



KENTUCKY CENTER FOR SCHOOL SAFETY SAFE SCHOOL ASSESSMENT REPORT

*In partnership with
Kentucky Department of Education*

**FOR
NEWPORT HIGH SCHOOL
NEWPORT INDEPENDENT SCHOOLS**

**CONDUCTED:
DECEMBER 6, 2022**

Kentucky Center for School Safety

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February 16, 2023

Antonio Watts, Superintendent, Newport Independent Schools
30 W. 8th Street
Newport, KY 41071

Dear Superintendent Watts:

At your request, representatives from the Kentucky Center for School Safety (KCSS) and the Kentucky Department of Education (KDE) conducted a school safety assessment at Newport Intermediate School and Newport High School on December 6, 2022. We found the staff and students most accommodating in providing us with any and all documents and/or information necessary for us to conduct our review.

Enclosed are the following reports:

- KY Center for School Safety "Safe School Assessment Report"
- Safe School Survey Results
- Physical Plant Report

Again, the enclosed considerations were based solely on one day of observations along with the written materials mentioned in the report. Our time was limited, and therefore, our intent was to serve merely as reflective colleagues to you and your staff. If KCSS staff can be of assistance in facilitating any programs your district wishes to pursue, please contact us.

It was our pleasure to spend a day with you and your school community. We enjoyed our visit and believe you have a very good school. We further believe you have the talent on staff to address these recommendations and enhance your school even more.

If you need any further explanation and/or assistance please feel free to contact us toll free at 1-877-805-4277.

Sincerely,

Jon R. Akers, Executive Director
Kentucky Center for School Safety

cc: Jennifer Michael, Principal
Tim Grayson, Principal
Dennis Maines, Safe Schools Coordinator





**Kentucky Center for School Safety
Assessment Report
For
Newport High School
December 6, 2022**

Disclaimer:

This assessment represents a one-day snapshot of **Newport High School (NHS)** that may or may not be the total depiction of what occurs daily. The team based its findings on the data provided and individual observations made during this one-day time frame. Please be mindful that this assessment **is not binding** but is merely an independent review to assist school officials in their quest to examine practices and procedures in an attempt to better serve their student population. It is therefore incumbent upon school district officials and school staff to consider the team's report and determine what they believe is legitimate and critical to address when considering school safety management issues.

Process:

This report is based on the following information:

1. Review of the Newport Independent School District and the Newport High School websites
2. Review of the Newport Independent School District Student Code of Acceptable Conduct
3. Review of Newport High School discipline data
4. Review of the Newport High School Emergency Plan
5. Observed supervision practices and procedures during morning arrival, lunch supervision, class changes and afternoon dismissal
6. A physical plant walk-through
7. Results of a safe schools' survey for students, staff and parents
8. Interviews with students, staff and parents

Introduction:

Upon arrival at Newport High School (NHS), the team was greeted by the office staff, asked the purpose for the visit and to provide drivers' licenses for proper identification. School secretary Shaliyah Cottie entered the drivers' license information into the Raptor visitor identification system and printed visitor badges for the team to wear. The team was then asked to surrender their car keys; upon signing out and returning the visitor badge, the keys were then returned. The team would like to recognize Natalie Wolfe for her coordination of the interview process and to express its appreciation for the drinks and snacks - including freshly baked cookies made by NHS students - as well as lunch that was provided free of charge.

The team interviewed a total of 125 staff, students and parents. Without exception, all persons interviewed represented their school extremely well. Everyone encountered was polite, respectful, and appeared sincerely appreciative of the team's visit, and appeared to be genuinely interested in helping the team to get an accurate picture of the daily routine and activities at NHS. As a result, the assessment team concluded that the information gathered and presented in this report will be a valid tool that NHS can use to enhance the safety of students and staff at the school.

	# Surveys Completed	# Interviews Conducted
Staff	59	26
Students	277	95
Parents	62	4
Total	398	125

Commendations:

1. **Consistent Visitor Procedures** – The School Safety and Resiliency Act requires the development and adherence to practices to control the access to each school building:
*“...practices **shall** include but not be limited to: (1.) Requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and (2.) Providing a visitor’s badge to be visibly displayed on a visitor’s outer garment.”*
Throughout the day the team observed and during the interviews staff and parents communicated that consistent visitor procedures are a priority at NHS. The office staff utilizes the Raptor visitor screening system to ensure visitors do not have outstanding warrants and are not listed in the Kentucky State Police registered sex offender database. Upon arrival at the school, the team was asked to state the purpose of their visit and to provide identification. After Raptor screening was completed, team members were issued visitor badges and asked to surrender their car keys. Asking visitors to surrender their car keys ensures, at the conclusion of the visit, that visitors will sign out and return the visitor badge. The car keys can then be returned. When asked if visitor procedures are consistently followed, a teacher said, “That’s how they do it, every day for everybody.” Another teacher commented, “Our staff is fairly new and takes visitor procedures very seriously.” *This finding is substantiated by the survey in Table 5, in which 100% of staff reported visitors follow procedures for signing in, state the reason for their visit before entering the building, follow procedures for signing out, wear a visitor badge and provide identification.*
2. **Effective Access Control** – The team observed and consistently heard reports that exterior doors are kept locked and closed throughout the day, and classroom doors are kept locked and closed during instruction. Additionally, the main entrance is configured as a security vestibule with locked inner and outer doors, an intercom/buzzer/camera system and a transaction window. Most transactions - such as a parent checking a student out for early dismissal - can be handled there without the need for the parent to come into the school building. During the interviews a parent said, “They’ve been putting a lot of work into improving the safety of the building; they’ve done a good job at updating things.” A teacher said, “The principal has told us they better not find a door stop!” Consider providing substitute teachers with classroom door keys. The same procedure used with school visitors, (holding car keys to ensure they sign out) could be effective in the return of the door keys. *This finding is supported by the survey in Table 3, in which 96% of students and 98% of staff reported classroom doors are locked during class time, 94% of students and 100% of staff reported exterior doors are locked during the day and 85% of staff reported custodians are required to check exterior doors throughout the school day.*
3. **Clean and Well-Maintained Building** – When students’ surroundings are clean and orderly, they can better concentrate on learning and ultimately internalize good habits. The team observed and consistently heard that the building is clean and well-maintained and the

restrooms are well stocked with supplies. When asked about the cleanliness of the building, a staff member replied, “It’s the cleanest school I’ve seen.” Another staff member commented, “Our janitors do a fantastic job.”

4. **District Support** – The Newport Independent School District supports NHS in a number of important areas; these include the following:

- School Resource Officer – In partnership with the Newport Police Department, School Resource Officer (SRO) Dimitri Baloglou is assigned full-time to NHS. “Officer B”, as he is called by students and staff, is a visible presence both in the school building as well as on the school grounds. As part of his daily duties, he periodically checks both exterior and classroom doors to ensure they are closed and locked. During the interviews, a student said, “Our SRO is nice. I talk to him almost every day.” Another student reported, “I don’t know his name, but I see him everywhere.” When asked about an adult he could talk to, a student replied, “Officer B.”
- Medical and Mental Health Services – NHS has the services of Nurse Nadine Cruz, who is provided by the district and sees to the health needs of students and staff. Access to medical care improves attendance through health promotion, disease prevention, and disease management, resulting in better attendance and therefore increased academic achievement. During the interviews a teacher said, “Our school nurse is amazing and very proactive; she loves the kids.” Additionally, mental health therapists have been provided through NorthKey Community Care to assist in providing social and emotional support to students. Research indicates that students who receive social-emotional and mental/behavioral health support generally achieve better academically.
- Camera surveillance system - NHS has a camera system with more than 50 cameras that provide surveillance of both the interior and exterior of the school building and its surrounding grounds. Many of the cameras are high-definition and have both wide-angle and zoom capabilities. The principal, assistant principal, SRO, the dean of discipline and the central office have access to the camera feeds.

5. **Open Container Policy** – During the interviews staff and students reported an open container policy is in place at NHS. Several research studies show that the likelihood of students consuming alcohol on school grounds is decreased when students perceive strict policy enforcement (*Health Education Research*, Volume 28, Issue 4). As a result, very few disciplinary issues involving alcohol usage or possession have been reported. *In the survey (Table 9), 100% of staff and 84% of students reported they have not seen students using alcohol on school grounds.*

6. **Staff Suicide Prevention Information** – According to the Kentucky School Safety and Resiliency Act (SB 8), “Beginning with the 2018-19 school year, and every year thereafter, a minimum of one (1) hour of high-quality suicide prevention training, including the

recognition of signs and symptoms of possible mental illness, shall be required for all school district employees with job duties requiring direct contact with students in grades six (6) through twelve (12). The training shall be provided either in person, by live streaming, or via a video recording and may be included in the four (4) days of professional development under KRS 158.070.” During the interviews the team heard about the efforts of School Psychologist/Counselor Elizabeth Dalzell to provide factual and meaningful suicide prevention awareness training to NHS certified and classified staff. Conducted face to face, this was done as part of staff development at the beginning of the school year. Education about the warning signs of suicide and suicidal ideation can help educators identify at-risk students and provide support and resources at a time when they need it most. In providing the most up-to-date suicide prevention information to students, consider the document ([7-6-22 Edited](#)) [FINAL 2022 Kentucky Division of Behavioral Health Recommended Suicide Prevention](#). This is available on the Kentucky Department of Education website, under the tab “Suicide Prevention and Awareness”.

