



STATE OF TENNESSEE

**DEPARTMENT OF EDUCATION**

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**BILL HASLAM**  
GOVERNOR

**CANDICE MCQUEEN**  
COMMISSIONER

**To:** The Honorable Bill Haslam, Governor of Tennessee  
The Honorable Randy McNally, Speaker of the Senate  
The Honorable Beth Harwell, Speaker of the House

**From:** Candice McQueen, commissioner  
Tennessee Department of Education

**Re:** 2015-16 Safe Schools Report

**Date:** February 1, 2017

The Schools Against Violence in Education (SAVE) Act of 2007 (T.C.A. §49-6-801-810) provides that the commissioner of education report annually to the governor and General Assembly concerning "the prevalence of violent and disruptive incidents in the public schools, and the effectiveness of school programs undertaken to reduce violence and assure the safety and security of students and school personnel."

The attached report provides a summary of serious incidents occurring within Tennessee schools as well as an overview of statewide efforts currently underway to ensure the safety of our students and staff.

Questions regarding the report may be directed to Pat Conner, executive director of safe and supportive schools, at (615) 253-0018 or via email at [Pat.Conner@tn.gov](mailto:Pat.Conner@tn.gov).



**TENNESSEE DEPARTMENT OF EDUCATION**

Office of Safe and Supportive Schools  
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**Annual Safe Schools Report**  
(2015-16 School Year)

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Report also available online at:  
<http://www.tn.gov/education/topic/department-reports>

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# Safe Schools Annual Report

## School Year 2015–16

### **Overview**

The Schools Against Violence in Education (SAVE) Act established specific school safety planning and reporting requirements for Tennessee schools and the department of education. The act specifically directs the commissioner of education to provide an annual report to the governor and the General Assembly regarding the ability of schools to provide a safe and supportive learning environment.

The following report identifies the number of serious incidents that occurred in Tennessee schools during the 2015-16 school year as well as a summary of the resources and strategies currently being used in schools and districts across the state.

### ***Serious Incidents in Tennessee Schools***

Serious incidents related to student discipline in Tennessee schools are tracked via the department's student management information system. For the purposes of this report, the department has developed a measure entitled the School Safety Index which encompasses those incidents deemed to be most directly related to the safety and welfare of students including the following:

- Possession of a handgun
- Possession of a rifle or shotgun
- Possession of an explosive or incendiary device
- Possession of a weapon other than a firearm
- Assault of a teacher or staff member
- Assault of a student
- Sexual assault
- Aggravated assault of a teacher or staff member
- Aggravated assault of a student
- Attempted homicide



Below you will find an abbreviated index for Tennessee for the past four years (Figure 1).

*Figure 1: School Safety Index Totals (SY 2009-2016)*

<b>Offense</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
18 Possession of handgun	36	57	66	59	55	61
19 Possession of rifle or shotgun	7	3	3	6	9	14
20 Possession of explosive, incendiary device	34	57	59	27	38	46
22 Possession of weapon other than firearm	1085	1151	1154	1053	962	1101
32 Assault of teacher or staff	886	907	991	1117	1346	1541
33 Assault of student	3097	3338	3727	3437	3180	3643
34 Sexual assault	86	146	124	83	109	81
35 Aggravated assault of teacher or staff	53	78	43	56	36	67
36 Aggravated assault of student	180	263	305	78	69	72

**Please Note:** Bullying and harassment are considered serious issues, but for this report they are not included in the School Safety Index. Please see section on bullying below for further information.

The total numbers of the above incidents that have been reported for the school year are divided by the school's average daily membership to arrive at a

School Safety Index score. The full School Safety Index report, disaggregated by school and district, is attached as **Appendix A**.

### ***Schools Against Violence in Education (SAVE) Act of 2007***

The SAVE Act (T.C.A. § 49-6-801-814) establishes specific and consistent requirements for school districts in providing a safe school environment. The SAVE Act requires school districts in Tennessee to adopt and annually review district and school-level safety plans. Districts are required to complete the self-assessment, reconvene their district emergency operations planning team, review and update their existing district-wide emergency operations plan, and submit as requested an electronic copy in ePlan, Tennessee's online planning and grants management system. ePlan is designed to promote collaboration among stakeholders allowing for easier program monitoring and provides the state the capability to retrieve districts' updated emergency operations plan and the response roster from every district and school.

The SAVE Act requires the commissioner to establish a state-level safety team to assist districts with compliance. As part of the assistance, the state-level safety team met in October 2015 to begin the process of developing an emergency operations plan template for use by districts in preparing their district-level and school-level emergency operations plans. The template outlines the responsibilities of the school district and individual schools in meeting SAVE Act compliance requirements. The final version of the template was released for use by districts in spring 2016. A copy of the new template is provided as **Appendix B**.

In conjunction with the new emergency operations plan template, the state safety team developed a revised plan for submission and review of district-level emergency operations plans. Districts will now be required to submit their plan on a five-year rotation. In 2016-17, thirty districts will be asked to submit their plans for review. Every year thereafter, thirty districts will submit plans for review. Emergency operations plans will continue to be reviewed in collaboration with Homeland Security, the Department of Health, the Department of Mental Health, Commerce and Insurance, and the Tennessee

Emergency Management Association. An abbreviated version of the SAVE Act self-assessment document is provided as **Appendix C**.

### ***Tennessee School Safety Specialist Program***

Acknowledging limited resources and the myriad of issues schools are facing with regard to safety, the department's office of safe and supportive schools unveiled the Tennessee School Safety Specialist Program (TSSSP) in June 2015. The TSSSP provides the SAVE Act contact for districts' ongoing training and information on national and state best practices, as well as exemplary resources for school safety, security, intervention/prevention, and emergency-preparedness planning.

The intent of TSSSP is to ensure that every school district has at least one highly trained person in basic school safety planning and the development of high-quality emergency operations plans. Directors of schools are asked to submit the SAVE Act contact from their district to participate in TSSSP. Participants complete a five-day basic training program to attain the TSSSP recognition. A third cohort of training was conducted in June 2015 and a fourth cohort in June 2016 bringing the total number of school safety specialists to 130.

### ***Federal Emergency Management Grant***

In 2015, the department received an emergency management grant from the U.S. Department of Education. The two-year grant will conclude in March 2017. The goal of the grant is to expand the department's capacity to assist districts in the development and implementation of high-quality school emergency operations plans. A state-level director was hired to provide training and technical assistance to districts on developing and implementing emergency operations plans, implementing National Incident Management System (NIMS), and developing or enhancing memoranda of understanding with community partners.

The grant also provided the opportunity to implement the best practice school safety mentor program. The program provides one-on-one assistance, training and support to school districts on the development of high-quality emergency

operations plans. Drawing from the cadre of highly trained Tennessee school safety specialists, best practice school safety mentors were selected to serve the three grand divisions. A mentor from education is paired with a mentor selected from emergency management. This pairing ensures that districts receive the support necessary to expand and enhance their current initiatives around school safety. The mentor program is unique to Tennessee and has the potential to receive national recognition as a best practice for school safety.

### ***Safe Schools Act of 1998***

The Safe Schools Act of 1998 established a matching grant program for Tennessee schools. Safe schools funds are available to all Tennessee school districts and may be used for a variety of safety and violence prevention activities including school resource officers, security and surveillance equipment, and violence prevention programs. The amount of funding available through this program has remained level at approximately \$4.8 million since 2001. A summary of the grants to individual districts and the purposes for which they are used is attached as **Appendix D**.

In addition to funding for districts, the Safe Schools Act provides a relatively small amount of funding, approximately \$245,000, to the department to support training activities under the auspices of the Tennessee School Safety Center. A summary of the training provided is attached as **Appendix E**.

### ***Bullying***

In 2012, the Tennessee General Assembly adopted legislation (Public Chapter 992) to require the department to “report on the number of bullying cases brought to the attention of school officials during the preceding year and the manner in which they were resolved or the reason they are still pending.”

Pursuant to this provision, the Bullying and Harassment Compliance Report was released in December 2015. Based on the information available, each local education agency (LEA) in Tennessee satisfied the requirements of the state bullying and harassment laws (T.C.A. § 49-6-1014 through § 49-6-1019)

and submitted bullying compliance information on its compliance report form. The 2015 bullying compliance report can be found [here](#).

To support school staff and administrators on bullying, harassment, and applicable state and federal laws, a series of Bullying Policy to Practice trainings were conducted in September 2015 and April 2016. In addition, the department continues to support the availability of certified Olweus Bullying Prevention Trainers. There are currently 88 certified trainers available to support Tennessee schools. A listing of trainers can be found [here](#)

### ***Conflict Resolution and Character Education***

State law T.C.A. § 49-2-118 and § 49-6-1007 requires that the commissioner of education report annually regarding the implementation of conflict resolution and character education programs in Tennessee schools. Based on the SAVE Act self-assessment, conflict resolution programs were used in 401 schools and character education programs were used in 463 schools.

### ***School Security/Law Enforcement Partnerships***

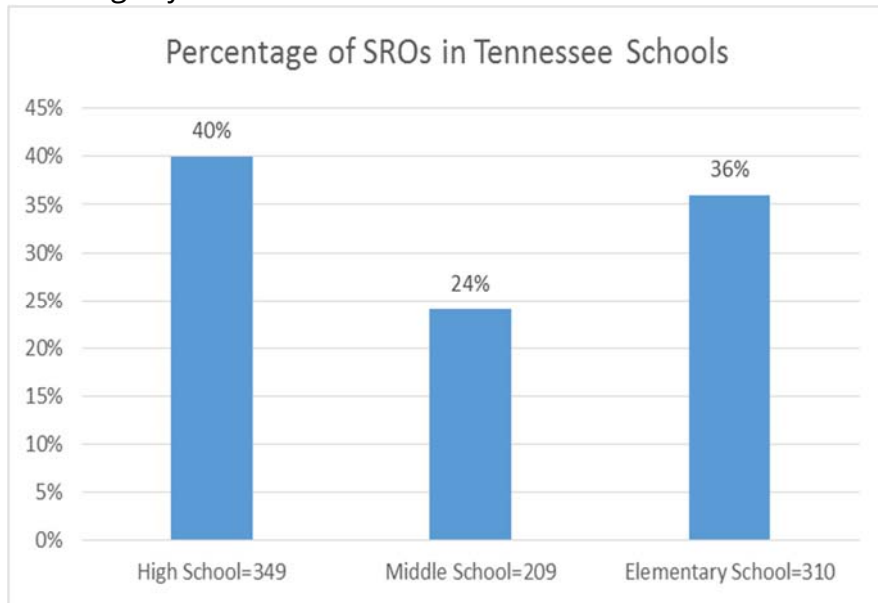
As evidenced by activity across the state, Tennessee schools and communities are reviewing current policies and practices and searching for viable options to enhance the security of schools. The most popular and widely practiced model is the school resource officer (SRO). The first SRO program began in Rutherford County over 20 years ago. A partnership between schools and law enforcement, the SRO is a duly trained and sworn officer of a law enforcement agency whose specific duty assignment is a school. Tennessee SROs are required to receive 40 hours of basic SRO training within the first year of their assignment and a minimum of 16 hours per year afterward. A memorandum of understanding (MOU) between the district and the law enforcement agency is required. Typically, the MOU specifies the role and responsibility of the SRO, how the officer will be selected or assigned to a school, how the position will be funded, and how supervision and training will occur.

Specific SRO responsibilities vary from district to district; however, most SROs follow a community policing model that emphasizes the importance of the

SRO developing positive relationships with students and staff. These officers typically become an important part of the school community.

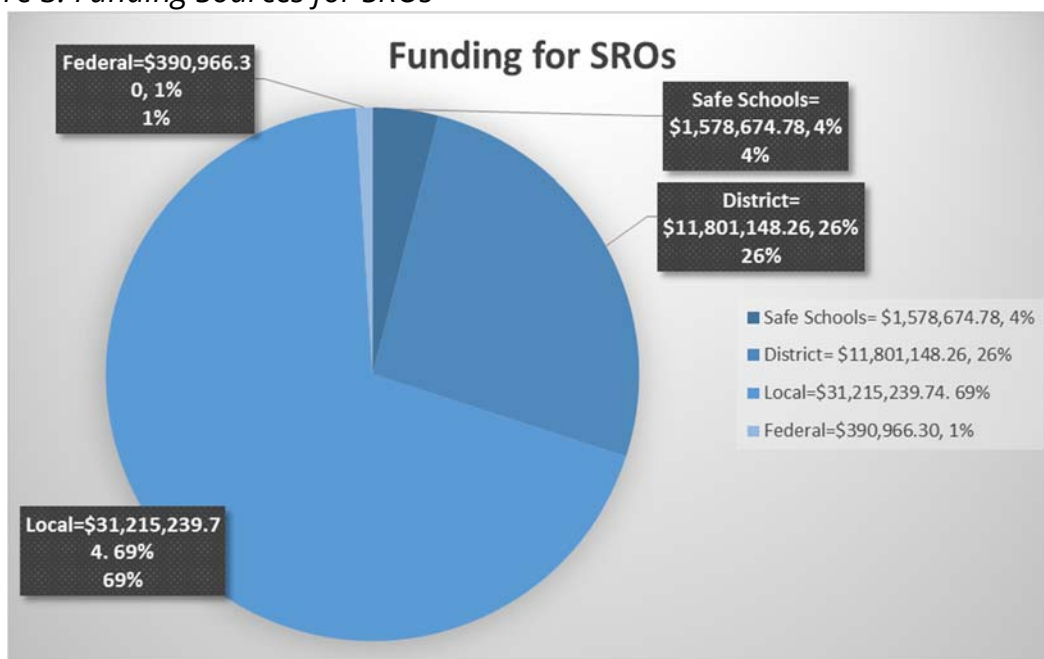
Districts report annually to the department regarding their SRO programs. Figure 2 shows the percentage of SROs assigned to high school, middle school, and elementary schools in the state. A total of 868 full-time equivalent SRO positions were reported.

*Figure 2: Percentage of SROs in Tennessee Schools*



Funding for SROs comes from local government, districts, safe schools grants, and federal funds. The percentages are identified in Figure 3.

Figure 3: Funding Sources for SROs



Compared to the 2013–14 school year there has been a nine percent decrease in the number of SROs assigned to schools. At an estimated cost range of \$40,000 to \$80,000 per officer, many districts and jurisdictions that added officers after the Sandy Hook tragedy found it difficult to maintain the level of funding necessary to continue with the additional SROs.

For those districts that have not been able to find the funds, or in some cases qualified officers, to allow coverage of all schools, alternative partnerships with county and city law enforcement agencies have been expanded. These partnerships secure an ongoing law enforcement presence without the specific assignment of a full-time officer to every school. Examples of this practice include modifications of patrol assignments to include more frequent school visits—sometimes including the use of schools as satellite offices—and the use of reserve or retired officers to provide a basic security presence without implementation of the full SRO model. While not as comprehensive as the traditional SRO model, this option provides school districts with additional support for instances where funding or needs might preclude a full-time SRO.

A second option for some schools and districts has been the use of licensed security guards. Some potential benefits of this model include reduced cost and reduced hiring time. However, some weaknesses of the model are that security guards receive far fewer hours of training than police officers. Additionally, security guards do not have arrest powers beyond that of any citizen of Tennessee and have different investigative authority than police officers.

Pursuant to the School Security Act of 2013, a third option would allow a person employed by districts as a faculty or staff member to carry a firearm on school grounds if the person is: (1) authorized to carry a firearm; (2) has written authorization from the director of schools; (3) is a law enforcement officer or has certain former law enforcement officer service and is in compliance with all standards and training commission regulations; and, (4) has completed 40 hours of basic SRO training. The use of this option is confidential; thus, we are unable to report the extent of usage.

### ***Federal Safe and Supportive Schools Demonstration Grant (S3)***

Tennessee was one of eleven states awarded a Safe and Supportive Schools Demonstration Grant (S3) from the U.S. Department of Education. The overall mission of the S3 project is to ensure safe and supportive learning environments for all students. Research has demonstrated that positive school climate is associated with stronger academic performance, higher graduation rates, decreased incidences of violence, and increased teacher retention.

The S3 grant began in 2010 and ended in 2015. Throughout the life of the grant, \$3.4 million was provided to 26 pilot districts annually for the development of a measurement system to assess conditions for learning, or school climate. Funding was also utilized to implement best practices targeted at improving school climate in three broad areas: (1) engagement, (2) safety, and (3) environment.

Although the S3 grant ended Sept. 30, 2015, the school climate measurement system was sustained and utilized during the 2015-16 school year as a free



resource for schools and districts. There were 16 districts and 98 schools that voluntarily utilized the resource in 2015-16. A more in-depth description of the project, including the measurement constructs and participating districts, is attached in **Appendix F**.

### ***Student Advisory Council Focus Groups***

In the spring of 2016, the department conducted focus groups with 170 students from across the state. These focus groups covered many different topics—notably, we heard what students had to say about coursework, postsecondary preparedness, teachers, and the climate (including safety) of their schools. Student feedback around these topics was collected as part of a qualitative research project that included a final report. The report provides a list of participating schools and a brief overview of the feedback received from each student group on the identified topics. The Student Advisory Council Focus Groups report is included as **Appendix G**.

# **Safe Schools Annual Report**

## **APPENDICES**

# SAFE SCHOOLS ANNUAL REPORT

## APPENDIX A: SCHOOL SAFETY INDEX

**Description:** The SAVE Act states that “the commissioner shall report to the governor and the General Assembly concerning the prevalence of violent and disruptive incidents in the public schools.” To fulfill this legislative mandate, the department has developed the School Safety Index. For each school, the reported sum of school safety incidents is divided by the school’s average daily membership to arrive at a percentage of enrollment or School Safety Index score. A higher index score indicates a relatively higher level of reported incidents. Schools that did not report any of the incidents identified below will not appear in the index:

- Possession of a handgun
- Possession of a rifle or shotgun
- Possession of an explosive or incendiary device
- Possession of a weapon other than a firearm
- Assault of a teacher or staff member
- Assault of a student
- Sexual assault report
- Aggravated assault of a teacher or staff member
- Aggravated assault of a student
- Attempted homicide

DISTRICT_NAME	SCHOOL_NAME	School Safety Incidence(s)	Average Daily Membership (ADM)	Ratio of Incidence(s) to ADM
Anderson County	Anderson County High School	2	1095.89	0.18%
Anderson County	Claxton Elementary	3	494.45	0.61%
Anderson County	Clinton Middle School	2	624.64	0.32%
Anderson County	Clinton High School	2	1092.56	0.18%
Anderson County	Lake City Middle School	2	286.62	0.70%
Anderson County	Norwood Elementary	2	271.76	0.74%
Anderson County	Norwood Middle School	3	179.47	1.67%
Oak Ridge	Linden Elementary	3	427.02	0.70%
Oak Ridge	Oak Ridge High School	9	1340.44	0.67%
Oak Ridge	Robertsville Middle School	3	700.49	0.43%
Oak Ridge	Willow Brook Elementary	2	393.83	0.51%
Bedford County	Shelbyville Central High School	6	1334.78	0.45%
Bedford County	Harris Middle School	1	988.65	0.10%
Bedford County	Community Middle School	1	330.96	0.30%
Bedford County	Learning Way Elementary	1	565.72	0.18%
Bedford County	East Side Elementary	4	411.52	0.97%
Bedford County	Liberty Elementary	2	706.94	0.28%
Benton County	Big Sandy School	2	301.66	0.66%
Bledsoe County	Bledsoe County Middle School	3	379.09	0.79%
Bledsoe County	Mary V Wheeler Elementary	4	210.01	1.90%
Bledsoe County	Pikeville Elementary	1	391.77	0.26%
Blount County	Carpenters Middle School	6	650.74	0.92%
Blount County	Eagleton Middle School	4	323.85	1.24%
Blount County	Eagleton Elementary	1	467.75	0.21%
Blount County	Heritage High School	7	1500.90	0.47%
Blount County	Union Grove Middle School	3	621.18	0.48%
Blount County	Montvale Elementary	3	333.03	0.90%
Blount County	Porter Elementary	1	303.01	0.33%
Blount County	Townsend Elementary	1	119.68	0.84%
Blount County	Walland Elementary School	1	293.04	0.34%
Blount County	William Blount High School	2	1656.85	0.12%
Blount County	Prospect Elementary School	3	384.11	0.78%
Alcoa	Alcoa High School	1	571.45	0.17%
Maryville	Maryville High School	2	1147.52	0.17%
Maryville	Montgomery Ridge Intermediate School	3	765.68	0.39%
Maryville	Maryville Junior High School	2	834.21	0.24%
Maryville	Foothills Elementary	1	513.88	0.19%
Maryville	Coulter Grove Intermediate School	2	736.80	0.27%
Bradley County	Ocoee Middle School	4	1154.42	0.35%
Bradley County	Bradley Central High School	4	1656.88	0.24%
Bradley County	Lake Forest Middle School	1	1034.35	0.10%
Bradley County	Valley View Elementary	1	267.70	0.37%
Bradley County	Walker Valley High School	2	1472.71	0.14%
Bradley County	Parkview Elementary School	1	429.29	0.23%
Cleveland	Arnold Memorial Elementary School	4	395.83	1.01%
Cleveland	Blythe- Bower Elementary	36	513.63	7.01%
Cleveland	Cleveland Middle School	1	1269.72	0.08%
Cleveland	Cleveland High School	5	1390.88	0.36%
Cleveland	Donald P Yates Prim	1	360.65	0.28%
Cleveland	Ernest L Ross	1	357.93	0.28%
Cleveland	George R Stuart	12	434.42	2.76%
Cleveland	Mayfield Elementary	4	520.03	0.77%
Campbell County	Campbell County Comprehensive High School	4	1262.87	0.32%
Campbell County	Elk Valley Elementary	1	106.29	0.94%
Campbell County	Jacksboro Elementary	5	508.10	0.98%
Campbell County	Jacksboro Middle School	12	514.11	2.33%
Campbell County	Jellico High School	1	357.80	0.28%
Campbell County	LaFollette Elementary School	22	631.83	3.48%
Campbell County	White Oak Elementary	1	145.33	0.69%
Cannon County	Cannon County High School	8	584.45	1.37%
Cannon County	Woodbury Grammar	2	391.55	0.51%
Cannon County	Woodland Elementary	2	348.65	0.57%
West Carroll Sp Dist	West Carroll Junior/Senior High School	5	443.04	1.13%
Carter County	Central Elementary	1	263.43	0.38%
Carter County	Hampton Elementary	1	591.33	0.17%
Carter County	Happy Valley Middle School	1	418.32	0.24%
Carter County	Unaka High School	3	260.34	1.15%
Elizabethton	Elizabethton High School	8	808.88	0.99%
Elizabethton	T A Dugger Junior High School	3	559.72	0.54%
Cheatham County	Ashland City Elementary	7	411.33	1.70%
Cheatham County	Cheatham Co Central	4	628.57	0.64%
Cheatham County	Cheatham Middle School	37	618.13	5.99%

Cheatham County	East Cheatham Elementary	20	388.30	5.15%
Cheatham County	Harpeth Middle School	33	549.44	6.01%
Cheatham County	Harpeth High School	4	568.40	0.70%
Cheatham County	Kingston Springs Elementary	4	380.63	1.05%
Cheatham County	Pegram Elementary	1	266.28	0.38%
Cheatham County	Sycamore Middle School	6	760.12	0.79%
Cheatham County	Riverside Academy	1	28.06	3.56%
Claiborne County	Forge Ridge School	3	275.18	1.09%
Claiborne County	H. Y. Livesay Middle School	3	263.98	1.14%
Claiborne County	Cumberland Gap High School	1	560.74	0.18%
Claiborne County	Claiborne High School	3	710.76	0.42%
Claiborne County	Tazewell-New Tazewell Elementary	3	460.46	0.65%
Clay County	Celina K-8	3	552.32	0.54%
Cocke County	Cocke Co High School	3	1160.29	0.26%
Cocke County	Cosby Elementary	1	516.17	0.19%
Cocke County	Grassy Fork Elementary	2	86.98	2.30%
Newport	Newport Grammar School	17	697.76	2.44%
Coffee County	Coffee County Central High School	13	1271.97	1.02%
Coffee County	New Union Elementary	3	310.75	0.97%
Manchester	College Street Elementary	1	443.67	0.23%
Manchester	Westwood Elementary	4	489.39	0.82%
Tullahoma	Bel Aire Elementary	1	346.25	0.29%
Tullahoma	East Middle School	2	365.08	0.55%
Tullahoma	Tullahoma High School	10	1032.57	0.97%
Crockett County	Crockett County Middle School	8	573.79	1.39%
Cumberland County	Frank P. Brown Elementary	3	467.08	0.64%
Cumberland County	Crab Orchard Elementary	1	401.72	0.25%
Cumberland County	Cumberland County High School	1	982.16	0.10%
Cumberland County	North Cumberland Elementary	2	636.58	0.31%
Davidson County	A. Z. Kelley Elementary	6	730.23	0.82%
Davidson County	Alex Green Elementary	4	299.49	1.34%
Davidson County	Amqui Elementary	38	546.19	6.96%
Davidson County	Antioch High School	21	2061.17	1.02%
Davidson County	Antioch Middle	18	732.00	2.46%
Davidson County	Apollo Middle	11	786.97	1.40%
Davidson County	Bailey Middle	64	394.22	16.23%
Davidson County	Moses McKissack Middle	7	349.98	2.00%
Davidson County	Bellevue Middle	12	645.22	1.86%
Davidson County	Bellshire Elementary	24	436.91	5.49%
Davidson County	Nashville Big Picture High School	1	174.43	0.57%
Davidson County	Buena Vista Elementary	15	285.86	5.25%
Davidson County	Cane Ridge High School	28	1690.44	1.66%
Davidson County	Caldwell Elementary	1	365.99	0.27%
Davidson County	Cane Ridge Elementary	11	1043.76	1.05%
Davidson County	Chadwell Elementary	3	365.99	0.82%
Davidson County	Charlotte Park Elementary	1	433.80	0.23%
Davidson County	Cockrill Elementary	3	370.66	0.81%
Davidson County	W.A. Bass Alternative Learning Center	3	61.00	4.92%
Davidson County	Cole Elementary	4	755.98	0.53%
Davidson County	Hattie Cotton Elementary	1	293.57	0.34%
Davidson County	Croft Middle	3	675.04	0.44%
Davidson County	Cumberland Elementary	7	472.06	1.48%
Davidson County	Dan Mills Elementary	1	482.95	0.21%
Davidson County	Dodson Elementary	3	419.51	0.72%
Davidson County	Donelson Middle	14	709.60	1.97%
Davidson County	DuPont Tyler Middle	14	563.20	2.49%
Davidson County	DuPont Hadley Middle	13	631.12	2.06%
Davidson County	East Nashville Magnet High School	13	1115.12	1.17%
Davidson County	Thomas A. Edison Elementary	4	615.45	0.65%
Davidson County	Fall-Hamilton Elementary	8	257.93	3.10%
Davidson County	Gateway Elementary	10	292.11	3.42%
Davidson County	Glenclyff High School	26	1393.97	1.87%
Davidson County	Glenview Elementary	8	616.37	1.30%
Davidson County	Goodlettsville Elementary	4	334.62	1.20%
Davidson County	Goodlettsville Middle	19	485.69	3.91%
Davidson County	Gower Elementary	3	658.36	0.46%
Davidson County	Gra-Mar Middle	14	367.11	3.81%
Davidson County	H. G. Hill Middle	11	615.32	1.79%
Davidson County	Haynes Middle	7	267.47	2.62%
Davidson County	Haywood Elementary	1	831.76	0.12%
Davidson County	Head Middle	3	577.95	0.52%
Davidson County	Hermitage Elementary	1	297.31	0.34%
Davidson County	Hickman Elementary	4	495.44	0.81%
Davidson County	Meigs Middle	1	680.14	0.15%
Davidson County	Hillsboro High	14	1223.34	1.14%

Davidson County	Hillwood High	20	1143.65	1.75%
Davidson County	Hume - Fogg High	1	895.69	0.11%
Davidson County	Hunters Lane High	29	1577.99	1.84%
Davidson County	Inglewood Elementary	21	229.22	9.16%
Davidson County	Isaac Litton Middle	7	476.76	1.47%
Davidson County	J. E. Moss Elementary	9	788.85	1.14%
Davidson County	Jere Baxter Middle	18	336.77	5.34%
Davidson County	Joelton Elementary	6	239.96	2.50%
Davidson County	Joelton Middle	28	408.45	6.86%
Davidson County	John Early Middle	16	423.93	3.77%
Davidson County	Jones Elementary	3	331.31	0.91%
Davidson County	John B. Whitsitt Elementary	6	480.04	1.25%
Davidson County	John F. Kennedy Middle	1	769.86	0.13%
Davidson County	John Overton High	14	1848.60	0.76%
Davidson County	Robert E. Lillard Elementary	19	382.24	4.97%
Davidson County	Kirkpatrick Elementary	1	151.73	0.66%
Davidson County	Lakeview Elementary	6	587.49	1.02%
Davidson County	Lockeland Elementary	1	294.75	0.34%
Davidson County	Maplewood High	36	949.35	3.79%
Davidson County	Margaret Allen Middle	8	473.69	1.69%
Davidson County	McGavock Elementary	1	249.12	0.40%
Davidson County	McGavock High	51	2259.80	2.26%
Davidson County	McMurray Middle	6	804.59	0.75%
Davidson County	John Trotwood Moore Middle	13	619.36	2.10%
Davidson County	Mount View Elementary	5	670.73	0.75%
Davidson County	Napier Elementary	18	318.29	5.66%
Davidson County	Nashville School Of The Arts	2	596.25	0.34%
Davidson County	Neely's Bend Elementary	10	395.84	2.53%
Davidson County	Neely's Bend Middle	14	387.45	3.61%
Davidson County	William Henry Oliver Middle	5	770.00	0.65%
Davidson County	Paragon Mills Elementary	3	793.49	0.38%
Davidson County	Park Avenue Elementary	1	413.90	0.24%
Davidson County	Pearl-Cohn High	23	729.84	3.15%
Davidson County	Percy Priest Elementary	5	527.77	0.95%
Davidson County	Rose Park Middle	11	436.58	2.52%
Davidson County	Rosebank Elementary	11	243.41	4.52%
Davidson County	Ruby Major Elementary	1	608.28	0.16%
Davidson County	May Werthan Shayne Elementary School	2	713.26	0.28%
Davidson County	Shwab Elementary	3	253.76	1.18%
Davidson County	Stanford Elementary	1	284.21	0.35%
Davidson County	Robert Churchwell Elementary	11	412.01	2.67%
Davidson County	Stratford STEM Magnet School	20	676.95	2.95%
Davidson County	Madison Middle	38	600.26	6.33%
Davidson County	Stratton Elementary	8	593.14	1.35%
Davidson County	Sylvan Park Elementary	4	452.98	0.88%
Davidson County	Thurgood Marshall Middle	6	793.37	0.76%
Davidson County	Tom Joy Elementary	10	405.86	2.46%
Davidson County	Tusculum Elementary	3	689.12	0.44%
Davidson County	Two Rivers Middle	29	510.93	5.68%
Davidson County	Una Elementary	15	845.33	1.77%
Davidson County	Carter-Lawrence Elementary	8	332.15	2.41%
Davidson County	Warner Elementary	29	317.36	9.14%
Davidson County	West End Middle	6	471.57	1.27%
Davidson County	Westmeade Elementary	7	501.81	1.39%
Davidson County	Creswell Middle Prep School of the Arts	7	427.86	1.64%
Davidson County	Whites Creek High	10	672.81	1.49%
Davidson County	Wright Middle	34	747.92	4.55%
Davidson County	MNPS Middle School ALC	9	76.36	11.79%
Davidson County	Johnson Alternative Learning Center	4	74.22	5.39%
Davidson County	The Cohn Learning Center	9	92.59	9.72%
Davidson County	Smith Springs Elementary School	11	472.38	2.33%
Davidson County	Waverly-Belmont Elementary School	10	286.85	3.49%
Davidson County	K I P P Academy Nashville	1	365.93	0.27%
Davidson County	New Vision Academy	1	190.25	0.53%
Davidson County	Liberty Collegiate Academy	3	452.73	0.66%
Davidson County	STEM Prep Academy	1	412.29	0.24%
Davidson County	Nashville Prep	2	409.60	0.49%
Davidson County	Cameron College Preparatory	17	592.03	2.87%
Davidson County	Knowledge Academy	2	290.41	0.69%
Davidson County	LEAD Prep Southeast	3	387.03	0.78%
Davidson County	KIPP Nashville College Prep	4	263.57	1.52%
Davidson County	Nashville Classical	5	231.21	2.16%
Davidson County	Valor Flagship Academy	2	266.80	0.75%
Davidson County	Purpose Prep	9	245.09	3.67%
Davidson County	Rocketship Nashville Northeast Elementary	101	472.52	21.37%

Davidson County	Explore Community School	5	86.71	5.77%
Davidson County	Knowledge Academies High School	1	84.15	1.19%
Davidson County	Rocketship United	11	362.22	3.04%
Davidson County	Valor Voyager Academy	1	229.68	0.44%
Davidson County	Strive Collegiate Academy	1	117.20	0.85%
Decatur County	Riverside High School	1	452.06	0.22%
DeKalb County	De Kalb County High School	7	799.72	0.88%
DeKalb County	DeKalb Middle School	4	526.74	0.76%
DeKalb County	Northside Elementary	2	644.60	0.31%
Dickson County	Creek Wood High School	1	932.17	0.11%
Dickson County	Dickson Middle School	2	1169.39	0.17%
Dickson County	Dickson County High School	3	1512.16	0.20%
Dickson County	W James Middle School	1	274.99	0.36%
Dyer County	Northview Middle School	2	458.42	0.44%
Dyer County	Three Oaks Middle School	1	473.76	0.21%
Dyersburg	Dyersburg High School	9	782.03	1.15%
Fayette County	East Jr. High School	1	359.92	0.28%
Fayette County	Fayette Ware Comprehensive High School	2	840.98	0.24%
Fayette County	La Grange Moscow Elementary	2	246.99	0.81%
Fayette County	Oakland Elementary	1	561.81	0.18%
Fayette County	West Junior High School	16	382.05	4.19%
Fayette County	Buckley-Carpenter Elementary School	9	539.26	1.67%
Fentress County	Clarkrange High School	1	294.24	0.34%
Franklin County	Clark Memorial School	2	476.91	0.42%
Franklin County	Decherd Elementary	1	350.03	0.29%
Franklin County	Franklin Co High School	11	1446.14	0.76%
Franklin County	Huntland School	1	735.08	0.14%
Franklin County	North Middle School	1	672.15	0.15%
Franklin County	South Middle School	4	390.86	1.02%
Trenton	Peabody High School	1	376.78	0.27%
Trenton	Trenton Middle School	2	391.25	0.51%
Gibson Co Sp Dist	Medina Middle School	6	1135.16	0.53%
Giles County	Elkton Elementary	1	269.98	0.37%
Giles County	Giles Co High School	3	834.73	0.36%
Giles County	Minor Hill School	2	352.60	0.57%
Giles County	Richland School	1	702.04	0.14%
Giles County	Southside Elementary	3	436.91	0.69%
Greene County	Camp Creek Elementary	1	278.18	0.36%
Greene County	Chuckey Doak Middle School	1	426.35	0.23%
Greene County	Chuckey Doak High School	1	625.96	0.16%
Greene County	Debusk Elementary	2	341.12	0.59%
Greene County	Doak Elementary	2	506.53	0.39%
Greene County	McDonald Elementary	1	333.40	0.30%
Greene County	Nolachuckey Elementary	1	312.24	0.32%
Greene County	North Greene High School	4	398.96	1.00%
Greene County	Ottway Elementary	3	243.96	1.23%
Greene County	South Greene High School	2	492.69	0.41%
Greeneville	Greeneville High School	3	874.73	0.34%
Greeneville	Highland Elementary	6	173.37	3.46%
Hamblen County	Fairview Marguerite	4	520.94	0.77%
Hamblen County	Hillcrest Elementary	1	557.80	0.18%
Hamblen County	Manley Elementary	3	530.44	0.57%
Hamblen County	Lincoln Heights Elementary	2	495.91	0.40%
Hamblen County	Union Heights Elementary	1	272.32	0.37%
Hamblen County	Morristown East High	5	1429.01	0.35%
Hamblen County	Morristown West High	8	1484.85	0.54%
Hamilton County	Allen Elementary	2	615.29	0.33%
Hamilton County	Alpine Crest Elementary	3	293.29	1.02%
Hamilton County	Battle Academy For Teaching Learning	2	336.10	0.60%
Hamilton County	Bess T Shepherd Elementary	1	529.99	0.19%
Hamilton County	Brainerd High School	15	512.47	2.93%
Hamilton County	Tommie F. Brown International Academy	2	279.00	0.72%
Hamilton County	Brown Middle School	13	440.03	2.95%
Hamilton County	Central High School	3	915.10	0.33%
Hamilton County	Normal Park Museum Magnet School	2	797.97	0.25%
Hamilton County	Chatt High Center For Creative Arts	1	588.43	0.17%
Hamilton County	Chattanooga School For The Arts And Science CSAS Lower	1	361.84	0.28%
Hamilton County	Clifton Hills Elementary	1	518.84	0.19%
Hamilton County	McConnell Elementary	1	471.93	0.21%
Hamilton County	Dalewood Middle School	6	306.63	1.96%
Hamilton County	Dupont Elementary	1	388.44	0.26%
Hamilton County	East Hamilton School	2	1705.65	0.12%
Hamilton County	East Lake Elementary	15	580.37	2.58%
Hamilton County	East Lake Academy Of Fine Arts	3	574.61	0.52%
Hamilton County	East Ridge Elementary	10	953.38	1.05%

