

# *Quincy Public Schools*



## *Quincy High School School Improvement Plan 2008 - 2009*

*School* Quincy High School

*Principal* Frank C. Santoro

*Assistant Principal* Ellen G. Murray

*Date Submitted* September 2008

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## *I. Mission Statement*

*Our mission is to provide a safe and nurturing learning environment for children to achieve their individual maximum potential.*

*Our desire is to develop students who persevere in their studies, take responsibility for their choices, and are honest in their character.*

*We seek to equip the students with the necessary skills to thrive as productive workers and committed citizens, and to meet the challenge of change in a global community.*

*We strive to help children discover and explore their gifts and talents, and to value and respect each other's uniqueness.*

*In order to accomplish our mission, staff, parents and students must work in a collaboration of effort and trust with open communication.*

*Our success will be measured by our students who exemplify a lifelong love of learning.*

## *II. PRINCIPAL'S MESSAGE*

Dear Members of the Quincy School Committee:

Presented in this booklet is the Quincy High School, School Improvement Plan for the 2008-2009 school year. It was developed using the guidelines of the Massachusetts Education Reform Act, a legislative act whose purpose is to strengthen the local school system's leadership for school improvement and to provide for school-based planning responsibilities of school councils as the foundation for a more focused, responsive, and accountable system of serving our students.

The Quincy High School, School Improvement Council believes its school improvement plan is consistent with the educational goals of our country, state and school system. Our school council is grateful for the opportunity to participate in the school improvement process and would like to thank all those who took the time to fill out and pass in their ideas and comments on the School Improvement Plan Survey.

Your comments and feedback are most welcome.

Sincerely,

Frank C. Santoro  
Principal

### *III. Improvement Plan*

#### **A. Assessment**

##### **1. Reflection on last year's goals:**

*Goal #1 All staff members who teach freshmen and sophomores will assign at least one writing assignment per quarter that requires the students to practice a unified formulaic approach to responding to prompts.*

During the professional development sessions for the entire staff on September 4, 2007 and November 13, 2007 the importance of administering this goal was stressed. Directions were distributed at both sessions and the staff complied with the request throughout the year. Department heads reinforced the action and periodically checked to see if the goals were conducted.

*Goal #2 Quincy High School will maintain a clean and conducive to learning environment throughout the school year by instituting 100% of the identified action steps.*

Throughout the year students and staff were reminded of the importance of keeping a clean environment. The Parent Advisory Council was also made aware of the initiative. The student council and staff worked with the administration to improve restroom standards. A new senior custodian was the vehicle in making sure that issues were brought forward to his staff on a daily basis. Daily meetings were held to discuss any incidents that came by way of the new reporting system. Teachers effectively administered and monitored a new sign in and sign out process for bathroom use. Custodial evaluation sheets were filled out appropriately according to contractual guidelines. Throughout the year, Mr. Kevin Segalla guaranteed that our custodial staff was well manned, properly trained, and had the essential equipment to carry out cleaning responsibilities in our three buildings. Weekly meetings with Tishman and Gilbane allowed us to take a proactive stand on keeping the complex clean under construction. Both companies extended their assistance. A few action steps were not completed. The idea of clubs and organizations adopting a restroom and placing graffiti boards in restrooms were two action steps not completed.

*Goal#3 To continue to work closely with the Building Committee, Architect, Project Manager and Construction Company to assist in adhering to the proposed construction schedule while at the same time, making sure that the process does not interfere with or jeopardize the educational program.*

Throughout the year Mr. Santoro and pertinent staff spent many hours in meetings making sure that this goal was attained.

Quincy High School will continue to improve upon the three identified goals in the future.

