



KENTUCKY CENTER FOR SCHOOL SAFETY SAFE SCHOOL ASSESSMENT REPORT

*In partnership with
Kentucky Department of Education*

**FOR
NEWPORT INTERMEDIATE 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
Newport Intermediate School
December 6, 2022**

Disclaimer:

This assessment represents a one-day snapshot of **Newport Intermediate School** 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 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. Emergency Operations Plan for Newport Intermediate School
2. The Newport Intermediate School staff handbook
3. The Newport Intermediate School webpage
4. Observed supervision practices and procedures during morning bus duty, lunch supervision, and class changes
5. A physical plant walk-through
6. Results of a safe schools' survey for students, staff, and parents
7. Interviews with students, staff, and parents

Introduction:

Team members were escorted to the office and requested to sign in. After checking in, team members spread out to various parts of the building and campus to observe students and supervision practices before reporting to the library where the interviews took place.

The team had the opportunity to interview 127 participants. The interview process was organized well by Newport Intermediate School Principal, Jennifer Michael, especially the google drive with all documents included sent to the team a few weeks before the visit. The team

would also like to acknowledge Mrs. Veronica Harrington and Mrs. Kierra Clark, who were helpful in assisting the team by ensuring the interviewees were available and prompt for their interviews. Lunch provided for the Kentucky Center for School Safety (KCSS) team was greatly appreciated, as well as the water and snacks throughout the day.

Everyone the team encountered at Newport during the visit was polite, welcoming, and very respectful. Students and staff appeared to enjoy their school and they were very insightful in their responses to interview questions. All interviewees appeared to be genuinely interested in helping the team to get an accurate picture of the daily routine and activities at Newport Intermediate School. The assessment team concluded the information gathered and presented in this report will be a valid tool the school can use to enhance the emotional and physical safety of students and staff at the school.

	# Surveys Completed	# Interviews Conducted
Staff	60	20
Students	343	98
Parents	45	9
Total	448	127

Commendations:

1. Positive Social Emotional Learning Environment –

The circumstances that lead to aggression, harmful behaviors, and unstable mental health are complex and deeply layered. As trauma informed training suggests, these behaviors are often the culmination of months and years of individual experiences within the life of a child. Schools should implement social, emotional, and behavioral support systems to create a climate that supports and responds to student behavior and emotional concerns by implementing practices in the classroom and school, as well as collaborating with families and community organizations.

Developing students with strong character who are connected to their peers and teachers in meaningful ways can improve the quality of school life. This will lead to a significant decrease in the likelihood of aggression, harmful behaviors, and unstable mental health.

The school environment at Newport Intermediate School (NIS) appeared very positive and welcoming and seemingly fostered a healthy social and emotional climate mentioned above within the school community. Again, students seemed happy to be at school and exhibited a strong sense of connectedness and belonging to one another and their teachers. As the team observed various parts of the building, they encountered staff members and students who greeted them politely and welcomed them into each area of the school.

When students have trusted adults, they feel safe and secure in the knowledge that there are people around them who will come to their aid and intervene during physical, social, or emotional challenges. This support reaps the benefits of improved discipline, attendance, and over-all well-being of the students. The 2019 School Safety and Resiliency Act (SB1) even codified into law stating, “Every student shall be well known by at least one adult in every school in Kentucky”.

100% of students interviewed at NIS stated they had at least one adult advocate they trust and would turn to in time of need at the school, with most stating they had multiple adults there. NIS employs 2 school counselors and 1 Tier III mental health counselor. It also has 2 MOAs with outside agencies that provide Tier III mental health services to NIS students. It was also apparent to the assessment team that NIS students enjoy their school and take pride in being a Newport Wildcat.

The positive relationship between students and staff was evidenced again in the survey results in Table 13 with:

- *86.1% of students indicating they have a trusting adult at Newport Intermediate School and 80.6% of parents indicating their child has a trusting adult.*
- *89.8% of students say staff members treat them with respect and 100% of parents stated staff members treated their children with respect.*

Maintaining health services in schools enhances learning environments by helping students remain physically and mentally healthy and ready to learn. According to the National

Association of School Nurses, nurses improve attendance through healthy living promotion, disease prevention and management, and helping students to manage their physical and emotional health. NIS has the services of a full-time health clinic including a nurse practitioner as well as school nurses.

The survey results on Table 16 indicate 98.3% of staff stated there was access to student services available at Newport Intermediate School including full-time counselors, nurse, and Family Resource Center Director (FRYSC).

In interviews, the following comments were made:

- “I have never seen adults love kids like they do here at Newport.” (Staff)
- “My son loves his lunch ladies as well as all of his teachers here; he feels special and loved.” (Parent)
- “I love Mrs. Chambers; if you go to her, she will keep a secret and I can trust her.” (Student)
- “We feel great about our students attending Newport; we know they are loved; they are safe and are learning, we can’t ask for anything else.” (Parent)
- “Mrs. Onkst helps me calm down and feel better about things in my life.” (Student)
- “Mrs. Onkst is always talking with us and helps us get along with others and be better people.” (Student)
- “Newport teachers establish relationships with our kids and all of the students; we have amazing and caring educators here.” (Parent)
- “Newport is a special place to work. We love our kids, and we love each other, a truly special place.” (Staff)
- “Mrs. Watts is my trusted adult; she has made me feel better about myself as well as other things in my life and at school.” (Student)
- “Mrs. Michael makes me feel safe and special here; we always see her, and she is really easy to talk to.” (Student)
- “Mr. Betz is very open minded and trustworthy; I can go to him for anything.” (Student)
- “Every time I have had a concern, Mrs. Kuhl has helped me, and I know I can go to her about anything.” (Student)
- “Newport Intermediate School is tremendous! Our kids have loved it here and they love coming to school.” (Parent)

2. **Full-time School Resource Officer (SRO)** - NIS has the services of a full-time School Resource Officer (SRO). SROs play an integral role in ensuring the physical and even emotional safety of a school building and all inside. SROs can also be an important resource to welcome, counsel, and mentor students. The best SROs, like teachers and administrators, are great educators first.

Officer Larry Hoppius, SRO at NIS, exhibits the above-mentioned qualities as he builds positive relationships with students and actively monitors the physical grounds of the school.

The Kentucky Center for School Safety (KCSS) fully endorses the SRO program in Kentucky schools.

Assessment team members heard many favorable comments about Officer Hoppius from staff and students:

- “Mr. Hopp is the best! He helps us solve problems that we cannot solve by ourselves.” (Student)
- “Gosh, we love Officer Hopp; he is kind to us and especially hangs with us at lunch.” (Staff)
- “Officer Hopp makes us feel good about ourselves; when we may be sitting by ourselves at lunch, he will come over and sit with us.” (Student)
- “Having an SRO like Officer Hoppius, who interacts with students and builds positive relationships, greatly improves our safety and culture.” (Staff)
- “Officer Hopp watches over us and even plays with us at recess; I think he truly cares about us.” (Staff)
- “Mr. Hopp makes me feel safe just knowing he is in our school.” (Student)
- “Larry is always here and takes pride in protecting us. Our school is safer because of not only his presence but he truly understands the role of the SRO, we are blessed.” (Staff)

3. **Positive Communication Between School and Home** – Strong and effective communication is fundamental to a positive school and parent partnership. This communication helps to foster a sense of community for the child between home and school and adds greatly to a child’s success. According to research, the more schools and parents share relevant and positive information with each other about a student, the greater success the child will have academically, socially, and emotionally.