Hamilton County	East Ridge High School	4	775.60	0.52%
Hamilton County	East Ridge Middle School	37	703.76	5.26%
Hamilton County	Barger Academy	14	399.98	3.50%
Hamilton County	Hunter Middle School	1	769.99	0.13%
Hamilton County	Hardy Elementary School	15	434.43	3.45%
Hamilton County	Loftis Middle School	5	591.12	0.85%
Hamilton County	Hixson Elementary	12	449.33	2.67%
Hamilton County	Hixson High School	10	891.18	1.12%
Hamilton County	Hixson Middle School	20	666.20	3.00%
Hamilton County	Hillcrest Elementary	1	284.96	0.35%
Hamilton County	The Howard School	10	709.14	1.41%
Hamilton County	Ooltewah Middle School	8	764.64	1.05%
Hamilton County	Lakeside Academy	1	414.80	0.24%
Hamilton County	Ooltewah High School	10	1512.46	0.66%
Hamilton County	Chattanooga School For The Liberal Arts	1	431.33	0.23%
Hamilton County	Lookout Valley Middle / High School	1	349.57	0.29%
Hamilton County	Red Bank Elementary	3	637.24	0.47%
Hamilton County	Red Bank High School	4	743.38	0.54%
Hamilton County	Red Bank Middle School	2	587.40	0.34%
Hamilton County	Rivermont Elementary	1	166.13	0.60%
Hamilton County	Sale Creek Middle / High School	1	536.08	0.19%
Hamilton County	Sequoyah High School	3	342.27	0.88%
Hamilton County	Orchard Knob Middle	10	402.51	2.48%
Hamilton County	Snow Hill Elementary	1	507.86	0.20%
Hamilton County	Soddy Daisy High School	5	1164.38	0.43%
Hamilton County	Soddy Daisy Middle School	1	473.44	0.21%
Hamilton County	Soddy Elementary	2	354.79	0.56%
Hamilton County	Spring Creek Elementary	4	704.47	0.57%
Hamilton County	Tyner Academy	3	544.47	0.55%
Hamilton County	Tyner Middle Academy	3	456.25	0.66%
Hamilton County	Thrasher Elementary	8	578.56	1.38%
Hamilton County	Lookout Valley Elementary	1	266.82	0.37%
Hamilton County	Woodmore Elementary	3	319.02	0.94%
Hamilton County	Wallace A. Smith Elementary	1	633.51	0.16%
Hamilton County	Ivy Academy, Inc.	3	186.78	1.61%
Hamilton County	Chattanooga Charter School of Excellence	5	395.53	1.26%
Hardeman County	Bolivar Elementary	2	712.02	0.28%
Hardeman County	Bolivar Middle School	1	343.83	0.29%
Hardeman County	Central High School	4	780.52	0.51%
Hardeman County	Grand Junction Elementary	1	151.98	0.66%
Hardeman County	Middleton Elementary	3	361.17	0.83%
Hardeman County	Middleton High School	1	510.55	0.20%
Hardeman County	Whiteville Elementary	1	249.33	0.40%
Hardin County	Hardin County High School	3	1075.71	0.28%
Hardin County	Hardin County Middle School	13	728.58	1.78%
Hardin County	East Hardin Elementary	2	325.83	0.61%
Hardin County	Northside Elementary	5	405.81	1.23%
Hardin County	Parris South Elementary	19	455.32	4.17%
Hardin County	Pickwick Southside School	9	208.38	4.32%
Hardin County	West Hardin Elementary	2	191.49	1.04%
Hawkins County	Bulls Gap School	1	359.29	0.28%
Hawkins County	Cherokee High School	12	1110.76	1.08%
Hawkins County	Church Hill Intermediate School	4	387.02	1.03%
Hawkins County	Church Hill Middle School	3	418.46	0.72%
Hawkins County	Clinch School	2	147.93	1.35%
Hawkins County	Mt Carmel Elementary	1	277.78	0.36%
Hawkins County	Hawkins Elementary	1	326.43	0.31%
Hawkins County	Rogersville Middle School	3	496.89	0.60%
Hawkins County	St Clair Elementary	1	180.30	0.55%
Hawkins County	Surgoinsville Elementary	1	410.26	0.24%
Hawkins County	Surgoinsville Middle School	3	322.39	0.93%
Hawkins County	Volunteer High School	1	1133.84	0.09%
Haywood County	East Side Elementary	1	423.31	0.24%
Haywood County	Haywood High School	4	879.08	0.46%
Haywood County	Haywood Middle School	1	627.10	0.16%
Henderson County	Lexington High School	2	913.36	0.22%
Henderson County	Scotts Hill Elementary	1	312.62	0.32%
Henderson County	Scotts Hill High School	6	478.88	1.25%
Henry County	Dorothy And Noble Harrelson School	1	502.84	0.20%
Henry County	Henry Elementary	3	333.69	0.90%
Henry County	Henry Co High School	3	968.32	0.31%
Paris	W O Inman Middle School	1	504.65	0.20%
Paris	Paris Elementary	7	595.93	1.17%
Hickman County	East Hickman Intermediate School	1	394.69	0.25%
Hickman County	East Hickman Middle School	7	401.89	1.74%



Hickman County	East Hickman High School	15	557.66	2.69%
Hickman County	Hickman Co Middle School	2	353.65	0.57%
Humphreys County	Lakeview Elementary	1	330.48	0.30%
Humphreys County	Mc Ewen Elementary	7	421.30	1.66%
Humphreys County	Mc Ewen Middle School	1	225.32	0.44%
Humphreys County	Mc Ewen High School	3	306.28	0.98%
Humphreys County	Waverly Central High School	4	568.97	0.70%
Humphreys County	Waverly Elementary	2	435.75	0.46%
Humphreys County	Waverly Jr High School	2	498.80	0.40%
Jackson County	Jackson County High School	1	467.07	0.21%
Jackson County	Jackson County Middle School	2	438.29	0.46%
Jefferson County	Jefferson Elementary	4	489.70	0.82%
Jefferson County	Jefferson Co High School	2	2046.64	0.10%
Jefferson County	New Market Elementary	4	332.32	1.20%
Jefferson County	Piedmont Elementary	1	369.82	0.27%
Johnson County	Johnson Co Middle School	1	299.14	0.33%
Johnson County	Roan Creek Elementary	1	416.28	0.24%
Knox County	Amherst Elementary School	4	731.39	0.55%
Knox County	Richard Yoakley School	20	65.51	30.53%
Knox County	Austin East High/Magnet	6	551.71	1.09%
Knox County	Ball Camp Elementary	4	571.09	0.70%
Knox County	Bearden Middle School	10	1167.81	0.86%
Knox County	Bearden High School	6	1967.27	0.30%
Knox County	Beaumont Elementary/Magnet	20	497.69	4.02%
Knox County	Brickey McCloud Elementary	2	942.22	0.21%
Knox County	Carter Elementary	2	554.67	0.36%
Knox County	Carter High School	4	851.78	0.47%
Knox County	Carter Middle School	4	805.90	0.50%
Knox County	Cedar Bluff Elementary	12	1101.19	1.09%
Knox County	Cedar Bluff Middle School	1	612.78	0.16%
Knox County	Central High School	10	1099.84	0.91%
Knox County	Copper Ridge Elementary	5	516.29	0.97%
Knox County	Chilhowee Intermediate	1	282.53	0.35%
Knox County	Corryton Elementary	8	210.63	3.80%
Knox County	Dogwood Elementary	10	619.52	1.61%
Knox County	Christenberry Elementary	5	469.10	1.07%
Knox County	South Doyle High School	6	1105.41	0.54%
Knox County	A L Lotts Elementary	3	844.00	0.36%
Knox County	South Doyle Middle School	28	1013.50	2.76%
Knox County	East Knox Elementary	8	414.05	1.93%
Knox County	Farragut High School	3	1693.01	0.18%
Knox County	Fountain City Elementary	5	359.12	1.39%
Knox County	Fulton High School	2	885.36	0.23%
Knox County	Gibbs Elementary	1	785.60	0.13%
Knox County	Halls Elementary	3	736.17	0.41%
Knox County	Green Magnet Math And Science Academy	7	339.94	2.06%
Knox County	Halls High School	2	1164.15	0.17%
Knox County	Gresham Middle School	7	813.58	0.86%
Knox County	Halls Middle School	2	1091.57	0.18%
Knox County	Holston Middle School	11	885.51	1.24%
Knox County	Inskip Elementary	20	500.34	4.00%
Knox County	Karns Elementary	3	1134.92	0.26%
Knox County	Karns Middle School	2	1441.74	0.14%
Knox County	Knox Adaptive Education Center	2	13.44	14.88%
Knox County	Maynard Elementary	7	157.55	4.44%
Knox County	Mt Olive Elementary	6	262.53	2.29%
Knox County	New Hopewell Elementary	5	257.70	1.94%
Knox County	Norwood Elementary	5	583.91	0.86%
Knox County	Powell Elementary	2	889.46	0.22%
Knox County	Powell Middle School	3	873.53	0.34%
Knox County	Powell High School	1	1273.09	0.08%
Knox County	Northwest Middle School	6	841.75	0.71%
Knox County	Ritta Elementary	1	563.71	0.18%
Knox County	Pleasant Ridge Elementary	1	352.53	0.28%
Knox County	Pond Gap Elementary	14	344.35	4.07%
Knox County	Sarah Moore Greene Magnet Technology Academy	22	542.99	4.05%
Knox County	Shannondale Elementary	7	399.09	1.75%
Knox County	South Knox Elementary	4	142.92	2.80%
Knox County	Spring Hill Elementary	1	440.83	0.23%
Knox County	Vine Middle/Magnet	7	311.10	2.25%
Knox County	West High School	3	1324.39	0.23%
Knox County	West Valley Middle School	1	1191.07	0.08%
Knox County	West View Elementary	2	198.32	1.01%
Knox County	Whittle Springs Middle School	10	515.77	1.94%
Knox County	L N STEM Academy	2	530.61	0.38%

Knox County	Northshore Elementary School	4	929.65	0.43%
Knox County	Emerald Academy	43	124.22	34.62%
Lake County	Lake Co High School	3	214.40	1.40%
Lake County	Margaret Newton Elementary	2	202.65	0.99%
Lauderdale County	Halls Junior High School	1	235.42	0.42%
Lauderdale County	Ripley Middle School	2	637.60	0.31%
Lauderdale County	Ripley High School	4	827.25	0.48%
Lauderdale County	Ripley Elementary	1	668.53	0.15%
Lawrence County	Lawrence Co High School	1	1059.95	0.09%
Lawrence County	New Prospect Elementary	1	388.60	0.26%
Lewis County	Lewis County Middle School	9	416.84	2.16%
Lewis County	Lewis Co High School	2	520.99	0.38%
Lewis County	Lewis County Intermediate School	1	397.95	0.25%
Lincoln County	Lincoln County Ninth Grade Academy	1	289.53	0.35%
Lincoln County	Flintville School	1	496.90	0.20%
Lincoln County	Highland Rim School	1	658.96	0.15%
Lincoln County	Lincoln County High School	1	971.99	0.10%
Lincoln County	Unity School	2	385.96	0.52%
Fayetteville	Fayetteville Middle School	1	445.04	0.22%
Loudon County	Ft Loudoun Middle School	1	336.91	0.30%
Loudon County	Greenback School	2	632.49	0.32%
Loudon County	Loudon Elementary	2	426.22	0.47%
Loudon County	Philadelphia Elementary	1	466.00	0.21%
Lenoir City	Lenoir City High School	24	1119.49	2.14%
Lenoir City	Lenoir City Intermediate/Middle School	3	611.59	0.49%
McMinn County	Central High School	1	710.48	0.14%
McMinn County	McMinn High School	2	1474.74	0.14%
McMinn County	Riceville Elementary	4	605.63	0.66%
Etowah	Etowah Elementary	1	348.27	0.29%
McNairy County	Adamsville Junior / Senior High School	4	764.18	0.52%
McNairy County	Bethel Springs Elementary	1	468.43	0.21%
McNairy County	McNairy Central High School	6	744.10	0.81%
McNairy County	Selmer Elementary	2	458.62	0.44%
McNairy County	Selmer Middle School	6	403.01	1.49%
Macon County	Macon County Junior High School	3	645.84	0.46%
Macon County	Macon County High School	8	901.97	0.89%
Madison County	Alexander Elementary School	19	315.03	6.03%
Madison County	Arlington Elementary School	9	574.52	1.57%
Madison County	Denmark Elementary	5	300.55	1.66%
Madison County	I B Tigrett Middle School	8	459.23	1.74%
Madison County	Isaac Lane Technology Magnet Elementary	3	409.03	0.73%
Madison County	Jackson Central-Merry Academy of Medical Technology High School	6	525.21	1.14%
Madison County	Liberty Technology Magnet High School	5	791.66	0.63%
Madison County	Lincoln Elementary School	11	366.17	3.00%
Madison County	Madison Academic Magnet High School	1	522.86	0.19%
Madison County	Malesus Elementary	1	359.35	0.28%
Madison County	North Side High School	12	986.63	1.22%
Madison County	Northeast Middle School	5	777.27	0.64%
Madison County	Nova Elementary	2	389.28	0.51%
Madison County	Rose Hill Middle School	10	424.54	2.36%
Madison County	Pope School	1	436.59	0.23%
Madison County	South Side High School	1	729.19	0.14%
Madison County	Thelma Barker Elementary	6	712.66	0.84%
Madison County	Parkview Learning Center	1	54.67	1.83%
Madison County	West-Bemis Middle School	2	418.80	0.48%
Madison County	East Elementary School	2	392.78	0.51%
Madison County	North Parkway Middle School	1	489.50	0.20%
Madison County	Jackson Career Technology Magnet Elementary	14	357.83	3.91%
Madison County	Andrew Jackson Elementary School	7	542.18	1.29%
Marion County	Jasper Elementary School	3	658.01	0.46%
Marion County	Jasper Middle School	6	526.22	1.14%
Marion County	Marion Co High School	5	498.79	1.00%
Marion County	South Pittsburg Elementary	3	462.11	0.65%
Marion County	Whitwell Elementary	2	471.81	0.42%
Marion County	Whitwell Middle School	1	372.25	0.27%
Marshall County	Cornersville Elementary	2	399.67	0.50%
Marshall County	Cornersville School	1	440.23	0.23%
Marshall County	Forrest School	1	778.04	0.13%
Marshall County	Lewisburg Middle School	1	440.17	0.23%
Marshall County	Marshall Elementary	14	466.42	3.00%
Marshall County	Marshall Co High School	11	845.95	1.30%
Marshall County	Oak Grove Elementary	1	434.06	0.23%
Marshall County	Westhills Elementary	5	604.93	0.83%
Maury County	J. R. Baker Elementary	2	264.92	0.75%
Maury County	J. Brown Elementary	1	315.45	0.32%

Maury County	Columbia Central High School	31	1300.13	2.38%
Maury County	Culleoka Unit School	11	981.77	1.12%
Maury County	E. A. Cox Middle School	30	725.27	4.14%
Maury County	Hampshire Unit School	3	359.26	0.84%
Maury County	Highland Park Elementary	1	292.94	0.34%
Maury County	McDowell Elementary	1	328.56	0.30%
Maury County	J E Woody Elementary	1	498.95	0.20%
Maury County	Mt. Pleasant Middle Visual Perform. Arts	7	409.49	1.71%
Maury County	Mt Pleasant High School	4	355.14	1.13%
Maury County	R Howell Elementary	6	596.20	1.01%
Maury County	Riverside Elementary	3	385.44	0.78%
Maury County	Santa Fe Unit School	3	612.86	0.49%
Maury County	Spring Hill High School	18	1032.65	1.74%
Maury County	Whitthorne Middle School	16	951.90	1.68%
Maury County	Spring Hill Middle School	12	798.98	1.50%
Meigs County	Meigs County High School	3	537.75	0.56%
Monroe County	Madisonville Intermediate School	3	549.90	0.55%
Monroe County	Madisonville Middle School	1	566.71	0.18%
Monroe County	Madisonville Primary	1	474.62	0.21%
Monroe County	Tellico Plains High School	1	455.83	0.22%
Monroe County	Vonore Middle School	1	296.79	0.34%
Sweetwater	Brown Intermediate School	5	332.64	1.50%
Sweetwater	Sweetwater Jr High School	4	344.55	1.16%
Montgomery County	Burt Elementary	14	347.39	4.03%
Montgomery County	Byrns L Darden Elementary	1	534.86	0.19%
Montgomery County	Kenwood Middle School	30	855.36	3.51%
Montgomery County	Kenwood High School	14	1083.61	1.29%
Montgomery County	Montgomery Central Elementary	2	421.72	0.47%
Montgomery County	Montgomery Central High School	15	1023.05	1.47%
Montgomery County	Clarksville High School	1	1321.03	0.08%
Montgomery County	Glenellen Elementary	11	967.49	1.14%
Montgomery County	Cumberland Hghts Elementary	4	611.10	0.65%
Montgomery County	East Montgomery Elementary	2	618.51	0.32%
Montgomery County	Liberty Elementary	1	734.81	0.14%
Montgomery County	Minglewood Elementary	4	757.98	0.53%
Montgomery County	Montgomery Central Middle School	15	757.82	1.98%
Montgomery County	Norman Smith Elementary	9	577.72	1.56%
Montgomery County	New Providence Middle School	11	921.89	1.19%
Montgomery County	Northeast Middle School	17	1119.59	1.52%
Montgomery County	Northeast High School	19	1297.44	1.46%
Montgomery County	Northwest High School	17	1206.88	1.41%
Montgomery County	Richview Middle School	9	958.81	0.94%
Montgomery County	Ringgold Elementary	4	712.60	0.56%
Montgomery County	Rossvie Middle School	26	1142.81	2.28%
Montgomery County	Rossvie High School	3	1528.37	0.20%
Montgomery County	St Bethlehem Elementary	2	453.82	0.44%
Montgomery County	West Creek Middle School	21	993.21	2.11%
Montgomery County	Woodlawn Elementary	6	693.29	0.87%
Montgomery County	West Creek High School	9	1315.14	0.68%
Montgomery County	Rossvie Elementary	1	813.03	0.12%
Montgomery County	Pisgah Elementary	8	682.38	1.17%
Montgomery County	Oakland Elementary	4	659.92	0.61%
Moore County	Moore County High School	4	424.85	0.94%
Morgan County	Central High School	3	413.17	0.73%
Morgan County	Oakdale School	3	528.88	0.57%
Morgan County	Sunbright School	9	521.88	1.72%
Obion County	Obion County Central High School	3	871.51	0.34%
Obion County	South Fulton Elementary	1	315.78	0.32%
Obion County	South Fulton Middle / High School	1	402.05	0.25%
Union City	Union City High School	6	434.55	1.38%
Overton County	Livingston Academy	8	887.73	0.90%
Perry County	Linden Elementary	2	281.01	0.71%
Perry County	Linden Middle School	1	208.20	0.48%
Polk County	Chilhowee Middle School	2	383.95	0.52%
Polk County	South Polk Elementary	1	323.40	0.31%
Putnam County	Algood Middle School	3	536.28	0.56%
Putnam County	Burks Elementary	1	613.44	0.16%
Putnam County	Cane Creek Elementary	1	392.67	0.25%
Putnam County	Cookeville High School	5	2028.84	0.25%
Putnam County	Park View Elementary	1	326.73	0.31%
Putnam County	Avery Trace Middle School	2	783.41	0.26%
Putnam County	Sycamore Elementary	1	304.82	0.33%
Putnam County	Upperman High School	2	718.57	0.28%
Putnam County	Prescott South Middle School	1	742.33	0.13%
Putnam County	Upperman Middle School	2	689.92	0.29%

Rhea County	Rhea County High School	1	1448.37	0.07%
Rhea County	Spring City Middle School	1	330.95	0.30%
Rhea County	Rhea Middle School	3	606.42	0.49%
Dayton	Dayton City Elementary	1	818.75	0.12%
Roane County	Cherokee Middle School	1	510.44	0.20%
Roane County	Oliver Springs Middle	1	219.43	0.46%
Roane County	Oliver Springs High School	4	356.95	1.12%
Roane County	Roane County High School	2	698.00	0.29%
Roane County	Rockwood High School	1	451.24	0.22%
Robertson County	Crestview Elementary School	15	727.33	2.06%
Robertson County	Cheatham Park Elementary	1	358.90	0.28%
Robertson County	Coopertown Elementary	1	359.92	0.28%
Robertson County	Coopertown Middle School	4	438.44	0.91%
Robertson County	East Robertson High School	1	695.54	0.14%
Robertson County	Greenbrier Middle School	1	549.64	0.18%
Robertson County	Greenbrier High School	1	785.70	0.13%
Robertson County	Jo Byrns High School	4	559.43	0.72%
Robertson County	Jo Byrns Elementary School	4	421.99	0.95%
Robertson County	Springfield High School	2	1073.08	0.19%
Robertson County	Westside Elementary	3	311.30	0.96%
Robertson County	White House Heritage Elementary School	1	604.46	0.17%
Robertson County	White House Heritage High School	2	986.13	0.20%
Rutherford County	Blackman Middle School	9	1210.17	0.74%
Rutherford County	Blackman High School	7	2113.24	0.33%
Rutherford County	Cedar Grove Elementary	10	916.17	1.09%
Rutherford County	Oakland Middle School	10	1044.39	0.96%
Rutherford County	Christiana Elementary	6	704.86	0.85%
Rutherford County	Whitworth-Buchanan Middle School	14	750.10	1.87%
Rutherford County	Christiana Middle School	6	948.59	0.63%
Rutherford County	John Colemon Elementary	1	490.03	0.20%
Rutherford County	David Youree Elementary	3	797.81	0.38%
Rutherford County	Eagleville School	1	919.41	0.11%
Rutherford County	Brown's Chapel Elementary School	2	658.28	0.30%
Rutherford County	Kittrell Elementary	1	311.50	0.32%
Rutherford County	Lascassas Elementary	1	505.05	0.20%
Rutherford County	LaVergne Lake Elementary School	4	911.94	0.44%
Rutherford County	LaVergne Middle School	5	984.14	0.51%
Rutherford County	Lavergne High School	6	1788.90	0.34%
Rutherford County	Oakland High School	17	2007.62	0.85%
Rutherford County	Riverdale High School	4	1905.52	0.21%
Rutherford County	Rockvale Elementary	8	853.39	0.94%
Rutherford County	Roy L Waldron Elementary	9	850.87	1.06%
Rutherford County	Rockvale Middle School	1	933.61	0.11%
Rutherford County	Smyrna Elementary	1	772.78	0.13%
Rutherford County	Smyrna West Alternative School	1	87.86	1.14%
Rutherford County	Smyrna Middle School	2	1038.66	0.19%
Rutherford County	Smyrna High School	9	1851.95	0.49%
Rutherford County	Smyrna Primary	8	562.22	1.42%
Rutherford County	Siegel High School	2	1775.57	0.11%
Rutherford County	Thurman Francis Arts Academy/Magnet School for the Arts	4	760.69	0.53%
Rutherford County	Walter Hill Elementary	8	339.40	2.36%
Rutherford County	Wilson Elementary School	1	801.29	0.12%
Rutherford County	Stewartsboro Elementary	1	904.42	0.11%
Rutherford County	Stewarts Creek Middle School	7	982.59	0.71%
Rutherford County	Stewarts Creek High School	23	1948.72	1.18%
Murfreesboro	Black Fox Elementary	3	796.62	0.38%
Murfreesboro	Bradley Academy - An Arts Integrated School	6	448.44	1.34%
Murfreesboro	Cason Lane Academy	5	729.05	0.69%
Murfreesboro	Hobgood Elementary	7	437.72	1.60%
Murfreesboro	Mitchell-Neilson Elementary	21	709.96	2.96%
Murfreesboro	Northfield Elementary	2	447.90	0.45%
Murfreesboro	John Pittard Elementary	28	931.15	3.01%
Murfreesboro	Reeves-Rogers Elementary	8	513.80	1.56%
Murfreesboro	Scales Elementary School	3	864.87	0.35%
Scott County	Huntsville Elementary	2	373.10	0.54%
Scott County	Huntsville Middle School	2	288.80	0.69%
Scott County	Scott High School	5	755.01	0.66%
Scott County	Winfield Elementary	1	199.74	0.50%
Sequatchie County	Sequatchie Co Middle School	5	661.23	0.76%
Sequatchie County	Griffith Elementary	1	832.08	0.12%
Sequatchie County	Sequatchie Co High School	2	664.33	0.30%
Sevier County	Boys Creek Elementary School	2	612.26	0.33%
Sevier County	Catons Chapel Elementary	1	462.38	0.22%
Sevier County	Gatlinburg Pittman High	2	591.04	0.34%
Sevier County	Northview Senior Academy	2	375.99	0.53%

Sevier County	Northview Junior Academy	1	549.83	0.18%
Sevier County	Northview Elementary	4	487.99	0.82%
Sevier County	New Center Elementary	3	763.13	0.39%
Sevier County	Pigeon Forge Primary	1	695.68	0.14%
Sevier County	Pigeon Forge Middle School	2	529.21	0.38%
Sevier County	Sevier County High School	6	1205.41	0.50%
Sevier County	Sevierville Primary	1	743.41	0.13%
Sevier County	Sevierville Middle School	3	687.67	0.44%
Sevier County	Seymour Middle School	7	615.23	1.14%
Sevier County	Seymour High School	2	1079.41	0.19%
Sevier County	Wearwood Elementary	2	189.05	1.06%
Shelby County	Barret's Chapel School	8	628.27	1.27%
Shelby County	Bolton High School	18	1450.69	1.24%
Shelby County	Dexter Elementary School	1	708.73	0.14%
Shelby County	Dexter Middle School	1	478.05	0.21%
Shelby County	Germantown Elementary	4	635.12	0.63%
Shelby County	Germantown Middle School	6	573.13	1.05%
Shelby County	Highland Oaks Elementary	24	873.49	2.75%
Shelby County	Germantown High School	6	2041.05	0.29%
Shelby County	Lucy Elementary	7	457.33	1.53%
Shelby County	Southwind Elementary	7	755.59	0.93%
Shelby County	Southwind High School	9	1455.82	0.62%
Shelby County	Woodstock High School	2	307.63	0.65%
Shelby County	Highland Oaks Middle	22	704.22	3.12%
Shelby County	Lowrance Elementary School	7	808.15	0.87%
Shelby County	Belle Forest Community School	12	1087.10	1.10%
Shelby County	A B Hill Elementary	25	299.53	8.35%
Shelby County	Kate Bond Middle	5	1106.12	0.45%
Shelby County	Alcy Elementary	1	234.98	0.43%
Shelby County	Alton Elementary	10	272.25	3.67%
Shelby County	American Way Middle	22	667.94	3.29%
Shelby County	B T Washington High School	7	535.16	1.31%
Shelby County	Bellevue Middle School	3	458.24	0.65%
Shelby County	Berclair Elementary	6	559.20	1.07%
Shelby County	Chimneyrock Elementary School	1	559.20	0.18%
Shelby County	Bethel Grove Elementary	10	234.35	4.27%
Shelby County	Brewster Elementary	6	365.55	1.64%
Shelby County	Brownsville Elementary	6	530.85	1.13%
Shelby County	Bruce Elementary	6	296.64	2.02%
Shelby County	Caldwell-Guthrie Elementary	5	423.95	1.18%
Shelby County	Campus School	2	324.57	0.62%
Shelby County	Carnes Elementary	5	238.17	2.10%
Shelby County	Carver High School	6	171.22	3.50%
Shelby County	Central High School	16	1547.22	1.03%
Shelby County	Charjean Elementary	4	347.65	1.15%
Shelby County	Cherokee Elementary	3	461.25	0.65%
Shelby County	Chickasaw Middle School	21	368.49	5.70%
Shelby County	Colonial Middle School	35	1028.90	3.40%
Shelby County	Kate Bond Elementary School	10	1098.07	0.91%
Shelby County	Cordova Elementary	5	620.08	0.81%
Shelby County	Cordova Middle School	8	691.70	1.16%
Shelby County	Cordova High School	16	2024.02	0.79%
Shelby County	Craigmont High School	6	865.74	0.69%
Shelby County	Craigmont Middle School	6	574.96	1.04%
Shelby County	Cromwell Elementary	3	531.65	0.56%
Shelby County	Crump Elementary	2	681.99	0.29%
Shelby County	Cummings School	5	497.00	1.01%
Shelby County	Delano Elementary	2	199.52	1.00%
Shelby County	Douglass Elementary/Middle	4	367.10	1.09%
Shelby County	Douglass High School	9	435.23	2.07%
Shelby County	Downtown Elementary	9	526.44	1.71%
Shelby County	Dunbar Elementary	6	289.82	2.07%
Shelby County	East High School	5	545.47	0.92%
Shelby County	Egypt Elementary	4	530.42	0.75%
Shelby County	Evans Elementary	1	428.69	0.23%
Shelby County	Fairley Elementary	18	486.54	3.70%
Shelby County	Ford Road Elementary	3	546.90	0.55%
Shelby County	Fox Meadows Elementary	7	597.08	1.17%
Shelby County	Gardenview Elementary	1	313.60	0.32%
Shelby County	Geeter Middle School	6	375.09	1.60%
Shelby County	Georgian Hills Middle School	6	276.66	2.17%
Shelby County	Germanshire Elementary School	17	764.43	2.22%
Shelby County	Getwell Elementary School	11	350.74	3.14%
Shelby County	Goodlett Elementary	6	449.74	1.33%
Shelby County	Grahamwood Elementary	2	1008.76	0.20%

Shelby County	Hamilton Elementary	3	476.90	0.63%
Shelby County	Hamilton Middle School	28	356.86	7.85%
Shelby County	Hamilton High School	8	580.81	1.38%
Shelby County	Havenview Middle School	6	686.95	0.87%
Shelby County	Hawkins Mill Elementary	7	303.60	2.31%
Shelby County	Hickory Ridge Elementary School	8	808.27	0.99%
Shelby County	Hickory Ridge Middle School	23	840.19	2.74%
Shelby County	Hillcrest High School	16	468.30	3.42%
Shelby County	Hollis F. Price Middle College High School	1	105.44	0.95%
Shelby County	Holmes Road Elementary School	11	541.99	2.03%
Shelby County	Ida B Wells Academy	2	185.23	1.08%
Shelby County	Jackson Elementary	1	344.68	0.29%
Shelby County	Keystone Elementary	4	355.11	1.13%
Shelby County	Kingsbury Elementary	2	559.64	0.36%
Shelby County	Kingsbury Middle School	5	594.34	0.84%
Shelby County	Kingsbury High School	13	1136.99	1.14%
Shelby County	Kirby Middle School	17	545.34	3.12%
Shelby County	Kirby High School	20	937.51	2.13%
Shelby County	Knight Road Elementary	5	464.36	1.08%
Shelby County	Larose Elementary	5	353.87	1.41%
Shelby County	Levi Elementary	15	488.49	3.07%
Shelby County	Lucie E. Campbell Elementary	20	483.84	4.13%
Shelby County	Manassas High School	12	226.74	5.29%
Shelby County	Manor Lake Elementary	6	263.31	2.28%
Shelby County	Melrose High School	28	595.26	4.70%
Shelby County	Mitchell High School	5	476.66	1.05%
Shelby County	Newberry Elementary	2	384.15	0.52%
Shelby County	Northside High School	7	259.39	2.70%
Shelby County	Oakhaven Elementary	1	576.26	0.17%
Shelby County	Oakhaven Middle School	4	322.82	1.24%
Shelby County	Oakhaven High School	6	362.91	1.65%
Shelby County	Oakshire Elementary	1	411.11	0.24%
Shelby County	Overton High School	29	1184.38	2.45%
Shelby County	Peabody Elementary	5	368.03	1.36%
Shelby County	Raineshaven Elementary	17	400.07	4.25%
Shelby County	Raleigh Egypt Middle School	12	453.81	2.64%
Shelby County	Raleigh- Bartlett Meadows School	4	376.26	1.06%
Shelby County	Raleigh Egypt High School	17	695.57	2.44%
Shelby County	Richland Elementary	1	787.36	0.13%
Shelby County	Balmoral Ridgeway Elementary	5	292.70	1.71%
Shelby County	Ridgeway Middle School	6	624.85	0.96%
Shelby County	Ridgeway High School	6	1147.20	0.52%
Shelby County	Riverview School	13	499.58	2.60%
Shelby County	Robert R. Church Elementary School	7	608.17	1.15%
Shelby County	Ross Elementary	10	835.99	1.20%
Shelby County	Rozelle Elementary	1	272.89	0.37%
Shelby County	Scenic Hills Elementary	2	281.02	0.71%
Shelby County	Sea Isle Elementary	3	432.74	0.69%
Shelby County	Sharpe Elementary	3	424.75	0.71%
Shelby County	Sheffield Elementary	5	647.45	0.77%
Shelby County	Sheffield High School	23	728.00	3.16%
Shelby County	Sherwood Elementary	23	642.03	3.58%
Shelby County	Sherwood Middle School	15	843.48	1.78%
Shelby County	Shelby Oaks Elementary	2	827.03	0.24%
Shelby County	Snowden School	27	1426.29	1.89%
Shelby County	Oak Forest	12	488.33	2.46%
Shelby County	South Park Elementary	16	522.30	3.06%
Shelby County	Springdale Elementary	5	260.04	1.92%
Shelby County	Spring Hill Elementary	16	160.15	9.99%
Shelby County	Treadwell Elementary	5	641.63	0.78%
Shelby County	Riverwood Elementary	2	1013.47	0.20%
Shelby County	Treadwell Middle School	5	386.33	1.29%
Shelby County	Trezevant High School	19	623.57	3.05%
Shelby County	Vollentine Elementary	9	221.40	4.07%
Shelby County	A. Maceo Walker Middle School	30	623.92	4.81%
Shelby County	Wells Station Elementary	2	736.74	0.27%
Shelby County	Westside Elementary	5	320.86	1.56%
Shelby County	Westwood High School	5	353.80	1.41%
Shelby County	White Station Elementary	1	589.28	0.17%
Shelby County	White Station High School	16	2143.29	0.75%
Shelby County	White Station Middle School	2	1252.91	0.16%
Shelby County	Whitehaven Elementary STEM School	7	453.06	1.55%
Shelby County	Whitehaven High School	14	1693.29	0.83%
Shelby County	Willow Oaks Elementary	4	671.69	0.60%
Shelby County	Winchester Elementary	25	490.11	5.10%

Shelby County	Winridge Elementary School	1	524.80	0.19%
Shelby County	Wooddale High School	15	1000.46	1.50%
Shelby County	MCS Prep School - Northwest	2	175.71	1.14%
Shelby County	Martin Luther King Transition Center	12	839.27	1.43%
Shelby County	Grandview Heights Middle	56	574.28	9.75%
Shelby County	Maxine Smith STEAM Academy	1	253.07	0.40%
Shelby County	DuBois Middle of Leadership Public Policy	2	138.39	1.45%
Shelby County	DuBois Middle School of Arts Technology	1	197.97	0.51%
Shelby County	DuBois High School of Arts Technology	1	154.61	0.65%
Shelby County	DuBois Elementary School of Entrepreneurship	1	257.59	0.39%
Shelby County	DuBois Elementary School of Arts Technology	5	262.75	1.90%
Shelby County	KIPP Memphis Collegiate High School	2	419.81	0.48%
Shelby County	City University School Of Liberal Arts	2	293.44	0.68%
Shelby County	Memphis Academy Of Science Engineering Middle/High	6	394.98	1.52%
Shelby County	Memphis Business Academy High School	3	373.09	0.80%
Shelby County	Promise Academy	11	417.55	2.63%
Shelby County	Southern Avenue Charter School Of Academic Excellence Creative Arts	6	431.80	1.39%
Shelby County	Star Academy	2	236.11	0.85%
Shelby County	Soulsville Charter School	2	637.16	0.31%
Shelby County	KIPP Memphis Collegiate Middle	3	214.73	1.40%
Shelby County	Memphis College Preparatory	6	305.41	1.96%
Shelby County	Aurora Collegiate Academy	2	200.98	1.00%
Shelby County	KIPP Memphis Middle Academy	2	394.66	0.51%
Shelby County	Memphis Grizzlies Preparatory Charter School	2	242.62	0.82%
Shelby County	KIPP Memphis Collegiate Elementary	6	481.91	1.25%
Shelby County	Memphis Rise Academy	1	205.56	0.49%
Shelby County	The Excel Center	1	145.02	0.69%
Shelby County	Granville T. Woods Academy of Innovation Charter School	1	321.69	0.31%
Shelby County	Leadership Preparatory Charter School	2	79.29	2.52%
Arlington	Arlington High	5	2045.96	0.24%
Arlington	Arlington Elementary	1	948.64	0.11%
Arlington	Donelson Elementary	1	699.95	0.14%
Bartlett	Altruria Elementary	1	768.61	0.13%
Bartlett	Bartlett Elementary School	1	706.40	0.14%
Bartlett	Bartlett High School	12	1660.32	0.72%
Bartlett	Bon Lin Middle School	3	755.07	0.40%
Bartlett	Ellendale Elementary	1	500.92	0.20%
Bartlett	Bartlett 9th Grade Academy	4	643.55	0.62%
Collierville	Bailey Station Elementary School	2	805.54	0.25%
Collierville	Collierville Middle School	9	847.09	1.06%
Collierville	Schilling Farms Middle	4	1081.68	0.37%
Collierville	Sycamore Elementary School	1	718.43	0.14%
Germantown	Farmington Elementary School	1	806.10	0.12%
Germantown	Houston Middle School	1	903.72	0.11%
Millington	E.A. Harrold Elementary School	2	318.87	0.63%
Millington	Millington Elementary School	1	729.00	0.14%
Millington	Millington Middle School	14	522.96	2.68%
Smith County	New Middleton Elementary	1	167.09	0.60%
Smith County	Smith County High School	3	610.84	0.49%
Smith County	Smith County Middle School	5	287.09	1.74%
Stewart County	Dover Elementary	1	471.06	0.21%
Stewart County	North Stewart Elementary	1	386.62	0.26%
Stewart County	Stewart Co High School	1	620.85	0.16%
Sullivan County	Blountville Elementary	2	326.44	0.61%
Sullivan County	Bluff City Elementary	1	443.28	0.23%
Sullivan County	Bluff City Middle School	11	363.41	3.03%
Sullivan County	Central Heights Elementary	1	197.57	0.51%
Sullivan County	Sullivan Central High School	7	894.92	0.78%
Sullivan County	Colonial Heights Middle	4	354.81	1.13%
Sullivan County	Sullivan East High School	10	902.17	1.11%
Sullivan County	Emmett Elementary	2	309.56	0.65%
Sullivan County	Rock Springs Elementary	1	404.47	0.25%
Sullivan County	Sullivan Gardens K-8	1	467.02	0.21%
Sullivan County	Sullivan North High School	2	472.07	0.42%
Sullivan County	Sullivan South High School	10	871.15	1.15%
Sullivan County	North Middle School	2	342.12	0.58%
Bristol	Anderson Elementary	3	305.62	0.98%
Bristol	Avoca Elementary	1	429.20	0.23%
Bristol	Haynesfield Elementary	2	406.17	0.49%
Bristol	Holston View Elementary	11	317.00	3.47%
Bristol	Vance Middle School	2	585.15	0.34%
Bristol	Tennessee High School	8	1163.85	0.69%
Kingsport	Dobyns - Bennett High School	11	2054.49	0.54%
Kingsport	Andrew Jackson Elementary School	1	554.33	0.18%
Kingsport	Andrew Johnson Elementary School	4	491.23	0.81%

