

Chapter 1

Video Discussion Questions

This chapter is divided into eleven parts. Before watching the designated sections noted within this guide, viewers should take time to think or discuss the questions under the heading “Activating Background Knowledge.” These questions should be completed prior to viewing the training program and are posed in order to help staff process the information contained in the video more efficiently and completely. If working within a group, designate someone as the recorder. Depending upon time constraints, as well as the number of people within the viewing audience, the sharing of answers is recommended.

After viewing each unit, it is suggested viewers answer and further discuss the questions designated for such. Questions are designed to be thought-provoking in nature and should generate discussion among participants. Consequently, answers may vary depending upon the unique circumstances that surround a specific school community, as well as personal life experiences. Again, designating a recorder is preferred.



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Part One: Introduction

Activating Background Knowledge

To Be Discussed Prior to Viewing of Part One

1. What do you know about school safety and security?
2. What do you hope to learn from viewing this video?
3. What is your school currently doing to help ensure student and staff safety?

View Part One: Introduction (run time: 7:56)

This segment includes an overview of the training program as well as practical, commonsense strategies for engaging school administrators, teachers, support staff, parents, and students on the topic of school safety and security. When viewing, consider the suggestions and recommendations. Be prepared to discuss how your school and district may be similar or different.

Questions for Review

To Be Discussed After Viewing Part One

1. Compare recommendations to your current practices.
2. How does your district respond to a report of school violence?
3. How does the term *near miss* pertain to your planning and preparation?

Part Two: Legal and Professional Responsibilities



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Activating Background Knowledge

To Be Discussed Prior to Viewing Part Two

1. What are your legal and professional responsibilities related to acts of violence at school?
2. Describe your district's preparedness related to school safety.
3. What is your scope of employment? Does it impact your legal liability?

View Part Two: Legal and Professional Responsibilities (run time: 10:30)

This segment includes information related to employee handbooks, parent/student handbooks, and supervisory expectations.

Specifically, it explains the connection between these components: security, safety, and professional liability. When viewing, consider the suggestions and recommendations. Be prepared to discuss how your school and district may be similar or different.

Questions for Review

To Be Discussed After Viewing Part Two

1. How does In Loco Parentis and federal law impact your liability?
2. How can operating within scope of employment help you be prepared?



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Part Three: School Climate, Bullying, Harassment, and Acts of Violence

Activating Background Knowledge

To Be Discussed Prior to Viewing Part Three

1. What are your responsibilities related to acts of bullying and harassment?
2. In the past five years, how has your school or district responded to these antisocial behaviors?
3. What is the protocol in your school or district when bullying or harassment occurs?

View Part Three: School Climate, Bullying, Harassment, and Acts of Violence (run time: 7:16)

This segment includes information related to bullying, harassment, school climate, and acts of violence. Specifically, it provides recommendations related to anonymous reporting, cyber-harassment, supervisory plans, counselor and administrative response, and the role of support staff. When viewing, consider the suggestions and

recommendations. Be prepared to discuss how your school and district may be similar or different.

Questions for Review

To Be Discussed After Viewing Part Three

1. How might you teach students to be socially responsible?
2. How does your school or district compare to the suggestions made in the video?
3. How might all staff demonstrate consistency of response?

Part Four: Understanding and Managing Student Threats of Violence



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Activating Background Knowledge

To Be Discussed Prior to Viewing Part Four

1. How does the district react to rumors or evidence of a threat of violence?
2. Can a Threat Assessment Team be superior to an administrative investigation?
3. Do you have resources to train a Threat Assessment Team? Who might be on the team?

View Part Four: Understanding and Managing Student Threats of Violence (run time: 9:50)

This segment includes information related to managing student threats of violence. Specifically, it provides recommendations related to current trends and recommendations of federal agencies, the investigatory process, protocol, and levels of threat, as well as the selection of a Threat Assessment Team. When viewing, consider the suggestions and recommendations. Be prepared to discuss how your school and district may be similar or different.

Questions for Review

To Be Discussed After Viewing Part Four

1. What is the difference between making a threat and posing a threat?
2. How does your site compare to the suggestions made in the video?
3. How might a school district train staff in the protocols of the Threat Assessment Team?



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Part Five: Administrative Preparedness: Responding to Acts of Violence

Activating Background Knowledge

To Be Discussed Prior to Viewing Part Five

1. What professional learning is available for school staff responding to extreme acts of violence?
2. What is the role of law enforcement and emergency service providers responding to acts of violence?
3. What might be included in a classroom safety checklist?

View Part Five: Administrative Preparedness: Responding to Acts of Violence (run time: 10:02)

This segment includes information related to administrative preparedness from violence prevention and response. Specifically, it provides recommendations related to emergency announcements, panic buttons, facility design, and professional development. When viewing, consider the suggestions and recommendations. Be prepared to discuss how your school and district may be similar or different.

Questions for Review

To Be Discussed After Viewing Part Five

1. What could a school safety committee do best?
2. How does your school or district compare to the suggestions made in the video?

Part Six: Classroom Preparedness: Responding to Acts of Violence



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Activating Background Knowledge

To Be Discussed Prior to Viewing Part Six

1. How does *captain of the ship* relate to a teacher during a school emergency?
2. What professional learning activities are most effective for school safety and security?
3. What life saving actions might a teacher take in a classroom setting?