At NIS, it is evident there is strong and positive communication between the school and home. There are ‘Wednesday Folders’; *Remind* is used often by staff and emails are sent regularly by classroom and office staff to communicate to parents. The assessment team heard favorable comments from parents about positive communication including:

- “There is excellent communication at Newport. We love and even look forward to the Wednesday Folders as well as other methods they use to communicate with us.”
- “Both the principals and teachers have always seemed to be more than willing to speaking to us about anything. I hear that a lot from other parents as well; we greatly appreciate that.”
- “Ms. Michael and her team do a great job of communicating with parents. We very rarely wonder about upcoming events or what is happening with our students; we are thankful for that.”

The survey results on Table 13 indicate that 93.3% of parents felt that there is good communication between school and home.

4. **Excellent Leadership and Staff Morale/Climate** – Staff indicated in interviews that morale among staff was excellent. *Table 14 of the survey also indicated morale and communication is good between principal and staff.*

It became clear as the day progressed that Ms. Michael is beloved and respected among the students, staff, and parents. Ms. Michael seems to embody the characteristics that make a strong principal by being highly visible, an effective listener, a problem-solver, dedicated, fair and consistent, a visionary, and by seeking to empower others. These qualities were pointed out time and again by those interviewed. Communication, another strong area, was described as frequent and detailed.

Teachers make up the largest part of the school and spend the most time with students. Research suggests that high teacher morale can improve the school's culture and climate and boost student performance.

It was evident to assessment team members that NIS staff are empowered and encouraged to take on leadership roles and play a part in the decision-making process at their school. NIS teachers indicated that they perceive they are heard and making a positive impact on students.

In interviews, the following comments were made by staff and parents:

- “Our morale is great here; Ms. Michael is enforcing rules and holding us as teachers accountable as well; just another one of the great things about working at Newport.” (Staff)
- “Our morale is so good this year. We love Jennifer and all she is doing in all areas of her job.” (Staff)
- “Our principal is doing an amazing job with both expecting and enforcing higher expectations. We feel very good about our children attending Newport.” (Parent)
- “We simply have a great community of teachers who care about and support each other.” (Staff)
- “Ms. Michael has brought a culture and climate that is above and beyond; high expectations with a continued focus on emotional and physical safety.” (Parent)
- “I feel morale has increased tremendously here; they seek our input constantly, they are in classrooms, and they are very supportive of us. It was much needed.” (Staff)
- “Our administration is available and supportive and do an excellent job with morale and supporting us.” (Staff)
- “Staff morale is amazing this year and has kept getting better.” (Staff)
- “Morale is great at Newport Intermediate; kids and teachers feel better to have principals who care about and support them.” (Staff)

5. **School Wide Behavior Management System: Focus on PBIS** – Adoption of a school wide behavior management system is vital in promoting a positive culture and climate within each classroom and throughout the building. NIS uses Positive Behavior Interventions and

Supports (PBIS) with fidelity which is designed to promote positive behaviors of students and diminish inappropriate student actions. PBIS support also reaps the benefits of improved discipline, attendance, and academic outcomes of the students.

NIS calls their system *R O A R- Respectful, Ownership, Achievement, Responsibility*. Each morning, one of the school counselors even utilizes the intercom system and reminds the students about the “*R O A R*” expectations to be followed in the: Restrooms, Hallways, Classrooms, at Mealtime and Calm Corner.

The administration and staff are focused on clear and consistent expectations within student behaviors and the expectations on the PBIS ‘reward’ system. NIS employs a Behavior Coach who leads a Behavior Team to offer support to the staff and especially the students even before certain misbehaviors may arise. They also consistently train and make all stakeholders aware of the focus on PBIS.

Strategies appeared to be in place to support children to behave in ways that help them gain the most from their education through building positive learning relationships. One staff member made the following comment, “PBIS and R O A R permeate all we do at Newport. We all try to incorporate PBIS principles into our classrooms and our daily interactions with kids and we reap the benefits each day with kids who love coming to Newport Intermediate School.”

The survey results on Table 14 indicated that 92.5% of teachers stated the school has adopted a school-wide behavior management system.

6. **Overall Physical Safety: Safety Drills/Procedures** – At NIS, it is evident that there is concerted effort given to all safety procedures. A safe school is one that endeavors to protect its students from violence, weapons, and substance use. During interviews, there was very little mention of drugs, violence, racial issues or weapons at NIS, problems which challenge many schools in Kentucky.

Examples include:

- A. There is a working surveillance system with 60+ cameras and monitors located in 3 locations.
- B. All safety drills are updated and done with fidelity.
- C. All staff wear ID’s which one staff commented, “Wearing ID’s is a non-negotiable here.”
- D. NIS has a dedicated and active Behavior Intervention Team that works with students 1 on 1; monitors hallways and helps in safety drills, including lockdowns.
- E. All substitutes must sign in and be given a specific substitute badge. They also are given a sub folder which includes emergency procedures, a key to their classroom and a class roster from their classroom teacher. *The survey results on Table 7 indicated 100% of staff reported that the principal has reviewed the Emergency Operations Plan (EOP) and 100% reported that NIS has had all required drills.*

Supporting the healthy school environment created by the perception of safety and at NIS were comments made by many of those interviewed:

- “I feel very safe here; our custodians, Officer Hopp, and our principals walk around all day checking doors.” (Student)
- “I love the diversity at Newport, and I feel that can make us even safer as a school and community.” (Parent)
- “Ms. Michael does a great job of leading us in terms of safety. She is fair and consistent with all kids, and I know that must be hard at times, but she does it well.” (Staff)
- “I feel very safe here because we have teachers who watch out for us and are always around; I think that adds to our safety.” (Student)
- “I feel this school is very safe; they keep the doors locked. It would be almost impossible to get in here.” (Parent)
- “I feel very safe at Newport; it is much safer than the school where I live which is another reason I have chosen to work here. It is home to me.” (Staff)
- “We work hard as a team at Newport to create safety in our classrooms and throughout the school.” (Staff)

The survey results on Tables 2 and 3 indicate that an overwhelming majority of students and staff feel Newport Intermediate School is a safe school and parents feel their child’s school is safe. Students were well-behaved, polite, and respectful and overwhelmingly reported that they feel safe at NIS.