Kingsport	John F. Kennedy Elementary School	5	294.95	1.70%
Kingsport	Abraham Lincoln Elementary School	4	447.27	0.89%
Kingsport	John Adams Elementary School	1	380.90	0.26%
Kingsport	Ross N. Robinson Middle School	1	892.28	0.11%
Kingsport	John Sevier Middle School	1	763.42	0.13%
Kingsport	George Washington Elementary School	3	455.95	0.66%
Kingsport	Theodore Roosevelt Elementary School	2	235.44	0.85%
Sumner County	Beech Sr High School	2	1114.97	0.18%
Sumner County	Bethpage Elementary	10	279.65	3.58%
Sumner County	Robert E Ellis Middle	1	634.37	0.16%
Sumner County	Gallatin Senior High School	5	1406.81	0.36%
Sumner County	Guild Elementary	10	670.08	1.49%
Sumner County	Gene W. Brown Elementary	7	485.59	1.44%
Sumner County	Hendersonville High School	8	1504.65	0.53%
Sumner County	Howard Elementary	2	486.99	0.41%
Sumner County	J W Wiseman Elementary	2	393.08	0.51%
Sumner County	Station Camp Middle School	1	794.51	0.13%
Sumner County	North Sumner Elementary	1	212.73	0.47%
Sumner County	Portland High School	1	1031.50	0.10%
Sumner County	Portland East Middle School	1	356.65	0.28%
Sumner County	Clyde Riggs Elementary	2	247.41	0.81%
Sumner County	Joe Shafer Middle School	7	656.91	1.07%
Sumner County	Rucker Stewart Middle	25	732.65	3.41%
Sumner County	Station Camp High School	4	1584.07	0.25%
Sumner County	R T Fisher Alternative	6	83.06	7.22%
Sumner County	Walton Ferry Elementary	2	450.30	0.44%
Sumner County	George A Whitten Elementary	6	424.87	1.41%
Sumner County	Westmoreland Middle School	1	376.55	0.27%
Sumner County	White House High School	3	868.38	0.35%
Sumner County	White House Middle School	1	751.23	0.13%
Sumner County	Portland West Middle School	15	535.58	2.80%
Sumner County	Harold B. Williams Elementary School	1	623.72	0.16%
Sumner County	Portland Gateview Elementary School	5	537.12	0.93%
Sumner County	Dr. William Burrus Elementary at Drakes Creek	1	470.29	0.21%
Tipton County	Brighton High School	6	1409.09	0.43%
Tipton County	Brighton Middle School	3	927.20	0.32%
Tipton County	Crestview Middle School	1	500.70	0.20%
Tipton County	Covington Integrated Arts Academy	2	530.99	0.38%
Tipton County	Covington High School	4	776.78	0.51%
Tipton County	Crestview Elementary	5	909.82	0.55%
Tipton County	Munford Middle School	1	853.54	0.12%
Tipton County	Munford High School	3	1255.34	0.24%
Trousdale County	Trousdale Co High School	2	384.89	0.52%
Trousdale County	Jim Satterfield Middle School	1	248.98	0.40%
Unicoi County	Unicoi County Intermediate School	1	361.43	0.28%
Union County	H Maynard Middle School	14	659.33	2.12%
Union County	Luttrell Elementary	1	736.98	0.14%
Union County	Maynardville Elementary	8	317.97	2.52%
Union County	Union County Alternative Center	1	28.97	3.45%
Union County	Union County High School	9	798.74	1.13%
Union County	Paulette Elementary School	24	375.85	6.39%
Union County	Elementary Middle Alternative	1	8.85	11.30%
Van Buren County	Van Buren Co High School	23	402.21	5.72%
Warren County	Centertown Elementary	6	487.64	1.23%
Warren County	Dibrell Elementary	2	452.65	0.44%
Warren County	Warren County High School	2	1819.19	0.11%
Washington County	Boones Creek Middle School	1	290.94	0.34%
Washington County	David Crockett High School	1	1316.92	0.08%
Washington County	Fall Branch Elementary	2	266.31	0.75%
Washington County	Grandview Elementary School	2	539.42	0.37%
Washington County	Jonesborough Middle School	2	370.95	0.54%
Washington County	Lamar Elementary	1	501.46	0.20%
Washington County	Sulphur Springs Elementary	2	426.40	0.47%
Washington County	West View School	1	451.94	0.22%
Johnson City	Cherokee Elementary	8	374.83	2.13%
Johnson City	Indian Trail Intermediate School	1	1245.81	0.08%
Johnson City	Woodland Elementary	4	353.10	1.13%
Johnson City	Liberty Bell Middle School	19	1124.28	1.69%
Johnson City	Mountain View Elementary	5	475.53	1.05%
Johnson City	North Side Elementary	1	242.54	0.41%
Johnson City	Science Hill High School	7	2168.18	0.32%
Johnson City	South Side Elementary	1	374.84	0.27%
Johnson City	Towne Acres Elementary	1	352.08	0.28%
Wayne County	Collinwood Elementary	1	339.50	0.29%
Wayne County	Collinwood High School	1	285.67	0.35%



Wayne County	Frank Hughes School	1	323.82	0.31%
Wayne County	Wayne County High School	4	308.46	1.30%
Wayne County	Waynesboro Middle School	2	307.27	0.65%
Weakley County	Gleason School	1	499.90	0.20%
Weakley County	Greenfield School	4	519.10	0.77%
Weakley County	Westview High School	5	593.63	0.84%
Weakley County	Martin Middle School	1	415.55	0.24%
White County	White County High School	1	1170.39	0.09%
Williamson County	Brentwood High School	3	1727.07	0.17%
Williamson County	Centennial High School	3	1644.61	0.18%
Williamson County	Franklin High School	3	1760.14	0.17%
Williamson County	Grassland Middle School	2	890.67	0.22%
Williamson County	Heritage Middle School	1	1025.74	0.10%
Williamson County	Independence High School	2	1527.81	0.13%
Williamson County	Spring Station Middle School	1	1034.07	0.10%
Williamson County	Hunters Bend Elementary	1	508.30	0.20%
Williamson County	Lipscomb Elementary	1	747.51	0.13%
Williamson County	Ravenwood High School	3	2080.49	0.14%
Williamson County	Sunset Middle School	3	882.98	0.34%
Williamson County	Summit High School	4	1313.03	0.30%
Franklin SSD	Freedom Middle School	5	518.44	0.96%
Franklin SSD	Liberty Elementary	1	485.31	0.21%
Wilson County	Lebanon High School	4	1771.90	0.23%
Wilson County	Mt. Juliet High School	1	2023.51	0.05%
Wilson County	Wilson Central High School	2	1795.22	0.11%
Lebanon	Byars Dowdy Elementary	1	564.15	0.18%
Lebanon	Coles Ferry Elementary	1	612.74	0.16%
Lebanon	Walter J. Baird Middle School	2	535.95	0.37%
Achievement School District	Corning Achievement Elementary	42	251.53	16.70%
Achievement School District	Westside Achievement Middle School	26	347.78	7.48%
Achievement School District	Frayser Achievement Elementary	3	299.30	1.00%
Achievement School District	Whitney Achievement Elementary School	55	397.00	13.85%
Achievement School District	Georgian Hills Achievement Elementary School	26	288.32	9.02%
Achievement School District	GRAD Academy Memphis	1	406.18	0.25%
Achievement School District	Brick Church: A LEAD Public School	15	340.21	4.41%
Achievement School District	Cornerstone Prep - Lester Campus	45	454.30	9.91%
Achievement School District	Humes Preparatory Academy Middle School	1	336.44	0.30%
Achievement School District	KIPP Memphis Preparatory Middle	2	258.34	0.77%
Achievement School District	Aspire Hanley #1	43	409.85	10.49%
Achievement School District	Aspire Hanley #2	37	329.94	11.21%
Achievement School District	Klondike Preparatory Academy	3	226.94	1.32%
Achievement School District	Aspire Coleman	22	412.27	5.34%
Achievement School District	Fairley High School	8	543.70	1.47%
Achievement School District	Martin Luther King Preparatory High School	13	602.45	2.16%
Achievement School District	Lester Prep	3	238.77	1.26%
Achievement School District	Freedom Preparatory Academy Charter Elementary School	45	541.92	8.30%
Achievement School District	Neely's Bend: A LEAD Public School	16	131.77	12.14%
Achievement School District	Wooddale Middle School	33	597.42	5.52%
Achievement School District	Cornerstone Prep Denver Campus	76	610.58	12.45%
Achievement School District	Memphis Scholars Florida Kansas	16	222.24	7.20%

# SAFE SCHOOLS ANNUAL REPORT

## APPENDIX B:

### Emergency Operations Plan

**Description:** The attached is a template districts can use for their Emergency Operations Plan.



***SAMPLE School District***

Delete this shape  
and replace with  
your district's logo

# Emergency Operations Plan

Version: 16.1

Revised: 10/23/15

## EMERGENCY CONTACTS *(SAVE Act Indicator 1.6)*

<b>Central Office Staff:</b>			
Brenna Robinson	Director of Schools	Home:	Cell:
Travis Davis	Save Act Coordinator	Home:	Cell:
Timmy Talbot	Public Information	Cell 1:	Cell 2:
Dorie Blue	School Safety Officer	Office:	Cell:
<b>SAMPLE County 911:</b>			
Tom Johnson	Director	Office:	Cell:
Timothy Roberts	Public Information Ofc.	Office:	Cell:
<b>Police:</b>			
SAMPLE City Police Department	Dispatch Center	Main:	Private:
	Chief	Office:	Cell:
SAMPLE City Police Department	Chief	Office:	Cell:
SAMPLE County Sheriff's Department	Sheriff	Cell:	Home:
Major John Thompson	Sheriff	Office:	Cell:
<b>Fire:</b>			
SAMPLE County Fire Department	Dispatch	Office:	Cell:
	Chief Jim Sample	Home:	Cell:
SAMPLE Fire Department	Chief James Sample	Office:	Cell:
<b>SAMPLE County Emergency Medical Services:</b>			
<b>SAMPLE County Emergency Management Agency:</b>			
<b>SAMPLE County Rescue Squad:</b>			
<b>SAMPLE University:</b>			
<b>SAMPLE County Health Department:</b>			
<b>SAMPLE County Emergency Operations Center:</b>			
EOC Manager	Tanner Sample		
SAMPLE School district Workstation	Direct Line		

**TEAM DEFINITIONS AND MEMBERS** *(SAVE Act Indicator 1.1)*

**SAMPLE School District Planning Team**

The SAMPLE School district planning team is a multi-discipline, whole-community representation of professionals, with a vested interest in the safety of students, faculty, and staff of SAMPLE School district schools.

Name	SAMPLE Schools	SAVE Act Coordinator
Name	SAMPLE Schools	Coordinated School Health
Name	SAMPLE Schools	Curriculum Supervisor
Name	SAMPLE Police Department	Chief of Police
Name	SAMPLE County Fire Department	Assistant Chief
Name	SAMPLE County Sheriff’s Dept.	Chief Deputy
Name	SAMPLE County EMA	Director
Name	SAMPLE County 911 Center	Assistant Director

**SAMPLE District Emergency Response Team** *(SAVE Act Indicator 1.2)*

The SAMPLE school district emergency response team is made up of school district staff.

Name	SAMPLE Schools	SAVE Act Coordinator
Name	SAMPLE Schools	Coordinated School Health
Name	SAMPLE Schools	Curriculum Supervisor
Name	SAMPLE Schools	Facilities Supervisor
Name	SAMPLE Schools	Transportation Director

**SAMPLE District Postvention Recovery Team** *(SAVE Act Indicator 1.2)*

The SAMPLE School district postvention recovery team is made up of school district staff and whole-community representation of professionals, with a vested interest in the recovery of students, faculty, and staff of SAMPLE School district.

Name	SAMPLE Schools	Coordinated School Health
Name	SAMPLE Schools	District SAVE Act Coordinator
Name	Horizons Outreach	Psychologist
Name	Horizons Outreach	Psychologist
Name	Suicide Network	Coordinator

# POPULATION AND FACILITIES

The SAMPLE School district has the following facilities and populations, respectively:

Facility	Address	Focus Area	Students	Faculty/Staff
Central Office		Administrative	0	24
Transportation Garage		Staff	0	3
Sample Elementary		K—8	78	17
Sample Middle School		5—8	122	43
Sample High School		5—12	4	3

# Revisions

\*All revisions must be approved by the SAMPLE District School Safety Planning Committee \*

Date:	Revision(s):	Page(s):

### Plan Revisions and Updates (*SAVE Act Indicator 1.23*)

The basic plan and its annexes will be reviewed annually by the whole community planning team. It will be revised and updated based upon recommendations identified during incident response and drills/exercises, or when significant changes have occurred. Each update or change to the plan will be tracked. The record of changes will include the date of revision, brief revision synopsis, and page number.

## Signatory Page

*Following the Tennessee S.A.V.E. Act (T.C.A. 49-6-(801-814)) a copy of this plan is provided to the following. Signature below acknowledges receipt of the document (in digital or print form).*

Director of Schools	Assistant Director of Schools
School Board Chair	Finance Director
Fire Department	Fire Department
Fire Department	Sheriff's Department
Police Department	Police Department
Emergency Management Agency	County 911 Center
County Mayor/Executive	City Mayor
Emergency Medical Services	SAVE Act Coordinator

### Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan.

### Board Policy Statement (Fill in your own, using below as an example.)

This plan operates within the policies of the SAMPLE School district School Board. If a discrepancy occurs between this plan and board policy, board policy shall dictate the response. The only exception to this is when a policy may need to be changed (to positively affect incident response). In the event policy changes are required during an emergency, the board pre-authorizes the director of schools to implement such policies with the written approval of the board chairman, or with a collaborative approval from the assistant director and director of finance, if the chairman is unable to be reached.



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# I. INTRODUCTION

## PURPOSE

All educational institutions are vulnerable to threats, and hazards which have the potential to cascade into emergencies or disasters. It is critical for school officials, along with first responders, emergency management, and local government officials to prevent or mitigate, plan and prepare for, respond to, and recover from these potential incidents.

The intent of the SAMPLE School district Emergency Operations Plan is to provide an overview of the school district, its emergency response policies, procedures, and assigned tasks. The plan outlines the expectations of SAMPLE school district personnel, safety planning practices, roles and responsibilities, command and control functions, and communication principles as a guide for personnel when operating on behalf of the SAMPLE School district during a crisis.

## OBJECTIVES

1. Protect the safety and welfare of SAMPLE School district staff.
2. Provide for a safe and coordinated response to emergency situations.
3. Protect the SAMPLE School district's facilities and property.
4. Enable the system to restore normal conditions with minimal confusion in the shortest time possible.
5. Support interface and coordination between school sites, local responders, and the SAMPLE County Emergency Operations Center (EOC).

## SCOPE

The SAMPLE School district emergency operations plan will become active when conditions are present or have the potential to disrupt normal school operations. This may range from a school-confined emergency to a wide-scale community disaster. This plan uses the four phases of emergency management as its foundational guide. These phases are:

1. Mitigation/Prevention – Ongoing activities aimed at eliminating or reducing the risk of hazards and vulnerabilities.
2. Preparedness – Activities that improve coordination and develop the capacity of response actions.
3. Response – The actions conducted in order to save lives, minimize property damage, and protect the environment.
4. Recovery – Actions taken to restore the normal operations. These actions are both short term and long term in nature.

## AUTHORITY

The SAMPLE school district emergency operations plan is promulgated by the director of schools and is implemented at the time of a disaster at the direction of the director or designated alternate. School building emergency operations plans are implemented by school principals upon the occurrence of an emergency incident. Each principal is authorized and directed to implement his or her school emergency operations plan, or take such other action as may, in his or her judgment, be necessary to save lives and mitigate the effects of disasters.

The plan also provides support to the SAMPLE County Emergency Operations plan, documenting SAMPLE school district’s identified support services that could potentially be provided during community-wide incidents.

## PLANNING ASSUMPTIONS

1. The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazard Assessments Summary, as well as lesser threats/hazards that may develop in the future.
2. A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
3. Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
4. Outside assistance from local fire departments, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
5. Maintaining the School EOP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school’s readiness to respond to incidents.

## CONCEPT OF OPERATIONS

1. **Initial Response** – School personnel will be the initial responders during any incident and are expected to take charge and manage the incident until a unified command system is established. Once notified by the school, the superintendent or their designee will activate the SAMPLE District emergency operations plan, and will serve as a support system for school campus incidents.
2. **Coordination** – The SAMPLE School district will coordinate with all responding agencies (local, state, and federal). The development of this plan and its contents will be in coordination with the proper responding agencies.
3. **Adoption of the National Incident Management System (NIMS)** –SAMPLE County has adopted the National Incident Management System as the framework for incident planning, response, and recovery.
4. **Implement the Incident Command System (ICS)** – The Incident Command System is a standardized on-scene emergency management system designed to provide an integrated organizational structure to the scene. ICS is used for all kinds of emergencies and is applicable to all size incidents.

## PLANNING FOR SPECIFIC POPULATIONS *(SAVE Act Indicator 1.18)*

This plan complies with the Americans with Disabilities Act. It addresses the provision of appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities; ensure individuals with disabilities are not separated from service animals and assistive devices and can receive disability-related assistance throughout emergencies; and complies with the law’s architectural and other requirements.

Effective communication with individuals with limited English proficiency (LEP), including students and parents, is an essential component of emergency planning and response.



## II. MITIGATION AND PREVENTION *(SAVE Act Indicator 1.3)*

### DEFINITION

Mitigation is any sustained action taken to reduce or eliminate long-term risk to life and property from a hazard event. Mitigation encourages long-term reduction of hazard vulnerability or “actions taken to reduce the likelihood of an emergency or actions taken to lessen the impact of an emergency situation.” Mitigation and prevention also includes facility, behavior, and policy modifications (FEMA, 2002).

### HAZARD IDENTIFICATION RISK ASSESSMENT (HIRA) *(SAVE Act Indicator 1.4)*

The SAMPLE School district utilizes an all-hazards approach to safety planning. This requires the SAMPLE district school safety team to outline potential hazards district-wide and prioritize them in order of likelihood, vulnerability, and potential impact. Utilizing the TN School Safety Center Hazards Identification and Risk Assessment Tool, the SAMPLE School district can assist individual schools in planning for a variety of natural and manmade hazards.

Throughout the Hazards Identification and Risk Assessment process, the SAMPLE School district identifies prevention, protection, response, and mitigation steps for each potential hazard. The identified hazards and risk reduction steps are determined based on:

**Likelihood** — The reasonable possibility of the event occurring within the district, impacting standard District operations.

**Vulnerability** — Taking into account current protective/preventative actions, the vulnerability is rated taking into account the effectiveness of current countermeasures.

**Impact** — Relative damages, injuries, and loss of life that may result if the event occurs during a school day or event held, at a school campus/district facility.

\*See Annex H for HIRA Tool

### THREAT HAZARD ASSESSMENT WALKTHROUGH (THAW) *(SAVE Act Indicator 1.4)*

The THAW Team will conduct annual assessments of all school district facilities and be available to assist individual school sites with their assessments. The SAMPLE School district SAVE Act coordinator consults with the SAMPLE County emergency management director regarding assessment findings and potential mitigation/prevention projects.

\*See Annex F for THAW Tool





**MEMORANDUM OF UNDERSTANDING** *(SAVE Act Indicator 1.9)*

The following businesses have signed a Memorandum of Understanding/Agreement (MOU/MOA) to provide services, if possible, to SAMPLE School district in the event of an incident that disrupts routine contract services or requires additional services. MOUs/MOAs with the companies below are renewed annually. Copies of MOUs can be found in Annex C.

Contract Date	Service Provider/Synopsis	Contact Person/Phone

## **NATIONAL INCIDENT MANAGEMENT SYSTEM**

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach to incident management and stabilization. Adopting NIMS enables personnel to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, responders, and emergency managers.

SAMPLE School district works with local government agencies to remain NIMS compliant through the following actions:

All personnel who assume roles described in this plan shall receive IS-100.SA and IS-700 training. These trainings are conducted through a web-based course available for free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.

## **INCIDENT COMMAND SYSTEM *(SAVE Act Indicator 1.7)***

SAMPLE School district has adopted the Incident Command System (ICS), a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and responding to emergencies of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during an emergency and to plan and practice the management of their specific role.

## **TRAINING AND EXERCISE DEFINITIONS**

### ***Seminar***

The seminar is a low-stress meeting to introduce everyone to the emergency operations plan. This should be conducted when a new plan is developed and when new faculty or staff are hired.

### ***Workshop***

The workshop is a low-stress meeting with a specific focus. Participants produce or build a product.

### ***Drill***

A coordinated, supervised activity used to validate a specific operation or function of the emergency operations plan.

### ***Tabletop Exercise***

The tabletop exercise is a low-stress session where participants talk through a scenario. The exercise has a facilitator who inputs new information to add to or change the scenario. Participants talk through the way they would respond to the scenario.

### ***Functional Exercise***

The functional exercise is a high-stress, low-cost exercise and may focus on a specific portion(s) of a scenario. Participants are split up into different rooms and must communicate with each other by phone or radio based on

the scenario. The exercise should be facilitated, and evaluators should be in each room to answer questions and note any issues that should be addressed.

**Full-Scale Exercise**

The full-scale exercise is a high-stress, realistic, and often costly exercise. Planning for a full-scale exercise can take months. The participants play out a scenario the way they would respond to a real emergency.

**Required Drills:** §TCA 49-5-201 (SAVE Act Indicator 1.23)

*Schools are required to conduct (1) fire drill requiring full evacuation every month during the school year, with an additional fire drill to be conducted within the first thirty (30) days of operations, and three (3) additional safety drills during the school year, which may include inclement weather, earthquake, intruder, or other emergency drills not requiring full evacuation.*

**Plan Orientation, Training and Drill/Exercise Schedule (Use as example)**

(SAVE Act Indicator 1.21)

Month	Orientation	Training	Drill/Exercise
July			
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			

## **EMERGENCY SUPPLIES AND EQUIPMENT** *(SAVE Act Indicator 1.17)*

The SAMPLE school district maintains resources that are crucial to students, faculty, staff, and visitors to District facilities. In the event of an incident, the SAMPLE school district will have a district go-kit that can be utilized for response. The Go-Kit consists of the following supplies:

### **Communications Equipment**

- Bullhorn with extra batteries, two each
- Two-way radios, extra batteries
- Whistles

### **Life Safety Equipment**

- First-aid kit
- Blankets
- Latex-free medical gloves
- Breathing masks
- Eye protection

### **Utility Equipment**

- Barrier tape 3" x 1000', three rolls
- 4' Stakes, 40 each
- Flashlights
- Florescent vests

### **Administrative Equipment**

- District emergency operations plan and copy of individual school plan
- Staff emergency contact and medical cards
- Campus map and floor plans
- Diagram/layout of utility systems
- Evacuation routes to relocation sites
- Relocation sites/staging areas
- Emergency phone numbers
- Master keys to school
- Master bus schedule
- Record-keeping log
- Note-pads, pens
- Clipboards
- Copies of all necessary forms
- Staff Position Guides (for relocation procedures)

## IV. RESPONSE *(SAVE Act Indicator 1.3)*

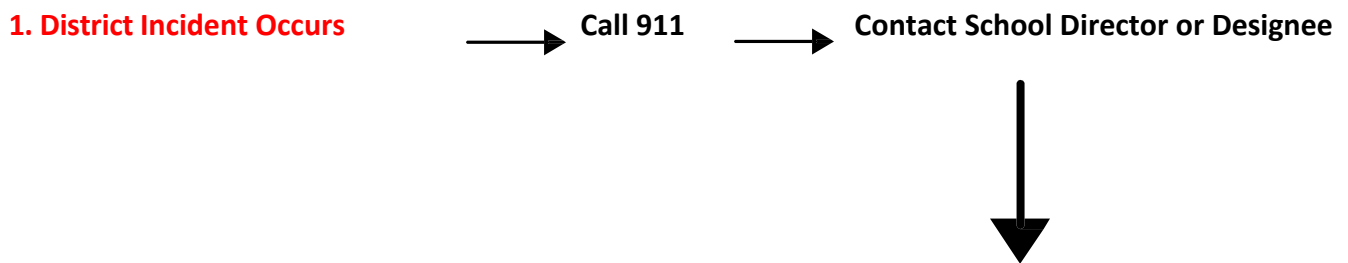
### DISTRICT EMERGENCY RESPONSE GOALS

1. LIFE SAFETY —all students, staff, and visitors
2. SECURITY —all district facilities, school sites, and events
3. INFORM —timely & accurate information to students, staff, and parents
4. REUNITE —timely reunification of families with students
5. RECOVER —return affected facilities, school sites and personnel to standard operations

### ACTIVATION OF DISTRICT EMERGENCY OPERATIONS PLAN

The SAMPLE school district can be called upon to activate the district emergency operations plan in three different circumstances:

1. Incident occurs at a district facility such as central office, transportation garage, etc.
2. Incident occurs at a school site and requires district support
3. Incident occurs in the community and requests district support



**Activation of SAMPLE District Emergency Operations Plan and Functional Procedures**

### EMERGENCY RESPONSE PROTOCOLS

The protocols in this section are procedures to be implemented when district facility-based emergencies and/or serious disruptions arise. The SAMPLE district staff and district emergency response team will need to assess the seriousness of a developing situation and take the appropriate actions through implementation of functional procedures.

### FUNCTIONAL PROCEDURES *(SAVE Act Indicator 1.21)*

Universal Emergency Procedures are a set of standard, clear directives that can be implemented across a variety of emergency situations. When the emergency begins, the superintendent, or designee, will decide upon the universal emergency procedures to implement.

## Evacuation

An orderly and preplanned exit from the district facility when conditions are safer outside than inside.

### When announcement is made or alarm sounded:

- Take the closest and safest way out as posted.  
(Use secondary route if primary route is blocked or hazardous.)
- Do not stop for staff belongings.
- Take building log for staff/visitor accounting.
- Go to designated assembly area.
- Check for injuries.
- Assist those needing special assistance.
- Wait for further instructions.

### ON-SITE RELOCATION:

- a) Notification – (insert redundant methods here)
- b) Identified On-Site Relocation area – (insert here)
- c) Schedule of Drill – (insert here)

### OFF-SITE RELOCATION: *(SAVE Act Indicator 1.13)*

- a) Notification – (insert redundant methods here)
- b) Identified Off-Site Primary Relocation area – (insert here)
- c) Identified Off-Site Secondary Relocation area – (insert here)
- c) Schedule of Drill – (insert here)

## Reverse Evacuation

For use when conditions inside are safer than outside.

### When announcement is made or alarm sounded:

- Move staff inside as quickly as possible.
  - Assist those needing special assistance.
  - Report to designated assembly area.
  - Check for injuries.
  - Account for all staff and visitors.
  - Wait for further instructions.
- a) Notification – (insert redundant methods here)
  - b) Identified Assembly Area – (insert here)
  - c) Schedule of Drill – (insert here)

***This may also be accompanied by the Drop, Cover, and Hold procedure in the event of an imminent impact from a tornado or other severe weather threat.***

## Lockdown

A situation where there is an imminent threat inside or outside of the building. School district personnel are to immediately go to a protective place/position.

**When the announcement is made:**

- Staff are to be cleared from the halls immediately and to report to nearest available room.
- Assist those needing special assistance.
- Close and lock all windows and doors and do not leave.
- BE QUIET!
- Turn off lights.
- Use interior walls to position staff away from the threat to minimize visibility from windows and doors.
- Sit on floor.
- Wait for further instructions.

a) Notification – (insert redundant methods here)

b) Schedule of Drill – (insert here)

## Shelter-In-Place

Placement of district personnel in a pre-determined area of the building's interior due to an external gas or chemical release

**When the announcement is made, follow the Lockdown procedure with the addition below:**

- Close all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release) using available materials such as coats, blankets, or rugs.

a) Notification – (insert redundant methods here)

b) Identified Shelter Area – (insert here)

c) Schedule of Drill – (insert here)

## Drop, Cover and Hold

For use in earthquake or other imminent danger to building or immediate surroundings.

### When the command “Drop” is made:

- DROP to the floor, take cover under a nearby desk or table, and face away from the windows.
- COVER your eyes by leaning your face against your arms.
- HOLD on to the table or desk legs, and maintain present location/position.
- Assist those needing special assistance.
- Wait for further instructions.

a) Notification (insert redundant methods here)

b) Identified Shelter Area(insert here)

c) Schedule of Drill (insert here)

**\*\* See Appendix H for Floor Plans, Blueprints, Evacuation Routes and Mapping of Evacuation Assembly Areas (SAVE Act Indicator 1.10).**



## 2. District Notified Of School Incident



### Activation of SAMPLE District Emergency Operations Plan and District Emergency Response Team

#### DISTRICT EMERGENCY RESPONSE TEAM (DERT)

The DERT is activated per the direction of the director of schools or designee.

*(SAVE Act Indicator 1.5)*

Title	Role, Responsibility
<b>DERT Leader</b>	Oversees DISTRICT response to emergency, activates DERT, coordinates with EOC and on-scene incident commander.
<b>EOC Liaison</b>	Reports to EOC. Represents School district at EOC and provides DERT leader with operational updates.
<b>Public Information Officer</b>	Coordinates release of information with other county PIOs, prepares press releases and coordinates information with all agency and system stakeholders.
<b>Technology Section Chief</b>	Assures technology and communications are available and operational, gathers and prepares appropriate data and accesses technology resources for the team.
<b>Logistics Section Chief</b>	Organizes and directs those operations associated with maintenance of physical environment.
<b>Support Services Section Chief</b>	Organizes and directs those operations associated with health and well-being of staff/students, which includes accountability and care of students during event.
<b>Finance Section Chief</b>	Tracks expenses and facilitates purchases to meet needs of staff and students during the event.
<b>Recorder</b>	Documents all meeting results, directives, and decisions and keeps accurate files.

#### DISTRICT EMERGENCY RESPONSE TEAM ASSIGNMENTS *(SAVE Act Indicator 1.8)*

Title	Name Location & Numbers	Alternate Name Location & Numbers
<b>DERT Leader:</b>		
<b>EOC Liaison:</b>		
<b>Public Information Officer:</b>		
<b>Technology Section Chief:</b>		

<b>Logistics Section Chief:</b>		
<b>Support Services Section Chief:</b>		
<b>Fiscal Services Section Chief:</b>		
<b>Recorder:</b>		

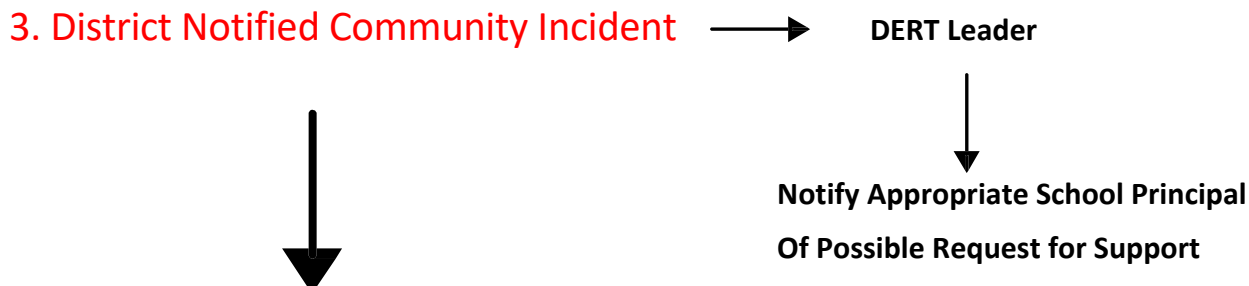
\*See Annex D for Job Action Sheets

**MEDIA POLICIES AND GUIDELINES** *(SAVE Act Indicator 1.16)*

The SAMPLE school district public information officer will oversee all external communications with the community and the media regarding the facts relating to the emergency and the school’s response.  
 (Insert media policy here.)

**FAMILY NOTIFICATION** *(SAVE Act Indicator 1.20)*

The following communications measures will be utilized for notifications:  
 (Insert redundant notification means here.)



**Activation of SAMPLE District Emergency Operations Plan  
and District Emergency Response Team**

**SITUATION**

The SAMPLE School district recognizes its role the in SAMPLE county basic emergency operations plan, and will maintain Memorandums of Understanding/Agreement (MOU/MOA) for all services, equipment, personnel, and facilities that may be used in a community or regional incident requesting district resources.

**EMERGENCY OPERATIONS CENTER (EOC)**

The purpose of the Emergency Operations Center (EOC) is to provide a central location through which all local emergency management activities and functions can be conducted.

The SAMPLE County emergency operations center is located at \_\_\_\_\_. At the discretion of the SAMPLE county emergency management agency director, and with the concurrence of the mayor, direction and control may be exercised at an alternate emergency operations center site located at \_\_\_\_\_. In the event of a community-wide incident, SAMPLE school district will provide a liaison to work in the emergency operations center.

**EMERGENCY SUPPORT FUNCTIONS**

The functions listed below are known as emergency support functions and are identified in the SAMPLE county basic emergency operations plan. Though some of these functions may not apply to the district’s response, each ESF is listed below to allow the district to have a point of reference during planning and incident response. Furthermore, ESFs which are known to request district response are listed below.

