



SAFETY FIRST

A Review of Security and Preparedness in Tennessee Schools

November 2018

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Executive Summary

SCHOOL SAFETY IS A CRITICAL ISSUE THAT has steadily gained more attention over the past two decades. High-profile school shootings like this year's tragic incident at Stoneman Douglas High School in Parkland, Florida, have reignited calls to address school security and behavioral health so that all students have access to a safe learning environment. While Tennessee has made several efforts in recent years to promote student safety and prepare schools for potential threats, Governor Haslam took further action in March 2018 by convening a School Safety Working Group that was tasked with reviewing Tennessee's school safety measures and providing recommendations. The group identified three immediate priorities: 1) a review of all school facilities to identify vulnerabilities, 2) increased funding for school resource officers (SROs), and 3) the development of a system for reporting suspicious activity.

To support this work, the Tennessee General Assembly approved \$35 million in funding to enhance school safety and stipulated that districts complete a needs assessment. This needs assessment required districts to conduct individual school security assessments and submit schools' emergency operations plans (EOPs) and drill logs to the Tennessee Department of Education ("the department") in order to receive a portion of the funds. All 147 districts submitted assessments, and districts and schools have begun using funds to make both major and minor improvements, ranging from better door locks and updated visitor screening procedures to adding mental health staff positions.

The department analyzed the school security assessments, EOPs, and drill logs—all of which were collected for the first time—with the goal of

establishing a baseline for statewide safety needs and gathering information to drive future efforts to enhance school security and preparedness.

Key findings include:

- School security assessment data revealed strengths in most of the examined safety domains (i.e., perimeter control, visitor management, communications, emergency planning and prevention, training, and personnel), but also identified vehicle control, access control, and surveillance as potential areas of improvement.
- While the school security assessments indicated that schools were meeting many of the safety standards for their facility, EOPs generally lacked documentation for a number of important safety practices and procedures.
- Schools were committed to preparing their students for a range of potential emergencies and conducted an average of almost 15 drills per year; however, many schools were still not meeting all of the drill requirements.

Department actions to address the challenges identified during the review of safety data include:

- Identify priorities for supporting districts and schools.
- Revise EOP and drill log templates to enhance planning and improve documentation.
- Create options for delivering training and guidance that provide flexibility and build local capacity.
- Monitor grant spending and results to identify promising practices.
- Integrate safety planning requirements into the school approval process.

Introduction

SCHOOL LEADERS, TEACHERS, AND OTHER school staff share many important responsibilities beyond delivering academic content. They play an essential role in fostering a physically and emotionally safe school environment in which students can learn and grow. This aspect of their job has become increasingly important as high-profile school shootings over the last two decades—Columbine, Sandy Hook, and Virginia Tech, for example—have thrust school safety into the public consciousness and prompted appeals from politicians, educators, parents, and students to address school security and behavioral health.

Tennessee's efforts to promote student safety and prepare schools for potential threats have increased over the past 20 years, particularly through the adoption of the Safe Schools Act

of 1998 and the Schools Against Violence in Education (SAVE) Act of 2007. The Safe Schools Act was the state's first effort to provide training and limited grant funding to enhance school safety. The SAVE Act established specific and consistent requirements for districts related to providing a safe school environment, including the formation of district and school safety teams and requirements for the development of comprehensive safety plans. These plans, referred to as emergency operations plans (EOPs), outline how schools prepare for, respond to, and recover from emergencies ranging from hazardous weather conditions to violent incidents on campus.

While the general hope is that schools would not have to act on threats using information in their plans, pre-established plans are critical in the

Guiding Principles of the Governor's School Safety Working Group

- Students and educators fundamentally deserve to feel safe in schools.
 - School safety and emergency operations planning must be approached comprehensively with attention to safety planning, preparation, and prevention.
 - School climate planning and assessment strategies must be integrated into the school safety planning process.
 - Districts, schools, and local communities must prioritize placing trained law enforcement officers in schools.
 - State funding for school safety should be allocated and distributed as fairly and equitably as possible with attention to the areas of greatest need based on a standardized assessment of security risks.
 - The state should support and encourage maximum utilization of technology to support school safety.
- 

event of a threat. District EOPs are reviewed by an interdepartmental state team on a five-year cycle that coincides with their county's emergency management agency planning cycle. Districts also provide the department with an annual assurance that school EOPs are updated and in place.

Schools in Tennessee must also conduct frequent drills to allow students and school staff the opportunity to learn and practice how to react to potentially dangerous situations. Although some drills have been a part of school life for at least 50 years, current requirements for fire, armed intruder, cardiopulmonary resuscitation (CPR)/automated external defibrillator (AED), and earthquake drills are much more comprehensive and reflective of Tennessee's multi-hazard approach to school safety planning.

Governor Haslam's new School Safety Working Group convened in early 2018 and was tasked with reviewing Tennessee school safety measures and providing recommendations for additional steps to enhance the safety of Tennessee's schools and students. The working group, which included participants from a range of disciplines (see Appendix A for a list of members), identified three immediate priorities: 1) a review of all school facilities to identify vulnerabilities, 2) funding to provide school resource officers (SROs), and 3) development of a system for

reporting suspicious activity. The working group also submitted additional recommendations focused on facility security and planning, training and drills, school safety personnel, and student supports, including access to mental health services.

