, M., Scroccaro Biasoli, A. M., Carneiro, J., & dos Santos Barbaros, A. (2022). The Internationalization of business schools based on faculty activities: Explanations from the social exchange theory. *RAE: Revista de Administração de Empresas*, 62(1), 1–16.
<https://doi.org/10.1590/S0034-759020220105>
- Villarroel, V., Bruna, D., Brown, G. T. L., & Bustos, C. (2021). Changing the quality of teachers' written tests by implementing an authentic assessment teachers' training program. *International Journal of Instruction*, 14(2), 987–1000.