Responsible Party	Purpose	Procedures
<p><b>ESF 1: Transportation</b> (Transportation Director)</p>	<p>The purpose of this Emergency Support Function (ESF) is to provide for the coordination of local transportation support to emergency responders in the county.</p> <p>In major emergencies, large quantities of personnel, equipment, and supplies will be moving into the affected areas, and it is the responsibility of ESF 1 to coordinate this movement.</p>	<p>A. Provide school buses for evacuations</p> <p>B. Send ESC's to the district and/or county EOC as requested by EMA</p> <p>C.</p>
<p><b>ESF 2: Communication</b> (District Public Information Officer)</p>	<p>The purpose of this ESF is to provide radio, telecommunications, and data systems support to emergency response organizations during day-to-day and emergency operations.</p> <p>It also serves as a coordination of efforts to ensure the same message is relayed by all government entities during a disaster.</p>	<p>A. Maintain radio communication systems</p> <p>B. Provide communication systems during an emergency</p> <p>C.</p>
<p><b>ESF 3: Infrastructure</b> (Maintenance Supervisor)</p>	<p>Most disasters involve damage to property to some extent. Structures that are damaged must be inspected and either certified for continued use or destroyed to insure that no one is injured or killed by further weakening or collapse of the structure.</p>	<p>A. Provide building inspections of local educational facilities within the limits of capabilities</p> <p>B. Assist officials with building assessments</p> <p>C. Maintain structural and non-structural guidance for educational facilities to reduce chances of injury during emergencies.</p>
<p><b>ESF 4: Firefighting</b></p>	<p>In some cases, other ESFs may supply equipment, personnel, or resources to assist firefighting. This will be coordinated through those particular ESF coordinators to affect an appropriate response.</p>	<p>May not apply to district-level response</p>

<p><b>ESF 5: Information and Planning</b> Save Act Coordinator</p>	<p>Coordinate and manage the flow of information to and from the District Command Center. Use this information to plan for District support to the County response, and be prepared for the impact County needs may have on District operations.</p> <p>Since the District SAVE Act coordinator is already familiar with emergency management concepts and response goals and objectives, he/she may also be beneficial to fill a role in the County Incident Command System.</p>	<p>A. Coordinate flow of information to and from County EOC with District Command Center (may utilize District Liaison to County)</p> <p>B. Identify school assets and personnel which may aid County operations</p> <p>C. Plan for interrupted services and schedules as a result of County needs</p> <p>D. Provide resources for long-term recovery as requested (may be teachers, counselors, or materials to aid in community recovery)</p>
<p><b>ESF 6: Human Services</b></p>	<p>Many disasters have the potential for destroying the homes of persons living in the affected area(s). This may necessitate the sheltering of many of the disaster victims whose homes have been damaged or destroyed.</p> <p>All victims who are housed at temporary emergency shelters will require food, water, the provision of emergency first aid, and a wide variety of other mass care services.</p>	<p>A. Identify shelters and how they may be used in disasters</p> <p>B. Plan for the physical needs and resources/personnel needed to carry out these functions</p> <p>C. Determine and prepare for secondary and long-term impacts of sheltering, dispensing, and other functions which will utilize school facilities</p>

<b>ESF 7: Resource Support</b>	Identify the resources, facilities, and personnel who may be needed to carry out each function the district may perform in support of the County Incident Action Plan.	<ul style="list-style-type: none"> <li>A. List all potential uses for district facilities and buses</li> <li>B. Determine needs to carry out those uses of facilities</li> <li>C. Establish key personnel to support facility uses and pre-develop contracts or memorandums as needed to ensure employees are compensated</li> <li>D. Determine the resources the district possesses which may prove useful for the county during disasters and ensure County personnel are aware of these capabilities</li> </ul>
<b>ESF 8: Health</b>	The purpose of this ESF is to provide guidance, prioritization, and coordination of resources involved in the triage, treatment, and medical evacuation of victims of disasters within the county and its municipalities.	<ul style="list-style-type: none"> <li>A. Support Point of Dispensing operations.</li> <li>B. Establish mechanisms for continuum of care and for healthcare needs</li> <li>C. Ensure essential human needs are met</li> </ul>
<b>ESF 9: Search and Rescue</b>	Access and begin removal (extraction) of victims from damage areas.	May not apply to district-level response
<b>ESF 10: Environmental Response</b>	The purpose of this annex is to provide support in dealing with actual or potential releases of hazardous materials (including radiological materials).	May not apply to District-level response

<p><b>ESF 11: Food</b></p>	<p>The purpose of this annex is to identify, secure, and deliver food assistance to affected areas following a major disaster.</p>	<p>A. Identify potential food services to support response</p> <p>B. Provide facilities for food preparation</p> <p>C. Provide buses for food delivery needs</p>
<p><b>ESF 12: Energy</b></p>	<p>The purpose of this annex is to facilitate restoration of the energy systems in the areas of the county affected by a disaster.</p>	<p>May not apply to District-level response</p>
<p><b>ESF 13: Law Enforcement</b></p>	<p>The purpose of this annex is to insure the security of areas affected by emergencies as well as that of the victims and the emergency personnel working in those areas and to provide for the evacuation of residents and/or emergency workers in areas affected by a disaster.</p>	<p>Provide buses for assistance in community evacuation</p>
<p><b>ESF 14: Donations and Volunteers</b></p>	<p>The purpose of this annex is to establish a mechanism for the orderly handling of donated goods during disasters by persons/organizations outside the impact area and coordinating the deployment of personnel/organizations offering services on a voluntary basis to areas of the county affected by disasters.</p>	<p>A. Provide staff to assist in donations management</p> <p>B. Provide facilities to assist in donations management</p>
<p><b>ESF 15: Recovery</b></p>	<p>The purpose of this ESF is to provide for the delivery of local, state, and federal recovery assistance to victims in areas of the state affected by a disaster.</p>	<p>A. Provide damage assessments for local educational facilities</p>
<p><b>ESF 16: Animal Care and Housing</b></p>	<p>Disaster planning for the animal population, in part because it will affect the viability of disaster plans for people. For instance, if the disaster warrants an evacuation, many people will not evacuate without their animal.</p>	<p>A. Evaluate usage of facilities for animal housing</p>

## V. RECOVERY *(SAVE Act Indicator 1.3)*

The goal of recovery is to restore the infrastructure of the SAMPLE School district as quickly as possible in order to quickly return to academic priorities. The SAMPLE School district will apply the following recovery strategies:

- Utilize credentialed community service providers for assessments and resources on the emotional needs of school district staff, school staff and faculty, students, and families.
- Utilize credentialed community service providers on stress management resources for school district staff, school staff and faculty, students, and families.
- Keep school district staff, school staff and faculty, students, families, and media informed.
- Take as much time as needed for recovery.
- Evaluate recovery efforts and apply revisions to emergency operations plans as determined.

### PSYCHOLOGICAL AND EMOTIONAL RECOVERY TEAM

*(SAVE Act Indicator 1.12)*

NAME/TITLE	ORGANIZATION	CONTACT INFO



## FISCAL RECOVERY

Restoring business functions is a priority for fiscal recovery. SAMPLE School district has implemented the following procedures:

- Systems are in place for rapid contract execution after an incident.
- \_\_\_\_\_ notification method will be used to inform staff on the specifics of returning to work.
- Redundant records are kept at a different physical location.
- An emergency relief funding account has been set up at \_\_\_\_\_ Bank.

## AFTER ACTION REVIEW (AAR)

A high quality school emergency planning process includes development of an AAR process to facilitate this review and evaluation, as applied to all drills, exercises, events, incidents, and emergencies.

The AAR process results in documentation of strengths and of areas for improvement. An AAR summarizes key information related to evaluation of the EOP. By recording the information below, district and campus officials can identify gaps and address areas for improvement.

Information commonly documented but somewhat unique to the AAR includes:

- factors that contributed to the incident;
- identification of the core capabilities and responsibilities needed for best outcomes;
- notification and communication systems used during the incident or exercise;
- quality of response (internal staff and external responders);
- involvement of media;
- possible prevention or mitigation techniques not applied;
- lessons learned;
- supplies (materials, equipment and/or job aids) that were missing and might have improved outcome if made available;
- overall impact to students and to the continuity of the educational process; and
- next steps

*See Annex I for After Action Review Template*

## Corrective Action Plan (CAP)

A Corrective Action Plan is utilized to ensure each gap is addressed and processed through a high-quality school emergency planning process. The needs recorded on the CAP may be items such as:

- additional education and training for staff with assigned roles and responsibilities;
- review and revision of resource management processes, including informal and formal agreements;
- further development of processes to better meet regulations and recommendations; and
- changes in policy or procedure that hinder achievement of the best possible outcomes.

*See Annex J for Corrective Action Plan Template*

## VI. Annexes

- A. Continuity of Operations (*SAVE Act Indicator 1.22*)
- B. Communications (*SAVE Act Indicator 1.15*)
- C. Memorandums of Understanding
- D. Job Action Sheets
- E. Hazard Identification Risk Assessment Tool (HIRA)
- F. Threat Hazard Assessment Walkthrough Tool (THAW)
- G. Hazard Specific Annex
- H. Facility Maps and Evacuation Routes
- I. After Action Review Template
- J. Corrective Action Plan Template
- K. Glossary

# ANNEX A

## CONTINUITY OF OPERATIONS

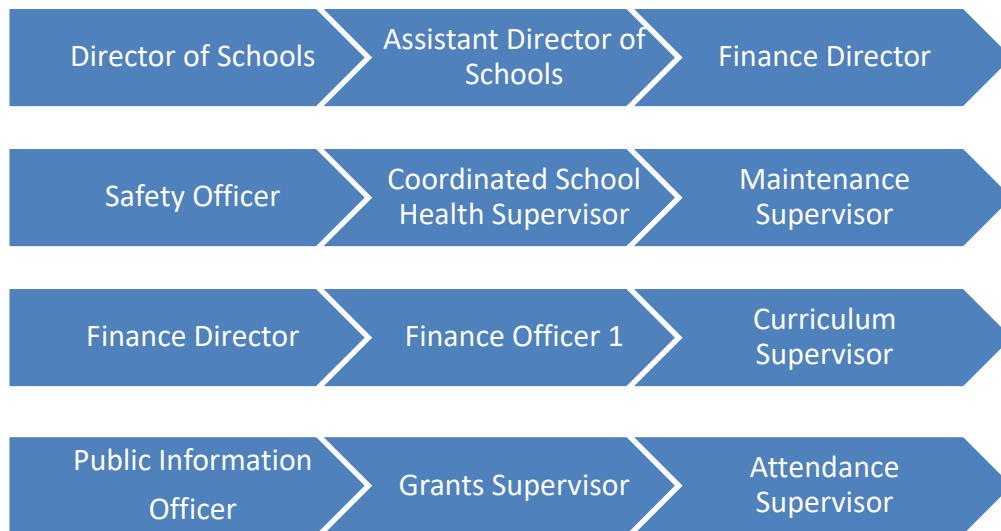
### Purpose

The purpose of Continuity of Operations Procedures (COOP) is to ensure there are procedures in place to maintain or rapidly resume essential operations of the school district after the disruption of normal operations. These essential operations are the academic, business, and physical facilities of the school district.

### Lines of Succession (Fill in your own, using below as an example.)

In the event one of the following position staff members are unavailable (either physically or because of adverse circumstances that prevent him/her from performing job functions), the following lines of succession will naturally occur without policy or official action being required.

For the purpose of identifying essential functions, the following are the only listed positions. However, all departments and offices within the district should identify lines of succession for essential personnel to perform the department's daily mission.



### Roles and Responsibilities

Designated district personnel will perform the essential functions as listed below:

#### Superintendent

- a) Determine when to activate COOP plan and relocate to the alternate site. Authority for activation may be delegated or implemented by automatic pre-designated triggers.
- b) Oversee planning and tactics to ensure the district's goals and objectives are met, where practical.
- c) Ensure dissemination of information to District personnel, school staff and faculty, students, families, and the public.
- d) Communicate with media and the larger school community.
- e) Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
- f) Ensure systems are in place for rapid contract execution after an incident.

- g) Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.

#### **Facilities Manager**

- a) Work with local government officials to determine when it is safe to return to district facility.
- b) Manage the restoration of the district facility and grounds.
- c) Identify additional personnel, resources, and services for continued operations.

#### **Administrative Support**

- a) Maintain inventory.
- b) Maintain essential records.
- c) Retrieve, collect, and maintain all personnel data (emergency contacts information, etc.).
- d) Provide accounts payable and cash management services.
- e) Identify additional personnel, resources, and services for continued operations.

#### **Coordinated School Health Supervisor**

- a) Establish support services for personnel.
- b) Implement additional response and recovery activities according to established procedures.
- c) Identify additional personnel, resources, and services for continued operations.

#### **Foods and Nutrition Supervisor**

- a) Implement procedures to monitor food temperatures and ensure food safety/handling procedures.
- b) Implement contracts for food and food service equipment.
- c) Ensure staff are adequately trained and competent with temporary or replacement equipment.

#### **Transportation Director**

- a) Implement contracts for service, where necessary, to ensure all students have safe transportation.
- b) Ensure all operators of temporary or replacement equipment have been adequately trained to ensure safe operation.
- c) Work with superintendent to ensure all students are accounted for during temporary or emergency routes.

#### **Mental Health Supervisor**

- a) Identify emotional wellbeing needs to maintain the district goals and objectives.
- b) Establish services (including implementing contracts for services) necessary to meet the emotional needs of every student, faculty, staff, and district staff member.

- c) Work with district and school-level leaders to establish long-term recovery needs for emotional wellbeing and advise leaders on tactics which will improve recovery of all involved.

### **Curriculum Supervisor**

- a) Determine procedures needed to meet state standards for education.
- b) Implement contracts for services to aid in maintaining temporary learning environments.
- c) Establish a long-term plan to ensure students meet standards needed for graduation and incremental grade advancements.

### **Alternate Facilities**

- District Business Office
- District Support/Maintenance Office

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. Technological systems available at the site will need to be tested for compatibility.

### **Vital Records**

Vital records are archived or retained on portable hard drives that reside within the district's backup server room. These portable drives are replicated and mirrored to existing district servers to ensure up-to-the-minute accuracy in data. Technology personnel will retrieve these drives and transport them to the off-site location.

# ANNEX B

## COMMUNICATIONS

### Purpose

The Communications Appendix is designed as a tool for district leaders and communications personnel to ensure standardized communications, both internally and externally, during times of crisis or emergency.

### Public Information Officer

The designated public information officer has the responsibility to advise incident commanders on matters of public or internal communication, as well as develop and provide products to assist in communication of incident objectives or pertinent information.

### Go Kit

District personnel who are the primary or backup PIO are provided a “Communications Go Kit” which allows them to work from the field (either at a school campus or remote operations area). This kit should remain available to the PIO at all times, and shall remain secure as it contains private information only available to command staff personnel.

### Joint Information System

The Joint Information System is a series of contacts and mechanisms utilized by the public information officer to communicate among schools, emergency services, and community partners in the event of an incident/emergency. This is a system that must be developed before an incident/crisis occurs, and we are committed to maintaining the relationships and contacts necessary to effectively communicate with other entities involved in an incident.

### Joint Information Center

The Joint Information Center is a physical location where public information officers and assistants can effectively work to create, edit, and disseminate communications to schools, families, and the community when necessary. To effectively manage a joint information center, we will allot two hours during each scheduled school break where the district public information officer shall meet with public information assistants and other agency PIOs to discuss and test communications mechanisms utilized by the district in a time of crisis.

### Communication Priorities

1. Prevention/Mitigation:

PIOs should continuously strive to prepare district personnel, students, parents, and the public for emergencies involving schools. The PIO operates under the direction of the director of schools and is granted permission to speak on behalf of the district.

2. Notification (response):

PIOs will serve as the expert advisor to the director of schools and command staff for matters of school notification and public communications. It is the goal of the district to quickly notify all

schools that will imminently be affected by an event, as well as other schools/facilities that may potentially be impacted.

In the event that a large-scale event occurs which may cause public unrest or will carry across multiple schools/facilities, widespread notification of all school employees and parents is paramount. Public information teams will work to craft one message that will be utilized by all staff speaking to parents, community members, or other interested parties on behalf of the district. All media inquiries will be directed through the PIO or their designee.

1. Call to Action:

When schools require additional support, or require parents and community members to follow a specific plan or series of actions, a call to action may be used. The call to action must be directed by the command staff and relayed through the public information team (Joint Information Center).

### Audiences

The most important step in communicating with targeted populations is identifying the audience. The following is a list of anticipated audiences who may need to be considered when communicating from the district to our anticipated audiences.

<b>Central Office</b>	The central office is considered the nerve center of the district, and personnel working within the central office will be crucial to effectively ensuring individual areas within district services. This includes support personnel that are assigned to district-wide responsibilities.
<b>School Faculty/Staff</b>	The bulk of communication that comes from schools to parents occurs from individual school campuses to their parent populations. Many times, school faculty/staff are asked about events occurring at other campuses, as the community sees school personnel as experts in their respective fields.
<b>Students</b>	Students are the most vulnerable population we are charged to protect. When an incident occurs, or is imminent, students must be informed of the appropriate response actions. Students also serve as the first point of contact for most parents/guardians. Giving students the specific message you want portrayed to parents/guardians is possibly the most effective way to control what messages are received by various groups involved in or affected by the incident.
<b>Parents/Guardians</b>	Parents and guardians will serve as the best supporters or worst stumbling blocks during times of crisis. Historical events have proven that communicating honestly and quickly with parents

	and guardians will serve to be the greatest source of public trust and buy-in. It is the priority of the district to communicate quickly and honestly with families during a time of crisis.
<b>Community Partners</b>	Emergency services and other engaged community partners are vital to the success of the district during emergencies or crises. Communications with community partners are essential and must be considered during command staff planning.
<b>School Board Members</b>	School Board members are great spokespersons for the district, especially to high stakes community partners who support the district's daily mission. Ensuring Board members are informed and updated is a priority of the district.
<b>Public/Community</b>	Schools are an integral part of every community. The school district has a responsibility to notify the public when incidents occur at our schools. Open communication will assist in fostering public trust, understanding, and buy-in.

## Communication Systems

To accomplish communications goals the public information office will:

- 1) Identify the audience
- 2) Determine the message
- 3) Utilize appropriate systems based on the audience and message

The following is a list of communications systems and likely uses:

<b>Mass Call System</b>	Utilized by the district and schools to communicate to parents and stakeholders within the school. To maximize effectiveness of this system, contacts must be updated routinely.
<b>Mainstream Radio (AM/FM)</b>	Radio stations broadcast on AM and FM frequencies which can reach for many miles. Though many listeners prefer satellite or subscription radio services, the vast majority of the population still turns to radio (especially in small communities) for up-to-date information in a crisis.
<b>Television</b>	Oftentimes school crises become breaking news on local and regional television news stations. This can be utilized as a way of not only telling the story but also getting information to the parents and the community. Many communities also have local television news/bulletin channels that can be utilized for urgent information.
<b>Newspaper</b>	Though newspaper is a medium that takes time to get to the hands of readers, many still consider it among the most reliable sources in terms of the quality of information reported. Newspapers routinely author articles in a series, allowing the reader multiple articles to gain more detailed information.



<b>Social Media</b>	The district maintains a Facebook and Twitter account. Utilized mainly for district updates, school closings/delays, and classroom highlights, social media is the fastest method to spread emergency information. It is the policy of the district to delete old information as new information is posted to prevent readers from receiving old information. The district also encourages principals to script messages for students to post on behalf of the school, on their personal accounts, to ensure a unified message is given from all accounts, thus minimizing the impact of rumors.
<b>Handouts/Flyers</b>	Handouts and fliers are considered an official communication to many parents. They are a great way to put information in the hands of families who may need to refer to the information at later dates. They are also a great way to get official statements, with more detailed information, in the hands of families.
<b>Bulletin Boards/Marquees</b>	Bulletin boards and marquees are a great way to put headlines or brief statements in front of a targeted group that is near the venue. In order for marquees and boards to be noticed, they must be updated and contain pertinent information in abbreviated formats.
<b>Email</b>	Emails are a great way to inform concentrated groups of people. Groups established for teachers, students, and families, as well as key stakeholders in the school can be easy ways to customize messaging to target groups.

### **Redundant Communications Systems**

Redundancy in systems is key to success in communications during times of disasters. The district supplies PIOs with equipment necessary to communicate when mainstream systems are ineffective. Many times schools may be part of the county emergency operations plan when normal systems are rendered ineffective. The ability to develop large amounts of distributable material and large signs/banners will prove invaluable to emergency services and schools when standard lines of communication are down.

The district attempts two and three contacts per communications system. At no point will less than two district personnel be capable of using any communications system that may be used in an emergency.

In times where networking and connectivity is inoperable, personnel will identify means of communication without relying on email systems and cellular phone connectivity.

# ANNEX C

## MEMORANDUM OF UNDERSTANDING

### Memorandum of Understanding

Between \_\_\_\_\_ School and *the Relocation Site*

Date \_\_\_\_\_

Name and location of relocation site: \_\_\_\_\_

Contact of relocation site: \_\_\_\_\_

*Work Phone:* \_\_\_\_\_

*Cell Phone:* \_\_\_\_\_

*Fax:* \_\_\_\_\_

*Email:* \_\_\_\_\_

Secondary contact of relocation site: \_\_\_\_\_

*Work Phone:* \_\_\_\_\_

*Cell Phone:* \_\_\_\_\_

*Fax:* \_\_\_\_\_

*Email:* \_\_\_\_\_

Location within the site where students will be sheltered: \_\_\_\_\_

Location of Administrator's Tool Box if stored at relocation site: \_\_\_\_\_

School Emergency Team Member responsibilities for coordinating evacuation to relocation site:

**Other agreements:** Key points of consideration when drafting agreements with relocation sites/schools.

**The Evacuating School will:**

- Notify the host site of an impending evacuation as soon as possible.
- Maintain accountability and control of all students and staff at the host site.
- Operate the call center and student/parent reunification points. Request assistance from host site if needed.

**The Host Site (\_\_\_\_) will:**

- Accept an evacuation request from any of those in the chain of command identified in the evacuating school's Emergency Operations Plan.
- Notify all staff members of the situation.
- Designate space for evacuees. Access to bathroom facilities and to water are immediate considerations.
- Assign personnel to greet arriving buses and direct them to pre-identified space.
- If site is a school: notify the school nurse and anticipate any medical emergencies. Having an emergency medical team/rescue squad on stand-by might be considered.
- Activate emergency response team to anticipate and attend to any emotional trauma.

**Collaborative Actions:**

- Assist in required notifications of parties including parents and day care facilities that pick up at the school.
- Designate the location and procedure for release of students to parents who may come to the school.
- Anticipate any need to feed evacuees and make contact with food service.
- Take action to control media access and work with the Media Liaison.

A copy of the Partnership Agreements will be furnished to emergency teams of both schools/facilities. The \_\_\_\_\_ School principal will answer questions about the agreement. Both teams should fully understand what is expected if evacuating to the partner school or hosting the partner school during an emergency.

**Principal or Designee Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Host Site Designee Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



# ANNEX D

## JOB ACTION SHEETS

### SAMPLE District Emergency Response Team (DERT)

#### District Emergency Response Team Leader

##### Responsibilities

- Oversees school district response to major incidents.
- Participates in media briefings as necessary.
- Coordinates with \_\_\_\_\_ County Emergency Operations Center.
- Designates EOC liaison to \_\_\_\_\_ County Emergency Operations Center.
- Informs \_\_\_\_\_ School Board president.

##### Immediate Actions (Should be initiated within the first hour of the emergency)

- \_\_\_ Initiates the \_\_\_\_\_ School district Emergency Operations Plan and assumes the role of DERT leader.
- \_\_\_ Notifies DERT Team and sends EOC Liaison to \_\_\_\_\_ County EOC.
- \_\_\_ Notifies \_\_\_\_\_ School Board of the incident.
- \_\_\_ Establishes online communication with the EOC and the 911-center dispatcher.
- \_\_\_ Appoints all DERT staff positions. Depending on the situation at hand, all positions may not be filled.
- \_\_\_ Attends the status/action plan meeting.
- \_\_\_ Monitors status reports from On-Scene Incident Commander.
- \_\_\_ Determines the need for participation of outside resource representatives.
- \_\_\_ Communicates status to the EOC, County Executives, and other appropriate agencies, as necessary.
- \_\_\_ Adopts a proactive attitude. Thinks ahead and anticipates situations and problems before they occur.

##### Intermediate Actions (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours.)

- \_\_\_ Authorizes resources as needed or requested.
- \_\_\_ Attends briefings as scheduled by DERT Leader.
- \_\_\_ Approves media releases submitted by the Public Information Officer.
- \_\_\_ Communicates status to the EOC, County Executive, and other appropriate agencies, as necessary.

**Extended Actions** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- \_\_\_ Reviews plans for recovery and salvage efforts that may be required, special security requirements that may be indicated (i.e., locking down section of the physical facility for safe purposes and/or to facilitate recovery and salvage efforts), and updates of the action plan regarding its continuance or termination. Said meeting should occur at least once every eight hours.
- \_\_\_ Declares the end of the emergency.
- \_\_\_ Instructs the Section Chiefs and staff to submit a written summary of their activities during the emergency within 72 hours.
- \_\_\_ Ensures a detailed review and evaluation of the response to the emergency within two weeks.
- \_\_\_ Appoints a team to relieve the initial DERT and provides meeting to debrief the situation, if needed.

**Emergency Operations Center (EOC) Liaison**

**Responsibilities**

- Reports to EOC, if and when operational.
- Provides DERT leader with current operational information.
- Provides EOC with information and contacts for school district.

**Immediate Actions**(Should be within first hour of emergency)

- \_\_\_ Establishes communication with local emergency manager.
- \_\_\_ Reports to the county emergency operations Center (EOC)
- \_\_\_ Establishes communication with the DERT Leader ANY time EOC is activated.

**Intermediate Actions** (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- \_\_\_ Keeps DERT leader or designee updated on situation based on EOC communication.
- \_\_\_ Keeps the EOC apprised of the school system’s response.

**Extended Actions** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- \_\_\_ Advises the DERT Leader when the emergency is declared over.

# Public Information Officer

## Responsibilities

- Coordinates information release with other county agency PIOs.
- Provides press releases.
- Coordinates communications with school system employees.
- Coordinates communications with parents.
- Coordinates communications with all agencies/stakeholders (County PTA president, County Advisory Board chairs)

## Immediate Actions (Should be initiated within the first hour of the emergency)

- \_\_\_ Reports upon arrival to DERT leader.
- \_\_\_ Places position identification tent by seat.
- \_\_\_ Obtains a briefing on the situation.
- \_\_\_ Attends all status/action plan meetings called by the DERT leader.
- \_\_\_ Establishes and maintains ongoing communications with the Liaison officer.
- \_\_\_ Uses the Public Information office as the official information center. In the event of an internal disaster, the official information center will be located as close as possible to the DERT.
- \_\_\_ Establishes a press briefing room off-site.
- \_\_\_ Establishes and implements access control pertaining to the news media.
- \_\_\_ Establishes and maintains ongoing communications with the public information officers from other agencies that are involved in the situation.
- \_\_\_ Leader reviews and approves that describes the school system’s initial response to the situation.
- \_\_\_ Provides statements to be shared with the public to all emergency support staff in public information and admin personnel throughout Central Office.
- \_\_\_ Monitors news broadcasts about incident and corrects any misinformation heard.
- \_\_\_ Keeps the DERT leader advised of any changes in the response to the emergency by other agencies
- \_\_\_ Adopts a proactive attitude. Thinks ahead, anticipates situations and problems before they occur.

## Intermediate Actions (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- \_\_\_ Attends all briefings called by the DERT Leader.
- \_\_\_ Ensures that rumor control function is established as necessary and has the means for identifying false or erroneous information. Develops a procedure to be used to stop such information.
- \_\_\_ Prepares periodic briefings for the EOC, county mayors, and other appropriate agencies, as necessary.
- \_\_\_ Designates staff to the site of the emergency, as needed.

**Extended Actions** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- \_\_\_ Obtains regular updates from DERT Leader.
- \_\_\_ Conducts shift change briefings with emergency communications staff.
- \_\_\_ Provides a written summary of related activities performed within 72 hours of the emergency being declared over.
- \_\_\_ Provides assistance as required in ensuring that staff and volunteers who provided assistance during the emergency receive appropriate and timely recognition for their efforts.
- \_\_\_ Prepares final news releases and advises media representatives of points-of-contact for follow-up stories.

## **Logistics Section Chief**

### **Responsibilities**

- Organizes and directs those operations associated with maintenance of the physical environment and DERT command post.
- Advises DERT Leader.
- Oversees all areas identified in the logistics chain of command.

**Immediate Actions** (Should be initiated within the first hour of the emergency)

- \_\_\_ Checks in upon arrival with DERT Leader.
- \_\_\_ Places position identification tent by seat.
- \_\_\_ Obtains a briefing on the situation.
- \_\_\_ Attends the status/action meeting called by the DERT Leader.
- \_\_\_ Ensures that directives from the DERT Leader are carried out in a timely and appropriate fashion.
- \_\_\_ Adopts a proactive attitude. Thinks ahead and anticipates situations and problems before they occur.

**Intermediate Actions** (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- \_\_\_ Makes requests to the DERT leader for resources needed.
- \_\_\_ Attends briefings with the DERT leader and provides status reports and recommendations for updating action plans regarding the continuance and termination of the plans or parts thereof.



**Extended Actions** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- \_\_\_ Meets with the DERT Leader to discuss recovery and salvage efforts that may be required.
- \_\_\_ Meets with the DERT Leader as deemed necessary.
- \_\_\_ Ensures that actions are taken to return the section to normal operations once the DERT Leader has declared the emergency over.
- \_\_\_ Provides a written summary of related activities performed by the section within 72 hours of the emergency being declared over.

## Support Services Section Chief

### Responsibilities

- Organizes and directs those operations associated with the health and well-being of students/staff.
- Ensures that students at affected sites are accounted for.
- Develops short- and long-term action plans for the care of students.
- Ensures critical incident stress management services are available for students.
- Advises DERT Leader.
- Oversees all areas identified in the student support services chain of command.
- Assembles staff to provide assistance for care of evacuated or displaced students and staff.

**Immediate Actions** (Should be initiated within the first hour of the emergency)

- \_\_\_ Reports to DERT Leader.
- \_\_\_ Places position identification tent by seat.
- \_\_\_ Obtains a briefing on the situation.
- \_\_\_ Attends the status/action meeting called by the DERT Leader.
- \_\_\_ Provides DERT Leader with information regarding any health concerns of students and staff at affected sites.
- \_\_\_ Collaborates with health, police, and fire departments in the timely response to address immediate health concerns.
- \_\_\_ Ensures that directives from the DERT Leader are carried out in a timely and appropriate fashion.
- \_\_\_ Adopts a proactive attitude. Thinks ahead and anticipates situations and problems before they occur.

**Intermediate Actions** (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- \_\_\_ Makes requests to the DERT Leader for resources needed by the affected site(s).
- \_\_\_ Attends briefings with the DERT Leader and provides status reports on allocation of resources.

**Extended Actions** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- \_\_\_ Meets with the DERT leader to discuss recovery and salvage efforts that may be required.
- \_\_\_ Meets with the DERT leader as deemed necessary.
- \_\_\_ Ensures that actions are taken to return the section to normal operations once the DERT Leader has declared the emergency over.
- \_\_\_ Plans with DERT leader if additional resources are needed at the site for a time span after the emergency.
- \_\_\_ Provides a written summary of related activities performed by the section within 72 hours of the emergency being declared over.

## Technology Section Chief

### Responsibilities

- Organizes and directs those operations associated with technology.
- Works with EOC designee to ensure open lines of communication among all affected sites, incident command post, and EOC.
- Oversees all areas identified in Technology chain of command.

**Immediate Actions** (Should be initiated within the first hour of the emergency)

- \_\_\_ Checks in upon arrival with the DERT leader.
- \_\_\_ Places position identification tent by seat.
- \_\_\_ Obtains a briefing on the situation.
- \_\_\_ Attends the status/action meeting called by the DERT leader.
- \_\_\_ Provides DERT leader with the initial impact report on areas of responsibility.

**Intermediate Actions** (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- \_\_\_ Makes requests to DERT Leader for any needed resources.
- \_\_\_ Attends briefings with the DERT Leader.
- \_\_\_ Assures technology components are in place and operational (e.g., telephone, computer, internet,

- \_\_\_\_\_ printing).
- \_\_\_\_\_ Readies data sources pertinent to incident (e.g., weather, news, GIS, internet, emergency plans, floor plans, aerial photography, HAZMAT response guide).
- \_\_\_\_\_ Monitors and updates data sources as necessary.

**Extended Actions** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- \_\_\_\_\_ Meets with the DERT leader to discuss recovery efforts that may be required.
- \_\_\_\_\_ Meets with the DERT leader as appropriate.
- \_\_\_\_\_ Ensures that actions are taken to return the section to normal operations once the DERT Leader has declared the emergency over.
- \_\_\_\_\_ Assures that direct reports provide the Finance Section Chief with a report of expenses incurred as a result of the emergency, once the emergency is declared over. Additional expenses would include manpower costs (overtime) and costs associated with the rental of equipment or the purchase of additional supplies and/or materials.
- \_\_\_\_\_ Provides a written summary of related activities performed by the section within 72 hours of the emergency being declared over.

**Fiscal Services**

**Responsibilities**

- Tracks ongoing expenses.
- Facilitates the purchase of equipment and supplies.

**Immediate Actions** (Should be initiated within the first hour of the emergency)

- \_\_\_\_\_ Establishes line of communication with DERT leader.
- \_\_\_\_\_ Establishes means to expedite any purchase requests.

**Intermediate Actions** (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- \_\_\_\_\_ Receives briefing from DERT Leader or designee regarding the status of the crisis.

**Extended Actions** (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- \_\_\_\_\_ Prepares fiscal summary of expenditures during the critical incident.

## Recorder

### Responsibilities:

- Notifies DERT members of incident and location of command post.
- Documents all meeting results, directives, and decisions.
- Keeps accurate files on all meetings.
- Maintains files on all press releases.
- Works with DERT leader to ascertain any additional support/clerical personnel needed.
- Documents who is assigned to command post and any replacement team members.
- Maintains all copies of site-based emergency plans.
- Completes the DERT assignment sheet annually or when any changes occur.
- Sends copy of DERT assignments to all members and office of security.
- Maintains file cabinet with updated team recorder notebook at command center.

### Immediate Actions (Should be initiated within the first hour of the emergency)

- \_\_\_\_\_ Check in with the DERT leader upon arrival.
- \_\_\_\_\_ Places position identification tent by seat.
- \_\_\_\_\_ Attends first briefing session on the emergency situation.
- \_\_\_\_\_ Records all discussion and decisions.
- \_\_\_\_\_ Adopts a proactive attitude.

### Intermediate Actions (Normally intermediate actions would be taken after the first hour of the emergency and over the next four to six hours)

- \_\_\_\_\_ Establishes filing cabinets to maintain notes and files from meetings.
- \_\_\_\_\_ Establishes a room for word processing and, if possible, a dedicated FAX line.

### Extended Actions (Extended actions would occur if the emergency lasts longer than eight hours and/or when the emergency is declared over)

- \_\_\_\_\_ Obtains status reports from DERT Leader and organizes the reports in a binder labeled with date and time.

**ANNEX E**  
**HAZARD IDENTIFICATION RISK ASSESSMENT TOOL**

## ANNEX F

### Threat Hazard Assessment Walkthrough (THAW)

Identifying School-Based Threats/Hazards—Classroom Checklist	
Room:	Date Surveyed:
Threat/Hazard	Comments
<input type="checkbox"/> Free-standing cabinets, bookcases, and wall shelves	
<input type="checkbox"/> Heavy objects on high shelves	
<input type="checkbox"/> Aquariums and other potentially hazardous displays located near seating areas	
<input type="checkbox"/> Unsecured TV monitors	
<input type="checkbox"/> Unsecured wall-mounted objects	
<input type="checkbox"/> Hanging plants above or near seating areas	
<input type="checkbox"/> Incompatible chemicals stored in close proximity (e.g., window cleaner and ammonia)	
<input type="checkbox"/> Paper or other combustibles (e.g., greasy rags) stored near heat source	
<input type="checkbox"/> Other threats/hazards (list):	

Identifying School-Based Threats/Hazards—Building Checklist		
Area:	Date Surveyed:	
Threat/Hazard	Comments	
<input type="checkbox"/> Extended, unsupported roof spans		
<input type="checkbox"/> Large windows or panes of glass, especially: <ul style="list-style-type: none"> <li><input type="checkbox"/> Not composed of safety glass</li> <li><input type="checkbox"/> Located near exits or evacuation routes</li> </ul>		
<input type="checkbox"/> Suspended ceilings and light fixtures		
<input type="checkbox"/> Incompatible chemicals stored in close proximity or not stored to withstand falling and breaking		
<input type="checkbox"/> Hazardous materials located in areas that do not have warning signs		
<input type="checkbox"/> Paper or other combustibles (e.g., greasy rags) stored near heat source		
<input type="checkbox"/> Unsecured heavy or unstable items, including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Portable room dividers</li> <li><input type="checkbox"/> Appliances (e.g., water heaters, space heaters, microwave ovens)</li> <li><input type="checkbox"/> Filing cabinets, bookcases, and wall shelves</li> <li><input type="checkbox"/> Athletic equipment</li> <li><input type="checkbox"/> Vending machines</li> <li><input type="checkbox"/> TV monitors</li> <li><input type="checkbox"/> Wall-mounted objects</li> <li><input type="checkbox"/> Aquariums</li> <li><input type="checkbox"/> Table lamps</li> </ul>		
<input type="checkbox"/> Unsecured fire extinguishers or fire extinguishers that require recharging		
<input type="checkbox"/> Electrical equipment		
<input type="checkbox"/> Heavy objects on high shelves		
<input type="checkbox"/> Hanging plants above or near seating areas		
<input type="checkbox"/> Other threats/hazards (list):		

### Identifying School-Based Threats/Hazards—School Grounds Checklist

<b>Area:</b>	<b>Date Surveyed:</b>
Threat/Hazard	Comments
<p>School Building:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Long, unsupported roof spans</li> <li><input type="checkbox"/> Large window panes (especially over exits)</li> <li><input type="checkbox"/> Heating and air conditioning units</li> <li><input type="checkbox"/> Overhangs</li> <li><input type="checkbox"/> Trees or shrubs that require pruning</li> <li><input type="checkbox"/> Other hazards (list):</li> </ul>	
<p>Other Structures:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unsecured portable structures</li> <li><input type="checkbox"/> Unsecured siding or roofing materials</li> <li><input type="checkbox"/> Incompatible chemical storage</li> <li><input type="checkbox"/> Inadequate ventilation</li> <li><input type="checkbox"/> Other threats/hazards (list):</li> </ul>	
<p>Playground:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equipment in need of repair</li> <li><input type="checkbox"/> Rocks or other material that could cause injury</li> <li><input type="checkbox"/> Fences in need of repair</li> <li><input type="checkbox"/> Exposed nails, screws, or bolts</li> <li><input type="checkbox"/> Other threats/hazards (list):</li> </ul>	



**Identifying School-Based Hazards/Threats—School Grounds Checklist (Continued)**

<b>Area:</b>	<b>Date Surveyed:</b>
<b>Hazard/Threat</b>	<b>Comments</b>
<p>School Grounds/Neighborhood:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trees or shrubs that present a fire or wind threat/hazard</li> <li><input type="checkbox"/> Streams in close proximity</li> <li><input type="checkbox"/> Electrical wires</li> <li><input type="checkbox"/> Gasoline or propane tanks</li> <li><input type="checkbox"/> Natural gas lines</li> <li><input type="checkbox"/> Fences in need of repair</li> <li><input type="checkbox"/> Other threats/hazards (list):</li> </ul>	

## ANNEX G

### HAZARD SPECIFIC ANNEX

# DROUGHT

Drought is an abnormally dry period lasting months or years when an area has a deficiency of water and precipitation in its surface and/or underground water supply. This hazard could affect a school district if it obtains its water supply through a water well or if there is a mandatory conservation measure implemented.

TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
	Evaluate probability and severity with county emergency manager.		

TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.

	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# EARTHQUAKE

“Drop, Cover and Hold”  
 “Shelter in Place”  
 “Evacuation”

An Earthquake is the result of a sudden release of energy in the Earth’s crust that creates seismic waves. The energy originates from a subsurface fault. Earthquakes strike suddenly and without warning, occur at any time of the year, and at any time of the day.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.

	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# EXTREME TEMPERATURES

An extreme temperature event occurs when the temperature is exceptionally hotter or colder than the geographic norm and persists long enough to affect the life of the community. This hazard can affect school districts by the loss of cooling/heating capabilities.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.

	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# FLOOD

“Evacuation”  
“Shelter in Place”

A flood occurs when water, due to dam failures, rain, or melting snows, exceeds the absorptive capacity of the soil and the flow capacity of rivers, streams, or coastal areas. Flooding can occur anytime throughout the year, but is typically associated with the spring season.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.



	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# GEOLOGIC

"Reverse Evacuation"

Geologic hazards relate to the danger involved in topography, rock formations, and soil. Included in this category are expansive soils, land subsidence/sinkholes, and landslides.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.



# SEVERE STORMS

“Shelter in Place”  
 “Reverse Evacuation”  
 “Drop, Cover and Hold”

Severe storms comprise the hazardous and damaging weather effects often found in violent storm fronts. As defined by NOAA, this includes the following: hail, high-speed wind, lightning, thunderstorm winds, and winter storm.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.

	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# TORNADO

“Shelter in Place”  
 “Reverse Evacuation”  
 “Drop, Cover and Hold”

A tornado is a rotating column of air in contact with the ground. Tornadoes generate a tremendous amount of flying debris. If wind speeds are high enough, airborne debris can be thrown at buildings with enough force to penetrate roofs and walls.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.

	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# WILDLAND FIRE

“Evacuation”

A wildfire is any free-burning uncontrollable wildland fire. Significant danger to life and property occurs when human development meets and becomes intertwined with the wildland’s vegetation. The threat increases in areas prone to intermittent drought.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.



	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# COMMUNICABLE DISEASE

An infectious disease transmissible by direct contact with an affected individual or by indirect means. Schools are vulnerable to communicable disease due to the possibility of rapid spread.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.

	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# DAM AND LEVEE FAILURE

"Evacuation"

A dam or levee failure is an overtopping, breach, or collapse of the dam or levee. This type of incident could have a devastating impact on the community and school district.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.

	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# HAZARDOUS MATERIALS RELEASE

“Shelter in Place”  
“Reverse Evacuation”  
“Evacuation”

Hazardous materials are any substances that pose a risk to health, life, or property when released. A release of a hazardous material can be caused by a spill, leak, transportation accident, or by human action.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.

	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# INFRASTRUCTURE INCIDENT

“Evacuation”

An infrastructure incident is the failure of a critical public or private utility infrastructure which results in the loss of service, including service to electrical, water, sewer, natural gas, telephone, or internet.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.



	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# TRANSPORTATION ACCIDENT

Transportation accidents involving mechanized modes of transport to include air, rail transport, and motor vehicles on roads.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.

	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# ACTIVE AGGRESSOR/ ACTIVE SHOOTER

“Lockdown”  
“Reverse Evacuation”

An individual actively engaged in aggressive behavior or engaged in killing, or attempting to kill, people in a confined and populated area.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.

	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# BULLYING

Bullying is unwanted behavior among school-aged children that involves a real or perceived power imbalance. Bullying includes actions such as making threats, spreading rumors, and attacking someone physically or verbally.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with County Emergency Manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.

	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# CRIME IN COMMUNITY

“Lockdown”  
“Reverse Evacuation”

Factors such as crime rates in the area, frequency of child abuse and domestic violence, prevalence of access to weapons, known gang activity, and drug use may contribute to acts of violence.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		

	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.







	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# INTRUDER

"Lockdown"

A person who enters a school building with criminal intent.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.



# NUCLEAR POWER PLANT ACCIDENT

“Shelter in Place”  
“Reverse Evacuation”

An event at a nuclear power plant that results in the release of a significant amount of radioactivity.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.



# SUICIDE

The act or an instance of taking one's own life voluntarily and intentionally.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.



	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# TERRORISM

The use of violence or the threat of violence, especially against civilians, in the pursuit of political goals.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
		Evaluate probability and severity with county emergency manager.		
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.



# BOMB THREAT

“Evacuation”  
“Lockdown”

A threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death, or injuries, whether or not such a device actually exists.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.



# FOODBORNE OUTBREAK

When two or more people get the same illness from the same contaminated food or drink.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.

	TIME	RECOVERY MEASURES	NAME OF CONTACT	CONTACT NO

# EXPLOSION/FIRE

“Evacuation”

A violent blowing apart or bursting caused by energy released from a chemical reaction, nuclear reaction, or escape of gases under pressure.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.









# MISSING STUDENT

"Lockdown"

A student who has disappeared and whose well-being cannot be confirmed. A student may go missing due to accident, crime, death, or voluntarily disappeared.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.







# CIVIL DISTURBANCE

“Lockdown”  
“Reverse Evacuation”

Acts of violence and disorder prejudicial to the public law and order. This includes acts such as riots, acts of violence, unlawful obstructions, or assemblages.

	TIME	PREPAREDNESS MEASURES	NAME OF CONTACT	CONTACT NO.
	TIME	RESPONSE PROCEDURES	NAME OF CONTACT	CONTACT NO.





**ANNEX H**  
**FACILITY MAPS AND EVACUATION ROUTES**

## ANNEX I

### AFTER ACTION REVIEW TEMPLATE

AFTER ACTION REVIEW - DATA CAPTURE FORM		
<b>Facilitator:</b>		
<b>Participants:</b> (Attach roster if needed.)		
<b>Event:</b>		
<b>Location(s):</b>		
<b>Time/Date Under Review:</b>		

#### Discussion:

1. What was supposed to happen?

2. What actually happened?

**3. What were the differences?**

**4. What can we learn?**

**Comments and/or Immediate Follow-Up Actions (as needed)**

<b>Knowledge Share</b>			
<b>What is to be shared/followed up about?</b>	<b>Who is responsible for follow up?</b>	<b>How will that happen?</b>	<b>With whom will it be shared?</b>

**What happens next?**

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## ANNEX J

### CORRECTIVE ACTION PLAN TEMPLATE

By tracking corrective actions to completion, schools can demonstrate that their efforts to improve emergency management processes have yielded tangible improvements. Schools should assign appropriate individuals to be responsible for implementation of specific corrective actions.

Add emergency planning actions you have identified for your campus or district. You may also use this template as a corrective action plan to document steps to resolve issues identified as a result of on-going safety and security assessments, drills, exercises, or emergency incidents.

#	Issue/ Concern	Recommended Action	Responsible Person	Completion Date
1				
2				
3				
4				
5				
6				
7				
8				
9				

## ANNEX K

### GLOSSARY

**Access and Functional Needs:** Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged.

**After-Action Reviews:** A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.

**Comprehensive Multi-Hazard Exercise/Drill Program and Schedule:** A plan developed by school districts with input from public officials, specialists from other organizations (i.e., emergency management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.

**Continuity of Operations:** Program guidance to continue school district business, including instruction and other essential functions in the event of a disruption initiated by natural, human, or technological impacts causing the loss of facilities, technology, or the workforce.

**Corrective Action Plans:** Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.

**Disability:** The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term “disability” has the same meaning as that used in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).

**Drill:** Actions designed to test and maintain skills in a particular operation or component of an emergency response plan. Examples may include evacuation drill, lockdown drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.

**Emergency Management Programs:** An integrated approach to the management of emergencies using the four emergency phases (mitigation/prevention, preparedness, response, and recovery) and for all types of emergencies and disasters (natural, technological, or human-caused).

**Emergency Operations Plans:** District or campus-level plans that provide roles and responsibilities, tasks, and actions required of the school district and support organizations or agencies during a response; provides the framework for tactical planning.

**Emergency Supplies:**

A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. A supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, water, Go Kit (master key and extra set of keys), and AEDs.

**Exercise:** An event designed to practice and test procedures that may be used in an emergency in order to improve performance and identify deficiencies. Examples of exercises may include drills, table top, functional, and full scale.

**Facility:** Any district-owned or leased building, works system, or equipment with certain improved and maintained natural features.

**School Safety Planning Team:** A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district multi-hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs. As an audit-specific function, provides the district with any campus, facility, or support services information required in connection with a safety and security audit or another report to be submitted by the district to the Tennessee School Safety Center. Reviews each report required to be submitted by the district to the Tennessee School Safety Center to ensure that the report contains accurate and complete information regarding each campus, facility, or support service.

**Hazard:** Any real or potential condition that can cause injury, illness, or death of any personnel, or damage to or loss of equipment or property.

**Hazard Identification Risk Assessment:** A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.

**Health Control Issues:** Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization record, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and a proactive School Health Advisory Committee.

**Incident Command System:** A system to coordinate emergency preparedness and incident management among various federal, state, and local agencies. Enables facilities, equipment personnel, procedures, and communications to operate within a common organizational structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.

**Interoperability and Compatibility:** A principle of the National Incident Management System (NIMS) that holds that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.

**Interagency Collaboration:** Two or more divisions of government (i.e., school district, fire department, etc.) or nongovernmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.

**Memorandum of Understanding:** A Memorandum of Understanding (MOU) or equivalent documents are written agreements that define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines, and outline compliance issues. Situation and need dictate the best type of agreement or whether one even is needed. Usually must be approved by the governing board or council of each agreeing agency/jurisdiction.

**Mutual Aid Agreement:** Commits participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances,



participating parties provide resources, materials, or services during emergency events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.

**National Incident Management System:** A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles, and terminology.

**Public Information:** Public Information consists of the processes, procedures, and systems to communicate timely, accurate, and accessible information on the incident's cause, size, and current situation to the public, responders, and additional stakeholders (both directly affected and indirectly affected). Public information platforms include coordination via traditional and social media platforms.

**Resource Management:** Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.

**Reunification:** A process to return students to their parent or guardian while maintaining order and accountability after an incident.

**Safety:** A condition of being safe from undergoing or causing hurt, injury, or loss.

**Safety and Security Audit/ Ongoing Self-Assessment:** A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, emergency preparedness, and access control.

**School Climate:** The quality and character of school life. School climate is based on patterns of students', parents', and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

**Security:** The quality or state of being secure as freedom from danger.

**Staff:** School district personnel including, but not limited to, teachers, substitute teachers, paraprofessionals, food services, custodial staff, counselors, social workers, school based law enforcement, support service staff, principals, nurses, bus drivers, and school administrators.

**Stakeholders:** Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by, an entity's actions.

**Threat:** An indication of possible violence, harm, or danger.

**Warning Signs of Violence:** Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.

# SAFE SCHOOLS ANNUAL REPORT

## APPENDIX C:

### SAVE ACT SELF-ASSESSMENT

**Description:** In addition to submitting annual updates to their emergency response plans, districts conduct a self-assessment and provide a summary of prevention and intervention strategies being utilized, as well as assurances from the director of schools that key school safety policy requirements are being addressed. The complete SAVE Act compliance process can be reviewed online at:

<http://www.tn.gov/education/article/save-act>.

An abbreviated version of the district self-assessment document follows.

**A FRAMEWORK FOR BUILDING AND PRESERVING SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS**



**Tennessee School Safety Center**  
*Department of Education, Office of School Safety and Learning Support*  
SAVE Act Compliance/Self-Assessment Instrument

**Schools Against Violence in Education (SAVE) Act of 2007**

*Tenn. Code Ann. § 49-6-801-814*, the SAVE Act, establishes specific school safety planning requirements for schools and school districts. The Compliance/Self-Assessment Instrument provides a framework for school districts to use in assessing and reporting their school safety planning activities.

District: \_\_\_\_\_  
Director of Schools: \_\_\_\_\_  
Date: \_\_\_\_\_  
Person Completing Report: \_\_\_\_\_

**1.0: EMERGENCY MANAGEMENT**

A district and school level emergency response plan (ERP) has been developed in conjunction with local emergency response agencies. The ERP is fluid and encompasses a multi-hazard approach to planning.

	<b>Indicators of Success</b>	<b>Met</b>	<b>Not Met/ Action Plan Required</b>	<b>In Progress/ Action Plan Required</b>	<b>Not Applicable/ Explanation Required</b>
<b>1.1</b>	A district and school level emergency response plan (ERP) has been developed in coordination with local emergency response agencies and other appropriate stakeholders including the following: police and fire departments, emergency management agency, EMS, local medical facilities, administrators, staff, parents and students, school nurse(s), school resource officer(s), mental health agencies, school transportation personnel and other appropriate community representatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.2</b>	All district and school ERPs include the following elements: first responder team, postvention team, parent notification plan, plan for relocating and releasing students, designated primary and alternate evacuation routes, planning for school-sponsored events, field trips, bus emergencies and on-site and off-site command posts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.3</b>	District and school ERPs follow FEMA's (Federal Emergency Management Agency) emergency management cycling including the following stages in planning: mitigation and prevention, preparedness, response, and recovery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.4</b>	District and school ERPs integrate a multi-hazard approach to planning and annually assesses the following hazards: classrooms, community, structural and non-structural. When present, the SRO (School Resource Officer) conducts /or assists schools in these assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.5</b>	The ERP has identified district and school safety teams with roles and responsibilities aimed at preventing, responding to and recovering from emergencies. Members include but not limited to the following individuals: director of schools, administrators, staff, parents, school bus personnel and local emergency response agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Indicators of Success</b>	<b>Met</b>	<b>Not Met/ Action Plan Required</b>	<b>In Progress/ Action Plan Required</b>	<b>Not Applicable/ Explanation Required</b>
<b>1.6</b>	The ERP designates district and school-level safety coordinators. The names of these individuals have been communicated to local emergency response agencies, administrators, staff and students, and other appropriate individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.7</b>	An Incident Command System (ICS) for the district and school integrates a chain of command (outlined in an organizational chart) with a single incident commander and alternates to carry out the ERP. ICS utilizes FEMA's five functional areas including: command, operations, planning, logistics and finance/administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.8</b>	Each individual falling under the Incident Command System (ICS) has assigned and designated responsibilities during an emergency and received training accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.9</b>	Mutual aid agreements exist with local response agencies that outline the type of assistance, and identify a chain of command for activating the agreement, define a common language for communicating before, during and after an emergency, and include response agencies when conducting functional exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.10</b>	The district and schools have readily available and provided a current copy of the ERP, floor plans/blueprints, schematics, and maps of the school interior and grounds to local emergency response agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.11</b>	The district and school ERP has designated a first responder team of individuals trained in CPR, bloodborne pathogens, first aid, general emergency management and the use of an AED (automated external defibrillator). The first responder team is readily available to manage and care for students, administrators, staff, and visitors in the absence of or while awaiting local emergency response agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.12</b>	The district ERP has integrated a recovery strategy into the plan that coordinates a postvention team available to each school. The team is accessible to provide counseling and other support for students, staff, and parents following an emergency or other traumatic event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Indicators of Success</b>	<b>Met</b>	<b>Not Met/ Action Plan Required</b>	<b>In Progress/ Action Plan Required</b>	<b>Not Applicable/ Explanation Required</b>
<b>1.13</b>	The district and school ERPs included an emergency transportation plan for moving students to an off-site location including at least two alternative sites (one of which is outside the local community).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.14</b>	The district ERP has addressed any potential emergencies that might take place while transporting students and staff (a separate emergency plan for school buses is developed and revised annually or as needed).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.15</b>	An internal and external communication plan is developed to ensure contact is established in a way that facilitates rapid and secure distribution of critical emergency information. Furthermore, plain language is developed and used for commands that alert administrators, staff, students and local emergency response agencies to the appropriate emergency response(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.16</b>	The district ERP has outlined a media response/communication plan. At minimum the plan includes the following: a designated public information officer (PIO), the establishment of one unified message, plan for communicating information to parents and the community, identified and separate staging areas for the media, and guidelines on how to respond to media questioning during an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.17</b>	District, school, classroom, and bus emergency kits are on hand and include (when appropriate): specific emergency response plans (flip charts, crisis cards, etc.), staff and student emergency contact and medical information, bus route information, student release information, first aid kits and other appropriate items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.18</b>	District and school ERPs address and plan for the distinct needs of special populations during an emergency such as disabled and/or non-English-speaking students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Indicators of Success</b>	<b>Met</b>	<b>Not Met/ Action Plan Required</b>	<b>In Progress/ Action Plan Required</b>	<b>Not Applicable/ Explanation Required</b>
<b>1.19</b>	The district and school ERPs have included plans for the documentation of administrative actions during an emergency. Such records might include the following: telephone logs, detailed description of events and actions taken, records of injuries and follow-up actions, accounting for administrators, staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.20</b>	The district and school ERPs have included plans for the notification of parents and parent pick up documentation, e.g. School Messenger, School Cast, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.21</b>	In coordination with local emergency response agencies, the district and school has developed, disseminated and implemented emergency drills/procedures for the following: evacuation, reverse evacuation, lockdown, shelter-in-place, and drop, cover and hold. Administrators, staff, and students have been trained in these procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.22</b>	The school district is engaged with local emergency planning committee in continuity of operations planning (COOP). Such planning might include: identifying mission-critical operations, developing alternative staffing plans for teachers and staff, developing plans for continuity of education, services for special needs population, and food services for students receiving free or reduced price lunches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.23</b>	All components of the district and school ERP are reviewed and revised annually based on deficiencies identified through drills, exercises, and actual implementation. Any new potential hazards, safety issues, and/or threats (based on yearly assessments) are accounted for in the ERP. Revisions to the ERP are made in coordination with all appropriate stakeholders and delivered to local emergency response agencies ensuring that a current plan resides with these agencies at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.24</b>	Consistent with <i>Tenn. Code Ann. § 49-6-801</i> the district has made available a summary of the system-wide ERP for public comment at least (30) days prior to its adoption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ACTION PLAN (INDICATOR 1.0: EMERGENCY MANAGEMENT)**

Indicators of Success			Met	Not Met/ Action Plan Required	In Progress/ Action Plan Required	Not Applicable/ Explanation Required
Indicator	Target Date for Completion	Strategies for Implementation	Stakeholders to Assist with Implementation			

**2.0: PREVENTION AND INTERVENTION**

*Some emergencies can be prevented and/or mitigated. School safety planning includes taking appropriate steps to prevent problems from developing in the first place. Districts should attempt to defuse a crisis before it occurs by creating supportive learning environments that strive to reduce potential risks to the greatest extent possible. This includes training administrators and staff to identify students who exhibit early warning signs for the potential use of violence.*

Indicators of Success		Met	Not Met/ Action Plan Required	In Progress/ Action Plan Required	Not Applicable/ Explanation Required
<b>2.1</b>	Administrators, staff and transportation personnel are trained to identify the early-warning signs associated with students who pose a potential threat to others or themselves including training in threat assessment and crisis intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.2</b>	The school district has established linkages to local mental health agencies, including a mobile crisis team/postvention team that will support schools during the recovery phase of a crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Indicators of Success	Met	Not Met/ Action Plan Required	In Progress/ Action Plan Required	Not Applicable/ Explanation Required
2.3	Administrators, staff, and transportation personnel are provided in-service training to teach positive social skills, healthy lifestyles, and violence prevention and fuse these topics into the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Students have access to licensed school counselors who are implementing the <i>Tennessee Comprehensive School Counseling Model</i> and are empowered to make recommendations to outside social service agencies that can assist the student with his or her particular needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Parents, students and the community are partners with the district and school and take an active role in the collective responsibility for the safety of the schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Alternatives to suspension and expulsion have been built into the disciplinary policy and are appropriately and consistently used. Alternative education programs utilize best practices in the field as outlined in <i>Tennessee's Model for Alternative Education</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ACTION PLAN (INDICATOR 2.0: PREVENTION AND INTERVENTION)**

Indicator	Target Date for Completion	Strategies for Implementation	Stakeholders to Assist with Implementation

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### **3.0: POLICIES AND PROCEDURES**

*Carefully developed policies and procedures can help to reduce emergencies and compliment your existing emergency response plan (ERP). Effective policies and procedures outlining specific actions regarding day-to-day operations can help prevent, or reduce the chances of an emergency and/or crisis.*

	Indicators of Success	Met	Not Met/ Action Plan Required	In Progress/ Action Plan Required	Not Applicable/ Explanation Required
3.1	The district and all schools have a written code of conduct based on stakeholder input that is revised annually, ensures safe and disciplined classrooms, avoids technical jargon, and is clearly communicated to staff, students and parents. (i.e. commonly found in the student handbook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Consistent with <i>Tenn. Code Ann. § 49-6-1016</i> , the school district has implemented a policy prohibiting and responding to an incident of harassment, intimidation, and bullying. This policy should be included in the code of conduct. The school district shall provide training to teachers and counselors regarding the policy and appropriate procedures relative to implementation of the policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	The district has a formal procedure to receive, investigate, and respond to threats, an actual incident of violence, or other misconduct by students or staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	The State Board of Education's <i>Unsafe School Choice Policy</i> is implemented and regularly communicated to administrators, teachers, staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	A memorandum of understanding exists when a school resource officer is assigned to a particular school building. The MOU designates the SRO's role within the school environment and their responsibilities during an emergency. Furthermore, a MOU exists between the district and a local mental health agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	The district has formal procedures in place that limit access to each educational facility to authorized students, administrators and staff. Procedures include a clearly marked and centralized point for screening all visitors. Each facility also has procedures for securing the school after hours and/or when unoccupied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Indicators of Success	Met	Not Met/ Action Plan Required	In Progress/ Action Plan Required	Not Applicable/ Explanation Required
3.7	Consistent with <i>Tenn. Code Ann. §. 49-5-413</i> the school district has conducted criminal history/background checks of all teachers and other employees working in close proximity to school children or children in a child care program. Pursuant to the legislation cited above, history/background checks are conducted on all vendors having direct contact or access to the grounds of a school or child care center when children are present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8	The district has a policy that prohibits weapons on or in any educational facility. This policy has been communicated to administrators, staff, transportation personnel, students, parents and the community. Signs are posted in each facility that indicates the existence of this policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9	A certified fire marshal inspector has conducted an annual fire safety assessment of all educational facilities to ensure compliance with the guidelines set forth. Deficiencies are immediately addressed and remedied based on the inspector's findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10	The district has developed and implemented procedures for verifying that required and planned emergency drills (e.g. fire, severe weather, intruder) have been conducted at each school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11	The district has adopted procedures for responding to reports of a firearm on campus. Procedures include the immediate notification of local law enforcement as required by <i>Tenn. Code Ann. § 49-6-4209</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.12	When the school district negotiates contracts with outside agencies, the district specifies appropriate measures to ensure the safety and general well being of students benefiting from those services (i.e. requiring an emergency response plan, training, drills, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ACTION PLAN (INDICATOR 3.0 POLICIES AND PROCEDURES)**

<b>Indicator</b>	<b>Target Date for Completion</b>	<b>Strategies for Implementation</b>	<b>Stakeholders to Assist with Implementation</b>

## 4.0: EVIDENCE INVENTORY

The Evidence Inventory provides a snapshot view of strategies and procedures that the district has in place to ensure a safe and supportive learning environment. Not all of the strategies and procedures listed below are appropriate or necessary for all schools. It is important, however, to periodically assess each of the broad areas identified. "Broadly Used" indicates that most schools in the district use this practice; "Limited Use" indicates some but less than half of schools in the district use this practice. "Initial/Trial Use" indicates new use of the practice in the district.

<b>School Security:</b> School security is broadly defined as protection from danger or loss. Sometimes referred to as "target-hardening," security strategies generally focus on access control and supervision.	<b>Broadly Used</b>	<b>Limited Use</b>	<b>Initial/Trial Use</b>	<b>Not Used</b>
Access Control (e.g. buzzer system)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anonymous reporting procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus monitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contract security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crime Prevention Through Environmental Design (CPTED) Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Detection dogs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hall monitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locked outside doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locked classroom doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metal detectors, hand-held	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metal detectors, walk-thru	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Panic button or silent alarm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Periodic security audits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Resource Officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student release procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tabletop exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vehicle screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video/electronic surveillance (building/campus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video/electronic surveillance (buses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visitor screening, sign-in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Preparedness: Adequate preparedness helps ensure a timely and effective response to threatening situations, reducing loss and a speeding recovery.</b>	<b>Broadly Used</b>	<b>Limited Use</b>	<b>Initial/Trial Use</b>	<b>Not Used</b>
Community Emergency Response Training (CERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency communications procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Aid/CPR training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequent and varied drills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multi-hazard emergency management training for all staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in community-wide exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparedness teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Postvention Teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restraint training:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trauma support teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Academic and Behavior Support/Intervention Programs: Some students need additional attention/services in order to develop pro-social behaviors and/or reduce barriers to learning.</b>	<b>Broadly Used</b>	<b>Limited Use</b>	<b>Initial/Trial Use</b>	<b>Not Used</b>
Afternoon/Saturday detention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol/drug assessment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anger management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit Recovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Day treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended learning/after school programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For-cause drug testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshman Academies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-school suspension/alternatives to suspension and expulsion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent/family support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Random drug testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School-based mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Academic and Behavior Support/Intervention Programs: Some students need additional attention/services in order to develop pro-social behaviors and/or reduce barriers to learning.</b>				
	<b>Broadly Used</b>	<b>Limited Use</b>	<b>Initial/Trial Use</b>	<b>Not Used</b>
School counseling Number of counselors in district using <i>Tennessee Comprehensive School Counseling Model</i> : Total number of counselors employed in district:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Severely Emotionally Disturbed (SED) classrooms, services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short-term counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small Learning Communities (SLC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance abuse/smoking cessation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systems of care (district participates in community wide mental health program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Therapeutic classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threat assessment process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truancy intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transition services (for students returning from an out-of-school placement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth suicide prevention/intervention:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violence prevention:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer-helping (e.g. mediation, tutoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restorative Justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive Behavior Intervention Supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check In Check Out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsive Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Why Try	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





<b>School Climate:</b> One of the single most important building blocks of a safe school and a crucial element of school improvement planning, school climate reflects how it “feels” to be a student at the school.	Broadly Used	Limited Use	Initial/Trial Use	Not Used
Bullying/harassment prevention:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus monitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom management training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hall monitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Olweus Bullying Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent involvement programs:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-wide positive behavior support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-wide discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student code of conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surveys on climate and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uniform dress code policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Social-Emotional Learning:</b> Caring, capable and responsible students perform better academically and behaviorally. Self-management, relationship and decision-making skills are critical elements of social-emotional learning.	<b>Broadly Used</b>	<b>Limited Use</b>	<b>Initial/Trial Use</b>	<b>Not Used</b>
Anger management/impulse control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol/drug abuse prevention curriculum:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence-based character education:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gang awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership development programs/opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship violence (Ex: Safe Dates)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service learning:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social skills training:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strategies and procedures not listed above:**

# SAFE SCHOOLS ANNUAL REPORT

## APPENDIX D: SAFE SCHOOLS GRANTS

**Description:** The Safe Schools Act of 1998 (T.C.A. § 49-6-4302) provides funding for school safety and violence prevention activities. Each district is eligible to receive funding based on the district's relative share of BEP funding. A 25 percent local match is required. Many school districts use their safe schools grant funds to provide a SRO. Other uses of these funds typically include security enhancements such as improved building access control or monitoring and violence prevention strategies such as counselors and alternative education improvements. This is a listing of the grant awards for this school year and how these funds will be utilized.

School System	How Money Was Used	State Match	Local Match	Total
Achievement School District	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring equipment for school campuses; provide security personnel.	\$52,060	\$13,015	\$65,075
Alamo City	Provide facility improvements that will enhance campus security	\$3,090	\$988	\$4,078
Alcoa City	Purchase (update)/install monitoring equipment for school campuses	\$8,120	\$2,030	\$10,150
Anderson County	Provide school resource officers	\$32,730	\$8,183	\$40,913
Arlington Municipal	Provide school resource officers	\$22,800	\$5,700	\$28,500
Athens City	Purchase (update)/install monitoring and communication equipment for school campuses; provide training and professional development	\$8,260	\$2,065	\$10,325
Bartlett Municipal	Provide school resource officers	\$41,600	\$10,400	\$52,000
Bedford County	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring equipment for school campuses; provide training and professional development.	\$47,970	\$11,993	\$59,963
Bells City	Purchase (update)/install monitoring equipment for school campuses	\$2,520	\$630	\$3,150
Benton County	Provide school resource officers	\$12,670	\$3,168	\$15,838
Bledsoe County	Provide school resource officers	\$13,200	\$3,300	\$16,500
Blount County	Provide facility improvements that will enhance campus security; provide security personnel.	\$50,370	\$12,593	\$62,963
Bradford SSD	Purchase (update)/install monitoring equipment for school campuses	\$3,210	\$803	\$4,013

Bradley County	Purchase (update)/install monitoring and communication equipment for school campuses and buses	\$50,110	\$12,528	\$62,638
Bristol City	Provide alternative education	\$16,260	\$4,065	\$20,325
Campbell County	Provide security personnel	\$30,550	\$7,638	\$38,188
Cannon County	Provide facility improvements that will enhance campus security	\$12,360	\$3,090	\$15,450
Carroll County		\$2,230	\$558	\$2,788
Carter County	Provide school resource officers	\$31,880	\$7,970	\$39,850
Cheatham County	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring equipment for school campuses	\$36,710	\$9,178	\$45,888
Chester County	Provide school resource officers	\$17,100	\$4,275	\$21,375
Claiborne County	Purchase (update)/install monitoring equipment for school campuses and buses; provide training and professional development	\$27,200	\$6,800	\$34,000
Clarksville-Montgomery County	Provide facility improvements that will enhance campus security; provide training and professional development	\$156,660	\$39,165	\$195,825
Clay County	Provide facility improvements that will enhance campus security	\$6,680	\$1,670	\$8,350
Cleveland City	Purchase (update)/install monitoring equipment for school campuses; implement violence prevention programs; provide school resource officers	\$26,910	\$6,728	\$33,638
Clinton City	Purchase (update)/install monitoring equipment for school campuses	\$4,720	\$1,180	\$5,900
Cocke County	Provide school resource officers	\$26,010	\$6,503	\$32,513
Coffee County	Provide counseling services	\$22,240	\$5,560	\$27,800

Collierville Municipal	Provide school resource officers	\$38,580	\$9,645	\$48,225
Crockett County	Purchase (update)/install monitoring equipment for school campuses	\$12,580	\$3,145	\$15,725
Cumberland County	Provide counseling services	\$32,610	\$8,153	\$40,763
Dayton City	Purchase (update)/install monitoring equipment for school campuses	\$4,580	\$1,145	\$5,725
Decatur County	Provide school resource officers	\$8,900	\$2,225	\$11,125
DeKalb County	Provide school resource officers	\$16,080	\$4,020	\$20,100
Dickson County	Provide facility improvements that will enhance campus security; Provide school resource officers	\$27,600	\$10,698	\$38,298
Dyer County	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring equipment for buses	\$20,640	\$5,160	\$25,800
Dyersburg City	Provide school resource officers	\$13,410	\$3,353	\$16,763
Elizabethton City	Provide school resource officers	\$13,810	\$3,453	\$17,263
Etowah City	Purchase (update)/install monitoring equipment for school campuses.	\$1,780	\$445	\$2,225
Fayette County	Provide facility improvements that will enhance campus security	\$17,570	\$4,393	\$21,963
Fayetteville City	Purchase (update)/install monitoring equipment for buses	\$8,030	\$2,008	\$10,038
Fentress County	Purchase (update)/install monitoring and communication equipment for school campuses	\$13,740	\$3,435	\$17,175
Franklin County	Provide school resource officers	\$29,460	\$7,365	\$36,825
Franklin SSD	Purchase (update)/install monitoring equipment for school campuses	\$15,560	\$3,890	\$19,450

Germantown Municipal	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring and communication equipment for school campuses; provide training and professional development and implement photo ID system.	\$27,200	\$6,800	\$34,000
Gibson County SSD		\$22,090	\$5,523	\$27,613
Giles County	Provide school resource officers	\$20,540	\$5,135	\$25,675
Grainger County	Provide school resource officers	\$22,520	\$5,630	\$28,150
Greene County		\$36,710	\$9,178	\$45,888
Greeneville City	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring equipment for school campuses; Juvenile court liaison	\$14,510	\$3,628	\$18,138
Grundy County		\$14,320	\$3,580	\$17,900
Hamblen County	Provide training and professional development; purchase (update)/install communication equipment for school campuses; implement violence prevention programs.	\$50,290	\$12,573	\$62,863
Hamilton County	Purchase (update)/install communications equipment; provide training and professional development; provide school resource officers	\$156,190	\$39,048	\$195,238
Hancock County	Provide school resource officers	\$7,000	\$1,750	\$8,750
Hardeman County		\$23,430	\$5,858	\$29,288
Hardin County		\$16,390	\$4,098	\$20,488
Hawkins County	Purchase (update) and install communications equipment; provide school resource officers.	\$40,100	\$10,025	\$50,125
Haywood County		\$18,370	\$4,593	\$22,963



Henderson County	Provide school resource officers	\$22,390	\$5,598	\$27,988
Henry County	Purchase (update)/install monitoring and communication equipment for school campuses and buses; provide training and professional development.	\$16,230	\$4,058	\$20,288
Hickman County	Provide school resource officers	\$23,040	\$5,760	\$28,800
Hollow Rock-Bruceton SSD	Purchase (update)/install monitoring equipment for school campuses	\$3,860	\$965	\$4,825
Houston County	Provide school resource officers	\$8,740	\$2,185	\$10,925
Humboldt City	Provide facility improvements that will enhance campus security	\$6,720	\$1,680	\$8,400
Humphreys County	Provide school resource officers	\$15,330	\$3,833	\$19,163
Huntingdon SSD	Purchase (update)/install monitoring equipment for school campuses	\$7,020	\$1,755	\$8,775
Jackson County	Provide school resource officers	\$10,150	\$2,538	\$12,688
Jackson-Madison County	Provide facility improvements that will enhance campus security; provide training and professional development; provide counseling services.	\$51,350	\$12,838	\$64,188
Jefferson County	Provide facility improvements that will enhance campus security; purchase (update)/install communication and monitoring equipment for school campuses; implement violence prevention programs	\$37,330	\$9,333	\$46,663
Johnson City	Provide alternative education	\$30,940	\$7,735	\$38,675
Johnson County	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring and communication equipment for school campuses; implement photo ID system.	\$13,800	\$3,450	\$17,250

Kingsport City	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring equipment for school campuses; provide training and professional development.	\$29,080	\$7,270	\$36,350
Knox County	Provide alternative education; implement violence prevention programs.	\$206,100	\$51,525	\$257,625
Lake County	Provide school resource officers	\$5,620	\$1,405	\$7,025
Lakeland Municipal	Provide facility improvements that will enhance campus security	\$4,530	\$1,133	\$5,663
Lauderdale County	Provide school resource officers	\$27,690	\$6,923	\$34,613
Lawrence County	Provide facility improvements that will enhance campus security; provide training and professional development; purchase (update)/install communication equipment for school campuses; provide school resource officers	\$37,800	\$9,450	\$47,250
Lebanon SSD	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring equipment for school campuses.	\$17,160	\$4,290	\$21,450
Lenoir City	Purchase (update)/install monitoring and communication equipment for school campuses	\$10,280	\$2,570	\$12,850
Lewis County	Provide school resource officers	\$10,960	\$2,740	\$13,700
Lexington City	Provide facility improvements that will enhance campus security; purchase (update)/ install communications equipment.	\$5,350	\$1,345	\$6,695
Lincoln County	Provide counseling services	\$21,860	\$5,465	\$27,325
Loudon County	Purchase (update)/install monitoring equipment for school campuses	\$22,160	\$5,540	\$27,700
Macon County	Provide school resource officers	\$22,770	\$5,693	\$28,463

Manchester City	Purchase (update)/install monitoring equipment for school campuses; provide training and professional development	\$6,640	\$1,735	\$8,375
Marion County	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring equipment for school campuses and buses.	\$21,680	\$5,420	\$27,100
Marshall County	Provide school resource officers	\$29,000	\$7,250	\$36,250
Maryville City	Purchase (update)/install monitoring equipment for school campuses	\$21,800	\$5,450	\$27,250
Maury County	Purchase (update)/install monitoring equipment for buses; provide training and professional development.	\$57,270	\$14,318	\$71,588
McKenzie SSD	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring equipment for school campuses	\$7,730	\$1,933	\$9,663
McMinn County	Purchase (update)/install monitoring equipment for buses; provide training and professional development; Provide alternative education.	\$27,860	\$6,965	\$34,825
McNairy County	Provide facility improvements that will enhance campus security	\$25,080	\$6,270	\$31,350
Meigs County	Provide school resource officers	\$11,010	\$2,753	\$13,763
Metro/Nashville Public	Purchase (update)/install monitoring equipment for school campus use; provide training and professional development; implement violence prevention programs; provide alternative education	\$305,540	\$76,135	\$381,675

Milan SSD	Purchase (update)/install monitoring equipment for school campuses; provide training and professional development; implement violence prevention programs; provide alternative education.	\$11,820	\$2,955	\$14,775
Millington Municipal	Provide school resource officers	\$13,680	\$3,420	\$17,100
Monroe County	Provide school resource officers	\$30,160	\$7,540	\$37,700
Moore County	Provide school resource officers	\$5,060	\$1,265	\$6,325
Morgan County	Provide school resource officers	\$20,510	\$5,128	\$25,638
Murfreesboro City	Provide counseling services	\$38,760	\$9,690	\$48,450
Newport City	Provide facility improvements that will enhance campus security; provide training and professional development; purchase (update)/install communication equipment for school campuses.	\$3,930	\$983	\$4,913
Oak Ridge City	Purchase (update)/install monitoring equipment for school campuses; implement violence prevention programs;	\$21,890	\$5,473	\$27,363
Obion County	Purchase (update)/install monitoring and communication equipment for school campuses.	\$19,180	\$4,795	\$23,975
Oneida SSD	Provide school resource officers	\$7,580	\$1,895	\$9,475
Overton County		\$19,620	\$4,905	\$24,525
Paris SSD	Purchase (update)/install monitoring equipment for buses	\$8,920	\$2,230	\$11,150
Perry County	Provide facility improvements that will enhance campus security	\$6,780	\$1,695	\$8,475
Pickett County	Purchase (update)/install monitoring equipment for school campuses	\$4,760	\$1,190	\$5,950

Polk County	Provide training and professional development; purchase (update)/install monitoring and communication equipment for school campuses; provide school resource officers.	\$14,610	\$3,653	\$18,263
Putnam County		\$49,610	\$12,403	\$62,013
Rhea County	Purchase (update) and install communications equipment; Provide school resource officers.	\$24,650	\$6,163	\$30,813
Richard City SSD		\$1,480	\$370	\$1,850
Roane County	Provide school resource officers	\$32,070	\$8,018	\$40,088
Robertson County	Provide school resource officers	\$60,920	\$15,230	\$76,150
Rogersville City School System	Purchase (update) and install communications equipment	\$3,470	\$868	\$4,338
Rutherford County	Provide counseling services; provide school resource officers.	\$197,730	\$49,433	\$247,163
Scott County	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring and communications equipment for school campuses; provide training and professional development	\$18,200	\$4,550	\$22,750
Sequatchie County	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring equipment for school campuses.	\$13,480	\$3,370	\$16,850
Sevier County	Purchase (update)/install monitoring and communication equipment for school campuses and buses; provide training and professional development.	\$44,240	\$11,060	\$55,300
Shelby County	Provide training and professional development; implement violence prevention programs; provide school resource officers.	\$581,535	\$145,384	\$726,919

Smith County	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring and communications equipment for school campuses.	\$17,710	\$4,428	\$22,138
South Carroll SSD	Provide counseling services	\$2,230	\$588	\$2,818
Stewart County	Purchase (update)/install monitoring and equipment for school campuses; implement violence prevention programs	\$12,460	\$3,115	\$15,575
Sullivan County	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring and communication equipment for school campuses.	\$43,510	\$10,878	\$54,388
Sumner County	Provide training and professional development; provide counseling services; provide alternative education	\$141,930	\$35,483	\$177,413
Sweetwater City	Provide school resource officers	\$8,500	\$2,125	\$10,625
Tipton County	Provide school resource officers	\$65,900	\$16,475	\$82,375
Trenton SSD	Provide facility improvements that will enhance campus security; purchase (update)/install monitoring equipment for school campuses; implement photo ID system.	\$7,920	\$1,980	\$9,900
Trousdale County	Provide school resource officers	\$7,570	\$1,893	\$9,463
Tullahoma City		\$16,380	\$4,095	\$20,475
Unicoi County	Provide school resource officers	\$14,570	\$3,643	\$18,213
Union City	Purchase (update)/install monitoring equipment for school campuses	\$8,070	\$2,018	\$10,088
Union County	Provide school resource officers	\$27,120	\$6,780	\$33,900
Van Buren County	Provide school resource officers	\$5,240	\$1,310	\$6,550

Warren County	Purchase (update)/install monitoring and communication equipment for school campuses.	\$36,550	\$9,138	\$45,688
Washington County		\$34,860	\$8,715	\$43,575
Wayne County	Provide counseling services	\$14,960	\$3,740	\$18,700
Weakley County	Provide training and professional development; purchase (update) and install communications equipment	\$22,845	\$6,098	\$28,943
West Carroll SSD	Provide facility improvements that will enhance campus security; purchase (update) and install communications equipment.	\$5,720	\$1,430	\$7,150
White County	Provide school resource officers	\$23,250	\$5,813	\$29,063
Williamson County	Provide school resource officers	\$132,560	\$33,140	\$165,700
Wilson County	Implement violence prevention programs; provide school resource officers.	\$75,910	\$18,978	\$94,888
		<b>\$4,673,090</b>	<b>\$1,172,563</b>	<b>\$5,845,653</b>





# **SAFE SCHOOLS ANNUAL REPORT**

## **APPENDIX E: 2015-16 TRAINING SUMMARY**

**Description:** Calendar of safety trainings for 2015-16 school year.

### **Bullying, Harassment, and Hazing: Policy and Best Practice Updates**

A civil and respectful learning environment is an essential foundation for teaching and learning. To achieve that end, state law (T.C.A. § 49-6-4501 et al) mandates specific actions on the part of schools relative to bullying, harassment, and intimidation. This seminar provided an overview of these and other related requirements with a particular focus on insuring that policy is reflected in effective practice.