## 2. Analysis of this year's test data:

The Quincy High School Site Assessment Team worked diligently studying MCAS results, identifying needs and coming up with goals for our student population. New MCAS standards and the need for students to meet a higher score of 240 will necessitate changes in schedule, staffing and programming at Quincy High School. The Site Assessment Team presented its findings to the entire staff at a professional development session on Tuesday, March 11, 2008. Based on past performances and knowledge of the Quincy High School population, the team produced an awareness of a dramatic increase in the numbers of students who would need additional services under the new guidelines. These findings could possibly reflect 150 students who would require additional assistance.

Those students scoring between 200 and 220 in the 10<sup>th</sup> grade on the English and Language Arts MCAS testing:

2005	45
2006	23
2007	37

Those students scoring between 220 and 240 in the 10<sup>th</sup> grade on the English and Language Arts MCAS testing:

2005	118
2006	123
2007	117

Those students scoring between 200 and 220 in the 10<sup>th</sup> grade on the Mathematics MCAS testing:

2005	46
2006	48
2007	38

Those students scoring between 220 and 240 in the 10<sup>th</sup> grade on the Mathematics MCAS testing:

2005	109
2006	105
2007	97

Based on these numbers an average of 152 students would need remediation in English and 147 would need remediation in Mathematics. 60 of those would need remediation in both subject areas.

The creation of an Educational Proficiency Plan (EPP) for each of these students would have to be drafted and maintained under the new state guidelines.

**Goal Statement #1:**

*To successfully implement the steps to accommodate the Department of Education's MCAS requirements for 100% of the students not reaching a score of 240 in English and Mathematics according to the Educational Proficiency Plan guidelines during the 2008-2009 school year.*

**Action Steps/Monitoring Plan**

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	The QHS Site Assessment Team will continue to meet to make recommendations on how best to improve MCAS results. <b>The team will report their findings throughout the year to the assistant principal. A staff presentation will take place in the spring of 2009.</b>	September 2008 to June of 2009	Assistant Principal Site Assessment Team
2	All teachers who teach grades 9 and 10 will continue to practice and assign open response questions according to the formula designed by last year's Site Assessment Team. <b>The principal will address this initiative periodically at the department head meetings to make sure this practice continues to take place.</b>	September 2008 to June 2009	All Staff Department Heads Principal
3	Math Remediation – Grade 10 Spring 2008 students scoring less than a 220 will take Skills Plus Math (Course # 8195) Quarter 1 in 2008-2009 and take the Fall 2008 retest. <b>The Math Department Chair and the Guidance Department Chair will oversee the assigned scheduling.</b>	September 2008	Math Department Chair Guidance Department Chair

4	<p>Mathematics Remediation – Grade 10 Spring 2008 students scoring between 220-240 will take Skills Plus Math Quarter 4, and upon successful completion of the course, will have met the MCAS requirements for graduation. An assessment tool either provided by the state or by the Mathematics Department Chair will be designed and administered. <b>The Mathematics Department Chair and the Guidance Department Chair will make sure the scheduling, course requirements and test administration take place to guarantee that the students are making progress towards proficiency.</b></p>	March 2009	<p>Math Department Chair Guidance Department Chair</p>
5	<p>English Remediation – Grade 10 Spring 2008 students scoring less than 220 will take Skills Plus English (Course #8194) Quarter 1 in 2008-2009 and take the Fall 2008 retest. <b>The English Department Chair and the Guidance Department Chair will make sure that the identified student population will be assigned the course.</b></p>	September 2008	<p>English Department Chair Guidance Department Chair</p>
6	<p>English Remediation – Grade 10 Spring 2008 students scoring between 220 and 240 will take Skills Quarter 2 or Quarter 3 and upon successful completion of the course, will have met the MCAS requirements for graduation. Either the state or the English Department Chair will design an assessment tool to administer. <b>The English Department Chair and the Guidance Department Chair will oversee the scheduling, course content and assessment</b></p>	March 2009	<p>English Department Chair Guidance Department Chair</p>