In addition, the Tennessee General Assembly approved \$35 million in funding for the 2019 fiscal year to support the priorities identified by the School Safety Working Group and improve overall school safety.¹ All districts were eligible to receive grants based on their relative share of Basic Education Program (BEP) funding. In order to receive grants, districts had to have every school complete a security assessment and submit a copy of every school's EOP and drill log for the 2017–18 school year. The school security assessments, EOPs, and drill logs—all of which were collected for the first time—present an unprecedented opportunity to analyze current security and preparedness actions at the building level in order to inform Tennessee's goal of providing a safe and supportive learning environment for all students. Because this was the first time that these data were collected by the department, the purpose of this exploratory analysis is to establish a baseline for statewide safety needs and help drive future targeted efforts to enhance school security and preparedness.

School Security and Preparedness Data

TO DETERMINE THE CURRENT STATUS OF Tennessee schools' security and preparedness, the department examined three pieces of data submitted by every school: school security assessments, EOPs, and drill logs.

SCHOOL SECURITY ASSESSMENTS

As a result of the Governor's School Safety Working Group recommendations and based upon national standards, the Tennessee Department of Safety and Homeland Security (TDOSHS) developed a school safety and security assessment. The assessment tool rated each school on 89 safety standards by assigning a value of "did not meet," "met," or "exceeded." At least one school staff member—most commonly the principal—and one member of a local law enforcement agency completed a training led by TDOSHS and then worked together to conduct the school security assessment. Once completed, individual schools were responsible for verifying their assessment results and reporting them to the department through a secure online survey tool. In total, all 1,804 schools submitted school security assessments.

EMERGENCY OPERATIONS PLANS AND DRILL LOGS

In addition to the school security assessments, the department received a copy of every school's EOP and drill log for the 2017–18 school year. EOPs are an important measure of school safety preparedness because they provide a framework for how the school will prepare for and respond during an emergency situation. Drill logs are records of all drills that take place during a school year.

The department provides an EOP template, but use of the template is not required. As such, schools submitted a variety of documents ranging in depth, length, content, and overall format, with plans ranging from 1 to 190 pages. While a department template is also available for documenting drills, its use is similarly optional. Schools were permitted to submit any desired form of drill documentation. Reported drills included fire, evacuation, tornado, earthquake, medical, and other emergency drills.

The department used a stratified random sampling strategy to select 125 schools for review of their EOPs and drill logs. The final sample consisted of 20 to 21 schools in each of the following categories: small primary schools, small secondary schools, medium primary schools, medium secondary schools, large primary schools, and large secondary schools.²

The department's office of school safety and transportation developed a rubric for rating EOPs on 25 items, eight of which were explicitly required by state law (see Appendix B). Logs were also reviewed for compliance with Tennessee's current school drill requirements. Three members of the research team assessed the selected EOPs and drill logs in isolation, indicating whether a school "met" or "did not meet" each rubric item. The three individuals' ratings were then compared for each item and, if all three ratings were not in agreement, the rating ("met" or "did not meet") that was chosen by two of the three raters was kept as the final rating for that item.

Tennessee Schools' Current Security and Preparedness

ANALYSIS OF THE THREE DATA SOURCES— school security assessments, EOPs, and drill logs—revealed strengths and weaknesses in Tennessee schools' safety preparedness and planning. The school security assessments demonstrated a higher level of safety preparedness than schools' EOPs. This misalignment between what we see in the school security assessments and EOPs could be due to schools failing to accurately document the safety measures they have in place in their EOPs. A school may, for example, have procedures in place for screening visitors, but those procedures might not be included in its EOP. Similarly, with the drill logs, it is possible that not all drills were recorded and/or submitted to the department. The findings below should be interpreted with this caveat in mind.

SCHOOL SECURITY ASSESSMENTS

According to the school security assessments, most of Tennessee's schools met or exceeded standards on most items related to school facilities and operations. However, less than 10 percent of schools met/exceeded standards across all of the central items on the assessment.

To better understand specific areas of strength and weakness highlighted in the school security assessments we examined the data by safety domain. These domains include:

- Perimeter Control (3 items): controlling access to a school campus
- Vehicle Control (4 items): limiting vehicle access to and on school grounds
- Access Control (11 items): preventing unauthorized access to school, classrooms, and sensitive areas

- Visitor Management (3 items): screening and tracking visitors
- Surveillance (4 items): monitoring and documenting activity on school grounds and within school buildings
- Communications (2 items): communicating within the school building and with local first responders and families
- Emergency Planning and Prevention (9 items): developing and documenting processes and procedures
- Training (2 items): conducting drills and training related to security and/or response procedures
- Personnel (2 items): identification and staffing of security-related positions

Overall, schools were well-prepared on most of the domains examined (Figure 1). For example, on average, schools met/exceeded the standards for eight out of the nine emergency planning and prevention items. The data revealed the greatest weaknesses in vehicle control (an average of 1.9 out of 4 items), access control (an average of 8.2 out of 11 items), and surveillance (2.8 out of 4 items).