7. **School Rules & Policies Taught** – All students interviewed said that they were well-versed on all of the school’s rules and policies. At the beginning of the school year, “town hall” grade-level meetings were held with students in the auditorium, where the school rules were reviewed with the students, who were also given copies of the rules. This is commendable as much recent research supports the notion that behavioral expectations for P-12 students should be taught to students (much like academic subjects) in order for optimal behavior and structure to be achieved on a large scale in a school setting. *On the survey in Table 4, 95% of students reported they have been taught the school rules and consequences.*

Areas of Mutual Concern and Considerations (issues brought to visiting team members’ attention by either surveys or by personal interviews)

1. **Perception of Inconsistent Rule Enforcement** – During the interviews, the team heard reports of perceived inconsistencies in rule enforcement among the staff at NHS. The greatest inconsistencies in this area were perceived by students and teachers to be the dress code and cell phone policy. When asked about consistency in rules enforcement, a teacher said, “Our young teachers aren’t good at enforcing the dress code and cell phone policies, or frankly, any other rules.” Another teacher commented, “The enforcement of the dress code and cell phone policy is non-existent.” When asked if staff members effectively handle discipline issues, a teacher said, “No, some are afraid of the students.” A student said, “The rules aren’t fairly enforced. Some teachers show favoritism.”

This finding is supported by the survey in Table 13, where as many as 34% of students and 51% of teachers reported that staff members do not enforce the rules fairly and consistently, 24% of students and 54% of teachers reported staff members do not enforce the

dress code policy and 10% of students and 63% of teachers reported staff members do not enforce the cell phone policy.

Considerations:

- Consider interviewing a group of 10-15 students to gather information and discuss the perception many of them seem to hold about the inconsistent enforcement of school rules. The simple acknowledgement of their perceptions will serve to enhance the overall school climate.
 - After holding discussion(s) with the student group, consider meeting with staff to present them with findings from the meeting and to call the issue to their attention in order to work toward minimizing or eliminating these student perceptions.
 - Consider discussing the issue of all staff being consistent and active supervisors of student behavior. Students become confused when some teachers enforce the rules and others do not. This in turn can have a negative impact of staff morale. Try to reach faculty consensus, followed by SBDM Council approval, on what rules or guidelines are important.
 - Consider offering additional staff development in positive behavior supports (PBIS), including building-wide and classroom behavior expectations and the consistent enforcement of school rules.
 - Consider that all rule enforcement discrepancies (as well as perceived discrepancies) can create a tension that may undermine a school's ability to develop an overall healthy school climate. Also, having a written disciplinary policy that is routinely ignored by staff can undermine the effectiveness of the overall discipline policy in a school.
 - After reviewing the cell phone policy, the dress code and any other rule where a discrepancy in enforcement has been identified, consider carefully examining how all staff members are expected to enforce it. In addition, school administration should consider developing a plan to address those staff members who are not consistent in rule enforcement.
 - Consider having all staff members to conduct dress code checks during the first instructional period of each school day. This could be directed by administrators via the public address system by advising all students to stand and teachers to check for violations at that time.
 - If in need of assistance in this (or any other) area, the Kentucky Center for School Safety can provide training at no charge to the district. If interested in receiving this training, contact KCSS Training Director Dan Orman at dan.orman@ksba.org or at 502-424-8652.
2. **Supervision of Students** – The team observed and heard reports that there are specific areas and/or times of the school day in which insufficient staff are on supervision duty or supervision is passive instead of active. The areas mentioned most often were the new wing, the cafeteria during morning arrival and at lunch, school restrooms and stairwells. During

morning arrival, the school cafeteria is the student holding area, with large numbers of students sitting at tables or standing in groups. The team observed teachers on supervision duty, but the majority were at the outer edges of the cafeteria away from the majority of students; only one teacher was observed walking around talking to the students. Educational research consistently indicates that the single most effective strategy for making a school safe is the physical presence of a responsible adult in the immediate vicinity. A staff member commented, “I’m concerned about supervision and safety in the new wing. There are no classrooms or phones in the area.” A student said about school safety, “It’s kind of a safe school. I wish it was better; I want to like going to school.” Another student said, “The restrooms and locker rooms are dangerous; no adults in there.” When asked about where more supervision is needed, a parent reported, “Outside during pick-up. There’s usually only one adult out there.” A student, when asked the same question said, “The stairwells - a girl had a boy pinned up against the wall; it was nasty.” *On the survey in table 12, 45% of students and 27% of staff reported restroom areas are not effectively supervised, and 37% of students and 27% of staff reported the student parking lot is not effectively supervised.*

Considerations:

- Consider ensuring that teachers and administrators remain mindful that KRS 161.180 clearly states that they “...***shall*** hold pupils to a strict account for their conduct on school premises, on the way to and from school, and on school sponsored trips and activities.” Some schools have this law displayed on the inside of the front cover of their supervision schedule for the year as a clear reminder to staff.
 - Consider assigning staff to periodically check restrooms to ensure vaping, bullying, fights and other student misbehaviors are not occurring.
 - Consider carefully monitoring staff supervision practices. Make it a priority by addressing (as quickly as possible) any staff member who is not at their assigned area of supervision at the appropriate time. At faculty meetings, remind teachers of the importance of effective staff supervision. Always hold all staff members strictly accountable for supervision.
 - Consider offering staff training on active vs. passive student supervision. One example of active supervision is requiring that teachers on cafeteria duty be spread out where they can observe all areas of the cafeteria. Administrators should model active supervision so that teachers know what it looks like.
3. **Vaping** – The team heard reports about student usage of e-cigarettes (vaping) at NHS. Use of tobacco, e-cigarettes and other vape products by students is not only a school violation, but is also a state law violation and a health safety issue. Studies have shown that vaping exposes young people to nicotine at a time when the brain is most at risk for addiction. Because the brain continues to develop until early adulthood, use of any addictive substance prior to these years is especially risky. E-cigarettes can also be used to vape marijuana and

other types of drugs. Additionally, vapes contain a number of chemicals, metals and ultrafine particles. These are poisonous when heated to form an aerosol and then inhaled, possibly resulting in mild to severe lung damage. During the interviews a teacher said, “Vaping is bad here.” Another teacher said about vaping, “It’s a huge problem and I don’t know what to do about it.” A student added, “85% of the kids vape in the bathrooms. We’re the king of vapes!” *On the survey in Table 9, 52% of students and 46% of staff reported seeing students using e-cigarettes/vaping at NHS this school year.*

Considerations:

- Consider installing e-cigarette/vape detectors in restrooms and other areas vaping may be occurring. Most vape detectors can quickly transmit an alert signal to cell phone apps, giving school administrators real-time information.
- Consider creating sign-out sheets for students who wish to use the restroom during class time, with time of departure and return being noted. Also consider monitoring restrooms more closely during class transition times.

4. Bullying/Cyber-bullying – During the interviews staff and students reported instances of bullying at NHS. The types of bullying that were reported include:

- Cyber bullying, utilizing You-Tube, Snapchat and Instagram
- Name calling
- Racial and ethnic identity bullying and harassment
- Gender identity bullying and harassment

During the interviews, the following statements were made:

- “This is a small school with several cliques. Students pick on anybody who they think is weird.” (student)
- “There’s a lot of racial name-calling, both by whites and black on black. They think they’re just kidding, but I don’t think it’s funny.” (student)
- “If you report bullying, it makes it worse.” (student)

On the survey in Table 6, 38% of students and 28% of staff reported the process to report bullying does not work well. In Table 10, 58% of staff reported knowing students who have been repeatedly called names, 35% of staff reported knowing students who have been cyber-bullied and 58% of staff reported knowing students who have been threatened. In Table 11, 50% of students and 49% of staff reported bullying is a serious safety and/or discipline problem.

Considerations:

- Consider interviewing students in small groups to determine the true nature of students’ perceptions of bullying and harassment. Review board and school policies with these students on all forms of bullying/harassment. Remind students that “kidding around” by

name-calling and physical intimidation is not acceptable and will have serious consequences.

- Consider reviewing the procedures students should follow to report racial, sexual, physical or psychological harassment. Widely publicize it in numerous forms. It is imperative that school officials make the process clear so that victims and bystanders are encouraged to report abuse.
- Consider placing “bully boxes” around the school so that students can report bullying anonymously. Consider informing students about the box and encouraging them to use it if they are being bullied. Although there will be occasional “false reporting” by some students, this effort to discourage bullying has been effective in many schools.
- Consider reviewing KRS 158.156 with all students so that they are aware that some harassment issues are not only against school policy but also against the law. Consider ensuring they are aware that students can be criminally prosecuted for harassment.
- Most educators can readily identify overt forms of bullying; however, current research findings tell us that the more insidious forms of bullying in schools are extremely subtle. Unless one has been specifically trained to recognize different forms of bullying, it is possible to miss it.
- Consider providing professional development on bullying/harassment/cyberbullying for all staff members and/or NHS students. If desired, the Kentucky Center for School Safety can provide professional development in this area **at no cost** to the school or district. If interested in this training for staff members, contact Dan Orman, KCSS Training Facilitator at (502) 424-8652 or dan.orman@ksba.org.
- Investigate all claims of bullying thoroughly and be sure to maintain clear, concise documentation. Develop standard forms to be used when interviewing the alleged bully, victims, and bystanders.
- Consider the implementation of a variety of resources that can be accessed on the Kentucky Center for School Safety (<http://www.kycss.org>) website. Click on the “school safety issues” link on the top of the home page and then select ‘bullying’.