	<b>administration to guarantee the students are making progress towards proficiency.</b>		
7	Students who fall in the 220 to 240 range in their English and Mathematics MCAS results will be in need of an Educational Proficiency Plan (EPP). At the time of this school improvement plan proposal the requirements of the EPP document have not been fully explained by the Department of Education. <b>The Principal's Council will stay abreast of the state's desires and oversee the design and implementation of the EPP.</b>	September 2008 to June 2009	Principal's Council
8	<b>A professional development session on designing EPP regulations with the English Language Learners staff will be planned and administered so that the staff is in tuned to the essential criteria for students needing appeals.</b> Topics covering the best approach to establishing portfolios for these students will be covered.	November 2008	ELL Staff ELL Department Chair Mary Fredrickson
9	MCAS tutoring will be made available on site, during and after school through Skills classes, Asian Resources, Stop and Shop Companies, and retired volunteers. <b>The Guidance Department, ELL Department Chair, Skills Coordinator and Asian Resources will meet periodically to oversee the program.</b>	October 2008 to June 2009	ELL Department Chair Asian Resources Stop & Shop Retirees Skills Coordinator

10	A grant through Asian Resources and South Shore Mental Health will provide for a parent outreach worker for ELL families throughout the 2008-2009 school year. <b>The Guidance Department, ELL Department Chair and Asian Resources will meet periodically to oversee the program.</b>	September 2008 to June 2009	Asian Resources South Shore Mental Health ELL Department Chair Guidance Department
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Through the completion of the School Improvement Plan Survey and a Climate Survey given to the staff the following two goals were established by the School Improvement Council.

**Goal Statement #2:**

*Design and implement 100% of the communication practices for students, staff, parents and the Quincy High School community through methods that keep all parties well informed during the 2008 and 2009 school year.*

**Action Steps/Monitoring Plan**

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1	The Department Heads, Parent Advisory Council and Student Council will meet on a monthly basis to discuss communication efforts. <b>The principal will guarantee that “Communication” becomes an agenda item with all three groupings.</b>	September 2008 to June 2009	Principal
2	The Guidance Department will continue to meet on a weekly basis to discuss guidance related issues. The Guidance Department Chair will also participate in weekly Principal’s Council and Student Support Team meetings. Notes of those meetings will be distributed to essential personnel. Important activities and events sponsored by the department will be advertised	September 2008 to June 2009	Guidance Department Chair Principal

	through the QHS Web-Site and Channel 22 on TV. <b>The principal will make sure that the communication efforts are effective.</b>		
3	<b>Gilbane Construction Company and Tishman Project Manager will meet with the Principal's Council on a regular basis</b> to update and/or address any concerns related to the new high school project. The Superintendent's monthly information sheet will also serve as a construction updating vehicle.	September 2008 to June 2009	Principal Gilbane Construction, Tishman Project Manager
4	<b>It will be required of all teachers taking field trips to submit to the principal a write up of the experience.</b> Stories and pictures will be encouraged so that they will serve as press releases for the public.	September 2008 to June 2009	Staff Principal
5	<b>The principal will design and have printed a quarterly newsletter that will highlight departmental stories and accomplishments.</b> This newsletter will also serve as an update forum for the construction of the new high school.	August 2008 to June 2009	Principal's Council Principal
6	Continued use of "The Instant Messenger Alert System" for important announcements. <b>The principal and the assistant principal will oversee the system</b> so that parents can receive important information via the telephone and e-mail functions.	August 2008 to June 2009	Principal Assistant Principal
7	<b>The QHS Broadcasting program will be responsible</b> for filming and broadcasting programs, events and activities within the Quincy community. This programming will include additional weekly shows for Channel 22 publication and also be	September 2008 to June 2009	Broadcasting Instructor Brian Smith