- August 18, 2015 Jackson
- August 25, 2015 Morristown
- September 1, 2015 Nashville
- April 7, 2016 Knoxville
- April 11, 2016 Nashville
- April 12, 2016 Jackson

### **Emotionally Intelligent Adults: The Impact on School Culture and Climate**

The success of students in the school environment is contingent upon the culture and climate that adults establish. Emotional Intelligence is a great predictor of success in life and work because “when people feel good, they work at their best” (Goleman 2005). This workshop focused on the core competencies required to create a work environment that allows people to work on purpose using their gifts and strengths. Research shows that 77 percent of employers believe that “soft skills” are just as important as “hard skills” (Career Builder 2014). People that master emotional intelligence have the ability to design their lives and workplaces.

- September 9, 2015 Greeneville
- September 16, 2015 Jackson
- September 30, 2015 Nashville

### **Student Discipline Institute 2016**

The institute provided a comprehensive overview of legal and procedural issues/practices related to student discipline as well as the latest legal developments in areas such as student searches, special education discipline, bullying, and technology. The institute is particularly appropriate for district- and school-level administrators responsible for student discipline.

- March 1-2, 2016 Murfreesboro

### **Adolescent Substance Abuse: The Brain, the Family, and your own Backyard**

The use of alcohol, tobacco, and other illicit drugs undermines student's ability to achieve academically, is associated with other harmful behaviors, and is incompatible with a school climate of respect, safety, and support for learning. There is a new generation of teen drug use. The allure of new drugs to abuse are marketed through social media. For the recovering adolescent, the places they should avoid are places they must be: the school cafeteria, hallways, and classrooms. This workshop will explore emerging trends and discoveries in adolescent substance abuse and brain development, with a special consideration of children living in homes with using parents.

- September 9, 2015 Greeneville
- September 16, 2015 Jackson
- September 30, 2015 Nashville

### **Restorative Practices Conferencing**

In Restorative Justice Conferencing, administrators learn how to facilitate restorative conferences. "Introduction to Restorative Practices" and "Using Circles Effectively" covers the basics of restorative practices and how to implement restorative practices through classroom circles. "Using Circles Effectively" is a prerequisite for Restorative Justice Conferencing.

- September 21-22, 2015 Nashville
- August 31, 2016 Middle Tennessee

### **Bomb Threat Meetings**

Given the challenging experiences many of our schools and communities have faced in managing the recent rash of bomb threats, TOSS will host a series of brief meetings to share what is currently being done to address this problem and to review current best practices.

- November 2, 2015 Knoxville
- November 2, 2015 Franklin
- November 3, 2015 Jackson

### **Introduction to Restorative Practices**

Introduction to Restorative Practices is a 2-day training that covers the basics of restorative practices and how to implement restorative practices through classroom circles. Introduction to Restorative Practices is recommended for educators and administrators responsible for school discipline policies and practices.

- August 12–13, 2015 Nashville
- August 19–20, 2015 Greeneville
- August 26–27, 2015 Jackson
- June 21, 2016 Morristown
- June 27, 2016 Nashville
- June 29, 2016 Jackson

### **Safe Dates: Prevention Program for Dating Abuse**

Safe Dates is the only evidence-based curriculum that prevents dating abuse: a factor often linked to alcohol and other drug use. Safe Dates helps teens (males and females) recognize the difference between caring, supportive relationships and controlling, manipulative, or abusive relationships and can be integrated in health education, family life skills, or general life skills curriculum. This workshop provided the training and curriculum to implement Safe Dates.

- September 10, 2015 Greeneville
- September 17, 2015 Jackson
- September 29, 2015 Nashville

### **Tennessee School Counselor and Administrator Leadership Institute**

Conducted breakout sessions on Integrating Social and Personal Competency Toolkit: Integrating Social and Personal Competencies into Classroom Instruction, update and sustainability of the S3 Project, restorative practices, youth voice, emotionally intelligent adults, and adolescent substance abuse. The institute was held September 27–29, 2015.

### **Conditions for Learning Forum**

Hosted by student support and services, the Conditions for Learning Forum provided an opportunity for district leaders in administration, special populations, health, safety, nutrition, extended learning, early childhood, and other student/family support areas to learn about and share practices that enhance

conditions for learning. The forum included a special focus on the challenge of chronic absenteeism and its impact on learning. The forum was held September 30–October 1, 2015.

### **Tennessee School Safety Center Trainings**

- Tennessee school safety specialist program advanced academy, September 2015.
- Tennessee Organization of School Superintendents safety day in Franklin, March 2015.
- Developing Emergency Operations Plans K–12 101 Train the Trainer
  - September 15, 2015 Knoxville
- G364 Multi-Hazard Emergency Training for Schools
  - September 22-23, 2015 Marion County Emergency Management Agency
  - February 3–4, 2016 Bedford County Emergency Management Agency
  - February 10–11, 2016 Blount County Emergency Management Agency
  - March 3–4, 2016 Cheatham County Emergency Management Agency
  - March 9–10 Hamblen County Emergency Management Agency
- Tennessee School Safety Specialist Program Basic Academy
  - June 13–15, 2016 Franklin
- Annual School Safety Summit
  - June 16, 2016 Franklin

# **SAFE SCHOOLS ANNUAL REPORT**

## **APPENDIX F:**

### **SAFE AND SUPPORTIVE SCHOOLS GRANT**

## 2015-2016 Participating Districts

- Anderson County
- Athens City Schools
- DeKalb County
- Dickson County
- Haywood County
- Jackson Madison County
- Lawrence County
- Lauderdale County
- Maury County
- Oak Ridge Schools
- Obion County
- Overton County
- Roan County
- Unicoi County
- Union County
- Warren County

## Tennessee School Climate Model

Engagement	Safety	Environment
<ul style="list-style-type: none"><li>• Supportive Relationships<ul style="list-style-type: none"><li>• Peers</li><li>• Teachers</li><li>• Administrators</li></ul></li><li>• School Connections and Learning Supports</li><li>• Parent Involvement</li></ul>	<ul style="list-style-type: none"><li>• School as a Safe Place<ul style="list-style-type: none"><li>• Physical Safety</li><li>• Freedom from Bullying</li></ul></li><li>• Acceptance of Differences</li><li>• Freedom from Bullying</li></ul>	<ul style="list-style-type: none"><li>• Academic Challenge</li><li>• Supportive Discipline</li><li>• Approval of the Physical Environment</li></ul>

### ***School Engagement***

For students to feel supported and motivated to achieve, they must feel valued and supported in their relationships with other students, teachers, and school leaders, feel a sense of connection to school, and be meaningfully engaged in the school community. The five components of school engagement include:

1. **Supportive Peer Relationships:** Students feel safe and supported in a peer environment that is trusting, respectful, caring, cooperative, and helpful.
2. **Supportive Relationships with Teachers:** Adults play a critical role in creating conditions that support student self-esteem, sense of accomplishment, and feelings of efficacy – all of these are critical for accomplishment and contribution later in life.
3. **Supportive Relationships with School Leadership:** School leadership by principals and vice-principals is important to modeling and setting the climate of the school as an institution with which students must effectively interact. School leaders should be available to students, and relate to them with openness, respect, and concern.
4. **Parental Involvement:** Student perceptions that parents are welcome in the school are important. It is also important that feel their parents are interested and involved in their learning and in school events contributes to a meaningful connectedness to the school.
5. **School Connections and Learning Supports:** Students believe that they are valued members of the school setting, feel a sense of meaningful involvement, security, and belonging in the school environment, and feel that they are supported in their efforts to succeed.

### ***School Safety***

For students to focus on learning, they must feel safe and secure while at school and free from threats or physical violence, bullying and harassment, or exposure to substance abuse and its negative consequences. The four components of school safety are:

1. **Physical Safety:** Students should perceive their school to be safe, secure, and free from any physical threats of harm to themselves or their personal property.
2. **Freedom from Substance Abuse:** Alcohol, tobacco, and other illicit drug use undermines student's ability to achieve academically, is associated with other harmful behaviors, and is incompatible with a school climate of respect, safety, and support for learning.



3. Freedom from Bullying: Bullying is one of the most prevalent and harmful forms of school violence. Students experience freedom from bullying when they report little or no exposure to physical, verbal, or social forms of unwanted aggression.
4. Acceptance of Differences: Tolerance is a core component of social and emotional safety at school. Students perceive acceptance of differences in background, appearance, and personal lifestyle among students in school environments that are free from teasing or insulting based on personal characteristics.

***School Environment:***

For students to feel engaged and motivated to learn, they should be in environments that value academic rigor and high expectations for student achievement, establish clear rules and procedures, and provide physical surroundings that are attractive and well-maintained. The three components of school environment are:

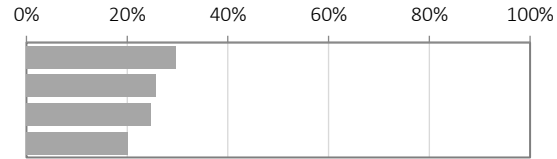
1. Supportive Discipline: Rules and disciplinary procedures are perceived to be clear, well communicated and reasonable. School leaders, teachers, and other staff (e.g. school resource officers, transportation staff) should be perceived as fair in implementing rules and procedures. Fairness requires consistency and equity in applying rules, including consistency across individual teachers and school staff.
2. Academic Challenge: School work needs to be clearly presented and designed to be challenging with sufficient support to achieve. Student achievements should be noted and positive feedback should be provided.
3. Approval of the Physical Environment: Students should approve of the physical appearance of the school. It should be seen as welcoming, comfortable, and attractive. Students should feel a sense of ownership in the school building.

# Tennessee School Climate High School Student Survey

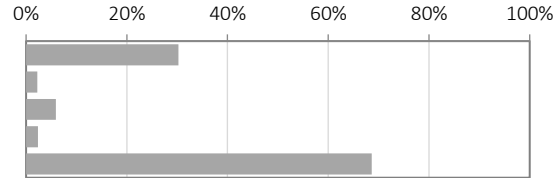
## 2015 Annual Report

### STATE level

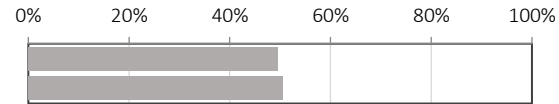
Grade	N	%
9th Grade	1784	29.6%
10th Grade	1548	25.7%
11th Grade	1488	24.7%
12th Grade	1210	20.1%
<b>Total</b>	<b>6030</b>	



Race	N	%
African American	1795	30.2%
Asian/Pacific Islander	133	2.2%
Hispanic	350	5.9%
Native American/Alaskan Native	138	2.3%
White	4074	68.6%

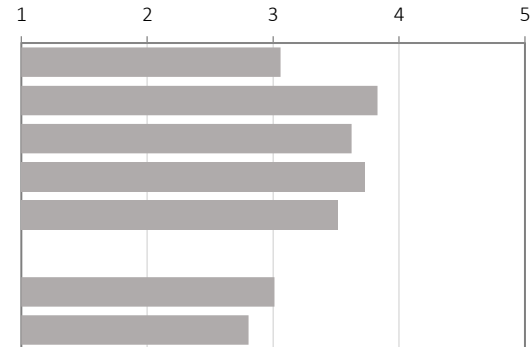


Gender	N	%
Female	2960	49.5%
Male	3018	50.5%
<b>Total</b>	<b>5978</b>	



#### School Engagement

Supportive Student Relationships	5,969	3.06
Supportive Relationships with Teachers	5,916	3.83
Supportive Relationships with School Leadership	5,883	3.62
Parental Involvement	5,968	3.73
School Connections and Learning Supports	5,918	3.52



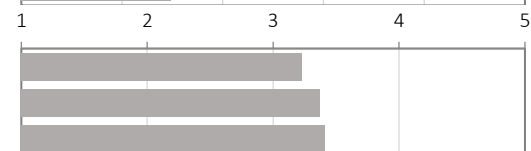
#### School Safety

Physical Safety	5,969	3.01
Freedom from Substance Use	5,934	2.80
Freedom from Bullying	5,943	31.4%
Acceptance of Differences	5,938	29.6%



#### School Environment

Supportive Discipline	5,942	3.23
Academic Challenge	5,980	3.37
Approval of the Physical Environment	5,910	3.41



# Tennessee School Climate High School Student Survey

## 2015 Annual Report

### STATE level

#### School Engagement

Supportive Student Relationships	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Students at my school...</b>							
25...care about each other.	<b>5985</b>	417 7.0%	1430 23.9%	2141 35.8%	1055 17.6%	942 15.7%	<b>2.89</b>
26...respect each other's differences.	<b>5971</b>	356 6.0%	1298 21.7%	1932 32.4%	1259 21.1%	1126 18.9%	<b>2.75</b>
27...try to protect each other.	<b>5961</b>	440 7.4%	1598 26.8%	2057 34.5%	1001 16.8%	865 14.5%	<b>2.96</b>
28...trust each other.	<b>5952</b>	329 5.5%	1208 20.3%	2216 37.2%	1133 19.0%	1066 17.9%	<b>2.76</b>
29...cooperate with one another when working on schoolwork together.	<b>5971</b>	560 9.4%	2369 39.7%	1808 30.3%	612 10.2%	622 10.4%	<b>3.27</b>
30...are often friends with students from different races, religions and cultures.	<b>5981</b>	1098 18.4%	2583 43.2%	1297 21.7%	455 7.6%	548 9.2%	<b>3.54</b>
31...are easy to get to know.	<b>5960</b>	665 11.2%	2019 33.9%	1986 33.3%	659 11.1%	631 10.6%	<b>3.24</b>

Supportive Relationships with Teachers	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I have at least one teacher who...</b>							
9...takes time to listen to what I have to say.	<b>5938</b>	2101 35.4%	2579 43.4%	808 13.6%	262 4.4%	188 3.2%	<b>4.03</b>
10... cares about me.	<b>5923</b>	1964 33.2%	2424 40.9%	1063 17.9%	249 4.2%	223 3.8%	<b>3.96</b>
11... know me well.	<b>5902</b>	1511 25.6%	1927 32.6%	1388 23.5%	648 11.0%	428 7.3%	<b>3.58</b>
12... has confidence in me.	<b>5894</b>	2045 34.7%	2545 43.2%	942 16.0%	176 3.0%	186 3.2%	<b>4.03</b>
13... is available to me when I need them.	<b>5908</b>	1763 29.8%	2583 43.7%	1075 18.2%	276 4.7%	211 3.6%	<b>3.92</b>
14... will try to help me when I am feeling sad, angry, or depressed.	<b>5931</b>	1529 25.8%	1921 32.4%	1534 25.9%	513 8.6%	434 7.3%	<b>3.61</b>
15... I can go to if I feel unsafe.	<b>5918</b>	1637 27.7%	2041 34.5%	1353 22.9%	451 7.6%	436 7.4%	<b>3.67</b>

Supportive Relationships with School Leadership	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>At my school, there is a principal or assistant principal who...</b>							
32...is easy to approach if I have a problem.	<b>5886</b>	1436 24.4%	2159 36.7%	1378 23.4%	438 7.4%	475 8.1%	<b>3.62</b>
33...treats students with respect.	<b>5883</b>	1505 25.6%	2487 42.3%	1196 20.3%	286 4.9%	409 7.0%	<b>3.75</b>
34...listens to student ideas.	<b>5880</b>	1245 21.2%	2014 34.3%	1625 27.6%	464 7.9%	532 9.0%	<b>3.51</b>

# Tennessee School Climate High School Student Survey

## 2015 Annual Report

### STATE level

Parental Involvement	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>My parent(s) or guardian(s)...</b>							
35...are involved in my school life.	<b>5973</b>	2047 34.3%	2298 38.5%	1031 17.3%	355 5.9%	242 4.1%	<b>3.93</b>
36...know what my grades are.	<b>5959</b>	2608 43.8%	2352 39.5%	681 11.4%	166 2.8%	152 2.6%	<b>4.19</b>
37...regularly attend school events, such as sporting events (e.g. football games, soccer games) or student performances (e.g. plays, musical performances).	<b>5975</b>	1518 25.4%	1572 26.3%	1339 22.4%	844 14.1%	702 11.7%	<b>3.39</b>
38...talk to my teachers (e.g. in person, over the phone, by email).	<b>5963</b>	1260 21.1%	1795 30.1%	1539 25.8%	823 13.8%	546 9.2%	<b>3.40</b>

School Connections and Learning Supports	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I feel like...</b>							
16...this school is a place where I can learn and do well in my classes.	<b>5962</b>	1059 17.8%	2791 46.8%	1353 22.7%	441 7.4%	318 5.3%	<b>3.64</b>
17...what I'm learning in my classes will be important for my future.	<b>5946</b>	1104 18.6%	2267 38.1%	1454 24.5%	664 11.2%	457 7.7%	<b>3.49</b>
18...my teachers have helped me improve my study skills.	<b>5944</b>	875 14.7%	2399 40.4%	1569 26.4%	705 11.9%	396 6.7%	<b>3.45</b>
19...I can understand difficult concepts with the help of my teachers.	<b>5937</b>	952 16.0%	2821 47.5%	1429 24.1%	456 7.7%	279 4.7%	<b>3.63</b>
20...my teachers will help me graduate from high school.	<b>5945</b>	1700 28.6%	2773 46.6%	1030 17.3%	219 3.7%	223 3.8%	<b>3.93</b>
21...this school is a good match for me.	<b>5883</b>	1170 19.9%	2084 35.4%	1540 26.2%	511 8.7%	578 9.8%	<b>3.47</b>
22...I am safe at this school.	<b>5879</b>	1074 18.3%	2310 39.3%	1544 26.3%	481 8.2%	470 8.0%	<b>3.52</b>
23...I look forward to going to school most days.	<b>5882</b>	793 13.5%	1556 26.5%	1477 25.1%	830 14.1%	1226 20.8%	<b>2.98</b>
24...I am a part of this school.	<b>5880</b>	1243 21.1%	2266 38.5%	1395 23.7%	455 7.7%	521 8.9%	<b>3.55</b>

School Participation	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
39. I regularly attend school-sponsored events such as school dances, sporting events, student performances, or other school activities.	<b>5939</b>	1522 25.6%	1948 32.8%	1163 19.6%	704 11.9%	602 10.1%	<b>3.52</b>
40. I regularly participate in extra-curricular activities offered through my school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	<b>5936</b>	1686 28.4%	1755 29.6%	1129 19.0%	772 13.0%	594 10.0%	<b>3.53</b>

# Tennessee School Climate High School Student Survey

## 2015 Annual Report

### STATE level

#### School Safety

Physical Safety	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Students at my school...</b>							
41...carry guns or knives to school.	<b>5986</b>	448 7.5%	830 13.9%	1842 30.8%	1487 24.8%	1379 23.0%	<b>3.42</b>
42...belong to gangs.	<b>5960</b>	699 11.7%	1063 17.8%	1848 31.0%	1187 19.9%	1163 19.5%	<b>3.18</b>
43...threaten to hurt other students.	<b>5953</b>	873 14.7%	1568 26.3%	1847 31.0%	964 16.2%	701 11.8%	<b>2.84</b>
44...steal money, electronics, or other valuable things while at school.	<b>5980</b>	1042 17.4%	1560 26.1%	1775 29.7%	891 14.9%	712 11.9%	<b>2.78</b>
45...damage or destroy other student's property.	<b>5978</b>	875 14.6%	1410 23.6%	1944 32.5%	1014 17.0%	735 12.3%	<b>2.89</b>
46...damage or destroy school property.	<b>5964</b>	920 15.4%	1522 25.5%	1874 31.4%	943 15.8%	705 11.8%	<b>2.83</b>
47...fight a lot.	<b>5959</b>	944 15.8%	1427 23.9%	1915 32.1%	995 16.7%	678 11.4%	<b>2.84</b>
48...are sometimes physically hurt by their boyfriends or girlfriends while at school.	<b>5968</b>	614 10.3%	739 12.4%	2017 33.8%	1324 22.2%	1274 21.3%	<b>3.32</b>

Freedom from Substance Use	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I think that...</b>							
83...students use/try tobacco products while at school or school sponsored events.	<b>5951</b>	1750 29.4%	1454 24.4%	1586 26.7%	590 9.9%	571 9.6%	<b>2.46</b>
84...students use/try alcohol or drugs while at school or school sponsored events.	<b>5943</b>	1139 19.2%	1136 19.1%	2002 33.7%	950 16.0%	716 12.0%	<b>2.83</b>
85...students buy or sell drugs, alcohol, or tobacco products while at school or school sponsored events.	<b>5931</b>	1124 19.0%	1099 18.5%	2000 33.7%	919 15.5%	789 13.3%	<b>2.86</b>
86...students are sometime distracted in class because they are drunk or high.	<b>5912</b>	970 16.4%	1118 18.9%	2055 34.8%	926 15.7%	843 14.3%	<b>2.92</b>
87...it is easy for students to use/try alcohol or drugs at school or school sponsored events without getting caught.	<b>5932</b>	994 16.8%	1027 17.3%	2048 34.5%	965 16.3%	898 15.1%	<b>2.96</b>
88...it makes me uncomfortable when other students bring drugs or alcohol to school or school-sponsored events.*	<b>5938</b>	1192 20.1%	1007 17.0%	2052 34.6%	788 13.3%	899 15.1%	<b>2.86</b>

\* Item excluded from scale calculation.

# Tennessee School Climate High School Student Survey

## 2015 Annual Report

### STATE level

Freedom from Bullying	Total	Almost Everyday	Once or Twice a Week	Once or Twice a Month	Once or Twice this School Year	Never	Percent Any Bullying
<b>During this school year, how many times has someone from your school...</b>							
55...made fun of you, call you names or insulted you?	<b>5972</b>	639 10.7%	585 9.8%	712 11.9%	1097 18.4%	2939 49.2%	<b>50.8%</b>
56...spread rumors about you?	<b>5954</b>	539 9.1%	421 7.1%	643 10.8%	1196 20.1%	3155 53.0%	<b>47.0%</b>
57...threatened you with harm?	<b>5897</b>	330 5.6%	294 5.0%	435 7.4%	552 9.4%	4286 72.7%	<b>27.3%</b>
58...pushed you, shoved you, tripped you, or spit on you?	<b>5949</b>	343 5.8%	285 4.8%	359 6.0%	567 9.5%	4395 73.9%	<b>26.1%</b>
59...tried to make you do things you did not want to do, for example, give them money or other things?	<b>5969</b>	298 5.0%	251 4.2%	355 5.9%	376 6.3%	4689 78.6%	<b>21.4%</b>
60...excluded you from activities on purpose?	<b>5966</b>	356 6.0%	286 4.8%	409 6.9%	602 10.1%	4313 72.3%	<b>27.7%</b>
61...destroyed your property on purpose?	<b>5921</b>	262 4.4%	202 3.4%	335 5.7%	383 6.5%	4739 80.0%	<b>20.0%</b>
62...posted hurtful information about you on the internet, threatened or insulted you online (e.g. using email, instant messaging, text messaging, or online gaming) or purposefully excluded you from an online community?	<b>5967</b>	317 5.3%	244 4.1%	371 6.2%	503 8.4%	4532 76.0%	<b>24.0%</b>
63...bullied you in any way?	<b>5889</b>	454 7.7%	384 6.5%	517 8.8%	889 15.1%	3645 61.9%	<b>38.1%</b>

School Responses to Bullying	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I think that...</b>							
64...if another student was bullying me, I would report it to a teacher or other adult at this school.	<b>5863</b>	1155 19.7%	1501 25.6%	1526 26.0%	743 12.7%	938 16.0%	<b>3.20</b>
65...if I told a teacher or other adult at this school that I was being bullied, the teacher would do something to help.	<b>5844</b>	1280 21.9%	1931 33.0%	1459 25.0%	511 8.7%	663 11.3%	<b>3.45</b>

Acceptance of Differences	Total	Almost Everyday	Once or Twice a Week	Once or Twice a Month	Once or Twice this School Year	Never	Percent Any Teasing or Insulting
<b>During this school year, how often has anyone call you an insulting or bad name at school having to do with...</b>							
49...your race or ethnic background?	<b>5954</b>	425 7.1%	398 6.7%	449 7.5%	507 8.5%	4175 70.1%	<b>29.9%</b>
50...your religion?	<b>5936</b>	287 4.8%	302 5.1%	420 7.1%	452 7.6%	4475 75.4%	<b>24.6%</b>
51...any disability you may have?	<b>5911</b>	282 4.8%	258 4.4%	345 5.8%	292 4.9%	4734 80.1%	<b>19.9%</b>
52...your relationships with boyfriends or girlfriends?	<b>5950</b>	560 9.4%	481 8.1%	570 9.6%	683 11.5%	3656 61.4%	<b>38.6%</b>
53...how much money your family makes?	<b>5935</b>	343 5.8%	313 5.3%	391 6.6%	382 6.4%	4506 75.9%	<b>24.1%</b>
54... your weight or physical appearance?	<b>5942</b>	610 10.3%	450 7.6%	593 10.0%	758 12.8%	3531 59.4%	<b>40.6%</b>

# Tennessee School Climate High School Student Survey

## 2015 Annual Report

### STATE level

#### School Environment

Supportive Discipline	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I feel like...</b>							
66...adults at this school follow the rules and procedures.	<b>5968</b>	1020 17.1%	2278 38.2%	1573 26.4%	572 9.6%	525 8.8%	<b>3.45</b>
67...the school rules have been communicated to me clearly.	<b>5959</b>	1342 22.5%	2733 45.9%	1243 20.9%	335 5.6%	306 5.1%	<b>3.75</b>
68...adults in this school apply the same rules to all students equally.	<b>5943</b>	827 13.9%	1587 26.7%	1459 24.5%	985 16.6%	1085 18.3%	<b>3.01</b>
69...the students and teachers here try to decide together what the class rules will be.	<b>5939</b>	629 10.6%	1456 24.5%	1804 30.4%	1018 17.1%	1032 17.4%	<b>2.94</b>
70...if you get in trouble in this school, you have a chance to tell your side of the story.	<b>5947</b>	749 12.6%	1853 31.2%	1803 30.3%	708 11.9%	834 14.0%	<b>3.16</b>
71...if you break the rules, adults in this school will help you learn from your mistake.	<b>5935</b>	713 12.0%	1869 31.5%	1893 31.9%	763 12.9%	697 11.7%	<b>3.19</b>
72...when a student gets in trouble at school, an adult explains to them why they are getting punished.	<b>5924</b>	813 13.7%	2216 37.4%	1783 30.1%	541 9.1%	571 9.6%	<b>3.36</b>
73...students at this school get punished equally when they break the same school rule.	<b>5922</b>	740 12.5%	1523 25.7%	1615 27.3%	933 15.8%	1111 18.8%	<b>2.97</b>

Classroom Management	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I feel like...</b>							
78...the noise level at this school makes it hard for me to learn.	<b>5797</b>	716 12.4%	986 17.0%	1876 32.4%	1506 26.0%	713 12.3%	<b>3.09</b>
79...I get distracted from my work by other student's acting out in class.	<b>5778</b>	1015 17.6%	1397 24.2%	1611 27.9%	1129 19.5%	626 10.8%	<b>2.82</b>

Academic Challenge	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Most of my teachers...</b>							
1...notice if I have trouble learning something.	<b>6007</b>	676 11.3%	2660 44.3%	1456 24.2%	861 14.3%	354 5.9%	<b>3.41</b>
2...often connect what I am learning to life outside the classroom.	<b>6000</b>	568 9.5%	2098 35.0%	1708 28.5%	1071 17.9%	555 9.3%	<b>3.18</b>
3...challenge all students to do their personal best.	<b>5974</b>	1361 22.8%	2730 45.7%	1173 19.6%	495 8.3%	215 3.6%	<b>3.76</b>
4...praise me when I work hard in school.	<b>5948</b>	716 12.0%	1976 33.2%	1840 30.9%	953 16.0%	463 7.8%	<b>3.26</b>
5...allow me to revise my work to learn from my mistakes.	<b>5961</b>	879 14.7%	2693 45.2%	1428 24.0%	659 11.1%	302 5.1%	<b>3.53</b>
6...assign creative work that allows me to think for myself.	<b>5975</b>	750 12.6%	2421 40.5%	1624 27.2%	787 13.2%	393 6.6%	<b>3.39</b>
7...help me get excited about what I am learning in my classes.	<b>5991</b>	530 8.8%	1460 24.4%	1897 31.7%	1208 20.2%	896 15.0%	<b>2.92</b>
8...give me individual attend when I need it.	<b>5987</b>	968 16.2%	2614 43.7%	1469 24.5%	563 9.4%	373 6.2%	<b>3.54</b>

# Tennessee School Climate High School Student Survey

## 2015 Annual Report

### STATE level

Approval of the Physical Environment	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I feel like...</b>							
74...students are proud of how the school looks on the outside.	<b>5905</b>	730 12.4%	1629 27.6%	2174 36.8%	620 10.5%	752 12.7%	<b>3.16</b>
75...there is a place on the school campus where students can display trophies and awards, or post projects that they	<b>5941</b>	1505 25.3%	2377 40.0%	1371 23.1%	312 5.3%	376 6.3%	<b>3.73</b>
76...my school provides opportunities for me to express myself.	<b>5911</b>	853 14.4%	1956 33.1%	1811 30.6%	623 10.5%	668 11.3%	<b>3.29</b>
77...the school grounds look like they are well-maintained.	<b>5883</b>	1017 17.3%	2235 38.0%	1637 27.8%	457 7.8%	537 9.1%	<b>3.47</b>

Academic Performance and Future Education Aspirations	Total	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's	Mean
<b>This past school year...</b>							
82...I would describe my grades as:	<b>5869</b>	2265 38.6%	2349 40.0%	1028 17.5%	131 2.2%	96 1.6%	<b>4.12</b>
	<b>Total</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>
<b>I think that...</b>							
80...I will definitely graduate from high school.	<b>5928</b>	4250 71.7%	976 16.5%	509 8.6%	65 1.1%	128 2.2%	<b>4.54</b>
81...I will continue my education after high school.	<b>5900</b>	3778 64.0%	1083 18.4%	760 12.9%	109 1.8%	170 2.9%	<b>4.39</b>

	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>During the past 12 months, do you remember hearing, reading, or receiving information...</b>							
89...through your school about youth mental health and wellness (for example, information on depression, anxiety, body image, etc.)?	<b>2091</b>	877 41.9%	444 21.2%	178 8.5%	592 28.3%	0 0.0%	<b>3.77</b>
90...in your community about youth mental health and wellness (for example, information on depression, anxiety, body image, etc.)?	<b>2103</b>	930 44.2%	438 20.8%	140 6.7%	595 28.3%	0 0.0%	<b>3.81</b>

	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>How much do you agree or disagree with the following statement:</b>							
91. When something in my life is really hard for me, it gives me a chance to learn and grow.	<b>2107</b>	501 23.8%	852 40.4%	524 24.9%	126 6.0%	104 4.9%	<b>3.72</b>
92. When something bad happens in life, I can usually find a way to get through it.	<b>2113</b>	616 29.2%	955 45.2%	392 18.6%	80 3.8%	70 3.3%	<b>3.93</b>

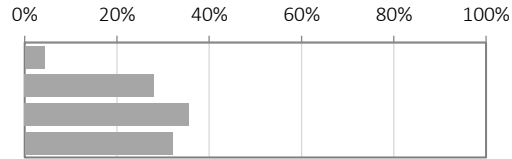


# Tennessee School Climate Middle School Student Survey

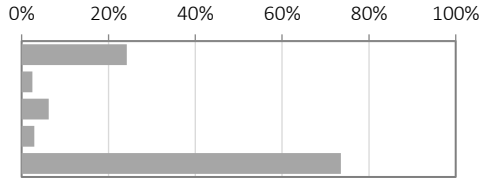
## 2015 Annual Report

### STATE level

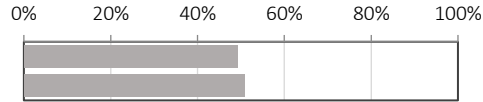
Grade	N	%
5th Grade	319	4.3%
6th Grade	2097	28.0%
7th Grade	2666	35.6%
8th Grade	2398	32.1%
<b>Total</b>	<b>7480</b>	



Race	N	%
African American	1778	24.2%
Asian/Pacific Islander	181	2.5%
Hispanic	461	6.3%
Native American/Alaskan Native	214	2.9%
White	5404	73.6%