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

1. **Building Access Control/Visitor Protocol** – The front office staff of a school are the ‘Gatekeepers’ of the school and therefore vital to the overall security of the school as they monitor building access control to the main entrance of the school and visitor protocols. The front office at NIS is designed to increase security and still offer access control to school visitors with a vestibule. Visitors enter through the exterior doors and then check in with the school secretary

However, team members observed the sign-in process as they arrived at NIS. Some team members were asked for ID’s, but some were not. Reportedly, NIS utilizes the *Raptor* visitor management system, but it was not used during our visit.

During interviews, it was noted that all visitors are not asked to follow the requirements under *KRS 158.162 (3)(d)(7)*, including provide ID, state the reason for the visit and wear a visitor’s badge.

It is imperative that **no exceptions** to *KRS 158.162 (3)(d)(7)*, in Kentucky for visitor access to schools, are ever made.

During interviews, the following comments were made by parents:

- “They do not ask me for my id, they all know who I am.”
- “Today, I came in and they didn’t ask me for my id or why I was here.”
- “She knows who I am and normally buzzes me in without asking my reason for being there; I don’t recall having to provide my license.”
- “I am asked for my id sometimes and then other times I am not. I don’t remember ever being asked my reason for visiting.”

Considerations:

- As stated above, **KRS 158.162 (3)(d)(7) requires ALL** visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit. All visitors are also to be provided with a visitor’s badge to be visibly displayed on the outer garment.
- Require all front office staff to have a script for Visitor Protocol Measures such as:
“Good morning and welcome to Newport Intermediate School. May I have your name, please?”
Do you have your id ready? Please hold up to the camera
“What is the purpose of your visit?” “How long do you intend to be in the building?”
Thank you. Have your id ready and please enter the office and sign in.”
- Gatekeeper Training is planned for February 15 for all staff who work in the front office.

2. **Communication to Parents on Reunification/Emergency Procedures** – Parents indicated in interviews that they had not been given specific instructions as to what their role is in an emergency at school or how to reunite with their student(s) after an emergency or evacuation occurs. A parent noted during interviews, “I am not for sure what to do if our kids evacuate; I don’t think we have received anything from the school on any procedures for that.” *In Table 7 of the survey, 23.5% of parents indicated they had not been given procedures to follow in the event of an emergency at school.*

Considerations:

- Current practice indicates that there should always be a plan in place to familiarize parents with a reunification plan in the event of a crisis during the school day. This plan would require outreach to parents as to where and how they should go about reunifying with their child, should there be a serious occurrence of any type in or around the school. This plan should include information on how parents will be notified if an emergency occurs.

While parents do not need to know the details of the school’s response protocols, it is prudent to make them aware of the expectations for them. This type of outreach is encouraged to alleviate traffic and crowd control issues that would ultimately interfere with emergency response agencies and bring caregivers into a potentially dangerous situation.

- Consider notifying parents and families, in writing, specifically what the expectations are for them during an emergency at school (listen to the radio, watch a specific news channel, wait for an all-call from the school or district, don't call the school, don't come to the school). Distribute the document to all parents and families and widely advertise its existence. Place the same information on the school's website, social media pages, and make an 'all-call' with the same information.
- Consider developing a brochure to provide to parents. (Emergency Procedures and Reunification examples have been emailed to the principal.)

3. **Inadequate/Insufficient Supervision of Students** – Assessment team members observed that ACTIVE supervision appeared to be lacking in the cafeteria, playground, restrooms, and hallways. The team members found it difficult to determine who was supervising halls and restrooms. When a group of students were asked how teachers supervise the playgrounds, one student answered, “they normally stand around together and talk to each other” with other students nodding in agreement.

There seemed to be a lot of students and staff coming and going, but active and engaging supervision wasn't apparent, especially in the cafeteria, playground, and hallways. There was observation taking place in areas where students were, but it fell short of “active” supervision. A staff member commented on this behavior by saying, “I see Officer Hoppius and our principals supervising and talking to kids, but many of our teachers do not do this.”

Considerations:

- **KRS 161.180 clearly spells out that school administrators and teachers have the sole responsibility to supervise all student activity while on school grounds.** All staff members must understand that whether they should actively supervise students, particularly during class changes and playground time, is not legally optional; there are no exceptions. **Student supervision in a school is a critical and integral part of the job for all teaching and support staff.**
- Teachers should move purposefully throughout the building as well as in the playground area, actively engaging students in conversations as students make class transitions, outside for play, eat in the cafeteria, or use the restrooms. This type of active supervision is an excellent opportunity for staff members to fulfill the above-mentioned requirement that reads, “Every student shall be well known by at least one adult in every school in Kentucky.”
- Consider bringing the faculty together and discussing what this scenario would both look and sound like.
- Research shows that active supervision is an efficient and effective strategy to reduce challenging behaviors and increase positive ones. Active supervision should be the constant norm for staff, instead of an occasional occurrence or just ‘observing’ students.

- Consider modeling *Active* supervision for staff during a staff meeting. Active supervision means being alert, interacting and positively connecting with students, and being highly visible.
 - Consider studying IC discipline data that shows when and where fights, misbehavior and other dangerous safety issues occur most. Plan for active supervision in those places and during those times. Talk about situational awareness with intermediate students and consciously use it while implementing an active supervision plan.
4. **Signage** -- Assessment team members observed a lack of clear signage on school property. Safety signage plays a vital role in keeping students, staff, and visitors safe on school grounds. Proper signage for navigating a parking lot full of buses, parents, and children is crucial. From parking areas to bus and car drop-off/pick-up areas, having the proper school safety signs not only keeps students and faculty safe but also can help in avoiding accidents and liability that can arise when proper signage is not present.

In interviews, the following comments were made:

- “I think we are lacking in signs and directions around our campus, especially clearly marking where the main entrance is. I can see that could be a problem.” (Staff)
- “While there may be some signs around the school, they may not always be clear to everyone and especially those not familiar with Newport or our school, like visitors.” (Parent)

Consideration:

- Consider doing a ‘signage walkaround’ throughout your campus, taking note of any fading, outdated or lack of appropriate signage. Focus on directions for parent and student drop-off; visitor parking and vendor loading and unloading.
- Consider working with the Newport Independent district facilities director to install proper signage in the parking lot, as well as the bus and car drop-off/pick-up areas.

Next Steps:

1. It is recommended that this report be shared in its entirety with the Newport Intermediate School staff and discussed in a faculty meeting.
2. It is also recommended that the Family Resources and 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 Dan Orman, Training Coordinator at the Kentucky Center for School Safety (KCSS), for the appropriateness of such efforts. You can reach Dan at dan.orman@ksba.org or 502 424-8652. These efforts, in most instances, can be provided at no cost to the school or district.

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

November 22, 2022

Prepared by:

Wanda S. Absher, Psy. S.