When considering school size, large schools tended to be stronger than small- and medium-sized schools in the domains of personnel and emergency planning and prevention (Figure 2). However, they were weaker in areas of visitor management and access control. This is not surprising, given that large schools likely have more staff members and specialized personnel who are able to actively contribute to safety planning, while schools with fewer students likely have smaller buildings that are easier to secure and fewer visitors to manage.

FIGURE 1 **Average Items Met on School Security Assessment by Security Domain**

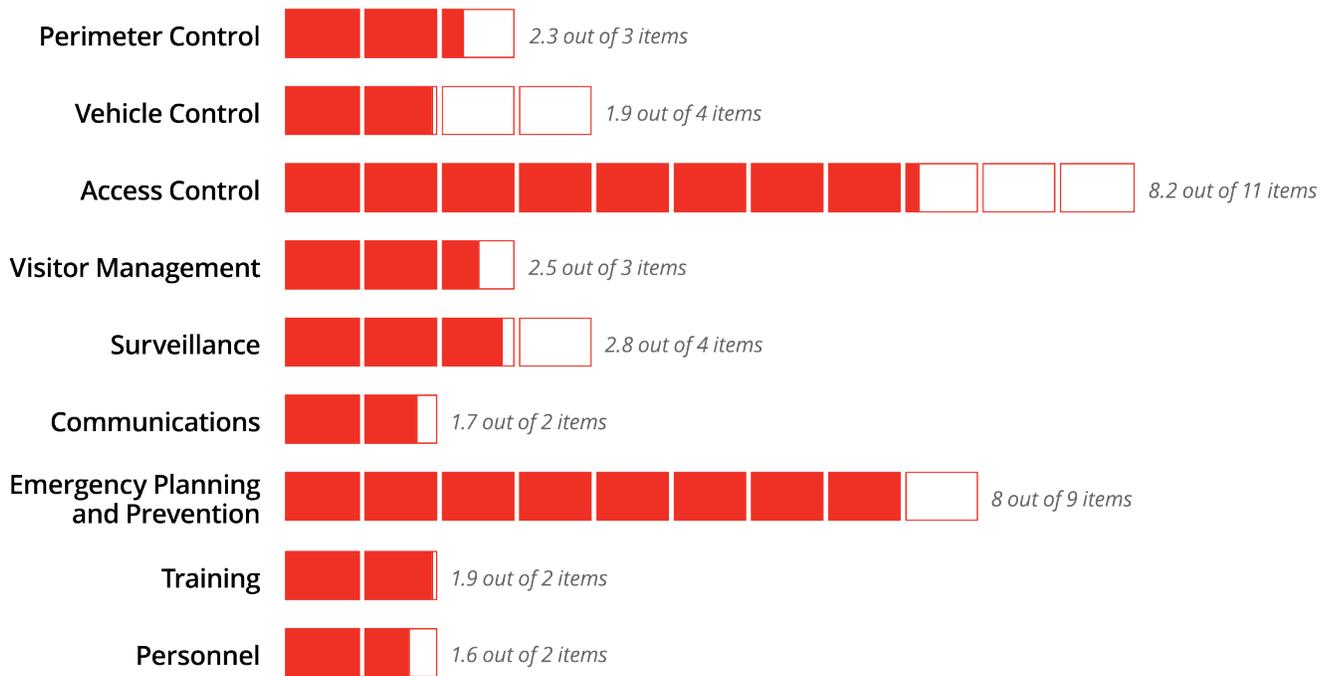
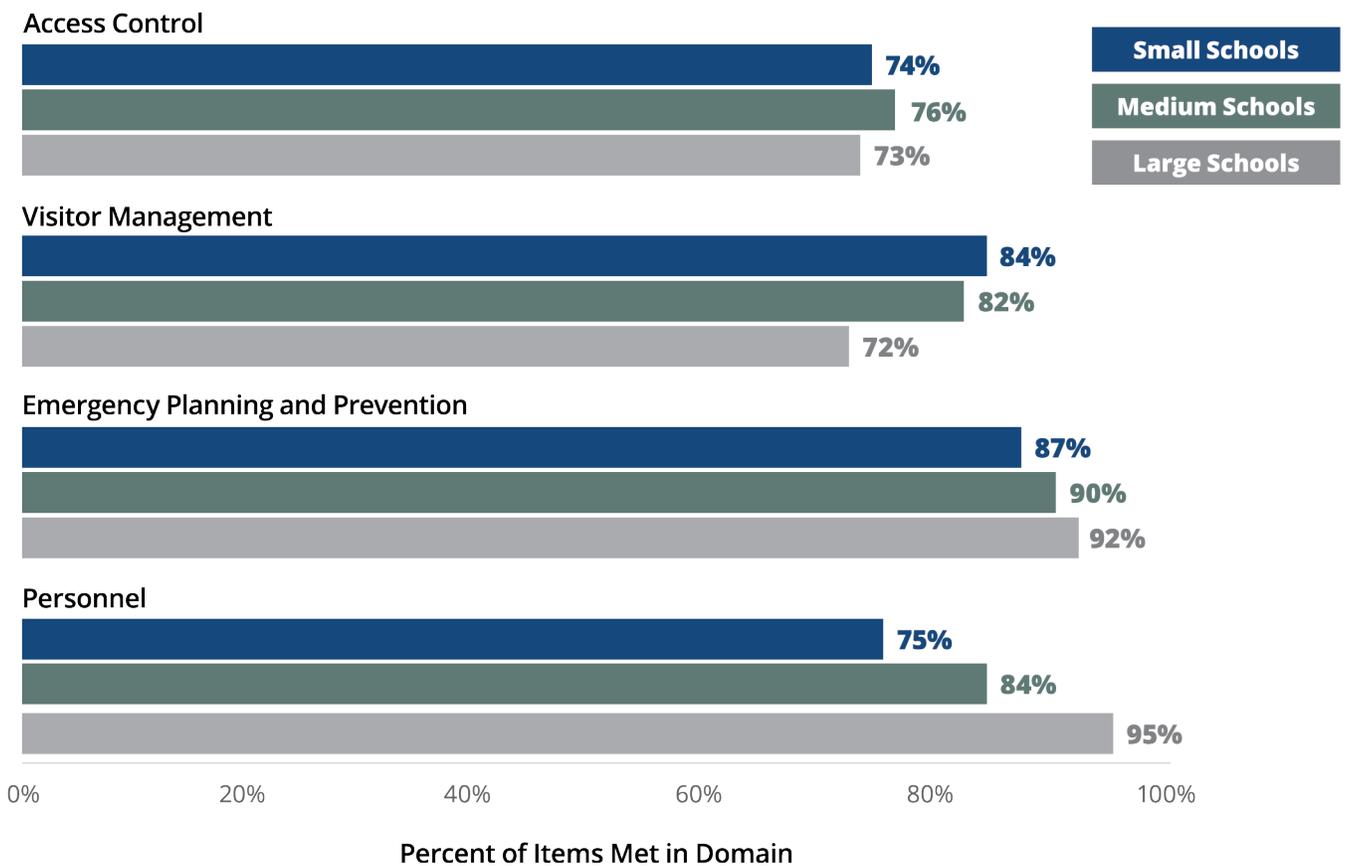