5. **Staff Morale** – Many staff members interviewed indicated that morale at NHS is not where it needs to be. Staff turnover and inconsistent rules enforcement were the two factors most often mentioned in negatively affecting morale. For example, one teacher said, “Our morale is still not good. We’ve had so much turnover (of staff); we need consistency, trust and buy-in.” At the same time, the majority of staff indicated that while staff morale is not good, it does appear to be improving. A teacher commented, “Things are better this year with our new principal.” Another teacher stated, “I do think our current administration is going in the right direction.” Still another teacher said, “I think morale is better than it was last year.” Good staff morale is of vital importance in maintaining a safe school environment; when staff members enjoy coming to work, they create a positive environment that helps create an affirmative school climate. When this happens, staff members have a better opportunity to

develop personalization or connectivity with students. Conversely, a small number of teachers or staff who are negative in their attitudes about their school environment detract from a positive school climate.

On the survey (Table 14) only 37% of staff reported staff morale is good.

Considerations:

- Consider meeting with staff members in small groups to discuss staff morale and what issues may negatively impact school climate and culture. Ask staff members what they believe might help to improve morale at NHS.
- Consider holding victory celebrations for large and small successes and continuing to recognize and reward efforts. Consider including staff family members in celebratory events.
- Consider conducting an assessment of your school environment. In addition to the Impact Kentucky working conditions survey, other climate and culture surveys are available on the Kentucky Department of Education website. How your school looks and feels allows staff, students, and visitors to know what is expected.

6. **Lack of Staff-Student Connectivity** – The team heard reports about a lack of staff-student connectivity at NHS. When asked if there was at least one adult at school they would talk to if they had a personal problem or knew about a safety problem, while some NHS students said there was, the majority of students interviewed could not think of anyone. Research has consistently shown that a major factor in school safety and student achievement is a positive relationship between the staff and students (trusted adult). According to The Education Trust (*The Importance of Strong Relationships*, March 17, 2021), “Strong relationships with teachers and school staff can dramatically enhance students’ level of motivation and therefore promote learning.” A student observed, “I really can’t think of anyone I would be comfortable in talking to at this school.” *On the survey in Table 13, as many as 23% of students reported they do not have a trusted adult at NHS.*

Considerations:

- Consider encouraging staff to greet each student by name and to make a concerted effort to reach out to students who may be experiencing academic or social issues in order to build stronger relationships with them. These contacts can be effective at all settings and times, not just in the classroom setting.
- Consider encouraging staff to show more of an interest in student activities outside the classroom.
- Consider meeting with staff members in small groups to identify barriers that prevent staff from building staff-student connectivity. Possible barriers may include stereotyping of students, lack of encouragement, learning to listen to students or a lack of high expectations.

7. **Fighting** – The team heard several reports about student fights at NHS this school year. During the interviews a staff member commented, “The number of fights is down a little from last year, but we still have way too many. Sometimes parents encourage their kids to fight.” A student observed, “Yes, we have a lot of fights. Two 8th graders got in a fight yesterday.” Another student, when asked about fights, said, “They happen constantly, mostly at the bus stop.” *This finding is supported in the survey in Table 9, in which 76% of students and 89% of staff reported seeing a physical contact fight this school year. In Table 11, fighting was identified as the most serious safety issue at NHS this school year, with 64% of students and 76% of staff identifying fighting as a serious safety and/or discipline problem.*

Considerations:

- Consider meeting with small groups of students to identify possible reasons for student fights and how fights can be prevented.
- Consider reviewing board policies and Kentucky Revised Statutes, including KRS 525.060 and KRS 158.150, with all students so that they are aware that fighting is not only against school policy but also against the law.
- Consider implementing more serious disciplinary consequences for fighting, including criminal charges for disorderly conduct and/or criminal assault charges.
- Consider, for those students involved in school fights, providing counseling in conflict resolution.

8. **Inconsistent Wearing of Staff Identification Badges** – The team observed that while the majority of NHS staff members wore staff identification badges, many were not or were wearing them in a way that they could not be easily observed. The consistent use of staff identification badges enhances school safety in many ways, including the following:
- When saving time becomes critical, staff identification badges help first responders to quickly identify staff members just by looking at them during an emergency. This can often allow them to get vital information promptly.
 - Staff badges communicate to visitors (and students) that the persons wearing them can offer assistance, if needed.
 - Staff badges confer authority. For instance, if there are adults in the building who are not wearing visitor badges, the staff members can confidently direct or escort the visitors back to the office to follow the proper sign-in procedures.

Considerations:

- Consider furnishing identification badges to staff (including substitutes) who currently do not have them.
- Consider requiring staff members to wear their identification badges at school and school functions.

- Consider requiring the staff to wear them in the same location (on their clothing) so they are easily visible. Many schools use break-away lanyards for this purpose.
- Consider developing an alternate identification badge for staff members to wear if they do not have their badge at school.
- Consider magnetically encoding the staff identification badges to allow them to unlock those exterior doors equipped with magnetic locks. In an emergency situation this capability could be extremely important.

9. **Parent Notification for Emergency Response/Reunification** – During the interviews, staff and parents indicated there has been little communication to parents regarding their role and responsibilities during and following an emergency situation. To prevent possibly risking the safety of the students, it is important for parents to understand what the school and local law enforcement require of them during these emergency situations and how they will be reunited with their children during such an event. When asked, if there were to be an emergency at school, if parents had been given procedures to follow, a staff member replied, “I don’t think we’ve done that yet - we need to.”

Considerations:

- Consider reviewing parent notification information that has been developed by other school districts, such as Pulaski County. The Pulaski County School District guide can be found at <http://www.pulaski.net>. Go to “health and safety”, then “emergency management plan”, and view the parent guide in the bottom left hand corner.
- Consider posting information about response and reunification protocols on your school webpage, Facebook page and in other communications with parents.
- Remind parents about the importance of not calling or coming to the school during an emergency event. During an actual emergency, school staff will be busy responding to the emergency and addressing the needs of students. Therefore, it is extremely important to refrain from tying up phone lines that must be used for emergency communications with staff and emergency first-responders. Remind them that they should not come to school unless they have received direction from the school or district officials. Vehicular traffic around the school may impede the ability of emergency responders from entering/exiting the campus.

Special Note: There were discrepancies between the perceptual survey responses and the interview responses on the issue noted below, or there were discrepancies between the different groups being interviewed. The assessment team advises the staff to further examine this issue to try to determine if there is a need to develop a plan to address it.

1. **Emergency Drill Procedures** – During the interviews the team heard that all emergency drills required at this point in the school year, including fire, tornado, earthquake and lockdown, have been conducted. Additionally, all staff are empowered to call a lockdown,

using either the classroom phone intercoms or the Navigate Prepared app. Classrooms are also equipped with emergency go-kits and lockdowns are announced with a clear intercom announcement. However, lockdown drills are ended with an intercom announcement. Consider, at the end of a lockdown drill, clearing the building room by room.

Next Steps:

1. It is recommended that this report be shared in its entirety with the Newport High School staff and discussed in a faculty meeting.
2. It is also recommended that the SBDM Council, Youth Service Center staff and appropriate district staff have access to this report.
3. It is recommended that once the faculty and staff have reviewed the report, pressing issues should be identified, prioritized and an appropriate action plan be implemented.
4. If the leadership of the district and/or the school wishes to have any follow-up assistance, please feel free to contact the Kentucky Center for School Safety for the appropriateness of such efforts. These efforts in the majority of instances can be provided at no cost (or low cost) to the school or district.

Safety and Security Issues at Newport High School: Perceptions of Students, Teachers, and Parents

November 28, 2022

Prepared by:

Lucy R. Riffle, M.A.Ed.

and

Lee Ann Morrison, M.S.

Kentucky Center for School Safety

Introduction

In November 2022, a survey from the Kentucky Center for School Safety that examined the perceptions of and experiences with school safety issues was administered to students, teachers, and parents at Newport High School. The results that follow are a product of that effort. The following tables contain demographic information about the students, teachers, and parents who completed the questionnaire. In this report, we examine each group's perceptions of school climate/culture, safety, and security. In general, parents were asked to provide data from the perspective of their child(ren) while students and teachers were asked about their own experiences at school this year. All data are presented in both raw numbers and percentages.