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 Intermediate 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 = 343			PARENTS* N = 45			STAFF N = 60		
Gender	#	%	Gender	#	%	Gender	#	%
Male	166	48.4	Male	9	20.0	Male	6	10.0
Female	173	50.4	Female	36	80.0	Female	54	90.0
No Data	4	1.2	No Data	0	0.0	No Data	0	0.0
Race			Race			Race		
Black	62	18.1	Black	4	8.9	Black	2	3.3
White	154	44.9	White	26	57.8	White	51	85.0
Am. Indian	1	0.3	Am. Indian	1	2.2	Am. Indian	1	1.7
Asian	2	0.6	Asian	1	2.2	Asian	0	0.0
Latino	68	19.8	Latino	10	22.2	Latino	1	1.7
Multiracial	53	15.4	Multiracial	3	6.7	Multiracial	5	8.3
No Data	3	0.9	No Data	0	0.0	No Data	0	0.0
Grade			Enrolled			Job		
Fourth	125	36.4	One Child	28	62.2	Administrator	4	6.7
Fifth	118	34.4	Two Children	10	22.2	Teacher	37	61.7
Sixth	94	27.4	Three or More Children	7	15.6	Classified/ Other Certified	19	31.7
No Data	6	1.7	No Data	0	0.0	No Data	0	0.0

Questionnaires were administered to 343 students at Newport Intermediate School. Approximately half of the students were female (50.4%) and almost half were White (44.9%). One-third of students that responded were in the fourth (36.4%), fifth (34.4%) and sixth (27.4%) grades. Of the 60 teachers and staff (hereafter called teachers) who responded to the questionnaire, the vast majority of teachers were female (90.0%) and White (85.0%). Three of five respondents in this group were teachers (61.7%). Of the parents who responded to the questionnaire, four in five were female (80.0%) and almost three in five were White (57.8%). The majority of parents (62.2%) 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 Intermediate 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 fact.

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.	72	23.3	237	76.7								
Students are required to wear masks while inside the school.	64	20.8	244	79.2	16	36.4	28	63.6	8	13.3	52	86.7
Students can choose to wear masks while inside the school.	257	83.2	52	16.8	43	97.7	1	2.3	55	91.7	5	8.3
Teachers/staff are required to wear masks while inside the school when students are present.	70	22.9	236	77.1	13	29.5	31	70.5	9	15.0	51	85.0
Teachers/staff can choose to wear masks while inside the school when students are present.	261	84.7	47	15.3	43	97.7	1	2.3	54	90.0	6	10.0
Students have been encouraged to stay at home if they have a fever or feel ill.	285	91.9	25	8.1	41	93.2	3	6.8	57	95.0	3	5.0
Teachers/Staff have been encouraged to stay at home if they have a fever or feel ill.									53	88.3	7	11.7
I have been receiving timely COVID related information from my child's school district administration.					34	77.3	10	22.7				

The results presented in Table 1 reflect student, teacher, and parent responses about their perceptions of health and safety precautions at school this year. Students, parents and teacher/staff reported that students have been encouraged to stay at home if they have a fever or feel ill (91.9%, 93.2%, 95.0% respectfully). More than one in five parents (22.7%) report they have not received timely COVID related information from their child's school district administration.

Table 2
Perceptions of Safety in Different Areas

<i>The following areas are safe:</i>	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
Restrooms	210	74.5	72	25.5	31	81.6	7	18.4	56	94.9	3	5.1
Area Where Students Wait In AM Before Going to Class	216	77.1	64	22.9	35	92.1	3	7.9	56	94.9	3	5.1
After School Activities/Programs	210	79.5	54	20.5	33	89.2	4	10.8	56	96.6	2	3.4
Buses	192	74.1	67	25.9	31	86.1	5	13.9	58	98.3	1	1.7
Playground	228	80.3	56	19.7	27	87.1	4	12.9	57	98.3	1	1.7
Cafeteria at Breakfast	254	92.4	21	7.6	35	92.1	3	7.9	57	98.3	1	1.7
Lockers	228	80.6	55	19.4	35	92.1	3	7.9	58	98.3	1	1.7
Gymnasium/Auditorium	252	89.4	30	10.6	34	89.5	4	10.5	56	94.9	3	5.1
Halls	224	79.4	58	20.6	32	84.2	6	15.8	54	93.1	4	6.9
Unloading of Buses in the AM	197	81.1	46	18.9	30	85.7	5	14.3	58	98.3	1	1.7
Loading of Buses in the PM	191	77.3	56	22.7	30	85.7	5	14.3	58	98.3	1	1.7
Cafeteria at Lunch	258	90.8	26	9.2	35	92.1	3	7.9	58	98.3	1	1.7
Parent Pick Up Area in the PM	248	91.2	24	8.8	33	86.8	5	13.2	58	98.3	1	1.7
Parent Drop Off Area in the AM	256	93.1	19	6.9	32	88.9	4	11.1	58	98.3	1	1.7
Classrooms	264	93.3	19	6.7	35	92.1	3	7.9	59	100.0	0	0.0
Staff & Parent Parking Lot					38	97.4	1	2.3	56	94.9	3	5.1

The results presented in Table 2 reflect student, teacher, and parent responses about their feelings of safety in different areas at school this year. With few exceptions, the vast majority of students, teachers, and parents indicated having a secure feeling in most areas of the school. However, almost one in four students (25.0%) reported the restroom as unsafe and one in five students (25.9%) reported buses not being safe.

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.	260	95.9	11	4.1	28	90.3	3	9.7	58	100.0	0	0.0
Exterior doors are locked during the day.	259	95.6	12	4.4	36	100.0	0	0.0	58	100.0	0	0.0
I feel (My child feels) safe in the school building.	236	87.1	35	12.9	31	86.1	5	13.9	56	96.6	2	3.4
The school is clean	120	44.6	149	55.4	32	88.9	4	11.1	51	87.9	7	12.1
The school is well maintained					34	97.1	1	2.9	54	93.1	4	6.9
The playground equipment is safe	216	80.0	54	20.0	28	93.3	2	6.7	55	96.5	2	3.5
I have (My child has) known students who are afraid to come to school.	82	34.7	154	65.3	5	15.2	28	84.8	18	32.7	37	67.3
The front entrance is safe					35	97.2	1	2.8	57	98.3	1	1.7
Buses and cars use separate areas to load and unload					27	79.4	7	20.6	55	96.5	2	3.5
The grounds have adequate lighting					30	85.7	5	14.3	52	89.7	6	10.3
Custodians are required to check exterior doors throughout the school day.									54	96.4	2	3.6
The school has a surveillance system.									58	100.0	0	0.0

The results presented in Table 3 summarize responses regarding safety and security on school grounds and in class buildings. Most students (87.1%), parents (86.1%) and teachers (96.6%) reported they/their child feel safe in the school building. However, a third of students (34.7%) and teachers (32.7%) have known of students who are afraid to come to school. More than half of students (55.4%) reported that the school was not clean.