FIGURE 2 **Differences in School Security Assessments by School Size**



We also examined each domain by grade levels served to see if differences in school security between Tennessee’s primary and secondary schools existed on these measures (Figure 3). Primary schools were stronger than secondary schools when it came to training, communication, visitor management, access control, and vehicle control. Secondary schools were stronger than primary schools in the personnel domain only. This is in line with what we saw with school size and again unsurprising, given that primary schools typically have smaller student populations than secondary schools and would likely perform better in the same areas as small schools.

The last comparison we examined was based on schools’ proportion of economically disadvantaged (ED) students, a potential proxy for a school’s available resources. We compared

schools whose ED populations placed them in the upper quartile of the state to schools whose ED populations placed them in the lowest quartile of the state (Figure 4).³ Schools with the lowest proportion of ED students had stronger security assessment scores in personnel and perimeter control compared to schools with the highest proportions of ED students, which makes sense given the financial resources that are necessary to both hire personnel and properly maintain the grounds outside of the school building.

Variations by school enrollment, grades served, and population of ED students illustrate that different schools have different challenges when it comes to school safety, particularly around hiring and retaining security-related personnel and securing both the school building and the grounds that surround it.

FIGURE 3 **Differences in School Security Assessments by School Type**

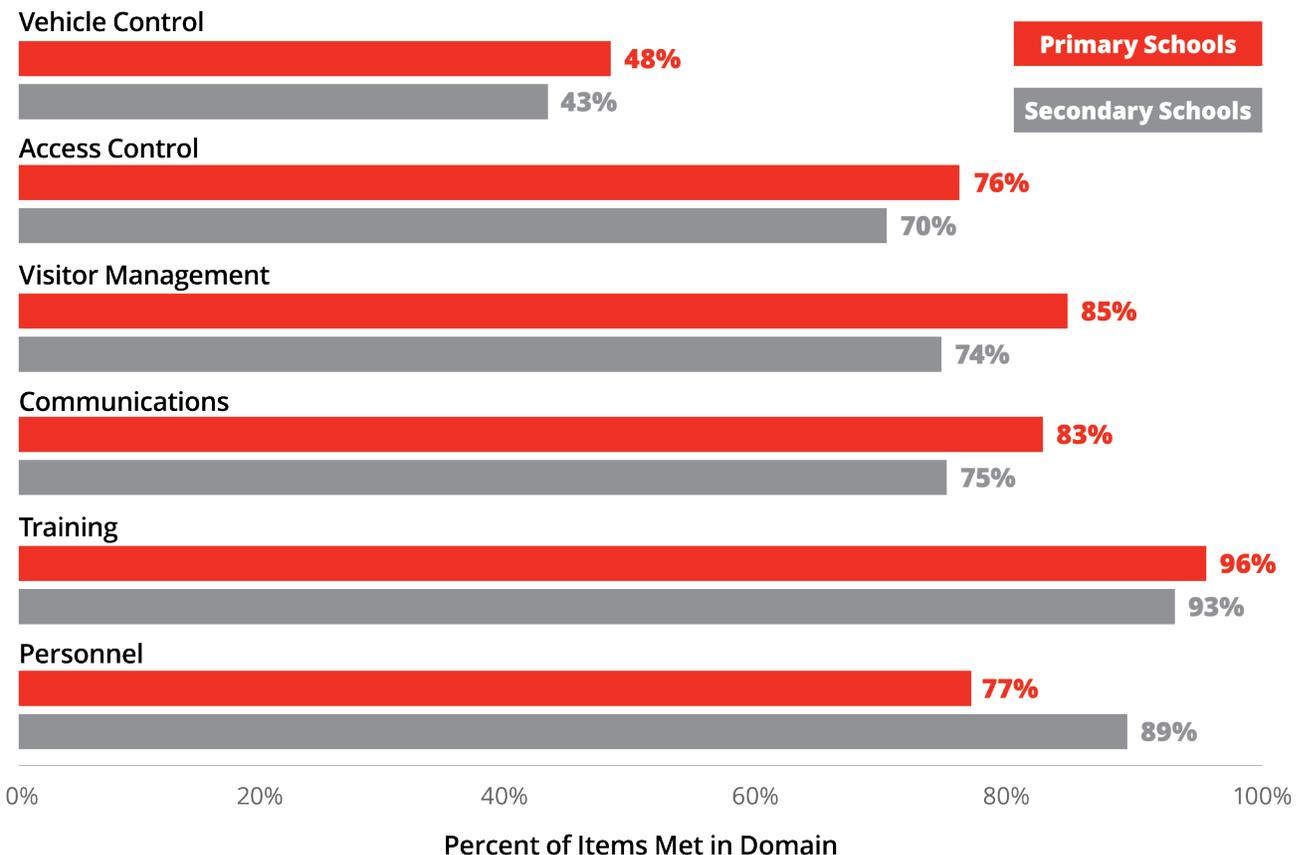
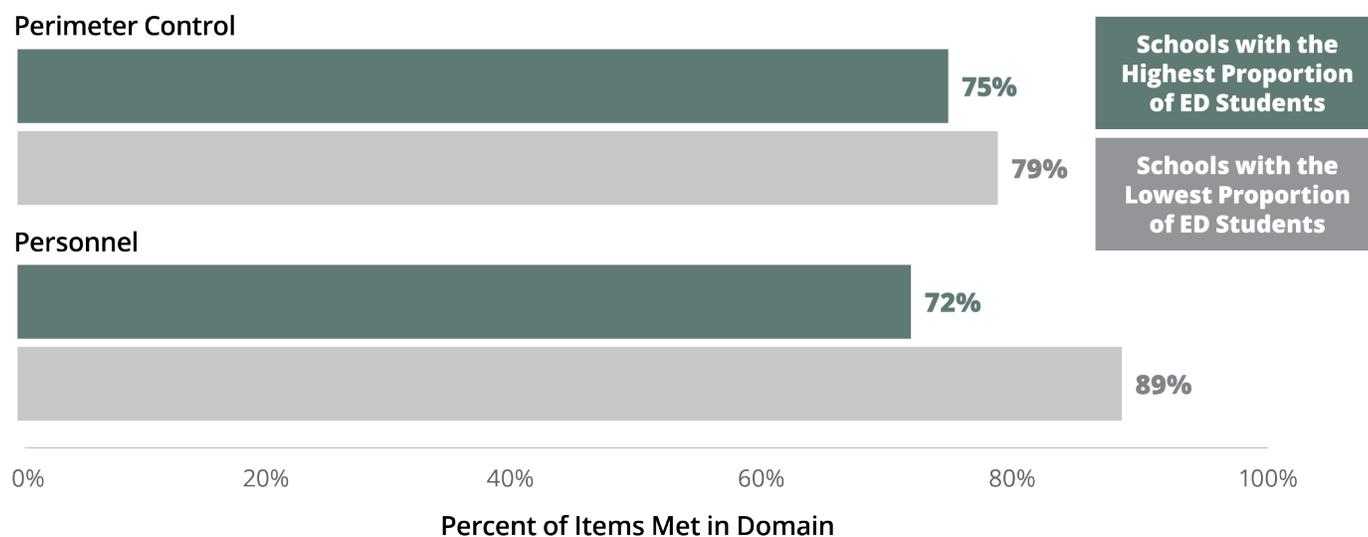


FIGURE 4 **Differences in School Security Assessments by Proportion of Economically Disadvantaged Students**



EMERGENCY OPERATIONS PLANS

While the school security assessments demonstrated that many Tennessee schools were well-prepared for potential emergencies, EOPs revealed that this preparedness has not yet been codified into coherent documentation on school sites. In fact, the majority of the EOPs examined met fewer than half of the rubric items, and none of the EOPs examined met all items.

As with the school security assessments, we examined these data by domain to identify the areas in most immediate need of improvement. The EOP rubric's items consisted of the following five domains:

- **Staffing/Accountability (3 items):** An emergency response team (ERT) is identified with defined roles, responsibilities, and training described.
- **Planning (1 item):** Plans are based on the multi-hazard emergency management cycle which focuses on preparedness, response, and recovery.

- **Communication (6 items):** Communication plans are in place for before, during, and after a crisis.
- **Functional Procedures (10 items):** Physical procedures (e.g., evacuation) are in place for each type of potential emergency.
- **Security Procedures (5 items):** Specific prevention processes (e.g., visitor screening, locked buildings) are in place for mitigating potential threats.