Demographic Summary of Groups Completing Safety Surveys

STUDENTS N = 277			PARENTS* N = 62			STAFF N = 59		
Gender	#	%	Gender	#	%	Gender	#	%
Male	133	48.0	Male	9	14.5	Male	19	32.2
Female	144	52.0	Female	53	85.5	Female	39	66.1
No Answer	0	0.0				No Answer	1	1.7
Race			Race			Race		
Black	69	25.0	Black	9	14.5	Black	5	8.5
White	128	46.2	White	44	71.0	White	48	81.3
Am. Indian	1	0.4	Am. Indian	0	0.0	Am. Indian	0	0.0
Asian	0	0.0	Asian	0	0.0	Asian	0	0.0
Latino	40	14.4	Latino	5	8.1	Latino	2	3.4
Multiracial	38	13.6	Multiracial	3	4.8	Multiracial	1	1.7
No Response	1	0.4	No Response	1	1.6	No Response	3	5.1
Grade			Enrolled			Job		
Seventh	59	21.3	One Child	45	72.6	Administrator	3	5.1
Eighth	33	11.9	Two Children	12	19.4	Teacher	41	69.5
Ninth	72	26.0	Three or More Children	5	8.1	Classified/ Other Certified	13	22.0
Tenth	46	16.6				No Answer	2	3.4
Eleventh	38	13.7						
Twelfth	29	10.5						

Questionnaires were administered to 277 students at Newport High School. Slightly less than half of the students were male (48.0%) while nearly half were White (46.2%). Of the 59 teachers and staff (hereafter teachers) who responded to the questionnaire, two in three were female (66.1%) and the majority were White (81.3%). More than three in five respondents in this group were teachers (69.5%). Of the parents who responded to the questionnaire, the vast majority were female (85.5%), and White (71.0%). Most of the parents (72.6%) had one child enrolled at the school. Given the number of parents responding, **keep in mind that the number of parents who responded is not representative of the larger population of parents at Newport High School.** Consequently, in each table where parent responses are presented, an asterisk (*) will be placed in the parent column to remind the reader of this

Table 1
Perceptions of Health and Safety Precautions

	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
Students are required to wear masks on the school bus.	65	24.9	196	75.1								
Students are required to wear masks while inside the school.	66	25.5	193	74.5	8	13.1	53	86.9	8	14.3	48	85.7
Students can choose to wear masks while inside the school.	198	77.3	58	22.7	60	98.4	1	1.6	49	89.1	6	10.9
Teachers/staff are required to wear masks while inside the school when students are present.	64	24.6	196	75.4	7	11.5	54	88.5	7	12.5	49	87.5
Teachers/staff can choose to wear masks while inside the school when students are present.	196	75.4	64	24.6	59	96.7	2	3.3	50	90.9	5	9.1
Students have been encouraged to stay at home if they have a fever or feel ill.	211	80.8	50	19.2	57	93.4	4	6.6	54	96.4	2	3.6
Teachers/Staff members have been encouraged to stay at home if they have a fever or feel ill.									44	78.6	12	21.4
I have been receiving timely COVID related information from my child's school/ district administration.					38	61.3	24	38.7				

The results presented in Table 1 reflect student, teacher, and parent responses about their perceptions of health and safety precautions at school this year. The vast majority of students, teachers, and parents reported that (1) students and teachers/staff can choose to wear masks on the bus (students) and while inside the school and when students are present, and (2) students and teachers/staff have been encouraged to stay at home if they have a fever or feel ill. More than half of parents (61.3%) feel they have received COVID related information from school/district administration in a timely manner.

Table 2
Perceptions of Safety in Different Areas

<i>The following areas are safe:</i>	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
Buses	187	74.2	65	25.8	38	70.4	16	29.6	43	89.6	5	10.4
Student Parking Lot	186	74.7	63	25.3	41	78.8	11	21.2	39	78.0	11	22.0
Area Where Students Wait In AM Before Going to Class	206	82.7	43	17.3	42	79.2	11	20.8	48	90.6	5	9.4
Restrooms	174	69.6	76	30.4	34	63.0	20	37.0	39	72.2	15	27.8
Lockers	206	82.1	45	17.9	42	79.2	11	20.8	50	94.3	3	5.7
Halls	189	75.9	60	24.1	44	81.5	10	18.5	52	96.3	2	3.7
Loading of Buses in the PM	200	79.4	52	20.6	44	81.5	10	18.5	50	96.2	2	3.8
Locker Rooms	205	83.0	42	17.0	39	75.0	13	25.0	42	91.3	4	8.7
Staff & Parent Parking Lot	183	72.6	69	27.4	48	87.3	7	12.7	34	64.2	19	35.8
Unloading of Buses in the AM	209	83.9	40	16.1	46	85.2	8	14.8	49	94.2	3	5.8
Cafeteria at Breakfast	221	87.4	32	12.6	47	85.5	8	14.5	49	92.5	4	7.5
Classrooms	219	87.6	31	12.4	46	86.8	7	13.2	53	98.1	1	1.9
Cafeteria at Lunch	213	84.9	38	15.1	43	78.2	12	21.8	50	92.6	4	7.4
Indoor Athletic Facilities	220	89.1	27	10.9	45	86.5	7	13.5	49	100.0	0	0.0
After School Activities/Programs	227	91.2	22	8.8	46	90.2	5	9.8	51	98.1	1	1.9
Gymnasium/Auditorium	225	90.0	25	10.0	45	84.9	8	15.1	48	92.3	4	7.7
Parent Pick Up Area in the PM	222	88.1	30	11.9	44	81.5	10	18.5	49	96.1	2	3.9
Outdoor Athletic Facilities	204	82.9	42	17.1	46	88.5	7	11.5	44	91.7	4	8.3
Parent Drop Off Area in the AM	223	88.5	29	11.5	46	85.2	8	14.8	48	94.1	3	5.9

The results presented in Table 2 reflect student, teacher, and parent responses about their feelings of safety in different areas at school this year. Students and parents cited the restrooms as the area where they (their child) felt least safe while teachers responded that the staff & parent parking lot was where they felt least safe. The majority of students, teachers, and parents indicated having a secure feeling in most areas of the school.

Table 3
Perceptions of Safety on School Grounds and Buildings

	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
Classroom doors are locked during class time.	241	96.0	10	4.0	30	69.8	13	30.2	52	98.1	1	1.9
Exterior doors are locked during the day.	237	94.4	14	5.6	46	93.9	3	6.1	53	100.0	0	0.0
Custodians are required to check exterior doors throughout the school day.									40	85.1	7	14.9
I feel (My child feels) safe in the school building.	199	79.3	52	20.7	41	85.4	7	14.6	49	94.2	3	5.8
The school is clean.	128	51.4	121	48.6	43	87.8	6	12.2	49	92.5	4	7.5
The school is well maintained.					44	89.8	5	10.2	47	88.7	6	11.3
The front entrance is safe.					47	95.9	2	4.1	51	98.1	1	1.9
The school has a surveillance system.									53	100.0	0	0.0
Buses and cars use separate areas to load and unload.					17	34.7	32	65.3	22	42.3	30	57.7
The grounds have adequate lighting.					40	81.6	9	18.4	33	63.5	19	36.5
I have (My child has) known students who are afraid to come to school.	73	30.0	170	70.0	15	35.7	27	64.3	22	43.1	29	56.9

The results presented in Table 3 summarize responses regarding safety and security on school grounds and in the buildings. Most students (79.3%), parents (85.4%) and teachers (94.2%) reported that they/their child felt safe in the school building. Approximately half of the students (48.6%) did not feel the school was clean. More than one-third of the teachers did not feel there was adequate lighting (36.5%). The vast majority of students and teachers reported classroom and exterior doors are locked. Almost one in three students (30.0%), and more than one in three parents (35.7%) and two in five teachers (43.1%) have known students who are afraid to come to school.

Table 4
Perceptions of Rules and Policies

	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
I have received information about the STOP tip line.	140	51.5	132	48.5	18	29.0	44	71.0	24	42.1	33	57.9
I have knowledge of the existence and availability of a Threat Assessment Team (TAT) at my (my child's) school.					15	24.2	47	75.8	34	59.6	23	40.4
I know (My child knows) the cell phone policy.	229	93.5	16	6.5	45	97.8	1	2.2				
I have (My child has) been taught the school rules and consequences.	232	94.7	13	5.3	43	93.5	3	6.5				
I know (My child knows) the dress code policy.	224	91.1	22	8.9	43	91.5	4	8.5				
The principal reviewed the district Code of Acceptable Conduct.									48	94.1	3	5.9
The principal reviewed the school rules and discipline options.									47	92.2	4	7.8
The principal reviewed the policies on cell phones for students.									50	98.0	1	2.0
The principal reviewed the policies on cell phones for staff members.									50	98.0	1	2.0

The results presented in Table 4 reflect student, teacher, and parent perceptions of school rules and policies. Most parents (71.0%) and half of students (48.5%) and teachers (57.9%) had not received information about the STOP tip line. The majority of parents (75.8%) and two in five teachers (40.4%) did not have knowledge of the existence and availability of a Threat Assessment Team at school.

The vast majority of students and parents indicated that they/their child knew the cell phone policy, the school rules and consequences, and the dress code policy. Additionally, the majority of the teachers reported that the principal reviewed (1) the district Code of Acceptable Conduct, (2) school rules and discipline options, and (3) policies on cell phones for students, and the policies on cell phones for staff members.