	done in different languages to serve our diverse population.		
8	The Principal's Council, Administrative Team, Student Support Team, and Guidance Team will meet on a weekly basis to properly communicate building and student needs. <b>The principal will chair the Administrative, Council and Student Support Teams and will attend all meetings.</b>	September 2008 to June 2009	Principal Department Heads Deans Attendance Officer Guidance Department
9	The Quincy High School Web Page will be the vehicle to communicate important events, agendas and minutes of important meetings, and daily notices. <b>The QHS Web Master and a secretary will update the information.</b>	September 2008 to June 2009	Web Master Secretary
10	The Guidance Department will educate parents and students on the new computer web service titled "Connect Ed". <b>The guidance department will oversee each students' educational planning through this interactive service.</b>	September 2008 to June 2009	Guidance Department
11	<b>The principal and the Principal's Council will oversee the design and publication of the Quincy High School Self Study for NEASC.</b> This self study will serve as a communication vehicle between the staff, QHS community and the NEASC organization. Quincy High School must be ready for a NEASC de-cennial visitation in the fall of 2011.	September 2008 to June 2009	Principal Principal's Council
12	In order to increase communication efforts to the staff, agendas and notes of all Principal Council meetings will be distributed to the staff. <b>A secretary will be on hand to create agendas, take notes and distribute minutes.</b>	September 2008 to June 2009	Assigned secretary

**Goal Statement #3:**

***Goal#3 Given the results of the Winter 2008 Staff Climate Survey, Quincy High School will initiate actions to create a climate that is positive and conducive to learning so that a Spring 2009 Staff Climate Survey will reflect improvements.***

**Action Steps/Monitoring Plan**

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1	Stress to the staff the importance of filling out cleaning work orders and submitting them to the principal. <b>These forms will be delivered to the head custodian on a daily basis and periodic meetings with the principal will include the completion of assignments identified on the work requests.</b>	September 2008 to June 2009	Staff Principal Head Custodian
2	Include students with decisions that have to be made on the overall upkeep of QHS. <b>Use the student council as a forum to establish a partnership in keeping the facility clean.</b>	September 2008 to June 2009	Principal Student Council
3	Initiate an extensive bathroom clean up and repair of all toilet facilities <b>by working with staff, students, custodians and the maintenance department.</b>	August 2008 to June 2009	Principal Student Government Maintenance Department
4	Continue to encourage all staff and students to uphold and follow the rules identified in the Student Handbook at student assemblies and staff meetings. <b>The principal will continue to address the importance of complying with the rules of the community.</b>	September 2009 to June 2009	Staff Students Principal
5	Foster school spirit through encouraging staff, students and	September 2008 to	Principal Department Heads

	<p>parents to participate in school activities and events. There should be an assertive effort to get those who do not attend, to attend.</p> <p><b>Through the PAC, student council, academic departments, and the newly formed Multi-Cultural Council,</b> members of the community should be encouraged to join clubs, athletic teams and be spectators.</p>	June 2009	<p>Parent Council Student Council Multi-Cultural Council</p>
6	<p>An assertive effort should be given to get bilingual students and students new to Quincy High School to join clubs and teams. <b>The Multi-Cultural Council will join with the Student Council and Leadership Team and promote activities and strategies</b> to build a better bond and introduction to these new community members.</p>	September 2008 to June 2009	<p>Student Council Multi-Cultural Council Leadership Team</p>
7	<p>The academic requirements for athletic participation have been designed to promote an increased awareness of the importance of academics. <b>The coaches and administration will discuss this importance</b> with their teams and continually check on athletic eligibility.</p>	September 2008 to June 2009	<p>Coaches Administration</p>
8	<p>Initiate more discussion groups and assemblies with successful alumni so that students get a clear picture of the expectations of college. <b>The guidance department should add additional opportunities to their scheduled events.</b></p>	November 2008 to June 2009	<p>Guidance Department</p>
9	<p>To increase awareness of restorative practices when disciplining or assigning consequences to students. <b>Deans and Guidance Counselors should seek the advice of Martha Turner (Mediation Program) and initiate a follow up to the</b></p>	December 2008 to June 2009	<p>Deans Guidance Department Mediation Program</p>