Table 4
Perceptions of Rules and Policies

	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
I have received information about the STOP tipline.	129	38.6	205	61.4	17	41.5	24	58.5	35	58.3	25	41.7
I have knowledge of the existence and availability of a Threat Assessment Team (TAT) at my (my child's) school.					14	32.6	29	67.4	37	61.7	23	38.3
I have (My child has) been taught the school rules and consequences.	246	95.0	13	5.0	34	97.1	1	2.9				
I know (My child knows) the cell phone policy.	241	94.5	14	5.5	34	97.1	1	2.9				
I know (My child knows) the dress code policy.	230	89.1	28	10.9	34	97.1	1	2.9				
The principal reviewed the district Code of Acceptable Conduct.									58	100.0	0	0.0
The principal reviewed the school rules and discipline options.									57	98.3	1	1.7
The principal reviewed the policies on cell phones for staff members.									54	94.7	3	5.3
The principal reviewed the policies on cell phones for students.									57	98.3	1	1.7

The results presented in Table 4 reflect student, teacher, and parent perceptions of school rules and policies. A majority of students (61.4%) and parents (58.5%) and two in five teachers (41.7%) had reported not receiving information on the STOP tipline. A majority of parents (67.4%) and more than a third of teachers (38.3%) did not have knowledge of a Threat Assessment Team (TAT). Most students (95.0%) and parents (97.1%) indicated that they/their child knew the school rules and consequences, the cell phone policy (94.5%, 97.1% respectively) and dress code policy (89.1%, 97.1%)

Table 5
Procedures for Visitors

	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
Signage clearly indicates where to park, enter the school, etc.					27	79.4	7	20.6	45	80.4	11	19.6
All visitors wear a visitor badge.					31	93.9	2	6.1	58	100.0	0	0.0
All visitors follow the procedure for signing out.					31	93.9	2	6.1	56	98.2	1	1.8
All visitors provide identification.					32	94.1	2	5.9	58	100.0	0	0.0
All visitors state the reason for their visit before entering the building.					33	94.3	2	5.7	58	100.0	0	0.0
All visitors follow the procedure for signing in.					33	94.3	2	5.7	58	100.0	0	0.0
The principal has advised the staff to question visitors who are not wearing a visitor badge.									58	100.0	0	0.0
I/The students have been taught what to do if I see an adult without a visitor badge.	167	65.2	89	34.8					47	83.9	9	16.1
I/The students have been taught to leave exterior doors closed even if someone wants to enter the building.	223	86.8	34	13.2					54	94.7	3	5.3

The results presented in Table 5 summarize the student's, teacher's, and parent's knowledge of procedures for visitors to the school campus. One in five teachers (19.6%) and parents (20.6%) did not feel that signage clearly indicated where to park, enter the school, etc. More than one-third of students (34.8%) reported that they had not been taught what to do if they saw an adult without a visitor badge.

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.	221	85.3	38	14.7	34	97.1	1	2.9	55	94.8	3	5.2
I have received information about social networking with students.									51	91.1	5	8.9
I have received information on suicide prevention.									55	96.5	2	3.5
I have received formal bullying prevention training.									49	89.1	6	10.9
I/The students have (My child has) had lessons on bullying prevention.	218	84.2	41	15.8	30	85.7	5	14.3	45	84.9	8	15.1
I/The students know (My child knows) the process to report bullying.	228	89.1	28	10.9	30	85.7	5	14.3	43	81.1	10	18.9
The process to report bullying works well.	178	69.3	79	30.7					36	70.6	15	29.4

The results presented in Table 6 reflect the student, teacher, and parent responses regarding Internet safety, suicide prevention, and bullying training and processes. Most teachers (84.5%) and students (84.2%) responded that they had received lessons on bully prevention. Most teachers (96.5%) had received information about suicide prevention and formal bullying prevention training (89.1%). Most students (89.1%) report they know the process to report bullying, however, almost a third of students (30.7%) and teachers (29.4%) report 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.									57	100.0	0	0.0
In the event of an emergency, the school has given me procedures to follow.					26	76.5	8	23.5				
We have had fire drills this year.	256	99.2	2	.8					57	100.0	0	0.0
We have had lockdown drills this year.	252	97.3	7	2.7					58	100.0	0	0.0
We have had earthquake drills this year.	252	97.7	6	2.3					57	100.0	0	0.0
We have had tornado drills this year.	247	95.4	12	4.6					57	100.0	0	0.0

The results presented in Table 7 summarize the respondents' knowledge regarding emergency preparedness. Almost one in four parents (23.5%) reported that in the event of an emergency they did not know what procedures to follow. Most students and all teachers reported that emergency drills were practiced 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.	32	12.9	217	87.1	2	5.9	32	94.1	2	3.5	55	96.5
My child has seen a weapon at school this year.					2	5.9	32	94.1				
I have been told what to do if I know about a weapon at school.	180	72.6	68	27.4					53	93.0	4	7.0
I have (My child has) seen a gun at school, other than on a police officer.	15	6.0	234	94.0	3	8.6	32	91.4	1	1.8	56	98.2
I have (My child has) seen a knife at school.	16	6.5	232	93.5	3	8.8	31	91.2	4	7.0	53	93.0
I have (My child has) seen other weapons not mentioned at school.	18	7.3	229	92.7	2	6.1	31	93.9	1	1.8	56	98.2
I have been told to keep the classroom door locked during class time	243	94.2	15	5.8					56	100.0	0	0.0

In Table 8, the respondents' knowledge of weapons at school is summarized. All teachers (100.0%) and most students (94.2%) reported they had been told to keep the classroom door locked during class time. Thirty-two students reported they had seen a weapon at school this year, however, more than one in four students (27.4%) reported they had not been told what to do if they knew about a weapon at school. Fifteen students reported seeing a gun at school, other than on a police officer and eighteen students reported to have seen other weapons not mentioned at school.

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 graffiti/vandalism.	98	41.7	137	58.3	6	18.8	26	81.3	25	45.5	30	54.5
Had something stolen.	90	38.0	147	62.0	7	21.2	26	78.8	9	16.1	47	83.9
Been called names repeatedly.	109	46.2	127	53.8	13	39.4	20	60.6				
Seen a physical contact fight.	176	75.5	57	24.5	16	48.5	17	51.5	45	81.8	10	18.2
Been left out of activities repeatedly.	53	22.6	182	77.4	6	18.2	27	81.8				
Been threatened.	67	8.4	169	71.6	8	24.2	25	75.8				
Seen students using e-cigarettes/vaping	32	13.6	204	86.4	2	6.1	31	93.9	1	1.8	54	98.2
Been cyber bullied.	36	15.3	200	84.7	3	9.1	30	90.9	1	1.8	54	98.2
Seen students using alcohol.	5	2.1	230	97.9	1	3.0	32	97.0	0	0.0	55	100.0
Seen students using drugs.	11	4.6	226	95.4	1	3.0	32	97.0	0	0.0	55	100.0
Seen students using tobacco.	19	8.1	217	91.9	2	6.1	31	93.9	0	0.0	55	100.0
Been threatened by a student.									10	18.2	45	81.8
Been threatened by a staff member.									0	0.0	55	100.0
Been verbally threatened by a parent.									1	1.8	54	98.2
Been physically threatened by a parent.									0	0.0	54	100.0

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. There were several concerns reported by students, parents and teachers. A vast majority of students (75.5%), teachers (81.8%) and half of parents (48.5%) reported they/their child had seen a physical contact fight. More than two in five students (41.7%) and almost half of teachers (45.5%) have seen graffiti/vandalism. Almost half of students (46.2%) and two in five parents (39.4%) reported they/their child had been called names repeatedly. Almost two in four students (38.0%) reported they had something stolen and one in four parents (24.2%) reported their child had been threatened. Ten teachers (18.2%) reported they had been threatened by a student.