Table 5
Procedures for Visitors

	Students				Parents*				Teachers			
	Yes		No		Ye s	No			Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
All visitors follow the procedure for signing in.					43	91.5	4	8.5	52	100.0	0	0.0
The office staff asks all visitors to state the reason for their visit before letting them into the building.					38	80.9	9	19.1	52	100.0	0	0.0
All visitors follow the procedure for signing out.					43	95.3	3	6.5	51	100.0	0	0.0
All visitors wear a visitor badge.					38	82.6	8	17.4	53	100.0	0	0.0
Signage clearly indicates where to park, enter the school, etc.					32	66.7	16	33.3	40	80.0	10	20.0
All visitors provide identification.					39	83.0	8	17.0	52	100.0	0	0.0
The principal has advised the staff to question visitors who are not wearing a visitor badge.									50	94.3	3	5.7
I/The students have been taught to leave exterior doors closed even if someone wants to enter the building.	211	85.8	35	14.2					38	80.9	9	19.1
I/The students have been taught what to do if I see an adult without a visitor badge.	128	52.7	115	47.3					25	54.3	21	45.7
I have been told to keep the classroom door locked during class time.	232	94.3	14	5.7					52	100.0	0	0.0

The results presented in Table 5 summarize the students', teachers', and parents' knowledge of procedures for visitors to the school campus. A vast majority of parents (91.5%) and all the teachers (100.0%) reported visitors follow the procedure for signing into the school and most agree that all visitors are asked to state their reason for visiting, wear visitor badges, provide identification and follow the procedures for signing out. Almost half of students and teachers disagreed that they had been taught what to do if they saw and adult without a visitor badge (47.3% and 45.7% respectively).

Table 6
Internet and Safety Training

	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
I have (My child has) received information on proper Internet usage.	208	84.6	38	15.4	46	97.9	1	2.1	49	94.2	3	5.8
I have received information about social networking with students.									46	90.	5	9.8
I have (My child has) received information on suicide prevention.	219	89.8	25	10.2	31	68.9	14	31.1	49	96.1	2	3.9
I/The students have (My child has) been taught CPR.	108	46.0	127	54.0	8	18.6	35	81.4	19	44.2	24	55.8
I/The students have (My child has) had lessons on bullying prevention.	209	85.3	36	14.7	32	72.7	12	27.3	37	78.7	10	21.3
I/The students know (My child knows) the process to report bullying.	201	82.0	44	18.0	36	78.3	10	21.7	39	79.6	10	20.4
The process to report bullying works well.	151	62.4	91	37.6					33	71.7	13	28.3
I have received formal bullying prevention training									44	88.0	6	12.0

The results presented in Table 6 reflect the student, teacher, and parent responses regarding Internet safety, suicide prevention, and bullying training and processes. Most students (84.6%), parents (97.9%) and teachers (94.2%) reported their child/they received information on proper Internet usage. Less than half of the students (46.0%) and teachers (44.2%) responded that they/their child had been taught CPR. The majority of students, parents, and teachers indicated they/their child had received lessons on bullying prevention and they knew the process to report bullying. More than one in three students (37.6%) and one in four teachers (28.3%) reported that the process to report bullying does not work well.

Table 7
Emergency Preparedness

	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
The principal reviewed the Emergency Operations Plan.									52	98.1	1	1.9
In the event of an emergency, the school has given me procedures to follow.					28	62.2	17	37.8				
We have had fire drills this year.	238	97.5	6	2.5					38	100.0	0	0.0
We have had lockdown drills this year.	231	94.3	14	5.7					53	100.0	0	0.0
We have had earthquake drills this year.	222	90.2	24	9.8					52	98.1	1	1.9
We have had tornado drills this year.	222	90.2	24	9.8					52	98.1	1	1.9

The results presented in Table 7 summarize the respondents' knowledge regarding emergency preparedness. All but one of the teachers (98.1%) reported the principal had reviewed the Emergency Operations Plan but only three in five parents (62.2%) reported that in the event of an emergency they knew what procedures to follow. The vast majority of the students and teachers indicated they had practiced fire drills, lockdown drills, earthquake drills, and tornado drills this year.

Table 8
Weapons at School

	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
I have seen a weapon at school this year.	35	14.3	210	85.7	1	2.3	43	97.7	7	13.2	46	86.8
My child has seen a weapon at school this year.					5	11.4	39	88.6				
I have been told what to do if I know about a weapon at school.	161	66.3	82	33.7					49	92.5	4	7.5
I have (My child has) seen a gun at school, other than on a police officer.	15	6.1	230	93.9	1	2.3	43	97.7	3	5.7	50	94.3
I have (My child has) seen a knife at school.	33	13.5	212	86.5	8	18.2	36	81.8	9	17.0	44	83.0
I have (My child has) seen other weapons not mentioned at school.	18	7.3	227	92.7	5	11.4	39	88.6	2	3.8	51	96.2

In Table 8, the respondents' knowledge of weapons at school is summarized. Thirty-five students (14.3%) indicated they had seen a weapon on campus this year. The majority of teachers (92.5%) and two in three students (66.3%) indicated they knew what to do if they learned there was a weapon on campus. Fifteen students (6.1%) responded that they had seen a gun at school carried by someone other than a police officer.

Table 9
Victimization Experiences for Students, Teachers, and Parents

<i>At school this year, I have (my child has):</i>	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
Seen students using e-cigarettes/vaping	124	51.5	117	48.5	28	63.6	16	36.4	24	46.2	28	53.8
Seen students using tobacco.	69	28.6	172	71.4	17	39.5	26	60.5	13	25.0	39	75.0
Seen graffiti/vandalism.	96	39.7	146	60.3	15	34.9	28	65.1	29	55.8	23	44.2
Seen a physical contact fight.	183	75.9	58	24.1	36	81.8	8	18.2	46	88.5	6	11.5
Been called names repeatedly.	87	35.8	156	64.2	21	47.7	23	52.3				
Had something stolen.	99	40.6	145	59.4	11	25.6	32	74.4	17	32.7	35	67.3
Been left out of activities repeatedly.	50	20.6	193	79.4	7	16.3	36	83.7				
Been threatened.	66	27.4	175	72.6	18	40.9	26	59.1				
Seen students using drugs.	49	20.2	193	79.8	7	16.7	35	83.3	5	9.6	47	90.4
Seen students using alcohol.	40	16.5	202	83.5	6	13.6	38	86.4	0	0.0	52	100.0
Been cyber bullied.	32	13.2	210	86.8	4	9.1	40	90.9	2	3.9	49	96.1
Been threatened by a student.									17	32.7	35	67.3
Been threatened by a staff member.									1	2.0	50	98.0
Been verbally threatened by a parent.									3	5.9	48	94.1
Been physically threatened by a parent.									1	1.9	51	98.1

The results in Table 9 reflect responses to questions about the victimization experiences of students, teachers, and parents (from the perspective of their child) at school this year. Approximately three in four students (75.9%) and teachers (88.5%) had seen a physical contact fight. Half of students (51.5%) and teachers (46.2%) had seen students using e-cigarettes/vaping; three in five parents (63.6%) said their child had seen that activity. Two in five students (39.7%) and more than half of the teachers (55.8%) had seen graffiti and/or vandalism and more than one in four students (28.6%) and teachers (25.0%) had seen students using tobacco. Seventeen teachers (32.7%) had been threatened by a student. One teacher had been threatened by a staff member and physically threatened by a parent, while three teachers had been verbally threatened by a parent.

Table 10
Teachers' Reports of Student Victimization Experiences

<i>I know students who have:</i>	Teachers			
	Yes		No	
	#	%	#	%
Repeatedly been called names.	30	57.7	22	42.3
Repeatedly been left out of activities.	21	41.2	30	58.8
Been cyber bullied.	18	34.6	34	65.4
Had something stolen.	35	68.6	16	31.4
Been threatened.	30	57.7	2	42.3

The results in Table 10 summarize the teachers' responses concerning student victimization experiences at school this year. Approximately half or more of the teachers responded that they knew students that (1) were repeatedly called names (57.7%), (2) were repeatedly left out of activities (41.2%), (3) had something stolen from them (68.6%), or (5) had been threatened (57.7%).