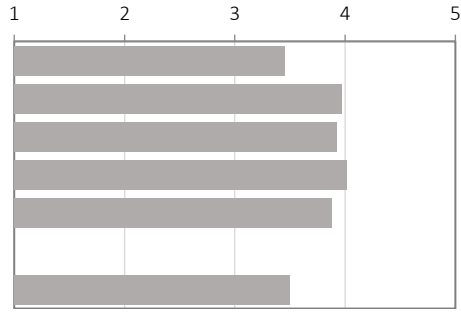


Gender	N	%
Female	3635	49.2%
Male	3757	50.8%
<b>Total</b>	<b>7392</b>	



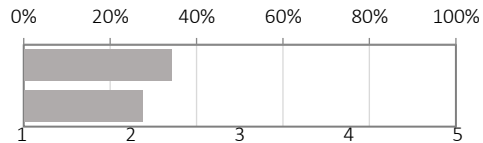
#### School Engagement

Supportive Student Relationships	7,400	3.45
Supportive Relationships with Teachers	7,290	3.97
Supportive Relationships with School Leadership	7,229	3.93
Parental Involvement	7,394	4.02
School Connections and Learning Supports	7,298	3.88



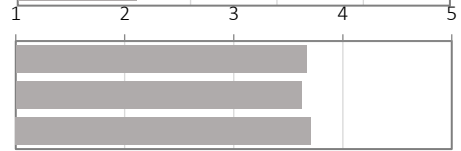
#### School Safety

Physical Safety	7,384	3.50
Freedom from Bullying	7,375	34.2%
Acceptance of Differences	7,330	27.5%



#### School Environment

Supportive Discipline	7,364	3.67
Academic Challenge	7,414	3.62
Approval of the Physical Environment	7,329	3.71



## School Engagement

Supportive Student Relationships	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Students at my school...</b>							
25...care about each other.	<b>7421</b>	971 13.1%	2335 31.5%	2471 33.3%	859 11.6%	785 10.6%	<b>3.25</b>
26...respect each other's differences.	<b>7399</b>	849 11.5%	2096 28.3%	2214 29.9%	1294 17.5%	946 12.8%	<b>3.08</b>
27...try to protect each other.	<b>7395</b>	1130 15.3%	2401 32.5%	2225 30.1%	912 12.3%	727 9.8%	<b>3.31</b>
28...trust each other.	<b>7386</b>	990 13.4%	2438 33.0%	2319 31.4%	915 12.4%	724 9.8%	<b>3.28</b>
29...cooperate with one another when working on schoolwork together.	<b>7405</b>	1358 18.3%	3174 42.9%	1810 24.4%	594 8.0%	469 6.3%	<b>3.59</b>
30...are often friends with students from different races, religions and cultures.	<b>7410</b>	2804 37.8%	2993 40.4%	995 13.4%	306 4.1%	312 4.2%	<b>4.04</b>
31...are easy to get to know.	<b>7386</b>	1746 23.6%	2807 38.0%	1717 23.2%	557 7.5%	559 7.6%	<b>3.63</b>

Supportive Relationships with Teachers	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I have at least one teacher who...</b>							
9...takes time to listen to what I have to say.	<b>7313</b>	3131 42.8%	2835 38.8%	826 11.3%	310 4.2%	211 2.9%	<b>4.14</b>
10... cares about me.	<b>7303</b>	3158 43.2%	2715 37.2%	981 13.4%	229 3.1%	220 3.0%	<b>4.15</b>
11... know me well.	<b>7274</b>	2176 29.9%	2348 32.3%	1608 22.1%	687 9.4%	455 6.3%	<b>3.70</b>
12... has confidence in me.	<b>7262</b>	3460 47.6%	2717 37.4%	768 10.6%	161 2.2%	156 2.1%	<b>4.26</b>
13... is available to me when I need them.	<b>7272</b>	2444 33.6%	2876 39.5%	1363 18.7%	377 5.2%	212 2.9%	<b>3.96</b>
14... will try to help me when I am feeling sad, angry, or depressed.	<b>7308</b>	2463 33.7%	2308 31.6%	1546 21.2%	521 7.1%	470 6.4%	<b>3.79</b>
15... I can go to if I feel unsafe.	<b>7297</b>	2575 35.3%	2209 30.3%	1496 20.5%	523 7.2%	494 6.8%	<b>3.80</b>

Supportive Relationships with School Leadership	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>At my school, there is a principal or assistant principal who...</b>							
32...is easy to approach if I have a problem.	<b>7231</b>	2494 34.5%	2413 33.4%	1412 19.5%	488 6.7%	424 5.9%	<b>3.84</b>
33...treats students with respect.	<b>7232</b>	3150 43.6%	2636 36.4%	892 12.3%	255 3.5%	299 4.1%	<b>4.12</b>
34...listens to student ideas.	<b>7223</b>	2403 33.3%	2420 33.5%	1532 21.2%	432 6.0%	436 6.0%	<b>3.82</b>

Parental Involvement	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>My parent(s) or guardian(s)...</b>							
35...are involved in my school life.	<b>7397</b>	3571 48.3%	2484 33.6%	865 11.7%	283 3.8%	194 2.6%	<b>4.21</b>
36...know what my grades are.	<b>7376</b>	4611 62.5%	2234 30.3%	375 5.1%	83 1.1%	73 1.0%	<b>4.52</b>
37...regularly attend school events, such as sporting events (e.g. football games, soccer games) or student performances (e.g. plays, musical performances).	<b>7407</b>	2481 33.5%	1877 25.3%	1481 20.0%	881 11.9%	687 9.3%	<b>3.62</b>

38...talk to my teachers (e.g. in person, over the phone, by email).	<b>7395</b>	2330 31.5%	2281 30.8%	1616 21.9%	689 9.3%	479 6.5%	<b>3.72</b>
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School Connections and Learning Supports	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I feel like...</b>							
16...this school is a place where I can learn and do well in my classes.	<b>7337</b>	2375 32.4%	3294 44.9%	1118 15.2%	321 4.4%	229 3.1%	<b>3.99</b>
17...what I'm learning in my classes will be important for my future.	<b>7322</b>	2738 37.4%	2746 37.5%	1172 16.0%	390 5.3%	276 3.8%	<b>3.99</b>
18...my teachers have helped me improve my study skills.	<b>7317</b>	2330 31.8%	3118 42.6%	1229 16.8%	412 5.6%	228 3.1%	<b>3.94</b>
19...I can understand difficult concepts with the help of my teachers.	<b>7317</b>	2063 28.2%	3295 45.0%	1375 18.8%	361 4.9%	223 3.0%	<b>3.90</b>
20...my teachers will help me succeed in school.	<b>7328</b>	3095 42.2%	2989 40.8%	883 12.0%	188 2.6%	173 2.4%	<b>4.18</b>
21...this school is a good match for me.	<b>7278</b>	2218 30.5%	2595 35.7%	1516 20.8%	497 6.8%	452 6.2%	<b>3.77</b>
22...I am safe at this school.	<b>7259</b>	2303 31.7%	2739 37.7%	1404 19.3%	447 6.2%	366 5.0%	<b>3.85</b>
23...I look forward to going to school most days.	<b>7267</b>	1751 24.1%	2186 30.1%	1476 20.3%	878 12.1%	976 13.4%	<b>3.39</b>
24...I am a part of this school.	<b>7257</b>	2531 34.9%	2692 37.1%	1276 17.6%	364 5.0%	394 5.4%	<b>3.91</b>

School Participation	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
39. I regularly attend school-sponsored events such as school dances, sporting events, student performances, or other school activities.	<b>7361</b>	2174 29.5%	2461 33.4%	1289 17.5%	821 11.2%	616 8.4%	<b>3.65</b>
40. I regularly participate in extra-curricular activities offered through my school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	<b>7360</b>	2244 30.5%	2001 27.2%	1394 18.9%	1001 13.6%	720 9.8%	<b>3.55</b>

## School Safety

Physical Safety	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Students at my school...</b>							
41...carry guns or knives to school.	<b>7415</b>	238 3.2%	392 5.3%	1330 17.9%	1567 21.1%	3888 52.4%	<b>4.14</b>
42...belong to gangs.	<b>7360</b>	481 6.5%	681 9.3%	1607 21.8%	1469 20.0%	3122 42.4%	<b>3.82</b>
43...threaten to hurt other students.	<b>7355</b>	989 13.4%	1571 21.4%	1688 23.0%	1291 17.6%	1816 24.7%	<b>3.19</b>
44...steal money, electronics, or other valuable things while at school.	<b>7398</b>	841 11.4%	1246 16.8%	1645 22.2%	1376 18.6%	2290 31.0%	<b>3.41</b>
45...damage or destroy other student's property.	<b>7404</b>	845 11.4%	1478 20.0%	1676 22.6%	1417 19.1%	1988 26.9%	<b>3.30</b>
46...damage or destroy school property.	<b>7372</b>	816 11.1%	1412 19.2%	1659 22.5%	1379 18.7%	2106 28.6%	<b>3.35</b>
47...fight a lot.	<b>7371</b>	1213 16.5%	1590 21.6%	1746 23.7%	1258 17.1%	1564 21.2%	<b>3.05</b>
48...are sometimes physically hurt by their boyfriends or girlfriends while at school.	<b>7400</b>	629 8.5%	713 9.6%	1686 22.8%	1433 19.4%	2939 39.7%	<b>3.72</b>

Freedom from Bullying	Total	Almost Everyday	Once or Twice a Week	Once or Twice a Month	Once or Twice this School Year	Never	Percent Any Bullying
<b>During this school year, how many times has someone from your school...</b>							
55...made fun of you, call you names or insulted you?	<b>7419</b>	1066 14.4%	856 11.5%	869 11.7%	1592 21.5%	3036 40.9%	<b>59.1%</b>
56...spread rumors about you?	<b>7387</b>	788 10.7%	568 7.7%	737 10.0%	1631 22.1%	3663 49.6%	<b>50.4%</b>
57...threatened you with harm?	<b>7340</b>	448 6.1%	342 4.7%	421 5.7%	792 10.8%	5337 72.7%	<b>27.3%</b>
58...pushed you, shoved you, tripped you, or spit on you?	<b>7388</b>	545 7.4%	434 5.9%	526 7.1%	1231 16.7%	4652 63.0%	<b>37.0%</b>
59...tried to make you do things you did not want to do, for example, give them money or other things?	<b>7409</b>	349 4.7%	271 3.7%	337 4.5%	566 7.6%	5886 79.4%	<b>20.6%</b>
60...excluded you from activities on purpose?	<b>7393</b>	486 6.6%	367 5.0%	497 6.7%	997 13.5%	5046 68.3%	<b>31.7%</b>
61...destroyed your property on purpose?	<b>7367</b>	338 4.6%	228 3.1%	332 4.5%	700 9.5%	5769 78.3%	<b>21.7%</b>
62...posted hurtful information about you on the internet, threatened or insulted you online (e.g. using email, instant messaging, text messaging, or online gaming) or purposefully excluded you from an online community?	<b>7384</b>	332 4.5%	179 2.4%	267 3.6%	546 7.4%	6060 82.1%	<b>17.9%</b>
63...bullied you in any way?	<b>7287</b>	731 10.0%	457 6.3%	631 8.7%	1272 17.5%	4196 57.6%	<b>42.4%</b>

School Responses to Bullying	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I think that...</b>							
64...if another student was bullying me, I would report it to a teacher or other adult at this school.	<b>7204</b>	2680 37.2%	1914 26.6%	1351 18.8%	553 7.7%	706 9.8%	<b>3.74</b>
65...if I told a teacher or other adult at this school that I was being bullied, the teacher would do something to help.	<b>7201</b>	2929 40.7%	2160 30.0%	1169 16.2%	414 5.7%	529 7.3%	<b>3.91</b>

Acceptance of Differences	Total	Almost Everyday	Once or Twice a Week	Once or Twice a Month	Once or Twice this School Year	Never	Percent Any Teasing or Insulting
<b>During this school year, how often has anyone call you an insulting or bad name at school having to do with...</b>							
49...your race or ethnic background?	<b>7348</b>	451 6.1%	402 5.5%	395 5.4%	756 10.3%	5344 72.7%	<b>27.3%</b>
50...your religion?	<b>7327</b>	348 4.7%	307 4.2%	261 3.6%	446 6.1%	5965 81.4%	<b>18.6%</b>
51...any disability you may have?	<b>7296</b>	277 3.8%	260 3.6%	247 3.4%	353 4.8%	6159 84.4%	<b>15.6%</b>
52...your relationships with boyfriends or girlfriends?	<b>7340</b>	750 10.2%	477 6.5%	544 7.4%	845 11.5%	4724 64.4%	<b>35.6%</b>
53...how much money your family makes?	<b>7329</b>	486 6.6%	449 6.1%	373 5.1%	469 6.4%	5552 75.8%	<b>24.2%</b>
54... your weight or physical appearance?	<b>7341</b>	919 12.5%	587 8.0%	640 8.7%	1061 14.5%	4134 56.3%	<b>43.7%</b>

## School Environment

Supportive Discipline	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I feel like...</b>							
66...adults at this school follow the rules and procedures.	<b>7395</b>	2657 35.9%	2758 37.3%	1254 17.0%	378 5.1%	348 4.7%	<b>3.95</b>
67...the school rules have been communicated to me clearly.	<b>7378</b>	3095 41.9%	2909 39.4%	902 12.2%	236 3.2%	236 3.2%	<b>4.14</b>
68...adults in this school apply the same rules to all students equally.	<b>7353</b>	2239 30.5%	2087 28.4%	1359 18.5%	898 12.2%	770 10.5%	<b>3.56</b>
69...the students and teachers here try to decide together what the class rules will be.	<b>7372</b>	1682 22.8%	1963 26.6%	1840 25.0%	989 13.4%	898 12.2%	<b>3.34</b>
70...if you get in trouble in this school, you have a chance to tell your side of the story.	<b>7351</b>	2095 28.5%	2324 31.6%	1509 20.5%	666 9.1%	757 10.3%	<b>3.59</b>
71...if you break the rules, adults in this school will help you learn from your mistake.	<b>7367</b>	2007 27.2%	2355 32.0%	1650 22.4%	711 9.7%	644 8.7%	<b>3.59</b>
72...when a student gets in trouble at school, an adult explains to them why they are getting punished.	<b>7353</b>	2155 29.3%	2615 35.6%	1518 20.6%	539 7.3%	526 7.2%	<b>3.73</b>
73...students at this school get punished equally when they break the same school rule.	<b>7339</b>	1986 27.1%	2092 28.5%	1481 20.2%	863 11.8%	917 12.5%	<b>3.46</b>

Classroom Management	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I feel like...</b>							
78...the noise level at this school makes it hard for me to learn.	<b>7146</b>	1175 16.4%	1446 20.2%	2080 29.1%	1457 20.4%	988 13.8%	<b>2.95</b>
79...I get distracted from my work by other student's acting out in class.	<b>7131</b>	1881 26.4%	1966 27.6%	1521 21.3%	1019 14.3%	744 10.4%	<b>2.55</b>

Academic Challenge	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Most of my teachers...</b>							
1...notice if I have trouble learning something.	<b>7469</b>	1097 14.7%	3392 45.4%	1799 24.1%	869 11.6%	312 4.2%	<b>3.55</b>
2...often connect what I am learning to life outside the classroom.	<b>7422</b>	1058 14.3%	2763 37.2%	1911 25.7%	1197 16.1%	493 6.6%	<b>3.36</b>
3...challenge all students to do their personal best.	<b>7398</b>	3207 43.3%	2896 39.1%	831 11.2%	292 3.9%	172 2.3%	<b>4.17</b>
4...praise me when I work hard in school.	<b>7387</b>	1447 19.6%	2664 36.1%	1979 26.8%	853 11.5%	444 6.0%	<b>3.52</b>
5...allow me to revise my work to learn from my mistakes.	<b>7418</b>	2097 28.3%	3448 46.5%	1297 17.5%	418 5.6%	158 2.1%	<b>3.93</b>
6...assign creative work that allows me to think for myself.	<b>7398</b>	1568 21.2%	2948 39.8%	1691 22.9%	862 11.7%	329 4.4%	<b>3.62</b>
7...help me get excited about what I am learning in my classes.	<b>7413</b>	1205 16.3%	2199 29.7%	2112 28.5%	1087 14.7%	810 10.9%	<b>3.26</b>
8...give me individual attend when I need it.	<b>7404</b>	1509 20.4%	2796 37.8%	1807 24.4%	780 10.5%	512 6.9%	<b>3.54</b>

Approval of the Physical Environment	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I feel like...</b>							
74...students are proud of how the school looks on the outside.	<b>7298</b>	1708 23.4%	2072 28.4%	2287 31.3%	572 7.8%	659 9.0%	<b>3.49</b>
75...there is a place on the school campus where students can display trophies and awards, or post	<b>7366</b>	2885 39.2%	2439 33.1%	1222 16.6%	344 4.7%	476 6.5%	<b>3.94</b>
76...my school provides opportunities for me to express myself.	<b>7323</b>	1902 26.0%	2379 32.5%	1794 24.5%	617 8.4%	631 8.6%	<b>3.59</b>
77...the school grounds look like they are well-maintained.	<b>7329</b>	2337 31.9%	2643 36.1%	1466 20.0%	443 6.0%	440 6.0%	<b>3.82</b>

Academic Performance and Future Education Aspirations	Total	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's	Mean
<b>This past school year...</b>							
82...I would describe my grades as:	<b>7338</b>	2710 36.9%	3093 42.2%	1230 16.8%	203 2.8%	102 1.4%	<b>4.10</b>

	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I think that...</b>							
80...I will definitely graduate from high school.	<b>7341</b>	5164 70.3%	1505 20.5%	509 6.9%	66 0.9%	97 1.3%	<b>4.58</b>
81...I will continue my education after high school.	<b>7336</b>	4828 65.8%	1465 20.0%	782 10.7%	123 1.7%	138 1.9%	<b>4.46</b>

	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>During the past 12 months, do you remember hearing, reading, or receiving information...</b>							
83...through your school about youth mental health and wellness (for example, information on depression, anxiety, body image, etc.)?	<b>1987</b>	620 31.2%	434 21.8%	203 10.2%	730 36.7%	0 0.0%	<b>3.48</b>
84...in your community about youth mental health and wellness (for example, information on depression, anxiety, body image, etc.)?	<b>1989</b>	672 33.8%	426 21.4%	139 7.0%	752 37.8%	0 0.0%	<b>3.51</b>

	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
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**How much do you agree or disagree with the following statement:**

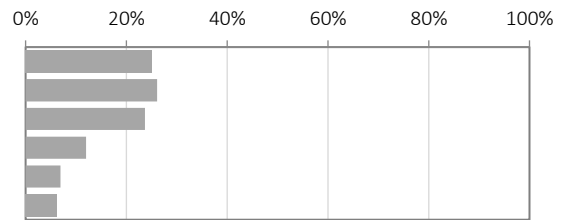
85. When something in my life is really hard for me, it gives me a chance to learn and grow.	<b>1997</b>	553 27.7%	790 39.6%	455 22.8%	92 4.6%	107 5.4%	<b>3.80</b>
86. When something bad happens in life, I can usually find a way to get through it.	<b>1993</b>	619 31.1%	889 44.6%	328 16.5%	86 4.3%	71 3.6%	<b>3.95</b>

# Tennessee School Climate Elementary School Student Survey

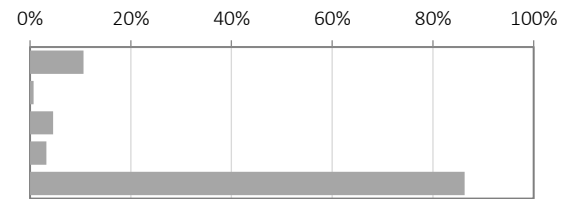
## 2015 Annual Report

### STATE Level

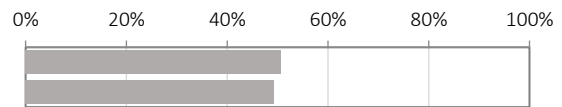
Grade	N	%
3rd grade	1398	25.1%
4th grade	1454	26.1%
5th grade	1320	23.7%
6th grade	668	12.0%
7th grade	387	6.9%
8th grade	349	6.3%
<b>Total</b>	<b>5576</b>	



Race	N	%
African American	582	10.6%
Asian/Pacific Islander	40	0.7%
Hispanic	250	4.6%
Native American/Alaskan Native	178	3.3%
White	4724	86.3%

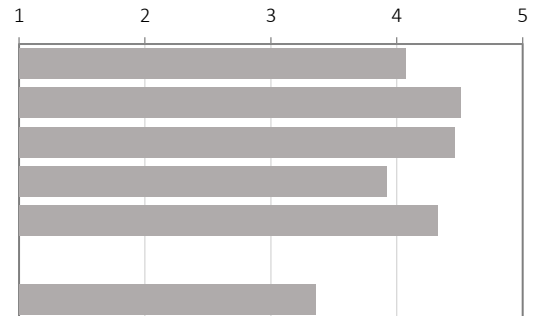


Gender	N	%
Female	2800	50.7%
Male	2721	49.3%
<b>Total</b>	<b>5521</b>	



#### School Engagement

Supportive Student Relationships	5,498	4.07
Supportive Relationships with Teachers	5,458	4.51
Supportive Relationships with School Leadership	5,443	4.46
Parental Involvement	5,449	3.92
School Connectedness	5,485	4.33



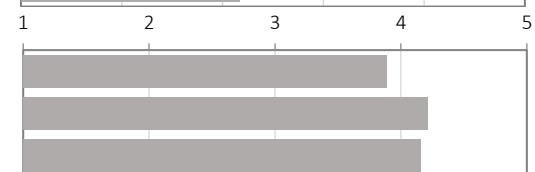
#### School Safety

Physical Safety	5,475	3.36
Freedom from Bullying	5,475	43.5%



#### School Environment

Supportive Discipline	5,455	3.88
Academic Motivation and Challenge	5,473	4.21
Approval and Ownership of the Physical Environment	5,543	4.16





## School Engagement

Supportive Student Relationships	Total	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True	Mean
<b>Most students at my school...</b>							
1...care about each other.	5551	2175 39.2%	2108 38.0%	840 15.1%	327 5.9%	101 1.8%	4.07
2...get along with students who are different from them.	5505	2051 37.3%	1985 36.1%	828 15.0%	494 9.0%	147 2.7%	3.96
3...try to help each other.	5473	2661 48.6%	1934 35.3%	549 10.0%	234 4.3%	95 1.7%	4.25
4...are nice to each other.	5464	2036 37.3%	2152 39.4%	697 12.8%	437 8.0%	142 2.6%	4.01

Supportive Relationships with Teachers	Total	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True	Mean
<b>I have at least one teacher at my school who...</b>							
5...cares about me.	5510	4352 79.0%	664 12.1%	340 6.2%	69 1.3%	85 1.5%	4.66
6...thinks I can do well in school.	5469	4298 78.6%	678 12.4%	325 5.9%	92 1.7%	76 1.4%	4.65
7...would help me if I was feeling sad or angry.	5450	3720 68.3%	802 14.7%	584 10.7%	179 3.3%	165 3.0%	4.42
8...I can go to if I feel unsafe.	5401	3470 64.2%	817 15.1%	688 12.7%	189 3.5%	237 4.4%	4.31

Supportive Relationships with School Leadership	Total	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True	Mean
<b>There is a Principal or Assistant Principal at my school who...</b>							
9...students will go to if they have a problem.	5500	3441 62.6%	1086 19.7%	704 12.8%	153 2.8%	116 2.1%	4.38
10...cares about students.	5462	4346 79.6%	637 11.7%	361 6.6%	70 1.3%	48 0.9%	4.68
11...gets to know the students at my school well.	5418	3272 60.4%	1179 21.8%	664 12.3%	201 3.7%	102 1.9%	4.35
12...listens to students.	5392	3596 66.7%	977 18.1%	546 10.1%	153 2.8%	120 2.2%	4.44

Parental Involvement	Total	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True	Mean
<b>My parents or the adults who I live with at home...</b>							
13...talk to me about my school day.	5500	3899 70.9%	1038 18.9%	179 3.3%	229 4.2%	155 2.8%	4.51
14...help me with my schoolwork.	5484	3888 70.9%	1002 18.3%	186 3.4%	225 4.1%	183 3.3%	4.49
15...spend time at my school or in my classroom.	5399	1391 25.8%	1120 20.7%	586 10.9%	926 17.2%	1376 25.5%	3.04
16...talk with my teachers often.	5413	1790 33.1%	1393 25.7%	1115 20.6%	667 12.3%	448 8.3%	3.63

School Connectedness	Total	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True	Mean
<b>I feel like...</b>							
17...I am safe at my school.	5528	3590 64.9%	1185 21.4%	382 6.9%	187 3.4%	184 3.3%	4.41
18...this is a good school for me.	5477	3795 69.3%	917 16.7%	434 7.9%	163 3.0%	168 3.1%	4.46
19...I like to go to school most days.	5464	2400 43.9%	1548 28.3%	375 6.9%	502 9.2%	639 11.7%	3.84
20...this school is a good place to learn.	5470	4093 74.8%	880 16.1%	277 5.1%	105 1.9%	115 2.1%	4.60

## School Safety

Physical Safety	Total	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True	Mean
<b>Students at my school...</b>							
31...fight a lot.	<b>5526</b>	682 12.3%	933 16.9%	1067 19.3%	1153 20.9%	1691 30.6%	<b>3.40</b>
32...take things that don't belong to them.	<b>5448</b>	934 17.1%	1082 19.9%	1096 20.1%	754 13.8%	1582 29.0%	<b>3.18</b>
33...damage things that don't belong to them.	<b>5456</b>	764 14.0%	685 12.6%	1211 22.2%	714 13.1%	2082 38.2%	<b>3.49</b>
34...say they are going to hurt other students.	<b>5468</b>	811 14.8%	820 15.0%	1106 20.2%	626 11.4%	2105 38.5%	<b>3.44</b>
35...do things that hurt other students.	<b>5478</b>	961 17.5%	897 16.4%	1119 20.4%	627 11.4%	1874 34.2%	<b>3.28</b>

Freedom from Bullying	Total	Almost Everyday	Once or Twice a Week	Once or Twice a Month	Once or Twice this School Year	Never	Mean
<b>This school year, how many times has someone from your school...</b>							
21...made fun of you or called you names.	<b>5569</b>	804 14.4%	784 14.1%	528 9.5%	970 17.4%	2483 44.6%	<b>55.4%</b>
22...said mean things about you to other students.	<b>5508</b>	1029 18.7%	771 14.0%	552 10.0%	844 15.3%	2312 42.0%	<b>58.0%</b>
23...said they wanted to hurt you.	<b>5452</b>	476 8.7%	392 7.2%	308 5.6%	537 9.8%	3739 68.6%	<b>31.4%</b>
24...pushed you, shoved you, tripped you, or spit on you on purpose.	<b>5478</b>	610 11.1%	442 8.1%	339 6.2%	706 12.9%	3381 61.7%	<b>38.3%</b>
25...tried to make you do things you didn't want to do.	<b>5471</b>	502 9.2%	417 7.6%	403 7.4%	601 11.0%	3548 64.9%	<b>35.1%</b>
26...told you that you couldn't play with them or be part of a group.	<b>5468</b>	756 13.8%	569 10.4%	519 9.5%	957 17.5%	2667 48.8%	<b>51.2%</b>
27...damaged something that belongs to you on purpose.	<b>5439</b>	433 8.0%	352 6.5%	326 6.0%	554 10.2%	3774 69.4%	<b>30.6%</b>
28...bullied you in any way?	<b>5417</b>	652 12.0%	544 10.0%	480 8.9%	904 16.7%	2837 52.4%	<b>47.6%</b>

School Response to Bullying	Total	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True	Mean
<b>I think that...</b>							
29...I would tell a teacher or other adult if another student was bullying me.	<b>5444</b>	3689 67.8%	799 14.7%	408 7.5%	269 4.9%	279 5.1%	<b>4.35</b>
30...my teachers would do something to help if I told them I was being bullied.	<b>5379</b>	3958 73.6%	639 11.9%	462 8.6%	142 2.6%	178 3.3%	<b>4.50</b>

## School Environment

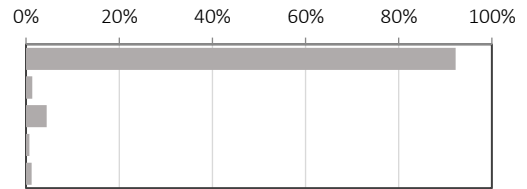
Supportive Discipline	Total	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True	Mean
<b>I think that the adults at this school...</b>							
36...let everyone know what the rules are ahead of time.	<b>5519</b>	3622 65.6%	1037 18.8%	529 9.6%	143 2.6%	188 3.4%	<b>4.41</b>
37...let students help make the rules.	<b>5435</b>	944 17.4%	619 11.4%	965 17.8%	657 12.1%	2250 41.4%	<b>2.51</b>
38...make rules that are fair.	<b>5423</b>	3067 56.6%	978 18.0%	638 11.8%	328 6.0%	412 7.6%	<b>4.10</b>
39...treat everybody fairly if they break a rule.	<b>5449</b>	2520 46.2%	904 16.6%	953 17.5%	429 7.9%	643 11.8%	<b>3.78</b>
40...tell you why you are in trouble.	<b>5461</b>	3440 63.0%	1028 18.8%	531 9.7%	206 3.8%	256 4.7%	<b>4.32</b>
41...give you a chance to explain your side of the story.	<b>5466</b>	2883 52.7%	993 18.2%	585 10.7%	373 6.8%	632 11.6%	<b>3.94</b>
42...help you learn from your mistakes.	<b>5430</b>	3341 61.5%	754 13.9%	591 10.9%	253 4.7%	491 9.0%	<b>4.14</b>

Academic Motivation and Challenge	Total	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True	Mean
<b>I think that the teachers at this school...</b>							
43...know when I have trouble learning something.	<b>5520</b>	3158 57.2%	1062 19.2%	660 12.0%	285 5.2%	355 6.4%	<b>4.16</b>
44...try to help everyone do their best.	<b>5472</b>	3979 72.7%	683 12.5%	331 6.0%	177 3.2%	302 5.5%	<b>4.44</b>
45...tell me when I do a good job.	<b>5437</b>	3564 65.6%	992 18.2%	335 6.2%	219 4.0%	327 6.0%	<b>4.33</b>
46...give me a chance to fix mistakes on my school work.	<b>5474</b>	3063 56.0%	1372 25.1%	356 6.5%	331 6.0%	352 6.4%	<b>4.18</b>
47...make learning fun.	<b>5460</b>	2829 51.8%	1187 21.7%	462 8.5%	392 7.2%	590 10.8%	<b>3.97</b>

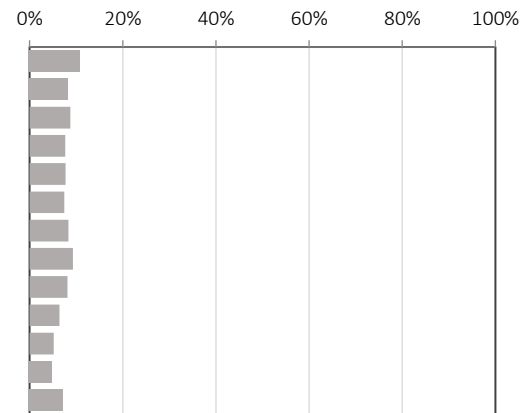
Approval and Ownership of the Physical Environment	Total	Yes, Very True	Yes, Sort of True	I'm Not Sure	No, Not Really True	No, Not at all True	Mean
<b>I think that the place where I go to school...</b>							
48...is clean.	<b>5584</b>	3074 55.1%	1359 24.3%	410 7.3%	348 6.2%	393 7.0%	<b>4.14</b>
49...is comfortable.	<b>5528</b>	3086 55.8%	1058 19.1%	430 7.8%	311 5.6%	643 11.6%	<b>4.02</b>
50...looks nice on the outside.	<b>5518</b>	3776 68.4%	846 15.3%	251 4.5%	152 2.8%	493 8.9%	<b>4.32</b>

# Tennessee School Climate Parent Survey 2015 Annual Report STATE Level

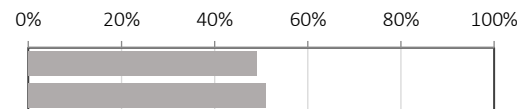
Relationship to Child	N	%
Parent (biological or adoptive)	3052	92.2%
Stepparent	45	1.4%
Grandparent	146	4.4%
Other adult relative	25	0.8%
Other guardian	41	1.2%
<b>Total</b>	<b>3309</b>	



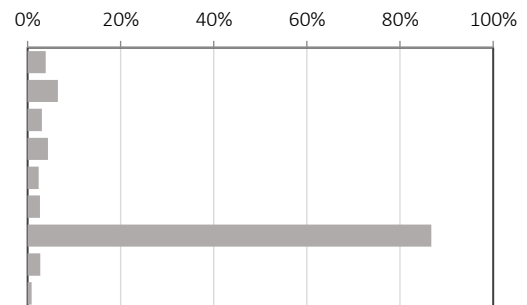
Child's Grade	N	%
Kindergarten	356	10.9%
1st	271	8.3%
2nd	287	8.8%
3rd	251	7.7%
4th	253	7.7%
5th	244	7.4%
6th	273	8.3%
7th	304	9.3%
8th	267	8.2%
9th	211	6.4%
10th	169	5.2%
11th	158	4.8%
12th	232	7.1%
<b>Total</b>	<b>3276</b>	



Child's Gender	N	%
Female	1602	49.0%
Male	1665	51.0%
<b>Total</b>	<b>3267</b>	



Parent's Race	N	%
American Indian or Alaska Native	128	3.9%
Black or African American	216	6.5%
East or Southeast Asian	102	3.1%
Hispanic or Latino	145	4.4%
Native Hawaiian or Pacific Islander	80	2.4%
Middle Eastern	88	2.7%
White- Not Hispanic	2868	86.7%
Two or More Ethnicities/Races	91	2.8%
Other	29	0.9%



## School Engagement

Supportive Relationships with Teachers	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
5. My child's teachers listen to my concerns.	<b>3211</b>	1456 45.3%	1220 38.0%	351 10.9%	123 3.8%	61 1.9%	<b>4.21</b>
8. I trust the teacher(s) at this school.	<b>3329</b>	1479 44.4%	1316 39.5%	372 11.2%	114 3.4%	48 1.4%	<b>4.22</b>
21. Teachers at this school show respect towards parents.	<b>3319</b>	1471 44.3%	1380 41.6%	329 9.9%	87 2.6%	52 1.6%	<b>4.24</b>
23. I would feel comfortable contacting my child's teacher(s).	<b>3335</b>	1811 54.3%	1196 35.9%	171 5.1%	107 3.2%	50 1.5%	<b>4.38</b>
25. My child's teachers are available when I need to talk to them.	<b>3329</b>	1389 41.7%	1248 37.5%	479 14.4%	146 4.4%	67 2.0%	<b>4.13</b>

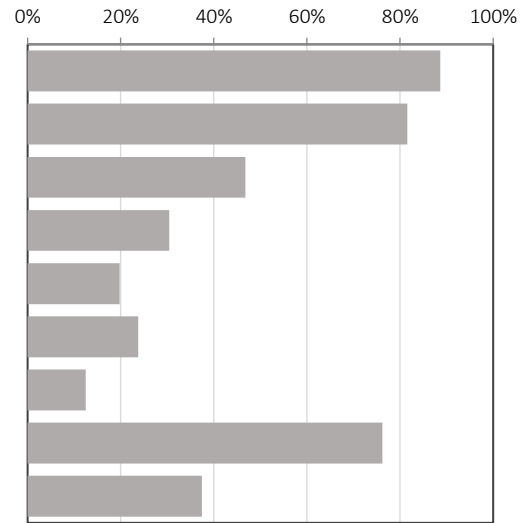
Supportive Relationships with School Administrators	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
1. I feel welcome at my child's school.	<b>3344</b>	1671 50.0%	1189 35.6%	273 8.2%	160 4.8%	51 1.5%	<b>4.28</b>
4. The principal and other office staff show respect toward parents/guardians.	<b>3219</b>	1609 50.0%	1162 36.1%	245 7.6%	137 4.3%	66 2.1%	<b>4.28</b>
7. I trust the principal at the school.	<b>3339</b>	1654 49.5%	1095 32.8%	386 11.6%	104 3.1%	100 3.0%	<b>4.23</b>
9. I trust the office staff at this school.	<b>3320</b>	1548 46.6%	1282 38.6%	345 10.4%	101 3.0%	44 1.3%	<b>4.26</b>
22. I would feel comfortable contacting my child's principal.	<b>3333</b>	1668 50.0%	1128 33.8%	245 7.4%	192 5.8%	100 3.0%	<b>4.22</b>
24. I would feel comfortable contacting other school staff members regarding my child.	<b>3330</b>	1581 47.5%	1298 39.0%	283 8.5%	117 3.5%	51 1.5%	<b>4.27</b>
26. The school principal is available when I need to talk to him or her.	<b>3323</b>	1330 40.0%	1120 33.7%	646 19.4%	129 3.9%	98 2.9%	<b>4.04</b>

School Connectedness	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
2. The school provides a safe place for my child to learn.	<b>3236</b>	1580 48.8%	1312 40.5%	217 6.7%	97 3.0%	30 0.9%	<b>4.33</b>
13. The school promotes respect for students of different races, ethnicities, religions, disabilities, and other differences.	<b>3327</b>	1451 43.6%	1234 37.1%	471 14.2%	107 3.2%	64 1.9%	<b>4.17</b>
14. My child is treated with respect by other students at school.	<b>3329</b>	1044 31.4%	1401 42.1%	513 15.4%	261 7.8%	110 3.3%	<b>3.90</b>
15. My child feels like he or she is a part of the school community.	<b>3322</b>	1285 38.7%	1333 40.1%	425 12.8%	199 6.0%	80 2.4%	<b>4.07</b>