	<b>2007/2008 session.</b> An entire staff presentation would be appropriate.		
10	<b>Department Heads should be responsible for displays within their department classrooms and hallway locations.</b> Decorative displays should be updated periodically to reflect subject information, student work, events and activities.	September 2008 to June 2009	Department Heads
11	<b>A committee should be formed to create ideas for displays within the new Science/Technology/Engineering/Math Academy.</b> These displays should reflect the interdisciplined connection between these subjects.	September 2008 to February 2009	STEM Committee
12	<b>Designated staff will be meeting during Team Time to address the issues highlighted in the Staff Climate Survey taken last school year.</b> Team members will think of ways to improve the identified weaknesses on the surveys and institute measures that will hopefully foster a better response and improved school climate. A follow up survey will be designed and administered.	September 2008 to June 2009	Climate Team
13	Each department will identify two goals (one for the improvement of their department and one for a school-wide initiative, improving climate and appearance). <b>Department heads will report on the progress of their SMART goals throughout the year.</b>	September 2008 to June 2009	Department Heads

# D. *Related Professional Development*

## Professional Development Plan

### 1. Staff Development Tuesdays

Date(s)	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/2/2008	Policies and Procedures, 504's, IEP's, Civil Rights, EPP's, School Improvement Goals, "Inspire" Presentation	9-12	1:00 p.m.	Auditorium	Principal	1,2,3
10/14/08	Restorative Practices	9-12	1:00 p.m.	Auditorium	Guest Richard Cohen	2,3
11/6/08	NEASC Self Study	9-12	8:00 a.m.	Various	Team Leaders	2,3
12/4/08	NEASC Self Study, February Moves	9-12	8:00 a.m.	Various	Team Leaders	2,3
1/13/09	Restorative Practices, February Moves	9-12	1:00 p.m.	Various	Discussion Leaders	2,3
2/5/09	NEASC Self Study	9-12	8:00 a.m.	Various	Team Leaders	2,3
3/10/09	QHS Site Assessment Team	9-12	1:00 p.m.	Auditorium	Assessment Team	1
4/2/09	NEASC Self Study	9-12	8:00 a.m.	Various	Team Leaders	2,3
4/14/09	Climate Survey	9-12	1:00 p.m.	Auditorium	Jeff Bretsch	2,3
6/4/09	NEASC Self Study	9-12	8:00 a.m.	Various	Team Leaders	2,3

### 2. Contractual Hours (if applicable)

Date(s)	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
11/6/08	Curriculum Review NEASC	9-12	2 Hrs	Various	Department Heads	1,2,3
1/8/09	Curriculum Review NEASC	9-12	2 Hrs	Various	Department Heads	1,2,3
2/5/09	Curriculum Review NEASC	9-12	2 Hrs	Various	Department Heads	1,2,3
3/5/09	Curriculum Review	9-12	2 Hrs	Various	Department Heads	1,2,3
5/7/09	Curriculum Review NEASC	9-12	2 Hrs	Various	Department Heads	1,2,3

## *IV. School Site Assessment Team Members*

The School Improvement Plan is truly a school improvement plan when it is written with many pens and built by many hands.

Teachers. Counselors and specialists, made it real and gave it life. It celebrates the strengths and addresses the needs of real students. Those strengths and weaknesses were analyzed and identified by a Site Assessment Team.

Students cannot be taken to a better place tomorrow if we don't know where they are today. Our Site Assessment Team has shown us where our students are today. Our goals will show us where to take those students tomorrow.