Table 10
Teachers' Reports of Student Victimization Experiences

<i>I know students who have:</i>	Teachers			
	Yes		No	
	#	%	#	%
Had something stolen.	26	46.4	30	53.6
Repeatedly been called names.	34	63.0	20	37.0
Repeatedly been left out of activities.	21	38.2	34	61.8
Been cyber bullied.	12	21.8	43	78.2
Been threatened.	27	50.0	27	50.0

The results in Table 10 summarize the teachers' responses concerning student victimization experiences at school this year. More than three in five teachers knew of students that had been repeatedly been called names (63.0%). Half of teachers reported they knew students that had been threatened (50.0%) and had something stolen (46.4%). Almost two in five teachers (38.2%) reported they knew of students that had been left out of activities repeatedly. More than one in five teachers (21.8%) reported they knew of students that had been cyberbullied.

Table 11
Safety and Discipline Issues

<i>At school this year, the following items present safety and/or discipline problems:</i>	Parents*				Teachers			
	Yes		No		Yes		No	
	#	%	#	%	#	%	#	%
After school activities/programs	7	23.3	23	76.7	4	7.7	48	92.3
Bullying	13	41.9	18	58.1	25	47.2	28	52.8
Racial problems	5	16.7	25	83.3	15	28.3	38	71.7
Theft	6	19.4	25	80.6	15	28.8	37	71.2
Bus behavior	4	12.9	27	87.1	11	21.2	41	78.8
Unlocked classroom doors	4	12.9	27	87.1	8	15.1	45	84.9
Graffiti/Vandalism	3	9.7	28	90.3	12	22.6	41	77.4
Cyber threats	3	10.0	27	90.0	15	28.3	38	71.7
Cell phones	4	13.3	26	86.7	24	45.3	29	54.7
Alcohol	3	9.7	28	90.3	9	17.0	44	83.0
Drugs	3	9.7	28	90.3	9	17.0	44	83.0
E-cigarettes/Vaping	4	12.9	27	87.1	12	22.6	41	77.4
Fighting	13	41.9	18	58.1	37	69.8	16	30.2
Gangs	3	9.7	28	90.3	11	20.8	42	79.2
Tobacco	3	10.0	27	90.0	9	17.0	44	83.0
Weapons	3	9.7	28	90.3	9	17.0	44	83.0
Unauthorized visitors	3	10.0	27	90.0	9	17.0	44	83.0
Unlocked exterior doors	3	9.7	28	90.3	11	20.8	42	79.2

In Table 11, the perceptions of teachers and parents concerning the seriousness of safety and discipline problems at school are ranked. The majority of teachers (69.8%) and more than two in five parents (41.9%) reported fighting as a safety and/or discipline problem. Almost half of teachers (47.2%) and two in five parents (41.9%) reported bullying a problem. Almost half of teachers (45.3%) reported cell phones a problem. Additional concerns mentioned by teachers was theft (28.8%), racial problems (28.3%) and cyber threats (28.3%). More than one in five teachers (20.8%) reported unlocked exterior doors as a safety problem.

Table 12
Perceptions of Supervision

<i>The following areas are effectively supervised:</i>	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
Restroom Areas	102	45.9	120	54.1	22	73.3	8	26.7	34	65.4	18	34.6
Lockers	151	67.1	74	32.9	20	83.3	4	16.7	52	98.1	1	1.9
Area Where Students Wait In AM Before Going to Class	190	84.4	35	15.6	24	80.0	6	20.0	51	96.2	2	3.8
Halls	167	74.2	58	25.8	29	93.5	2	6.5	52	96.3	2	3.7
After school activities/programs	179	87.7	25	12.3	23	88.5	3	11.5	48	92.3	4	7.7
Gymnasium/Auditorium	199	87.7	28	12.3	26	89.7	3	10.3	53	98.1	1	1.9
On Buses to & from school	166	86.9	25	13.1	20	83.3	4	16.7	50	98.0	1	2.0
Unloading of Buses in the AM	167	89.8	19	10.2	21	87.5	3	12.5	53	98.1	1	1.9
Parent Drop Off Area in the AM	200	91.3	19	8.7	25	83.3	5	16.7	54	100.0	0	0.0
Parent Pick Up Area in the PM	203	93.1	15	6.9	27	87.1	4	12.9	54	100.0	0	0.0
Playground	207	91.6	19	8.4	23	95.8	1	4.2	52	100.0	0	0.0
Cafeteria at breakfast	201	91.8	18	8.2	27	93.1	2	6.9	53	100.0	0	0.0
Cafeteria at lunch	210	92.9	16	7.1	28	93.3	2	6.7	53	98.1	1	1.9
Loading of Buses in the PM	167	88.8	21	11.2	21	87.5	3	12.5	53	100.0	0	0.0
Classrooms	213	93.8	14	6.2	27	90.0	3	10.0	54	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. More than half of students (54.1%), a third of teachers (34.6%) and one in four parents (26.7%) did not feel the restroom areas were effectively supervised. Almost a third of students (32.9%) cited that lockers were not effectively supervised. One in four students (25.8%) reported halls as an area that needed more supervision.

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.	186	86.1	30	13.9	25	80.6	6	19.4				
Staff members treat me/my child with respect.	194	89.8	22	10.2	31	100.0	0	0.0				
Staff members enforce the rules fairly and consistently.	184	86.8	28	13.2	27	87.1	4	12.9	31	59.6	21	40.4
Staff members enforce the dress code policy.	177	83.5	35	16.5	29	96.7	1	3.3	40	75.5	13	24.5
Staff members enforce the cell phone policy.	197	92.1	17	7.9	28	93.3	2	6.7	41	78.8	11	21.2
Students of different races get along with each other.	180	83.7	35	16.3	29	93.5	2	6.5	51	96.2	2	3.8
There is good communication between school and home.					28	93.3	2	6.7	50	96.2	2	3.8

Responses in Table 13 summarize student, teacher, and parent opinions regarding the school climate on campus this year. A majority of students (86.1%) reported that had a trusted adult at school. Also, a vast majority of students (89.8%) and all parents (100.0%) reported that staff members treated them/their child with respect. Most parents (93.3%) and teachers (96.2%) reported good communication between school and home. However, two in five teachers (40.4%) reported they did not feel staff members enforced the rules fairly and consistently, specifically the dress code (24.5%) and cell phone (21.2%) policy.