On average, schools were stronger in staffing/accountability, communication, and functional procedures than they were in planning and security procedures (Figure 5). The potential weakness in security procedures was similar to the weakness in access control identified by the school security assessments. On the whole, however, schools' EOP average domain scores were much lower than the average domain scores from the school security assessment data.⁴

FIGURE 5 **Average Items Met on Emergency Operations Plans****Staffing/Accountability****Planning****Communication****Functional Procedures****Security Procedures****DRILL LOGS**

Similar to the EOP submissions, the drill logs submitted ranged in submission type (e.g., handwritten logs, department-provided templates, etc.) and level of detail. This, in part, likely contributed to some of the variation in quality. Also, like the EOPs, it is possible that a school completed more drills than they documented and/or submitted, so the data presented here should be interpreted keeping this in mind.

While fewer than five percent of the sampled schools met all of the current requirements, schools still conducted an average of 14.7 drills in the 2017–18 school year, with one school completing as many as 25 drills. Thus, while

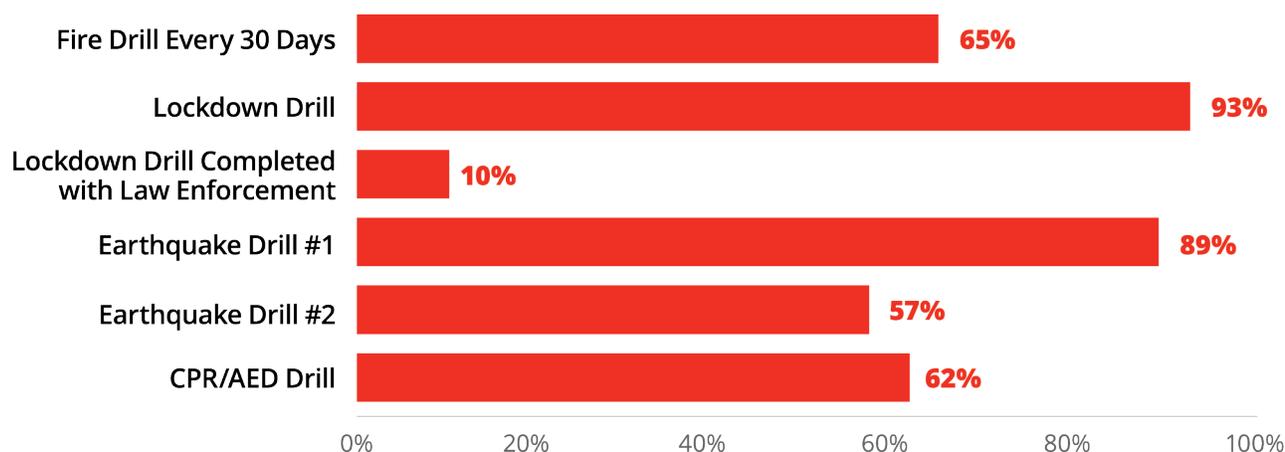
schools were conducting many drills, it's not clear that they were conducting the required drills.

Looking more specifically at each of the drill requirements on the rubric (see Appendix C), we found that most schools met the lockdown drill requirement, followed by the earthquake drill requirement,⁵ and then the fire drill frequency requirement (Figure 6). The requirement with the lowest proportion of schools meeting it was “lockdown drill completed with law enforcement;” however, this may be an artifact of schools failing to submit a written record of having a law enforcement officer present for the drill even when one was present.⁶

Drill Requirements for Tennessee Schools**During each school year, schools must complete:**

- one fire drill with full evacuation every 30 school days, with two of those fire drills occurring within the first 30 days of the school year;
- one intruder drill conducted in coordination with local law enforcement;
- one CPR/AED drill for each school having one or more AEDs;
- three additional drills (full evacuation not required); and
- two earthquake drills for schools or districts entirely or partially within 100 miles of New Madrid Fault Line.



FIGURE 6 **Proportion of Schools Meeting Individual Drill Requirements**

WHAT THE THREE DATA SOURCES TELL US

In summary, the analysis of the three data sources available revealed areas of strength and areas of challenge related to Tennessee schools' security and preparedness. The security assessment data showed strengths in most of the examined domains and also highlighted potential areas of improvement, including vehicle control, access control, and surveillance. It is possible that schools scored the lowest in these particular domains because they include measures that require the greatest fiscal resources to implement. For example, these domains include items such as vehicle barriers, blast resistant windows, and closed circuit television (CCTV) surveillance systems—all items for which implementation carries a significant price tag.

Interestingly, some of the strengths identified in the security assessments were determined to be potential areas of challenge by the examination of the EOP data. For instance, one of the strongest domains from the security assessments was Emergency Planning and Prevention, which included items pertaining to the development of a facility security plan and the availability of emergency plans and documents. However, the EOP evaluation revealed that submitted EOPs were lacking much of the required documentation. This may highlight an issue with documentation

and the EOP submission process. This may also indicate that schools have documentation in varying locations on site (e.g., posted evacuation routes in each classroom, emergency procedures manuals in administrators' offices) but do not have one coherent master document that includes all the necessary information for the wide breadth of practices and procedures associated with a comprehensive emergency operations plan. A well-developed and well-documented EOP ensures that plans and procedures are comprehensive and are communicated to everyone with a potential role during emergency situations.