***“The widely acknowledged key to true school improvement is genuine instructional leadership. But educational leadership cannot be the sole responsibility of any one woman or one man, no matter how excellent an educational leader he or she may be. Instructional leadership must be seen as the responsibility of everyone in the school, regardless of his or her role.” \****

**Thanks** to our goal setting process and to our School Assessment Team.

### **Our School Assessment Team members are:**

Maureen MacNeil, Assistant Principal  
Elliott Columb, English Department  
Christa Clarke, English Department

\* ***“Building the Capacity to Make Standards Driven Reform Work”, M.E. Hickey***

## *V. School Council Members*

The Education Reform Act of 1993 established school councils to give a voice to parents in the operation of local schools. Parent involvement has been recognized as an important component in school reform and improvement.

**School:** Quincy High School

**Chair/Principal:** Frank C. Santoro  
**Co-Chair:** Roseann Russell  
4 Avon Way, Quincy MA 02169  
Phone Number 617-472-4811

**Teachers:** Fred Harris  
Quincy High School

**Parents:** Henry Brawley  
19 Ratchford Circle, Quincy, MA 02169  
Phone Number 617-828-8184

**Staff:** Maureen MacNeil  
Quincy High School

**Student:** Emily Hajjar  
15 Howe Street  
Quincy, MA 02169  
Phone Number 617-770-9930

*VI. Appendix – Section A***High School Class Size**

Under 20	20-25	26-30	Over 30
423	148	24	1

***Please use the opening of school numbers. You will have the opportunity to revise these numbers and use the official October 1 enrollment numbers should the presentation to the School Committee occur after October 1<sup>st</sup>.***

## *VI. Appendix – Section B*

### Support Services

#### **FTE**

- 2 Nurse
- 12.5 Special Education Teachers
- 9/1 Guidance Counselor / 766 Chairperson
- 1 Media/Technology specialist
- 7.5 ESL Teacher/s
- 3 Physical Education Instructor/s
- 1 Adaptive Physical Education Instructor
- .5 Vocal Music Instructor/s
- .5 Instrumental Music Teacher
- 2 Art Instructor/s
- 1 Speech and Language Instructor/s
- 1 School Psychologist/s
- 0 Occupational Therapist/s

*VI. Appendix – Section C*

**Budget**

	<b>Amount available In FY 2009</b>
<b><u>TEXT/LEARNING MATERIALS</u></b> (textbooks and learning materials/supplies needed to support classroom instruction)	<b>\$42,861.00</b>
<b><u>SUPPLIES</u></b> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	<b>\$34,125.00</b>
<b><u>ACTIVITY STIPEND ACCOUNT</u></b>	<b>\$39,000.00</b>
<b>TOTAL</b>	<b>\$115,986.00</b>
<b><u>GRANTS</u></b>	
<b>Chapter 74</b>	<b>\$116,000.00</b>
<b><u>PARENT TEACHER ORGANIZATION</u></b>	<b>\$3,000.00</b>
<b><u>NORFOLK COUNTY PARTNERSHIP</u></b>	
<b>Mediation</b>	<b>\$5,000.00</b>

## *VI. Appendix – Section D*

# Facilities

## 1. Improvements

Quincy High School has been the recipient of many improvements during the 2007/2008 school year. As we work with architects, project managers and construction companies to design and construct our new high school we have also worked hard at making sure the complex is conducive to learning. Weekly meetings with the construction company and the project manager have kept all parties well informed. Superintendent Dr. DeCristofaro's monthly publication on the construction's progress has also served as a communication vehicle. The construction is on target for a February 2009 move in date for the Science/Math/Technology wing. Furniture and equipment has been ordered and the entire project is under the supervision of the Building Sub Committee which meets monthly.

The Maintenance Department has worked hard keeping the East, West and Coddington buildings operational while construction is going on. Daily needs are reported and emergency requests are handled diligently.