View Part Six: Classroom Preparedness: Responding to Acts of Violence (run time: 13:53)

This segment includes information related to teacher preparedness surrounding emergency events. This part of the program explores ways classroom teachers may respond to acts of violence within an individual classroom or on a school's campus. When viewing, consider the suggestions and recommendations. Be prepared to discuss how your school and district may be similar or different.

Questions for Review

To Be Discussed After Viewing Part Six

1. When might staff decide to barricade an entrance? What might prompt staff to evacuate?
2. How does your school or district compare to the suggestions made in the video?
3. What are the most important takeaways from Part Six? How will you use this information in preparation for an emergency event?



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Part Seven: Student Preparedness: Responding to Acts of Violence

Activating Background Knowledge

To Be Discussed Prior to Viewing Part Seven

1. How are students currently being trained for emergency events?
2. How might a lesson plan for emergency response with students enhance school safety and security?

View Part Seven: Student Preparedness: Responding to Acts of Violence (run time: 8:04)

This segment includes information related to student preparedness surrounding emergency events. This part of the program explores a variety of ways students might be trained to respond appropriately in response to a number of emergencies that might occur on a school campus. When viewing, consider the suggestions and recommendations. Be prepared to discuss how your school and district may be similar or different.

Questions for Review

To Be Discussed After Viewing Part Seven

1. When might students decide to barricade an entrance or evacuate a classroom?
2. How does your school or district compare to the suggestions made in the video?
3. What type of life saving actions might a student take in a classroom setting?

Part Eight: Support Staff Preparedness: Responding to Acts of Violence



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Activating Background Knowledge

To Be Discussed Prior to Viewing Part Eight

1. How is the school staff currently being trained for emergency events?
2. How are substitute staff trained for safety and security?
3. What are some of the roadblocks when scheduling training for support staff?

View Part Eight: Support Staff Preparedness: Responding to Acts of Violence (run time: 8:49)

This segment includes information related to preparing contract, support, and substitute staff surrounding emergency events. This part of the program explores ways support staff may respond to extreme acts of violence on a school's campus. When viewing, consider the suggestions and recommendations. Be prepared to discuss how your school and district may be similar or different.

Questions for Review

To Be Discussed After Viewing Part Eight

1. What might be included in preservice training?
2. How does your school or district compare to the suggestions made in the video?
3. How might the buddy system be used on your campus? Are there any obstacles?



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Part Nine: Parent Preparedness: Responding to Acts of Violence

Activating Background Knowledge

To Be Discussed Prior to Viewing Part Nine

1. How does your school or district work with parents and school security?
2. Should parents be involved in the school's safety and security planning?
3. What is included in the parent/student handbook related to school safety and security?

View Part Nine: Parent Preparedness: Responding to Acts of Violence (run time: 7:51)

This segment includes suggestions school personnel should consider related to working with the parent community surrounding prevention, intervention, and emergency response. When viewing, consider the suggestions and recommendations. Be prepared to discuss how your school and district may be similar or different.

Questions for Review

To Be Discussed After Viewing Part Nine

1. How might parent and student education occur simultaneously?
2. How does your school or district compare to the suggestions made in the video?
3. Are your current efforts for parent education proactive, reactive, or a combination?

Part Ten: Emergency Preparedness for Extracurricular and Nontraditional Settings: Responding to Acts of Violence



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Activating Background Knowledge

To Be Discussed Prior to Viewing Part Ten

1. How does safety planning for an extracurricular event differ from planning for an event during the school day?
2. What is the safety planning process for an event that might include large crowds?
3. Does your school currently have an emergency response plan designed for a stadium, auditorium, or cafeteria?

View Part Ten: Emergency Preparedness for Extracurricular and Nontraditional Settings: Responding to Acts of Violence (run time: 7:39)

This segment addresses the challenges associated with safety and security at extracurricular activities and nontraditional events such as athletic events, school plays, and so forth. Suggestions for supervision, planning, and security sweeps are included within the content. When viewing, consider the suggestions and

recommendations. Be prepared to discuss how your school and district may be similar or different.

Questions for Review

To Be Discussed After Viewing Part Ten

1. What is a security sweep and when should it be used?
2. How does your school or district compare to the suggestions made in the video?
3. What are the five takeaways from Part Ten?



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Part Eleven: Responding to Bomb Threats and Explosive Devices

Activating Background Knowledge

To Be Discussed Prior to Viewing Part Eleven

1. Are staff assigned to answering the telephone trained to respond to a bomb threat?
2. Does the school have a written protocol related to responding to bomb threats?
3. Is evacuation the procedure for most bomb threats in your district?

View Part Eleven: Responding to Bomb Threats and Explosive Devices (run time: 14:37)

This segment provides important information related to bomb threats and explosive devices. Checklists, protocols, and suggested procedures are included as well as suggested responses to varying levels of the threat. When viewing, consider the suggestions and recommendations. Be prepared to discuss how your school and district may be similar or different.

Questions for Review

To Be Discussed After Viewing Part Eleven

1. How do the levels of response to bomb threats differ?
2. How does your school or district compare to the suggestions made in the video?
3. When is evacuation justified? When should students and staff remain in the building?

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