Table 14
Perceptions of Staff Climate

	Teachers			
	Yes		No	
	#	%	#	%
Staff members are on time for supervision duties.	46	86.8	7	13.2
Staff members effectively handle discipline issues.	36	67.9	17	32.1
The principal effectively handles discipline issues.	45	84.9	8	15.1
The school has adopted a behavior management system.	49	92.5	4	7.5
Staff members treat each other with respect.	48	90.6	5	9.4
Staff members of different races work well together.	53	100.0	0	0.0
Staff members wear identification badges at school or school events.	53	100.0	0	0.0
Staff members arrive to work on time.	44	83.0	9	17.0
Staff morale is good.	41	77.4	12	22.6
There is good communication between the principal and the staff.	46	86.8	7	13.2
Parents are supportive.	35	68.6	16	31.4

Responses in Table 14 summarize teacher opinions regarding the staff climate on campus this year. Almost a third of teachers (32.1%) disagreed that staff members effectively handle discipline issues. Almost a third of teachers (31.4%) did not feel parents were supported and more than one in five teachers (22.6%) did not feel staff morale was good.

Table 15
Perception of Bus Misbehaviors

	Students				Parents*				Teachers			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
The driver treats students with respect.	174	92.1	15	7.9	12	85.7	2	14.3	44	100.0	0	0.0
Students treat the driver with respect.	159	85.0	28	15.0	12	85.7	2	14.3	43	97.7	1	2.3
Student behavior distracts the driver.	110	58.2	79	41.8	5	35.7	9	64.3	14	32.6	29	67.4
I have seen students (My child has seen students) (Students) throw objects.	110	58.2	79	41.8	5	35.7	9	64.3	7	17.1	34	82.9
I have seen (My child has seen) (There has been) a physical contact fight.	82	43.6	106	56.4	5	35.7	9	64.3	12	28.6	30	71.4
I have seen (My child has seen) (There has been) bullying behavior.	97	51.1	93	48.9	4	28.6	10	71.4	16	39.0	25	61.0
My bus has (My child's bus has) (The buses have) a monitor.	159	85.9	26	14.1	10	71.4	4	28.6	45	95.7	2	4.3
Drivers/monitors report behavior in a timely manner.									41	93.2	3	6.8
When reported, behavior problems are handled effectively.									43	97.7	1	2.3

The results in Table 15 reflect responses of students, teachers, and parents about misbehaviors on the buses this school year. A majority of students (85.9%), parents (71.4%) and teachers (95.7%) reported buses had monitors, however, almost three in five students (58.2%) and a third of parents (35.7%) and teachers (32.6%) reported student behavior distracts the driver. A majority of students (51.1%) and two in five teachers (39.0%) had seen bullying behavior. More than half of students (58.2%) and a third of parents (35.7%) had seen/their child had seen students throw objects. More than two in five students (43.6%) and a third of parents (35.7%) reported that they/their child had seen a physical contact fight on the bus.

Table 16
Student Services Available in the School/District

<i>The school/district has the following services:</i>	Teachers			
	Yes		No	
	#	%	#	%
Nurse/health professional	58	98.3	1	1.7
Guidance counselor	59	100.0	0	0.0
School Resource Officer (Police Officer)	59	100.0	0	0.0
SAM or assistant principal	59	100.0	0	0.0
Family Resource Center Director	59	100.0	0	0.0
Child psychologists/mental health professionals	59	100.0	0	0.0

Table 16 summarizes teacher responses on available student services at Newport Intermediate School. All teachers reported that a Guidance Counselor, School Resource Officer, Assistant Principal and Family Resource Center Director services were available to students this year. All but one teacher reported to have a Nurse/health professional services.

Conclusion

Our hope is that the results presented here will provide school administrators, teachers, and staff at Newport Intermediate 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 INTERMEDIATE SCHOOL**

**CONDUCTED:
DECEMBER 6, 2022**



December 6, 2022

To: Tony Watts, Superintendent
Newport Independent Schools

From: James Hardin
KCSS Consultant

Newport Intermediate 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.



The following areas of concern were noted:

Observation 1

The school was equipped with a buzz-in intercom/video system which allowed entry into the vestibule of the building. Visitors are then buzzed into the main office to check-in. Once in the office, visitors can exit into hallway when the administrative assistant releases the door lock via electronic switch. She also has ability to lock all doors (via switch) in the office to prevent access to hallway. Exterior door "D" failed to return to lock/closed position when operated.

Consideration 1

Access Control Amendments KRS 158.162 (3) (d) states practices shall include but not be limited to:

1. Controlling outside access to exterior doors during the school day;
2. Controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system;
3. Controlling access to individual classrooms;
4. Requiring classroom doors to be equipped with hardware that allows the door to be locked from the outside but opened from the inside;
5. Requiring classroom doors to remain closed and locked during instructional time;
6. Requiring classroom doors with windows to be equipped with material to quickly cover the window during a building lockdown;
7. Requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and
8. Providing a visitor's badge to be visibly displayed on a visitor's outer garment.

(4) All schools shall be in compliance with the provisions of subsection (3) (d) of this section as soon as practical but no later than July 1, 2020.

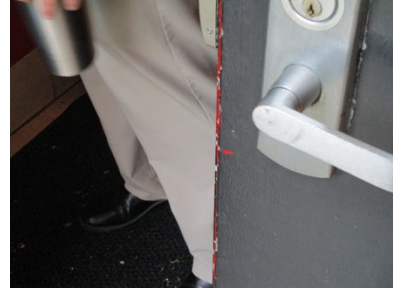
(7) A District with a school not in compliance with the requirements of subsection (3) (d) of this section by July 1, 2020, shall not be eligible for approval for new building construction or expansion in the 2022-23 school year and any subsequent year without verification of compliance, except for facility improvements that specifically address school safety and security issues required by this section or in essential cases for the protection of student or staff health and safety.

Consideration 1

Access Control Amendments KRS 158.162 (3) (d) states practices shall include but not be limited to:

1. Controlling outside access to exterior doors during the school day;

Adjust door closure units ensuring all exterior doors return to closed/locked position upon each use.



Observation 2

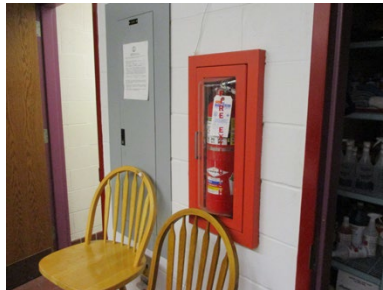
The following concerns were observed during the walkthrough on fire extinguishers

- A. Monthly checks are out of date in the cafeteria and Room 107,
- B. Extinguishers were blocked by furniture or other items in cafeteria, 110, 300 and,
- C. Extinguisher was out of yearly check compliance in: wiring closet (110)

Consideration 2

OSHA regulations require that all extinguishers be annually inspected and monthly checked to ensure they are adequately charged. The extinguisher 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. Consider rearranging furniture in area to clear the area as required.