## 2. Areas of Need

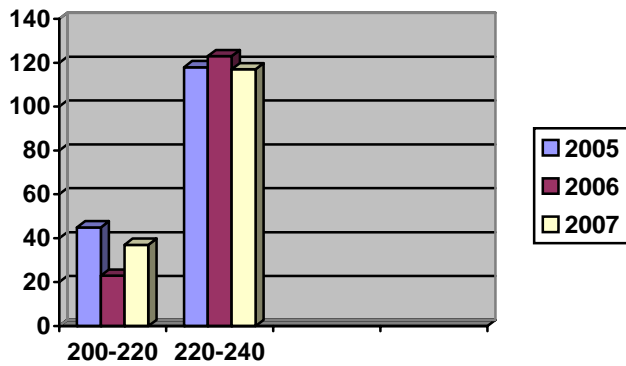
The West building is in need of roof repair, painting and extensive bathroom makeovers. The Coddington building is much too hot on the third floor when temperatures reach the 90's. Classrooms have to be relocated when these conditions occur.

The scheduled February move into the new Science/Math/Technology building will necessitate 75 relocations. This will require a great deal of preparation and planning and will be a major need in the fall.

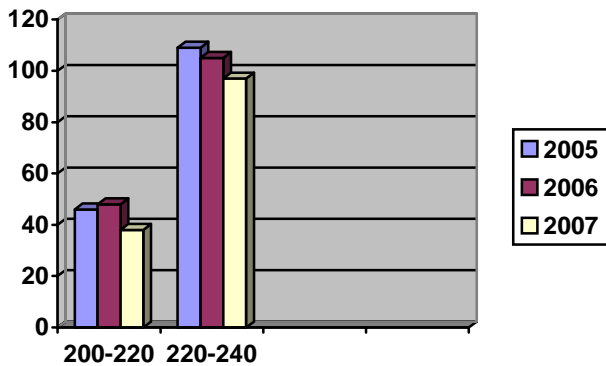
## VI. Appendix – Section E

### Data Charts and Trends

English Language Arts MCAS Scoring Between 200 - 240



240 Mathematics MCAS Scoring Between 200 - 240



## *VI. Appendix F*

### School Safety and Security Plan

*All incidents will be reported to the Coordinator of Safety and Security and the Superintendent.*

Each year the Safety and Security Plan will be reviewed and explained to staff and students. All parties, including the parents will have the opportunity to change or update the plan through their representative bodies.

#### Table of Contents

**1. School Security \_\_\_\_\_ Pages 27**

(Doors, Video Cameras, Visitors, Attendance, Contact Cards, Classroom Call Buttons, Intercom, Personal Radio, Nextel Phones, Fire Alarm, Smoke Detectors, Fire Drills, Classroom Coverage, Lavatory Use, School Office, After Hours Policy, Bus Policy, Walkers)

**2. Emergency Procedures \_\_\_\_\_ Pages 30**

(Lockdown, Evacuation, Reverse Evacuation, Drugs/Alcohol Influence, Weapons/Hostage, Fights, Group Violence, Fire/Explosions, Physical Restraint, Hazardous Materials)

**3. Contingency Plan \_\_\_\_\_ Page 39**

**4. Emergency Telephone Bomb Threat Procedures \_\_\_\_\_ Page 41**

**5. Emergency Letter/Package Bomb Procedures \_\_\_\_\_ Page 42**

## Quincy High School Action Plan for School Safety

Rationale: Quincy High School is responsible for the care, welfare, safety and security of all elements of the learning community.

### Plan Objectives:

1. Maintenance of a safe school environment.
2. Development of new security procedures to meet the diversified needs of our school population.
3. Investigation and implementation of technological developments that will enable Quincy High School to maintain our safe school environment more efficiently.
4. Development of relationships with external agencies to promote school safety and holistic school interventions for troubled students.