While the drill logs also suffered from potential documentation and reporting issues, they also revealed schools' strong commitment to preparing their students for a range of potential emergencies. Schools conducted an average of almost 15 drills per year, drilling students and staff on emergency procedures more than once per month for the entirety of the school year. In addition to documentation challenges, the frequent changes in state law relative to drill requirements may have contributed to schools' failure to meet or document all requirements. It is very possible that some schools are unclear on the most up-to-date drill requirements in Tennessee or that drill logs are not keeping pace with changes in expectations.

Next Steps

1 IDENTIFY PRIORITIES FOR SUPPORTING DISTRICTS AND SCHOOLS.

The school security assessment is a valuable instrument for understanding schools' strengths and vulnerabilities, and having access to a comprehensive set of school-level safety data. It also presents a new and important opportunity for cross-departmental collaboration, planning, and targeted support. School safety is a very broad topic that encompasses areas ranging from bullying prevention to hazardous materials

management; therefore, resources must be used thoughtfully. The department and TDOSHS are using these findings to prioritize and develop assistance for schools. For example, both departments are currently in the process of identifying model security practices and developing related training for SROs, with a targeted release date of spring 2019.

2 REVISE EOP AND DRILL LOG TEMPLATES TO ENHANCE PLANNING AND IMPROVE DOCUMENTATION.

Drill logs are important for compliance purposes as well as understanding the response areas in which schools might need additional support. Currently, with no consistent format for documentation, drill logs are often incomplete or inaccurate. The department will create and annually update a standardized form that will assist schools in documenting their compliance in meeting current drill requirements while also providing a structure for reviewing the strengths and potential areas of improvement for each of the drills they conducted.

The department, in collaboration with a state-level safety team, will also revise the EOP template that schools can use to create their safety plans. This template already includes measures that comply with all SAVE Act requirements and features a model preparedness, response, and recovery framework. Nonetheless, it will be expanded to include a broader focus on security practices and procedures and better incorporate specific elements required by state law to ensure that each EOP created using the template is comprehensive. Further, the EOP template will be refined to maximize clarity and usability for all stakeholders.

3 CREATE OPTIONS FOR DELIVERING TRAINING AND GUIDANCE THAT PROVIDE FLEXIBILITY AND BUILD LOCAL CAPACITY.

EOPs are a critical tool for both districts and schools, and templates can provide important guidance; however, their development must be viewed as a process that encourages both educators and first responders to consider the possibility of and prepare for the many types of safety-related situations that may occur in a school setting. Well-crafted, thoughtful, and effective EOPs require an intentional and

inclusive development process. For this reason, the department will take a three-pronged approach to helping districts and schools improve the quality of their planning processes. First, along with the release of an updated EOP template, the department will expand the School Safety Mentor Program to provide districts with direct assistance from regional subject matter experts and practitioners. Second, the

department will maximize the benefits of an SRO by establishing a task force in collaboration with TDOSHS and other law enforcement representatives to better define and support the role of SROs and other first responders in the school safety planning process. Finally, the department will utilize funding received from

a new U.S. Department of Education grant to create or procure a technology-based tool for use by districts and schools. This tool will streamline EOP development, documentation, and training to assist school leaders in fulfilling this important area of responsibility.

4 MONITOR GRANT SPENDING AND RESULTS TO IDENTIFY PROMISING PRACTICES.

The department will track the expenditures and related outcomes of expanded school safety grant funding to identify cost-effective and promising practices for enhancing school safety and preparedness. For example, districts have added 213 SRO positions for the 2018–19 school year using a mix of state grant and local funding. Districts are also using grant funds to address vulnerabilities identified in their

security assessments in numerous ways, such as upgrading surveillance systems and installing shatter-resistant window film. In addition, some districts are using grant funds to improve student access to mental health services. By identifying and tracking the impact of these strategies, the department can help ensure that school safety funding is being utilized as effectively as possible.

5 INTEGRATE SAFETY PLANNING REQUIREMENTS INTO THE SCHOOL APPROVAL PROCESS.

The department uses the State Board of Education school approval process to ensure district and school compliance with important legal and state board rule requirements. The

department will include periodic reviews of both district- and school-level EOPs in the compliance criteria required for school approval.

LOOKING AHEAD

2018 was an important year for Tennessee schools. Following a series of national tragedies, state and community leadership came together to ensure that all students have access to a safe and supportive learning environment. Governor Haslam and the School Safety Working Group's request that every public school in the state participate in a security review provided an opportunity to identify vulnerabilities and areas of potential improvement, as well as establish a baseline for continuous improvement moving forward. The assessments, coupled with significant new funding, have resulted in critically-important dialogue around school safety in communities across the state.

Most experts, including members of the School Safety Working Group, agree that safe schools ultimately require a comprehensive approach that includes not only security and preparedness, but also a broader focus on the school environment and the availability of support services for students, their families, and school staff. As Tennessee moves forward with improvements in the areas of security and preparedness, it is important that this broader focus be a prominent part of the ongoing conversation, and that school safety remain a vital component of ensuring student success in and outside of the classroom.