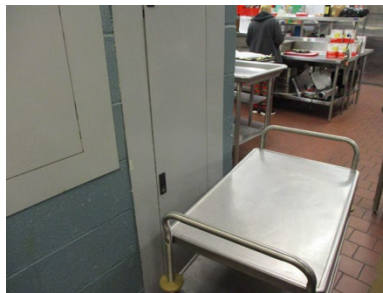


Observation 3

Electric panels throughout the campus were unlocked. Electrical panels were blocked in office closet, cafeteria, and custodial closet.

Consideration 3

OSHA requires all electrical panels to be locked preventing student access when located in traffic areas for students. 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 marked on floor in this area indicating it is to be an obstruction-free zone.

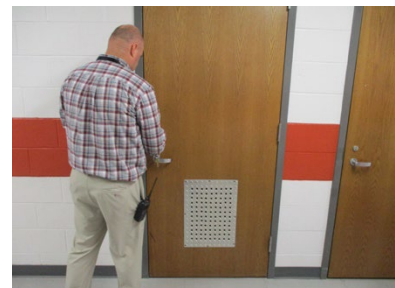


Observation 4

Storage closets/classrooms that were not in use were cluttered and had a messy appearance prohibiting ease of access into and through the area. Several doors in facility were not labeled with identification.

Consideration 4

OSHA and the State Fire Marshal require storage areas to be maintained in a manner which would aid in prevention of fire and other hazards. First responders must be able to easily move throughout the building in cases of emergencies and not be subjected to unnecessary hazards due to clutter. Labeling each door also aids first responders in knowing what to expect on the other side of door before entry for their safety.



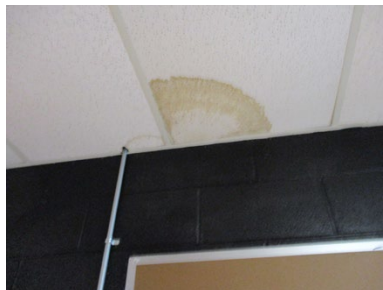
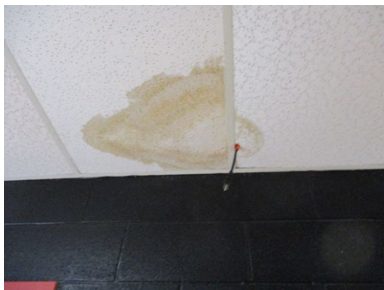
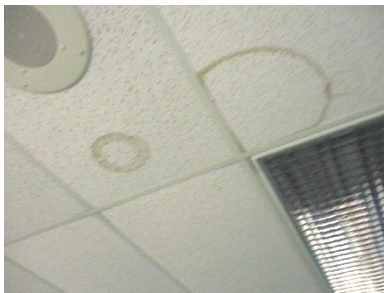
Observation 5

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

Consideration 5

Tiles act as a fire-retardant to prevent fire from escaping into the upper infrastructure. Missing tiles could cause the sprinkler systems to malfunction during a fire. 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 6

Spray bottles with unknown chemicals due to lack of labeling were observed in custodial closets.

Consideration 6

Occupational Safety and Health Administration (OSHA) requires all chemicals to be stored in original containers when possible. If placed in another container, it must have a clear visible label identifying chemical contents.

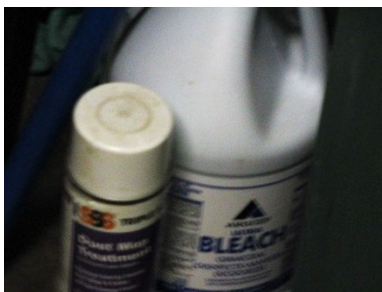


Observation 7

Bleach was located within custodial closet.

Consideration 7

OSHA prohibits the use of bleach in the public-school setting for cleaning and sterilization. Work with janitorial supply representative to acquire a suitable replacement for intended purpose.

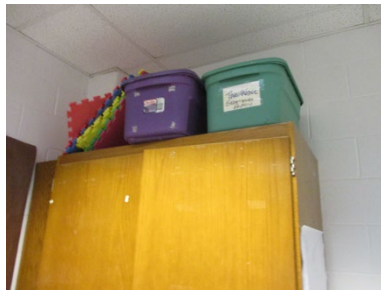


Observation 8

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

Consideration 8

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 9

Pencil sharpener without cover was observed in Room 225.

Consideration 9

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 10

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

Consideration 10

OSHA regulations and the State Fire Marshall consider these to be fire and burn hazards 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.

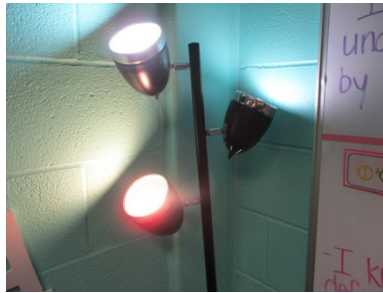


Observation 11

Office of Ms. Mains, classrooms 123, 124, and 323 have lamp fixtures with incandescent bulbs.

Consideration 11

State Fire Marshal prohibits the use of supplemental lighting with incandescent light bulbs due to the extreme heat generation creating burn hazard. Remove fixture and/or replace incandescent bulb with LED light source. Consider conducting a monthly search to ensure compliance.



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 322 had a portable ceramic heater.

Consideration 13

State Fire Marshal declares such devices as a fire hazard. Notify all staff that such devices are considered hazards and should not be used.

**Observation 14**

In classroom 222, there is a sitting area for children located where electrical sockets have items plugged into the circuit.

Consideration 14

Relocate student sitting area where there are no electrical outlets or remove plugged-in devices and use National Electrical Code (NEC) plastic inserts to protect children from electrical shock.

**Observation 15**

Area of school yard running parallel with W 9th Street does not have video surveillance and is not easily monitored by other means. This makes it vulnerable to vandalism and trespassers. Picnic table in area was broken with nails exposed.

Consideration 15

Install one additional camera to cover this area. Discard picnic table.



Observation 16

Dock area outside cafeteria does not have fall zone protection.

Consideration 16

OSHA guidelines state, “Open-sided dock areas 4 feet or more above adjacent floor or ground level where there is the danger of employee falling shall be guarded by a standard railing or the equivalent.” Install appropriate railing and safety chains as required.

**Observation 17**

The following observations were made while assessing the playground area:

- A. Blacktop area had a large crack creating trip hazard,
- B. Sunken area on playground surface around light pole creating fall/trip hazard.

Consideration 17

The following recommendations should be implemented immediately to mitigate accidents and liability:

- A. Repair surface using proper resurfacing material and process, and
- B. Fill sunken area with appropriate substrate returning surface to flat level.

Playgrounds shall be installed, maintained, and inspected according to the Consumer Product Safety Commission publication CPSC Public Playground Safety Handbook, that can be accessed by following the link: <https://www.cpsc.gov/s3fs-public/325.pdf>. These guidelines have been established to assist districts not only to provide “best practices” in the area of playgrounds but to reduce district liability in the event of injury on the playground.



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.