Table 11
Safety and Discipline Issues

<i>At school this year, the following items present safety and/or discipline problems:</i>	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
Fighting	149	63.9	84	36.1	22	55.0	18	45.0	37	75.5	12	24.5
E-cigarettes/Vaping	128	55.4	103	44.6	16	41.0	23	59.0	37	75.5	12	24.5
After school activities/programs	96	41.0	138	59.0	11	28.2	28	71.8	6	12.5	42	87.5
Bus behavior	121	53.3	106	46.7	12	31.6	26	68.4	24	50.0	24	50.0
Bullying	117	50.4	115	49.6	16	40.0	24	60.0	24	49.0	25	51.0
Racial problems	103	44.0	131	56.0	11	28.9	27	71.1	16	33.3	2	66.7
Cell phones	126	54.3	106	45.7	12	30.0	28	70.0	38	77.6	11	22.4
Graffiti/Vandalism	94	40.3	139	59.7	9	23.7	29	76.3	17	34.7	32	65.3
Student Parking Lot	66	28.9	162	71.1	5	13.2	33	86.8	11	23.9	35	76.1
Tobacco	90	38.8	142	61.2	11	28.9	27	71.1	18	37.5	30	62.5
Drugs	89	38.5	142	61.5	6	16.2	31	83.8	24	50.0	24	50.0
Theft	102	44.0	130	56.0	11	28.2	28	71.8	21	43.8	27	56.3
Cyber threats	85	36.3	149	63.7	6	15.8	32	84.2	24	49.0	25	51.0
Gangs	75	32.5	156	67.5	5	13.2	33	86.8	14	28.6	35	71.4
Weapons	68	29.2	165	70.8	5	13.2	33	86.8	13	26.5	36	73.5
Alcohol	72	31.2	159	68.8	4	10.3	35	89.7	13	26.5	36	73.5
Unauthorized visitors	61	26.3	171	73.7	0	0.0	38	100.0	10	20.4	39	79.6
Unlocked classroom doors	58	24.9	175	75.1	9	23.1	30	76.9	15	30.6	34	69.4
Unlocked exterior doors	58	24.9	175	75.1	7	17.9	32	82.1	16	32.7	33	67.3

In Table 11, the perceptions of students, teachers, and parents concerning the seriousness of safety and discipline problems at school are ranked. Students viewed fighting, e-cigarettes/vaping, and bus behavior as the most significant safety/discipline issue at school this year. Teachers were most concerned with fighting (75.5%) e-cigarettes/vaping (75.5%) and cell phones (77.6%) while parents were most concerned about fighting (55.0%) and e-cigarettes/vaping (41.0%).

Table 12
Perceptions of Supervision

<i>The following areas are effectively supervised:</i>	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
Restroom Areas	123	55.2	100	44.8	16	41.0	23	59.0	36	73.5	13	26.5
Student Parking Lot	138	63.3	80	36.7	24	68.6	11	31.4	32	72.7	12	27.3
Locker rooms	123	56.2	96	43.8	22	59.5	15	40.5	37	86.0	6	14.0
Halls	181	80.4	44	19.6	28	75.7	9	24.3	46	93.9	3	6.1
On Buses to & from school	144	63.7	82	36.3	22	61.1	14	38.9	35	83.3	7	16.7
Unloading of Buses in the AM	184	82.1	40	17.9	32	82.1	7	17.9	44	97.8	1	2.2
Lockers	156	69.6	68	30.4	26	70.3	11	29.7	42	91.3	4	8.7
Loading of Buses in the PM	185	82.6	39	17.4	28	73.7	10	26.3	46	100.0	0	0.0
Outdoor Athletic Facilities	172	78.5	47	21.5	28	82.4	6	17.6	41	95.3	2	4.7
Gymnasium/Auditorium	181	80.1	45	19.9	30	81.1	7	18.9	40	88.9	5	11.1
Area Where Students Wait In AM Before Going to Class	197	87.2	29	12.8	27	73.0	10	27.0	45	97.8	1	2.2
Indoor Athletic Facilities	183	83.9	35	16.1	29	80.6	7	19.4	42	95.5	2	4.5
After school activities/programs	191	85.3	33	14.7	32	86.5	5	13.5	41	89.1	5	10.9
Cafeteria at breakfast	201	89.3	24	10.7	31	83.8	6	16.2	47	95.9	2	4.1
Cafeteria at lunch	203	89.8	23	10.2	30	81.1	7	18.9	45	90.0	5	10.0
Classrooms	195	86.7	30	13.3	33	89.2	4	10.8	47	100.0	0	0.0
Parent Pick Up Area in the PM	180	80.0	45	20.0	28	73.7	10	26.3	44	100.0	0	0.0
Parent Drop Off Area in the AM	196	86.7	30	13.3	32	82.1	7	17.9	45	100.0	0	0.0

The results presented in Table 12 reflect the responses of students, teachers, and parents to questions concerning supervision practices at school this year. The area of most concern to students and parents was the restrooms while the teachers were most concerned with the student parking lot. Two in five students (43.8%) and parents (40.5%) were concerned about supervision in the locker rooms. One in three students (36.3%) and parents (38.9%) were concerned with supervision on the buses. A large majority of each group felt all other areas were effectively supervised.

Table 13
Perceptions of School Climate

	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
I have (My child has) a trusted adult at school.	174	77.3	51	22.7	28	71.8	11	28.2				
Staff members treat me/my child with respect.	176	78.2	49	21.8	28	73.7	10	26.3				
Staff members enforce the rules fairly and consistently.	149	66.5	75	33.5	27	67.5	13	32.5	24	49.0	25	51.0
Staff members enforce the dress code policy.	172	76.1	54	23.9	31	79.5	8	20.5	22	45.8	26	54.2
Staff members enforce the cell phone policy.	203	90.2	22	9.8	33	82.5	7	17.5	18	37.5	30	62.5
Students of different races get along with each other.	200	88.9	25	11.1	31	79.5	8	20.5	46	93.9	3	6.1
There is good communication between school and home.					28	70.0	12	30.0	38	75.0	12	25.0

Responses in Table 13 summarize student, teacher, and parent opinions regarding the school climate on campus this year. Areas of concern were:

- One in three parents (30.0%) disagree that there is good communication between school and home.
- More than half of the teachers disagree that staff members enforce the rules fairly and consistently (51.0%), the dress code policy (54.2%), and the cell phone policy (62.5%).
- Almost one in three parents (32.5%) and students (33.5%) disagree that staff members enforce the rules fairly and consistently.

Table 14
Perceptions of Staff Climate

	Teachers			
	Yes		No	
	#	%	#	%
Staff members of different races work well together.	49	98.0	1	2.0
Staff members treat each other with respect.	37	75.5	12	24.5
Staff members effectively handle discipline issues.	35	72.9	13	27.1
Staff members arrive to work on time.	43	87.8	6	12.2
The principal effectively handles discipline issues.	38	79.2	10	20.8
The school has adopted a behavior management system.	44	91.7	4	8.3
Staff members are on time for supervision duties.	44	89.8	5	10.2
Parents are supportive.	23	47.9	25	52.1
Staff members wear identification badges at school or school events.	39	83.0	8	17.0
Staff morale is good.	18	36.7	31	63.3
There is good communication between the principal and the staff.	31	64.6	17	35.4

Responses in Table 14 summarize teacher opinions regarding the staff climate on campus this year. The majority of teachers (98.0%) agreed that staff members of different races work well together. One in four teachers report that staff members do not treat each other with respect (24.5%) or effectively handle discipline issues (27.1%). Over half of the teachers responded that parents are not supportive (52.1%), and that staff morale is not good (63.3%).

Table 15
Perception of Bus Misbehaviors

	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
The driver treats students with respect.	177	81.9	39	18.1	20	83.3	4	16.7	33	100.0	0	0.0
Students treat the driver with respect.	144	66.7	72	33.3	15	62.5	9	37.5	25	75.8	8	24.2
Student behavior distracts the driver.	104	48.6	110	51.4	12	50.0	12	50.0	17	51.5	16	48.5
I have seen students (My child has seen students) (Students) throw objects.	139	64.7	75	35.3	10	41.	14	58.3	15	48.4	16	51.6
I have seen (My child has seen) (There has been) bullying behavior.	106	49.5	108	50.5	10	41.7	14	58.3	21	67.7	10	32.3
I have seen (My child has seen) (There has been) a physical contact fight.	129	60.3	85	39.7	10	41.7	14	58.3	17	53.1	15	46.9
My bus has (My child's bus has) (The buses have) a monitor.	109	50.7	106	49.3	12	50.0	12	50.0	27	79.4	7	20.6
Drivers/monitors report behavior in a timely manner.									28	90.3	3	9.7
When reported, behavior problems are handled effectively.									30	93.8	2	6.3

The results in Table 15 reflect responses of students, teachers, and parents about misbehaviors on the buses this school year. Students reported a wide variety of misbehaviors on the bus, with the most frequent being student behavior that distracts the bus driver (51.4%) and bullying behavior (50.5%). The vast majority of students, parents, and teachers felt the driver treats students with respect. Only half of the students (50.7%) and parents (50.0%) reported the buses have a monitor. The vast majority of teachers (90.3%) indicated the drivers/monitors report misbehavior in a timely manner and that behavior problems were effectively handled after they are reported (93.8%).

Table 16
Student Services Available in the School/District

<i>The school/district has the following services:</i>	Teachers			
	Yes		No	
	#	%	#	%
Nurse/health professional	54	100.0	0	0.0
Guidance counselor	54	100.0	0	0.0
School Resource Officer (Police Officer)	54	100.0	0	0.0
SAM or assistant principal	54	100.0	0	0.0
Family Resource/Youth Services Center Director	54	100.0	0	0.0
Child psychologists/mental health professionals	54	100.0	0	0.0

Table 16 summarizes teacher responses on available student services at Newport High School or in the Newport Independent School District. All teachers (100.0%) reported that there was a nurse/health professional, a guidance counselor, a school resource officer, and a SAM or assistant principal, Family Resource/Youth Services Center Director, and child psychologists/mental health professionals.