Notes

1. \$25 million in one-time School Safety and Security Grant funding and \$10 million in recurring Safe Schools Grant funding.
2. Small schools in the sample ranged in enrollment from 8 to 548 students; medium schools' enrollment ranged from 574 to 1,113 students; large schools' enrollment ranged from 1,174 to 2,376 students. Primary schools were defined as schools in which the majority of students served were in grades K–8. Secondary schools were defined as schools in which the majority of students served were in grades 9–12.
3. The upper quartile represents the top 25 percent of schools based on ED population, while the lowest quartile represents the lowest 25 percent of schools based on ED population.
4. We also examined the schools' EOP data by the same demographic subgroups reported in the security assessments section (i.e., size, grade levels served, ED population) but found no significant differences for any of the subgroup comparisons.
5. This requirement only applies to schools in districts within 100 miles of the New Madrid fault line. Therefore, the proportion for the earthquake drills was calculated using only those schools for whom these drills were required.
6. We also examined the schools' drill log data by the same demographic subgroups reported in the security assessments section (i.e., size, grade levels served, ED population) but found no significant differences for any of the subgroup comparisons.

APPENDIX A

Governor's School Safety Working Group

- **Greg Adams**, Chief Operating Officer, Office of the Governor
- **Senator Paul Bailey**
- **Representative David Byrd**
- **Sheriff John Fuson**, Montgomery County Sheriff's Department
- **Senator Dolores Gresham**
- **Mike Herrmann**, Executive Director of Conditions for Learning, Department of Education
- **Sergeant Jeff Hicks**, School Resource Officer Supervisor, Blount County Sheriff's Office
- **Lieutenant General Keith Huber**, U.S. Army, Retired
- **Abbey Kidwell**, Teacher, South Clinton Elementary School, Clinton City Schools
- **Dr. Candice McQueen**, Commissioner, Department of Education
- **Dr. Cindy Minnis**, Lead School Psychologist, Metro Nashville Public Schools
- **Dr. Jack Parton**, Director of Schools, Sevier County Schools
- **David Purkey**, Commissioner, Department of Safety and Homeland Security
- **Dr. Altha Stewart**, University of Tennessee, Incoming President of American Psychiatric Association
- **Dr. Sonia Stewart**, Principal, Pearl-Cohn Entertainment Magnet High School, Metro Nashville Public Schools
- **Marie Williams**, Commissioner, Department of Mental Health and Substance Abuse Services
- **Representative Ryan Williams**

APPENDIX B

Emergency Operations Plan Rubric

	Required Element	Required by T.C.A.?	Requirement Met
1.	Staffing/Accountability		
a	The plan identifies an emergency response team.	T.C.A.	
b	Roles and responsibilities of response team members are identified.		
c	Required training is identified for response team members.		
2.	Planning		
a	The plan is built upon the multi-hazard emergency management cycle used by FEMA and county emergency managers.		
3.	Communication		
a	The plan includes blueprints, schematics, or floor plans.		
b	The plan has procedures for ensuring blueprints, floor plans, etc. are shared with first responders.	T.C.A.	
c	The plan identifies methods for notifying students, staff, and guests within the building when there is a crisis.		
d	The plan identifies methods for communicating with parents during a crisis.	T.C.A.	
e	The plan includes methods for communicating with and managing media.		
f	An emergency contact list, including team members as well as district and community resources, is included.	T.C.A.	
4.	Functional Procedures		
a	The plan identifies procedures for evacuation.	T.C.A.	
b	The plan identifies procedures for reverse evacuation.		
c	The plan identifies procedures for lockdown.	T.C.A.	
d	The plan identifies procedures for shelter-in-place.		
e	The plan identifies procedures for drop, cover, and hold (also known as earthquake drill).		
f	The plan provides information regarding drills of these procedures.		
g	The plan identifies policies and procedures for reunification (controlled release of students following a crisis).		
h	The plan identifies primary and secondary evacuation routes.		
i	The plan addresses procedures for students and staff with functional needs.		
j	The plan identifies relocation sites.		
5.	Security procedures		
a	The plan identifies methods to control access to the school facility.		
b	The plan provides information regarding the process for visitor screening.		
c	The plan provides information regarding how students may report a potentially violent situation.		
d	The plan identifies specific procedures that staff are to follow if made aware of a potential threat to students or the school facility.	T.C.A.	
e	The plan identifies specific roles and responsibilities for school resource officers.	T.C.A.	

APPENDIX C

Drill Log Rubric

	Required Element	Response
1.	Fire Drills	
a	How many fire drills were conducted?	
b	Did they hold at least one fire drill every 30 school days?	
2.	Lockdown Drill	
a	Drill One	
b	What month was this drill conducted?	
c	Was this drill conducted with law enforcement?	
3.	Earthquake Drill (If one of the identified districts)	
a	Drill One	
b	Drill Two	
4.	CPR/AED Drill	
a	Drill One	
5.	Additional Drills	
a	Drill One—What kind of drill was it?	
b	Drill Two—What kind of drill was it?	
c	Drill Three—What kind of drill was it?	