Parent School Communication	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
6. The school gives me useful information about how to help my child do well at school.	<b>3339</b>	1263 37.8%	1195 35.8%	519 15.5%	276 8.3%	86 2.6%	<b>3.98</b>
12. The school informs parents/guardians about their child's progress and successes.	<b>3333</b>	1382 41.5%	1350 40.5%	308 9.2%	210 6.3%	83 2.5%	<b>4.12</b>
27. The school would let me know right away if there was some kind of problem with my child.	<b>3318</b>	1444 43.5%	1197 36.1%	399 12.0%	194 5.8%	84 2.5%	<b>4.12</b>
28. The school would let me know if my child was getting low grades.	<b>3327</b>	1133 34.1%	1180 35.5%	514 15.4%	347 10.4%	153 4.6%	<b>3.84</b>
29. The school would let me know if my child had a discipline/behavior problem	<b>3316</b>	1450 43.7%	1341 40.4%	328 9.9%	108 3.3%	89 2.7%	<b>4.19</b>
30. The school would let me know if my child was absent from school or skipping classes.	<b>3318</b>	1651 49.8%	1146 34.5%	309 9.3%	91 2.7%	121 3.6%	<b>4.24</b>

School Participation	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
3. The school encourages parents/guardians to be involved in school activities.	<b>3222</b>	1378 42.8%	1159 36.0%	380 11.8%	238 7.4%	67 2.1%	<b>4.10</b>

Current Parent Activities	N	%
Helping my child with his or her homework.	2929	88.6%
Checking my child's homework to make sure that he or she has completed all assignments.	2714	81.6%
Meeting with the school principal or other office staff to talk about my child.	1557	46.8%
Attending PTA meetings and events.	1014	30.4%
Volunteering in school classrooms.	658	19.7%
Planning or assisting in extracurricular activities (e.g. after school programs).	786	23.8%
Volunteering at the school, not in class (e.g. school library, lunch room, tutoring)	413	12.5%
Attending school activities (e.g. sports events, plays).	2520	76.2%
Being a chaperone for field trips or other school events.	1238	37.4%



## School Safety

School Safety (Physical Safety and Freedom from Bullying and Substance Use)	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
36. I worry about my child's safety when he or she is at school or school sponsored events.	<b>3331</b>	230 6.9%	381 11.4%	495 14.9%	1262 37.9%	963 28.9%	<b>3.70</b>
37. Drugs and/or alcohol are a problem at this school.	<b>3321</b>	220 6.6%	280 8.4%	679 20.4%	919 27.7%	1223 36.8%	<b>3.80</b>
38. Student violence and/or weapons are a problem at this school.	<b>3327</b>	95 2.9%	140 4.2%	584 17.6%	1169 35.1%	1339 40.2%	<b>4.06</b>
39. Student bullying and/or harassment is a problem at this school.	<b>3324</b>	281 8.5%	506 15.2%	918 27.6%	941 28.3%	678 20.4%	<b>3.37</b>

## School Environment

Supportive Discipline	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
31. The school has communicated to me clearly what the school rules are.	<b>3318</b>	1573 47.4%	1394 42.0%	189 5.7%	70 2.1%	92 2.8%	<b>4.29</b>
32. The rules at this school are fair to students.	<b>3310</b>	1438 43.4%	1362 41.1%	268 8.1%	125 3.8%	117 3.5%	<b>4.17</b>
33. The principal, teachers, and other school staff apply the rules equally to all students.	<b>3320</b>	1119 33.7%	1041 31.4%	603 18.2%	321 9.7%	236 7.1%	<b>3.75</b>
34. The punishments for student misbehavior are fair and appropriate.	<b>3322</b>	1023 30.8%	1209 36.4%	694 20.9%	216 6.5%	180 5.4%	<b>3.81</b>
35. When students get in trouble, teachers give them a chance to explain their side of the story.	<b>3307</b>	895 27.1%	953 28.8%	1026 31.0%	243 7.3%	190 5.7%	<b>3.64</b>

Academic Environment	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
18. Teachers at this school assign the right amount of schoolwork to my child.	<b>3326</b>	968 29.1%	1565 47.1%	443 13.3%	275 8.3%	75 2.3%	<b>3.92</b>
19. Teachers at this school encourage my child to do his or her best.	<b>3311</b>	1435 43.3%	1359 41.0%	367 11.1%	117 3.5%	33 1.0%	<b>4.22</b>
20. Teachers at this school give my child positive attention when he or she does something well.	<b>3326</b>	1346 40.5%	1268 38.1%	481 14.5%	172 5.2%	59 1.8%	<b>4.10</b>

Approval of the Physical Environment	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
16. The school's buildings and grounds are clean and well-kept.	<b>3328</b>	1504 45.2%	1451 43.6%	213 6.4%	107 3.2%	53 1.6%	<b>4.28</b>

School Resource Environment	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
11. The school has adequate resources (books, computers, etc) for my child to learn to the best of his or her abilities.	<b>3335</b>	1167 35.0%	1440 43.2%	345 10.3%	289 8.7%	94 2.8%	<b>3.99</b>

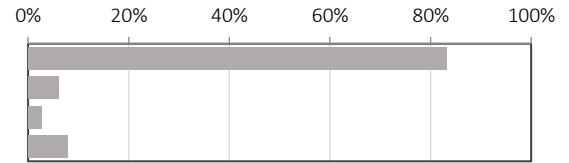
Overall Satisfaction	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
10. The school provides my child a good education.	<b>3317</b>	1434 43.2%	1380 41.6%	314 9.5%	137 4.1%	52 1.6%	<b>4.21</b>
17. I would recommend this school to family and friends with children.	<b>3316</b>	1551 46.8%	1134 34.2%	383 11.6%	151 4.6%	97 2.9%	<b>4.17</b>

# Tennessee School Climate Teacher Survey

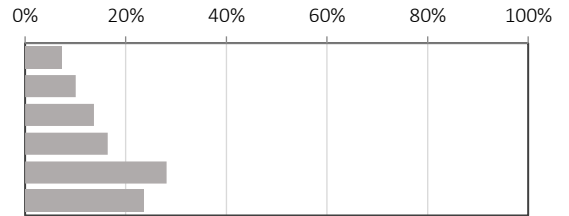
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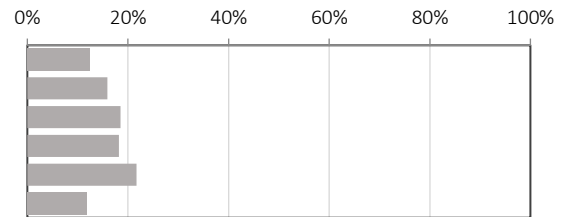
Position at School	N	%
Teacher	2503	83.2%
Paraprofessional, teacher assistant, instructional aide	186	6.2%
Student support staff	79	2.6%
Other	239	7.9%
<b>Total</b>	<b>3007</b>	



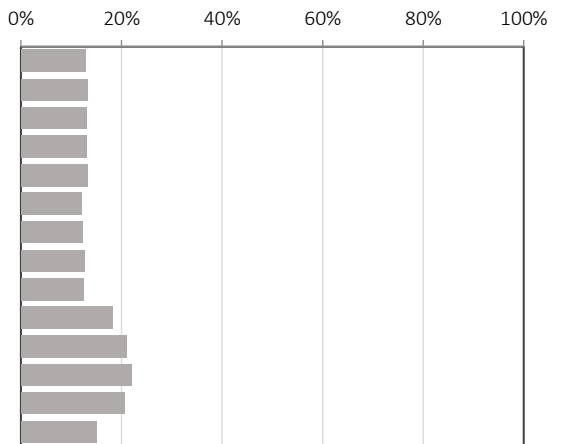
Years in Position	N	%
1 year or less	217	7.2%
2-3 years	302	10.0%
4-6 years	411	13.7%
7-10 years	494	16.4%
11-19 years	845	28.1%
20 years or more	707	23.5%
<b>Total</b>	<b>2976</b>	



Years in Position at School	N	%
1 year or less	371	12.3%
2-3 years	478	15.9%
4-6 years	556	18.5%
7-10 years	547	18.2%
11-19 years	652	21.7%
20 years or more	358	11.9%
<b>Total</b>	<b>2962</b>	



Grade Levels Taught	N	%
Kindergarten	389	12.9%
1st	403	13.3%
2nd	398	13.1%
3rd	396	13.1%
4th	402	13.3%
5th	362	12.0%
6th	368	12.2%
7th	384	12.7%
8th	377	12.5%
9th	553	18.3%
10th	636	21.0%
11th	664	21.9%
12th	625	20.6%
Not applicable	454	15.0%



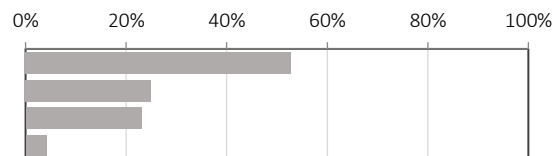


# Tennessee School Climate Teacher Survey

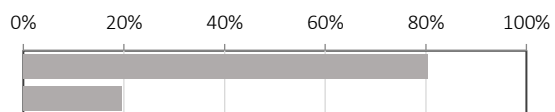
## 2015 Annual Report

### STATE Level

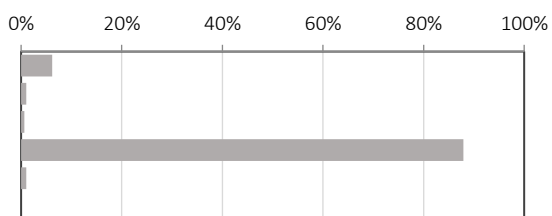
Support Services	N	%
Special education	1600	52.9%
Gifted or talented education	755	24.9%
English language learners	698	23.1%
Migrant education	125	4.1%



Gender	N	%
Female	2370	80.4%
Male	576	19.6%
<b>Total</b>	<b>2946</b>	



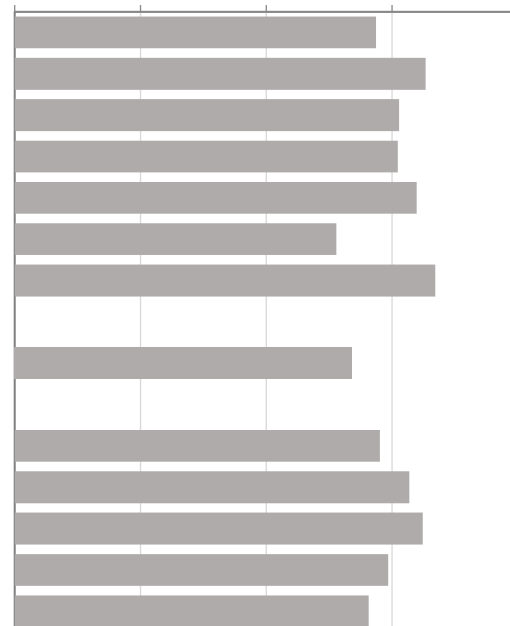
Race/Ethnicity	N	%
African American	187	6.2%
Native American	31	1.0%
Asian or Pacific Islander	20	0.7%
White	2662	87.9%
Hispanic	31	1.0%
Other	0	0.0%



#### School Engagement

Supportive Student Relationships	3,045	3.87
Teacher Support for Students	3,028	4.27
Supportive Staff Relationships	3,023	4.06
Supportive School Administrators	3,040	4.05
Parent School Connections	3,032	4.20
Parental Engagement	3,024	3.56
School Connectedness	3,029	4.34

1 2 3 4 5



#### School Safety

Freedom from School Safety Risks and Behavioral Disruptions	3,024	3.68
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#### School Environment

Supportive Discipline	3,022	3.90
Academic Motivation and Challenge	3,020	4.14
Academic Confidence	3,012	4.25
Approval of the Physical Environment	3,025	3.97
Supportive Resource Environment	3,027	3.81

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#### School Engagement

Supportive Student Relationships	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Students at this school...</b>							
1...care about each other.	3053	564 18.5%	1956 64.1%	356 11.7%	155 5.1%	22 0.7%	3.94
2...help each other solve problems.	3043	466 15.3%	1940 63.8%	444 14.6%	174 5.7%	19 0.6%	3.87
3...are often friends with students of different races, religions, cultures or social groups.	3050	707 23.2%	1776 58.2%	388 12.7%	158 5.2%	21 0.7%	3.98
4...respect each other's differences..	3038	455 15.0%	1712 56.4%	557 18.3%	279 9.2%	35 1.2%	3.75
5...work well together on school projects.	3040	421 13.8%	1888 62.1%	516 17.0%	193 6.3%	22 0.7%	3.82

Teacher Support for Students	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Teachers and other adults at this school...</b>							
7...get along will with their students.	3034	1016 33.5%	1800 59.3%	162 5.3%	49 1.6%	7 0.2%	4.24
8...care about their students.	3023	1540 50.9%	1351 44.7%	108 3.6%	19 0.6%	5 0.2%	4.46
9...take time to listen to what students have to say.	3031	1102 36.4%	1651 54.5%	208 6.9%	63 2.1%	7 0.2%	4.25
10...treat all students with respect.	3024	1055 34.9%	1594 52.7%	253 8.4%	107 3.5%	15 0.5%	4.18
11...are available to help when students need them.	3030	1193 39.4%	1591 52.5%	178 5.9%	62 2.0%	6 0.2%	4.29
12...know their students well.	3026	1107 36.6%	1535 50.7%	274 9.1%	97 3.2%	13 0.4%	4.20

Supportive Staff Relationships	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Teachers and other adults at this school...</b>							
13...work together to solve problems.	3031	971 32.0%	1677 55.3%	251 8.3%	115 3.8%	17 0.6%	4.14
14...try to learn from each other.	3021	939 31.1%	1628 53.9%	306 10.1%	129 4.3%	19 0.6%	4.11
15...treat each other with respect.	3025	982 32.5%	1617 53.5%	284 9.4%	121 4.0%	21 0.7%	4.13
16...take time to help each other when needed.	3022	1124 37.2%	1608 53.2%	205 6.8%	73 2.4%	12 0.4%	4.24
17...trust each other.	3021	756 25.0%	1473 48.8%	507 16.8%	234 7.7%	51 1.7%	3.88
18...get to know each other well.	3017	684 22.7%	1473 48.8%	570 18.9%	261 8.7%	29 1.0%	3.84

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Supportive School Administrators	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Teachers and other adults at this school...</b>							
19...feel comfortable asking for help from school administrators.*	3030	1005 33.2%	1441 47.6%	348 11.5%	166 5.5%	70 2.3%	4.04
<b>School administrators at this school...</b>							
20...convey clear expectations to teachers and other school staff.	3045	1028 33.8%	1522 50.0%	287 9.4%	166 5.5%	42 1.4%	4.09
21...engage teachers and other school staff in school planning and decision making.	3038	929 30.6%	1373 45.2%	413 13.6%	257 8.5%	66 2.2%	3.94
22...encourage regular communication between school staff and the administration.	3041	1029 33.8%	1435 47.2%	339 11.1%	180 5.9%	58 1.9%	4.05
23...try to help teachers and other school staff to resolve problems.	3040	1026 33.8%	1499 49.3%	324 10.7%	149 4.9%	42 1.4%	4.09
24...show recognition for teachers and staff accomplishments.	3035	1063 35.0%	1396 46.0%	352 11.6%	165 5.4%	59 1.9%	4.07
25...provide meaningful feedback to teachers and other staff to improve instruction and learning.	3040	956 31.4%	1492 49.1%	389 12.8%	150 4.9%	53 1.7%	4.04

\* Item excluded from scale calculation.

Parent School Connections	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Teachers and other adults at this school...</b>							
26...keep parents and other caregivers informed about their children's progress.	3042	937 30.8%	1783 58.6%	248 8.2%	66 2.2%	8 0.3%	4.18
27...take time to listen to parent and caregiver concerns.	3033	1022 33.7%	1783 58.8%	194 6.4%	26 0.9%	8 0.3%	4.25
28...encourage all parents and caregivers to become involved in school activities.	3029	1002 33.1%	1593 52.6%	332 11.0%	88 2.9%	14 0.5%	4.15
29...try to make parents feel welcome in the school environment.	3036	1168 38.5%	1621 53.4%	187 6.2%	49 1.6%	11 0.4%	4.28
30...treat parents with respect.	3026	1243 41.1%	1609 53.2%	136 4.5%	32 1.1%	6 0.2%	4.34
31...communicate to parents how they can support their children's learning and school success.	3035	1004 33.1%	1686 55.6%	270 8.9%	64 2.1%	11 0.4%	4.19
32...regularly attend school sponsored events, such as school dances, sporting events, student performances, or other school	3025	843 27.9%	1562 51.6%	431 14.2%	157 5.2%	32 1.1%	4.00

Parental Engagement	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Parents and caregivers of students at this school...</b>							
39...regularly attend school-sponsored activities and events, such as sporting events and student performances.	3026	434 14.3%	1483 49.0%	578 19.1%	469 15.5%	62 2.0%	3.58
40...are aware of their children's progress.	3022	479 15.9%	1610 53.3%	564 18.7%	332 11.0%	37 1.2%	3.72
41...are involved in their children's school life.	3026	254 8.4%	1219 40.3%	865 28.6%	605 20.0%	83 2.7%	3.32
42...understand school rules and policies.	3023	373 12.3%	1584 52.4%	655 21.7%	358 11.8%	53 1.8%	3.62

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School Connectedness	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I feel like...</b>							
33...this school is a good place to work.	<b>3030</b>	1471 48.5%	1234 40.7%	222 7.3%	81 2.7%	22 0.7%	<b>4.34</b>
34...I am committed to making this school a positive place.	<b>3028</b>	1849 61.1%	1095 36.2%	72 2.4%	8 0.3%	4 0.1%	<b>4.58</b>
35...I am a valued part of the school community.	<b>3030</b>	1265 41.7%	1300 42.9%	314 10.4%	119 3.9%	32 1.1%	<b>4.20</b>
36...I look forward to going to school on most days.	<b>3028</b>	1267 41.8%	1347 44.5%	267 8.8%	113 3.7%	34 1.1%	<b>4.22</b>
37...I make an important contribution to this school.	<b>3029</b>	1409 46.5%	1407 46.5%	180 5.9%	20 0.7%	13 0.4%	<b>4.38</b>
38...I am safe at this school.	<b>3027</b>	1486 49.1%	1239 40.9%	199 6.6%	73 2.4%	30 1.0%	<b>4.35</b>

## School Safety

Freedom from School Safety Risks and Behavioral Disruptions	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>I think that...</b>							
43...students at this school often act out in class.	<b>3025</b>	235 7.8%	637 21.1%	687 22.7%	1241 41.0%	225 7.4%	<b>3.19</b>
44...the noise in the classroom or hallways often disrupts student learning.	<b>3020</b>	185 6.1%	508 16.8%	509 16.9%	1433 47.5%	385 12.7%	<b>3.44</b>
45...teachers at this school have trouble controlling behavior in their classrooms.*	<b>3022</b>	114 3.8%	402 13.3%	575 19.0%	1454 48.1%	477 15.8%	<b>3.59</b>
46...students at this school are disrespectful to teachers and other adults.*	<b>3027</b>	244 8.1%	542 17.9%	573 18.9%	1219 40.3%	449 14.8%	<b>3.36</b>
79...alcohol or drug use while at school or school sponsored events is a frequent problem at this school.	<b>3034</b>	64 2.1%	220 7.3%	369 12.2%	1082 35.7%	1299 42.8%	<b>4.10</b>
80...physical fighting among students is a frequent problem at this school.	<b>3027</b>	69 2.3%	265 8.8%	345 11.4%	1304 43.1%	1044 34.5%	<b>3.99</b>
81...gangs or gang-related activity is a frequent problem at this school.	<b>3025</b>	55 1.8%	158 5.2%	328 10.8%	1016 33.6%	1468 48.5%	<b>4.22</b>
82...bullying (e.g. physical, verbal, and/or social bullying) is a frequent problem at this school.	<b>3022</b>	102 3.4%	529 17.5%	684 22.6%	1145 37.9%	562 18.6%	<b>3.51</b>
83...cyberbullying is a frequent problem among students at this school.	<b>3024</b>	108 3.6%	394 13.0%	854 28.2%	929 30.7%	739 24.4%	<b>3.59</b>
84...racial/ethnic tension or discrimination among students is a frequent problem at this school.	<b>3020</b>	35 1.2%	155 5.1%	399 13.2%	1369 45.3%	1062 35.2%	<b>4.08</b>
85...truancy is a frequent problem at this school.	<b>3019</b>	375 12.4%	869 28.8%	679 22.5%	758 25.1%	338 11.2%	<b>2.94</b>
86...theft, vandalism, or other property damage is a frequent problem at this school.	<b>3021</b>	77 2.5%	347 11.5%	560 18.5%	1259 41.7%	778 25.8%	<b>3.77</b>

\* Item excluded from scale calculation.

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### STATE Level

Response to Bullying	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Students at this school...</b>							
6...would feel comfortable reporting a bullying incident to a teacher or other adult.	<b>3050</b>	629 20.6%	1691 55.4%	453 14.9%	243 8.0%	34 1.1%	<b>3.86</b>
<b>Teachers and other adults at this school...</b>							
57...communicate to students that bullying is unacceptable.	<b>3032</b>	1205 39.7%	1570 51.8%	186 6.1%	53 1.7%	18 0.6%	<b>4.28</b>
58...always stop bullying when they see it.	<b>3014</b>	1094 36.3%	1440 47.8%	349 11.6%	110 3.6%	21 0.7%	<b>4.15</b>
59...know what to say or do to intervene in a bullying situation.	<b>3027</b>	825 27.3%	1580 52.2%	478 15.8%	124 4.1%	20 0.7%	<b>4.01</b>

### School Environment

Supportive Discipline	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Teachers and other adults at this school...</b>							
47...are clearly informed about school policies and procedures.*	<b>3017</b>	996 33.0%	1648 54.6%	242 8.0%	111 3.7%	20 0.7%	<b>4.16</b>
48...consistently enforce rules of conduct.	<b>3009</b>	723 24.0%	1497 49.8%	384 12.8%	343 11.4%	62 2.1%	<b>3.82</b>
49...apply the same rules to all students equally.	<b>3014</b>	719 23.9%	1355 45.0%	477 15.8%	361 12.0%	102 3.4%	<b>3.74</b>
50...give students the opportunity to explain their side of the story when they get in trouble.*	<b>3031</b>	819 27.0%	1875 61.9%	252 8.3%	71 2.3%	14 0.5%	<b>4.13</b>
51...explain to students why they are being punished.*	<b>3028</b>	966 31.9%	1831 60.5%	194 6.4%	26 0.9%	11 0.4%	<b>4.23</b>
52...regularly communicate expectations for student conduct.	<b>3035</b>	1026 33.8%	1748 57.6%	200 6.6%	52 1.7%	9 0.3%	<b>4.23</b>
53...reward students for positive behavior.*	<b>3030</b>	946 31.2%	1588 52.4%	342 11.3%	135 4.5%	19 0.6%	<b>4.09</b>
54...encourage students to think about how their actions affect others.*	<b>3022</b>	922 30.5%	1728 57.2%	282 9.3%	80 2.6%	10 0.3%	<b>4.15</b>
55...assign consequences that help students learn from their behavior.	<b>3025</b>	728 24.1%	1563 51.7%	468 15.5%	224 7.4%	42 1.4%	<b>3.90</b>
56...help students develop strategies to understand and control their feelings and actions.	<b>3029</b>	647 21.4%	1526 50.4%	592 19.5%	226 7.5%	38 1.3%	<b>3.83</b>

\* Item excluded from scale calculation.

# Tennessee School Climate Teacher Survey

## 2015 Annual Report

### STATE Level

Academic Motivation and Challenge	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Teachers and other adults at this school...</b>							
60...notice when students have trouble learning something.	<b>3024</b>	858 28.4%	1860 61.5%	251 8.3%	44 1.5%	11 0.4%	<b>4.16</b>
61...will try new strategies to strengthen teaching and learning.	<b>3018</b>	980 32.5%	1709 56.6%	264 8.7%	52 1.7%	13 0.4%	<b>4.19</b>
62...connect what students are learning to life outside the classroom.	<b>3023</b>	795 26.3%	1786 59.1%	351 11.6%	81 2.7%	10 0.3%	<b>4.08</b>
63...allow students to revise their work so they can learn from their mistakes.	<b>3020</b>	776 25.7%	1782 59.0%	402 13.3%	49 1.6%	11 0.4%	<b>4.08</b>
64...assign work that encourages student creativity and critical thinking.	<b>3014</b>	681 22.6%	1795 59.6%	434 14.4%	85 2.8%	19 0.6%	<b>4.01</b>
65...adjust instruction to different needs and abilities of their students.	<b>3022</b>	798 26.4%	1793 59.3%	336 11.1%	76 2.5%	19 0.6%	<b>4.08</b>
66...challenge all students to do their personal best.	<b>3022</b>	1047 34.6%	1681 55.6%	232 7.7%	50 1.7%	12 0.4%	<b>4.22</b>
67...praise students for their accomplishments.	<b>3013</b>	1097 36.4%	1662 55.2%	208 6.9%	37 1.2%	9 0.3%	<b>4.26</b>

Academic Confidence	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>Teachers and other adults at this school...</b>							
68...believe that all students can be successful.	<b>3019</b>	1029 34.1%	1554 51.5%	320 10.6%	103 3.4%	13 0.4%	<b>4.15</b>
69...are committed to helping students achieve.	<b>3022</b>	1181 39.1%	1614 53.4%	184 6.1%	37 1.2%	6 0.2%	<b>4.30</b>
70...set high expectations for learning.	<b>3017</b>	1116 37.0%	1575 52.2%	240 8.0%	77 2.6%	9 0.3%	<b>4.23</b>
71...encourage all students to work hard.	<b>3002</b>	1175 39.1%	1570 52.3%	192 6.4%	53 1.8%	12 0.4%	<b>4.28</b>
72...are concerned with preparing students for the future.	<b>2998</b>	1149 38.3%	1551 51.7%	247 8.2%	40 1.3%	11 0.4%	<b>4.26</b>

Approval of the Physical Environment	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>This school campus...</b>							
73...is clean and well maintained.	<b>3032</b>	981 32.4%	1405 46.3%	293 9.7%	271 8.9%	82 2.7%	<b>3.97</b>
74...has adequate facilities and classroom space to facilitate teaching and learning.	<b>3027</b>	765 25.3%	1424 47.0%	306 10.1%	408 13.5%	124 4.1%	<b>3.76</b>
75...provides teachers with adequate supplies and materials to support instruction.	<b>3028</b>	616 20.3%	1519 50.2%	426 14.1%	360 11.9%	107 3.5%	<b>3.72</b>
76...provides a welcoming place for visitors.	<b>3018</b>	970 32.1%	1611 53.4%	301 10.0%	112 3.7%	24 0.8%	<b>4.12</b>
77...has a location where students can display trophies and awards to celebrate their accomplishments.	<b>3023</b>	876 29.0%	1434 47.4%	408 13.5%	255 8.4%	50 1.7%	<b>3.94</b>
78...provides a safe place for students to learn.	<b>3020</b>	1289 42.7%	1483 49.1%	164 5.4%	61 2.0%	23 0.8%	<b>4.31</b>

# Tennessee School Climate Teacher Survey

## 2015 Annual Report

### STATE Level

Supportive Resource Environment	Total	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
<b>The programs and resources at this school are adequate to...</b>							
87...provide all students with quality instruction.*	<b>3029</b>	776 25.6%	1822 60.2%	254 8.4%	161 5.3%	16 0.5%	<b>4.05</b>
88...provide instructional supports to students who are struggling academically.	<b>3028</b>	832 27.5%	1816 60.0%	220 7.3%	150 5.0%	10 0.3%	<b>4.09</b>
89...provide interventions and supports to students with behavioral challenges.	<b>3029</b>	748 24.7%	1650 54.5%	346 11.4%	239 7.9%	46 1.5%	<b>3.93</b>
90...address student mental health needs.	<b>3026</b>	536 17.7%	1366 45.1%	675 22.3%	379 12.5%	70 2.3%	<b>3.63</b>
91...address students' substance use prevention and intervention needs.	<b>3029</b>	428 14.1%	1120 37.0%	1112 36.7%	313 10.3%	56 1.8%	<b>3.51</b>
92...promote students' physical health and nutrition.	<b>3025</b>	640 21.2%	1709 56.5%	455 15.0%	184 6.1%	37 1.2%	<b>3.90</b>
93...maintain campus safety and security.*	<b>3023</b>	972 32.2%	1691 55.9%	238 7.9%	101 3.3%	21 0.7%	<b>4.16</b>
94...support students with special needs or disabilities.*	<b>3026</b>	996 32.9%	1701 56.2%	214 7.1%	97 3.2%	18 0.6%	<b>4.18</b>
95...address the professional development needs of school staff.*	<b>3024</b>	785 26.0%	1704 56.3%	366 12.1%	140 4.6%	29 1.0%	<b>4.02</b>

\* Item excluded from scale calculation.

# **SAFE SCHOOLS ANNUAL REPORT**

## **APPENDIX G:**

### **STUDENT FOCUS GROUPS**



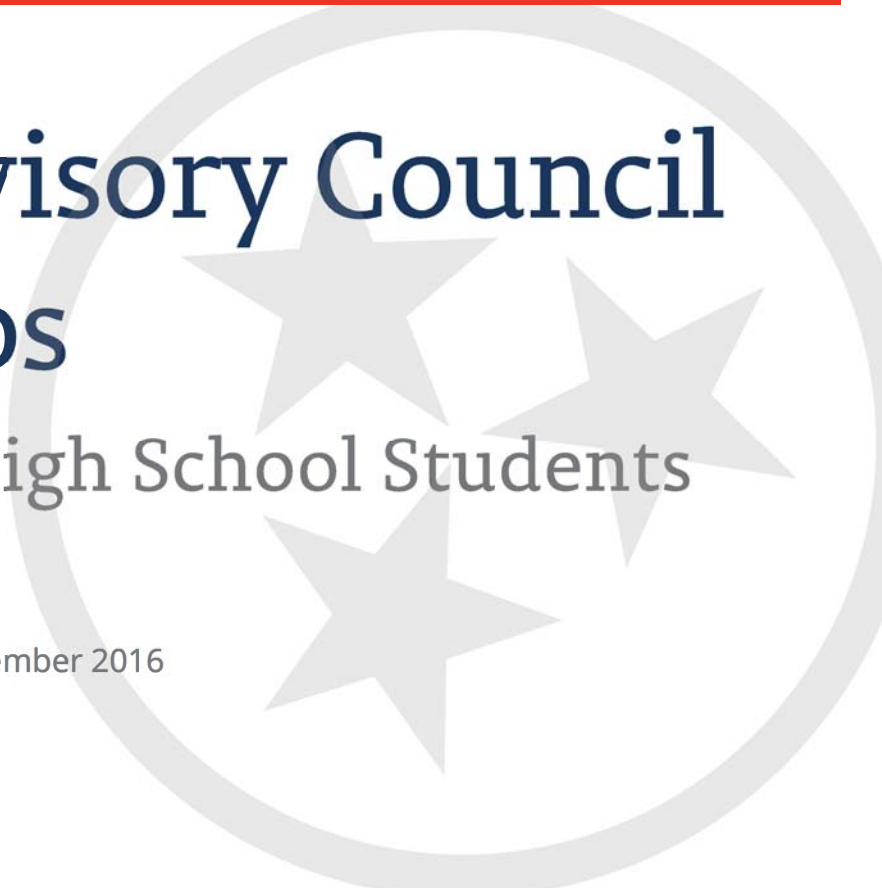




# Student Advisory Council Focus Groups

What Tennessee High School Students  
Had to Say

Tennessee Department of Education | November 2016



# Introduction

In the spring of 2016, the Tennessee Department of Education conducted focus groups with 170 students from across the state (for a list of participating schools, see Appendix A). These conversations covered many different topics – notably, we heard what students had to say about their coursework, their postsecondary preparedness, their teachers, and the atmosphere of their schools. After having collected feedback, we identified some common themes. This document provides a brief overview of each of those themes and is intended to encourage additional reflection about personal high school experiences. As you read through this document, please consider the guiding questions listed below.

# Perspectives on Postsecondary Preparedness

Student perspectives on postsecondary preparedness varied, with some students saying they felt prepared for postsecondary and others saying they did not. Comments were divided fairly equally between these groups.

**Students who reported feeling prepared often mentioned that their courses provide the rigor they need for future success and that their schools encourage them to make postsecondary plans.**

*"I just feel like every school should have the dual classes because . . . you just feel so much more comfortable because it's like they are giving you a taste of college and you're not just being thrown out into it."*

**For students who reported feeling unprepared for postsecondary, four main themes emerged:**

**1) Students say that they are not getting the information they need about postsecondary options, and if they do, it's too little, too late.**

*"I can genuinely say that we never talk about after college plans, much less college plans. I have no idea how to apply for college or scholarships and I'm not prepared. I really am not."*

*"You don't really learn anything about [college] until you're a senior, and I wish that we did."*

**2) Students say that their school counselors are supportive, but accessing them is a struggle.**

*"I know it's hard for the guidance counselors, because, I mean, we have 750 people. So, it's hard for two people to meet the needs of 750."*

**3) Students say that they aren't able to take the courses they want, in particular those that provide advanced learning opportunities.**

*"I tried to sign up for 2 or 3 classes this year that I was not able to be in because most classes are only offered one time a day, and you have to be put in that one class."*

**4) Students say that their courses' content and focus on TNReady testing isn't helping them prepare for postsecondary.**

*"I think some of the assignments are kind of weak. I think as we go into college we're going to be writing more papers than we are here. I hardly write any."*

*"I feel like when we take the standardized testing, it draws away from the class's focus and it draws a lot of the attention away from the ACT, which is a really important test to get into college."*

# Perspectives on School Climate

School climate is a term that describes the conditions within a school that affect student learning. According to the National Center on Safe Supporting Learning Environments, school climate can be divided into three overarching domains: safety, environment, and engagement. Students discussed a number of different issues within these domains, focusing on five main themes:

## **1) Students say that they feel safe at school, but when they don't, it's because they feel threatened emotionally rather than physically.**

*"The junior class at my school is so judgmental that I'm scared that if I wear the wrong shoes to school, I'm never going to be able to show my face at my school again."*

## **2) Students say that the school rules are too strict and that the enforcement of rules is inconsistent, especially for offenses they perceive as insignificant.**

*"If you get 'dress coded' here or whatever, they send you to in-school. So then A) you're getting in-schooled for something dumb, and B) you're missing a whole day of learning to be in in-school for dress code."*

## **3) Students say that they had at least one teacher, administrator, or other staff member who cares about them, although the reasons for and depth of the relationships vary.**

*"You can tell when a teacher really cares about you when you walk in a room, because they'll ask you how you're doing or they'll just start up a conversation about anything because they just want to know more about you. Instead of just 'hey, sit down, get to work.'"*

## **4) Students have both positive and negative perceptions of tolerance at their schools.**

*"It's really more community-based and we're just like one big family. We coexist. And I don't really find that there's any conflict between groups of people."*

*"The culture of our school is just to change people to be more like them instead of accepting them."*

## **5) Students say that they feel comfortable speaking up, but some lack confidence that their suggestions would have an impact or prompt change.**

*"They'll hear you and listen to you, but they don't necessarily always want to take time out of their schedule to do something about it."*

# Perspectives on Instructional Quality

Students described the learning environments at their school, often focusing on quality of instruction they are receiving. Overall, students reported that they feel like their school is a place where they can learn. Additionally, four more specific themes emerged from these discussions:

## **1) Students say that disruptive students often make it more difficult for them to focus on their work.**

*"There are a lot of disrespectful students at our school. They just feel that they're there—they don't want to learn. They are there because they have to be. They don't give the rest of us chances to learn."*

## **2) Students say that they want additional feedback from teachers to support their learning.**

*"The majority of the time, [the feedback] is like grading a test or something, it's always just the correct answers. [Teachers] don't necessarily work out the problem to get you to that correct answer. They just tell you the right answer and move on."*

## **3) Students say they feel positively challenged in many of their classes, with advanced courses and engaging teachers providing the most stimulating opportunities.**

*"I take a lot of different classes. I'm in an AP class right now and then I'm in an honors math class, but then I have classes that everyone has to take like Spanish and personal finance. Different teachers have different teaching styles and they will push you at different levels."*

*"We have a lot of AP courses that are pushed at our school and I think that really boosts the learning that we get at school every day. And even the students that aren't in AP courses have other courses that they can take such as dual, honors, even regular classes that often have a lot of...not the same curriculum, but [still challenging]."*

## **4) Students say that assignments that incorporate hands-on work, collaborative learning activities, real-world content, and active classroom discussions are the most interesting and engaging.**

*"I like taking medical classes because it's what I want to do when I get older. Our teachers are really good with hands-on activities and bringing in different schools so we can see organs that have been harvested."*

*"I like these kinds of discussions, open discussions in general. Last year I took AP English Language and that whole class, we'd always get in circles and talk about something on the news that happened. We'd talk about it and get different points of view."*

# Appendix A: List of Participating Schools

- Arlington High School
- Bartlett High School
- Cascade High School
- Central Magnet School
- Cherokee High School
- Chester County High School
- Chuckey-Doak High School
- Cookeville High School
- Dyersburg High School
- Elizabethton High School
- Gallatin High School
- Glenclyff High School
- Hampshire Unit School
- Hume-Fogg Academic Magnet High School
- Jo Byrns High School
- John Overton High School
- L&N STEM Academy
- Maplewood High School
- Marshall County High
- Milan High School
- Monterey High School
- Morristown-Hamblen High School East
- Pearl Cohn Entertainment Magnet High School
- Polk County High School
- Richland School
- Roane County High School
- R.T. Fisher Alternative School
- Stratford STEM Magnet High School
- Summertown High
- Tennessee School for Blind
- Upperman High School
- Warren County High School
- White County High School
- White Station High School