Conclusion

Our hope is that the results presented here will provide school administrators, teachers, and staff at Newport High School needed data to help in their efforts to maintain a safe school environment. The KCSS has a variety of tools and technical assistance available to assist schools in addressing areas of concern uncovered as part of this report. We stand ready to assist your school in their efforts to improve school safety upon request.



KENTUCKY CENTER FOR SCHOOL SAFETY Physical Plant Assessment REPORT

**FOR
NEWPORT HIGH SCHOOL**

**CONDUCTED:
DECEMBER 6, 2022**



December 6, 2022

To: Tony Watts, Superintendent
Newport Independent Schools

From: James Hardin
KCSS Consultant

Newport High School

This buildings and grounds report reflects the observations made during the walkthrough led by district staff and information provided by the staff during the walkthrough. Efforts have been made to be as comprehensive as possible within the constraints placed on the consultant by schedules, accessibility, weather conditions, etc.

This school seemed to have a positive school climate where students were actively engaged in instruction in all classrooms. Faculty and staff appeared conscientious, cordial, friendly and helpful. In addition, students and staff were warm and welcoming.

On the day of the assessment, the building was clean and appeared to be well maintained. Accompanying the walkthrough was Dennis Mains, Facilities Director and Ms. Peachy Taylor, Head Custodian.



The following areas of concern were noted:

Observation 1

Front and cafeteria entrances from street side are easily penetrable by vehicular traffic.

Consideration 1

Install bollards or planters which can deter traffic from entering and striking the building in these critical areas.



Observation 2

Picnic table area along E. 9th Street is easily accessible from the streetside. This could make students vulnerable to outsiders when sitting in this area.

Consideration 2

Install **fencing** along this side of the facility to ensure student safety while utilizing this area.



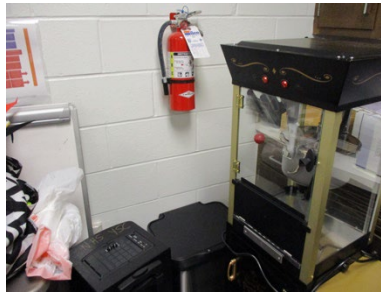
Observation 3

Extinguishers were blocked by furniture or other items being stored in Art classroom, Counseling Office Complex, 200, and 201.

Consideration 3

OSHA regulations require that all extinguishers be annually inspected and monthly checked to ensure they are adequately charged. Extinguishers should be shaken every three months to prevent chemical from settling in the bottom of the device rendering it ineffective. Signature and date of inspection is to be recorded on reverse of tag.

OSHA and the State Fire Marshal also require unobstructed access to all fire safety equipment including control valves in the mechanical areas, fire pull stations and the extinguisher units. A three-foot area is required to be clear around such devices. Remove all contents blocking the extinguishers in the areas listed in the observation note.



Observation 4

Electric panels throughout the campus were unlocked. Electrical Feed Panel A in room 133 had a missing blank cover creating electrical shock hazard.

Consideration 4

Occupational Safety and Health Administration (OSHA) requires all electrical panels to be locked preventing student access when located in student traffic areas. OSHA requires a minimum of three feet egress around the panels be kept clear and free from all storage of items. Painted stripes should be on the floor marking this area as an obstruction-free zone.

All open slots are required to have a National Electric Code (NEC) approved cover to prevent accidental shock. Mr. Mains was requested to have a cover immediately installed.



Observation 5

Transformer T-2 in electrical closet had a box stored on top of device. This is a fire hazard.

Electrical outlet in classroom 207 was dislodged from wall box creating electrical shock hazard. Electrical outlet in classroom 113 was also observed broken and charred from an obvious electrical short.

Consideration 5

OSHA requires all electrical devices to have a three-foot egress clearance and this area be marked with an outline. Nothing is to be stored in this area. Remove box from transformer and keep area cleared of all stored content.

Repair/replace damaged electric outlets eliminating shock hazard.

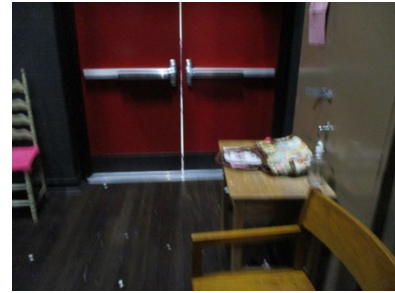


Observation 6

Auditorium exits were blocked by furniture stored in area.

Consideration 6

State Fire Marshal requires clear unobstructed egress for all emergency exits. Clear the area immediately to ensure safe egress.

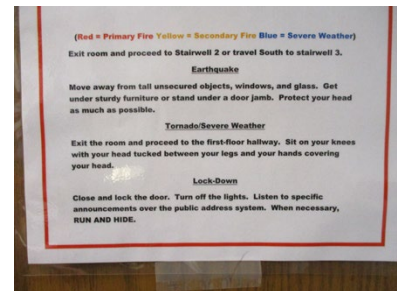
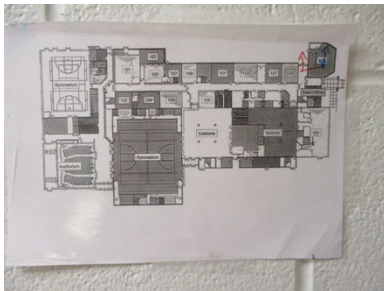


Observation 7

Evacuation maps throughout facility are older and the coloring on map is faded for primary and secondary. Additionally, it is not clear which is primary and secondary due to lack of legend on maps.

Consideration 7

State Fire Marshal requires evacuation maps to be posted next to doors leading out of room. The maps are to have primary and secondary routes clearly marked and tornado shelter area clearly identified as well. Redo maps similar to those at Newport Intermediate shown in the two photos on right below which Mr. Mains stated he had developed.



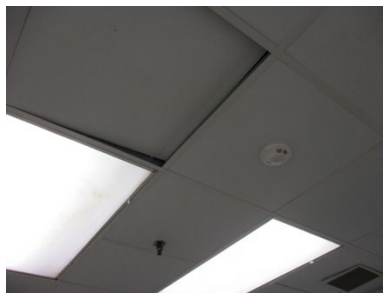
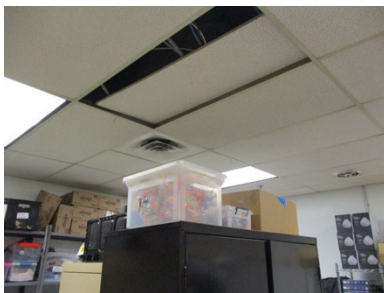
Observation 8

Much ceiling tile, throughout the complex, is missing having been completely removed and/or dislodged from the grid system. There were many tiles with water staining and mold infestation as well.

Consideration 8

Tiles act as a fire-retardant system to prevent fire from escaping into the upper infrastructure. Missing tiles can render sprinkler system ineffective. OSHA requires keeping ceiling tiles securely seated in the grid system at all times.

Water-stained tiles should be replaced immediately as this often leads to mold issues. Mold can impact the respiratory system of students and staff resulting in increased illnesses and absenteeism rates.

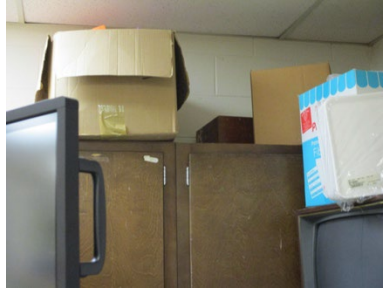


Observation 9

Classrooms and storage closets throughout the facility have contents stacked close to the ceiling level.

Consideration 9

Fire sprinkler systems are designed to control fires that are no closer than eighteen (18) inches to the ceiling. All contents stored above this distance could burn through the ceiling tiles and result in fire spreading throughout the complex above the ceiling grid. Check all areas to ensure items are not stored closer than the minimal distance.



Observation 10

Pencil sharpener without cover was observed in Room 207.

Consideration 10

OSHA deems devices in this condition as possible severe pinch and mutilation devices. Consider replacing missing cover or remove device to prevent accidental injuries.

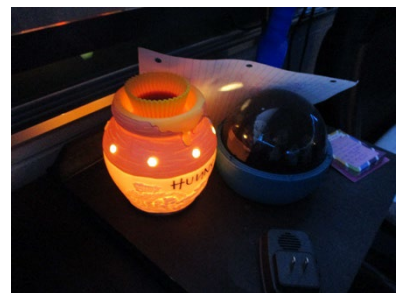
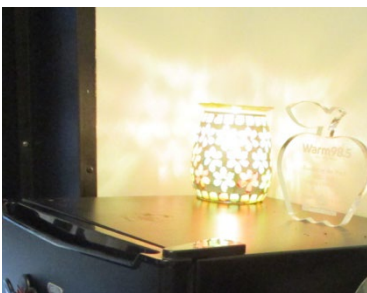


Observation 11

Room deodorizers consisting of candles, hot wax tart devices, salt/mineral rocks, plug-ins and air diffusers are being used throughout the facility.

Consideration 11

OSHA regulations and the State Fire Marshall consider these to be a fire and burn hazard and therefore unsuitable for use in the public-school setting. They can also trigger allergic reactions in some individuals. Consider performing a strict search of all such devices in every room and remove. Custodial checks can be used throughout the year to ensure such devices are not brought back into the facility.

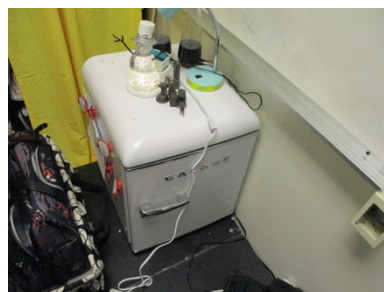
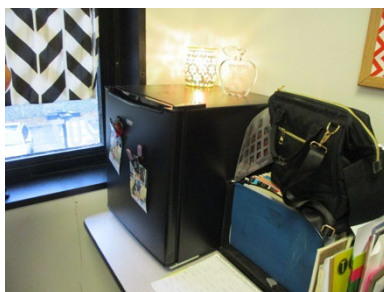
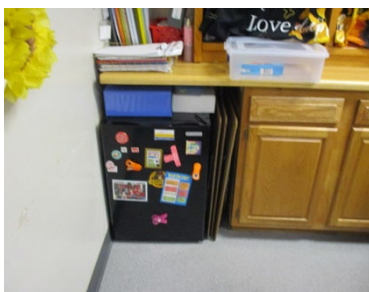
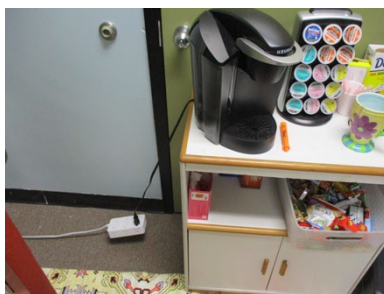
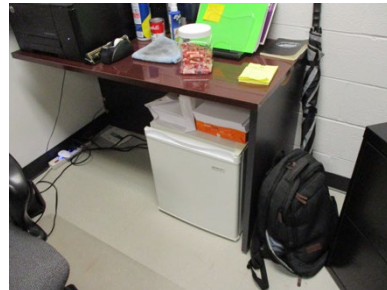
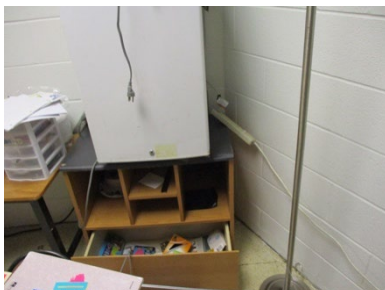


Observation 12

Classrooms throughout the facility have refrigerators and microwaves plugged into a power strip.

Consideration 12

OSHA does not permit extension cords or power strips to be used in conjunction with microwaves and refrigerators as this is considered a fire hazard. These devices are required to be plugged directly into a wall receptacle dedicated for the device. Consider informing all staff of this regulation and ensure refrigerators and microwaves are powered appropriately.

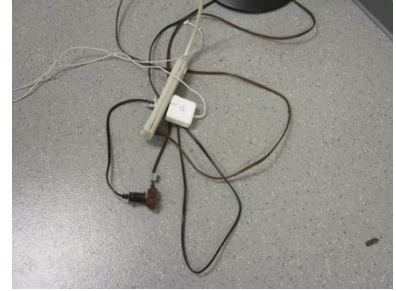


Observation 13

Classroom 207 had an extension cord plugged into a power strip. This is called a “daisy chain” and is prohibited.

Consideration 13

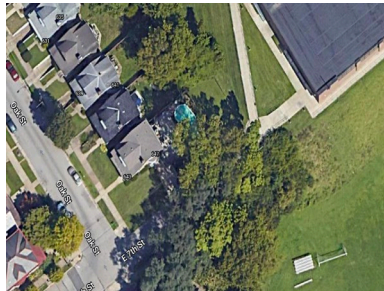
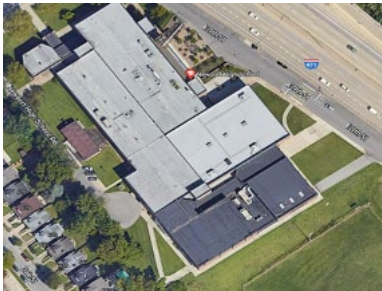
State Fire Marshal considers “daisy chains” a fire hazard. Consider conducting a similar walkthrough looking for such devices and remove them.

**Observation 14**

Area outside back of auxiliary gymnasium leading to sports fields and end of E. 7th Street has a large overgrowth which is owned by the city. This area does not have a fence delineating the property from the school property. The overgrowth in this area does allow for easy concealment of potential intruders on the property of the school.

Consideration 14

District may seek a joint partnership between city owners to install fencing to separate this area from the school grounds to prevent places for students, homeless community, and others from being able to conceal themselves. Since property is not owned by district, Crime Prevention Through Environmental Design (CEPTED) cannot be enforced and/or practiced by the district. This is the practice whereby shrubs are trimmed to no higher than three-feet tall and the lowest tree limbs are at a minimal of seven-feet from the ground leaving a clear four-feet of area for visibility. This practice aids in preventing unwanted activities within the area.

**Special Notes:**

A walkthrough similar to the one completed during the assessment should be completed by a school administrator and maintenance/lead custodial person on a monthly basis.

Though completion of the items listed in this report is a local district/school decision, it is important to consider addressing the considerations listed in order to adhere to best practices in school safety and avoid potential liability concerns.

We appreciated the opportunity to visit your school district. If there are any questions about this report, or if the Kentucky Center for School Safety can assist any of your schools at any time, please do not hesitate to contact us at 877-805-4277.



General Suggestions for all Schools to Consider for School Safety

1. Install universal evacuation and sheltering signs in every classroom, the gym, and cafeteria. These signs should be easy-to-read, posted in a prominent place near exit doors, and include diagrams and information on where/how to evacuate or shelter-in-place. Evacuation signage should provide for two means of egress when possible.
2. Conduct at least one fire, lockdown and shelter-in-place drill between classes, while students are in the hallways or out on the grounds. Conduct both unannounced and announced drills during class time and during break time. Annually train all staff and when updates are made to emergency policies and procedures that are in place.
3. Provide photo identification cards to all staff and students and implement a policy requiring the cards be displayed on their outermost garment at all times while on school grounds. District employees should be included in this protocol and should check-in upon entry into the school.
4. The visitor protocol can be improved by asking visitors to leave some form of identification with the main office. The identification should be returned upon the return of the visitor's badge. This is a great method of accounting for visitors on the school premises at all times. The school district should incorporate a universal visitor protocol.
5. Develop a strong rapport with local public safety agencies. The principal and emergency response team should work together with police and fire departments to increase emergency management awareness by training and exercising as a team. Always invite your local Fire and Police departments to assist with emergency exercise drills. Police officers should have a strong presence in the school and the fire officials should assist with drills and conduct fire/life safety surveys.
6. Number all emergency exits on the interior and exterior of the building in a clockwise direction. These numbers will assist emergency personnel and school administrators when responding to an incident.
7. Ensure all emergency exit doors are kept secured throughout the school day. All visitors should be forced to enter and sign in through the front office. Post signage at the front entrance and all perimeter doors instructing visitors of the sign in requirements. Inspect all exit doors daily and provide routine training to staff and students on the importance of this matter. All rocks, wedges, and other items used to prop open doors should be prohibited.
8. Conduct monthly facility safety inspections at each school facility, focusing on all high-risk and commons areas. Inspections should include both internal facilities and the external properties. Document all discrepancies and report your findings to the responsible staff for correction. A follow up review should be conducted to ensure corrections have been appropriately made on a timely basis. This cycle of identification, evaluation, and control should be established as part of the district's continuous improvement plan.

9. All custodial, storage, and mechanical utility rooms should be kept locked at all times when not in direct use by authorized staff. Label these doors and clearly identify all shut off procedures for the school's main utilities in the event of an emergency.
10. Clearly label the parking lot, marking all parking spaces, fire lane, bus lane, no parking zones, curbs, speed bumps, and directional arrows. In addition, ensure that adequate signage is in place regarding visitor parking, front entrance, bus lane, and student drop off/pick up locations.
11. Trim all shrubbery 3 feet or less and all trees 7 feet or higher to comply with the Crime Prevention Through Environmental Design's 3/7 rule of thumb. This will prevent persons from hiding against the building and ensure a clear line of sight from the parking lot and nearby streets.
12. Conduct a monthly night light assessment of the building's exterior, perimeter, interior, and parking lot lighting. Replace all damaged bulbs and install additional lights in areas on the property where lighting is insufficient.
13. Consider installing an emergency kit in all classrooms that contains all emergency-related materials that would be needed in the event of an emergency; flip chart, student roster, emergency plan, flashlight, batteries, first aid supplies, two-way radio, and any other supplies the school feels are appropriate in the event of an emergency.
14. Keep hallway and classroom wall decorations to a minimum. Decorations should not cover more than 50 percent of the wall's space in an area that is protected by a sprinkler system, and no more than 20 percent in areas that are not protected by a sprinkler system.
15. Create a school safety committee that meets monthly to discuss student and employee safety concerns, reviews accident and near miss incidents, and conducts facility safety inspections. Discuss best practices, roles/responsibilities, and update written safety plans annually to ensure compliance with all federal, state, and local standards for student and employee safety.