### Plan Implementation and Process:

1. Maintenance of a safe school environment.
  - A. Zero Tolerance Policy Quincy High School has implemented a zero tolerance policy for individuals who create an unsafe environment. We will judiciously follow the intent of the law in assuring that individuals who create an unsafe situation are disciplined to the full intent of the law. This policy will be clearly communicated to the student body, parents and community regularly.
  - B. Development of Security Guard Rotations Quincy High School has developed a plan for security rotation throughout the building to provide maximum visibility of our security staff. Visibility and widespread building coverage will facilitate rapid security response and be a significant deterrent for potential unsafe situations.
  - C. Development of Grade Level Administrative Leadership. Quincy High School will transition to an administrative organization concentrated on each grade level having a Dean of Students focused primarily on that grade. This will maintain a consistent administrative role for student intervention and provide an atmosphere in which our administrative team can individualize our behavioral approach.
  - D. Development and Implementation of Alternatives to Suspension Initiatives An In-Building Detention Program will be initiated to enable students to have consequences that do not impact time on learning. Our school will also research other alternatives and initiate new programs when necessary.

E. Development of School Leadership Initiative A school-wide leadership initiative will be implemented to promote development of student leadership, peer accountability and to provide communication lines between student and administration. This program will be available to the entire student body and be reflective of our diversity. Important components of the initiative will include the transition of the Heritage Program to an established leadership program, development of the QHS Summer Leadership Camp and promotion of the Q-Team student leadership group.

2. Development of new security procedures to meet the diversified needs of our school population.

Quincy High School will revisit the current Safety and Security procedures of the Quincy Public Schools to update and develop procedures applicable to the high school setting. These procedures will be distributed to all QHS staff and placed in each classroom for easy access. Our current classroom evacuation plans will be updated and placed in each classroom.

Quincy High School will develop visitor sign in procedures to be used for all visitors to the high school. Two security paraprofessionals will be hired; trained and placed at our main entrances of Quincy High to carry out defined visitor procedures.

3. Investigation and implementation of technological developments that will enable Quincy High School to maintain our safe school environment more efficiently.

A. Installation of new communication system – The Quincy High School phone system has been installed to present a means of communication throughout QHS. Procedures will be developed to merge current safety practices with the new communication system.

B. Quincy High School currently uses a Nextel radio system for communication among administration. A plan will be developed to expand our radio communication program to include all administration, security and department heads. Communication is the key component to keeping all facets of our high school aware of emergency situations. Alternative Communication Systems will be explored to facilitate new technological advances.

C. Director of Security will investigate and recommend new technological advances that should be implemented for Quincy High School physical plant.

D. Outside funding mechanisms and school budget requests will be sought to increase resources needed for safety plan.

4. Development of relationships with external agencies to promote school safety and holistic school interventions for troubled students.

Quincy High School will develop relationships with outside agencies to form a community profile of at-risk students at our high school. This will enable holistic behavioral interventions with at-risk students and present a proactive approach to early safety intervention at Quincy High School.

## **SCHOOL SECURITY**

1. **DOORS:** All doors are locked after students enter the building at 8:00 a.m. with the exception of the front door which remains open and is monitored by our general purpose aide. Anyone wishing to enter the building after 8:00 a.m. must stop at the front desk in order to gain entrance into the school and provide proof of identification and good reason to visit.

After dismissal at 2:30 p.m., all school doors are locked with the exception of the front door. The front door remains unlocked until after school activities are ended. A security guard is stationed at the front door.

2. **VIDEO CAMERAS** – Each school is equipped with a video camera directed at the front door of the school and an intercom. In general, the school secretary or office aide allows visitors to enter the school after answering the intercom and visually identifying the visitor. Visitors are asked to state their name and reason for the visit.

3. **VISITORS AND ANCILLARY PERSONNEL:** A sign is posted on the window near the front door instructing all visitors to report to the office. Periodically throughout the school year parents are reminded by written notice of the importance of the office staff knowing who is in the school building at all times. We remind parents to sign in at the school office whether it is to bring a child in late, volunteer, drop off a forgotten lunch, and/or pick up a sick child. Volunteers/visitors are asked to wear a badge so that when students see an adult wearing this badge, they know the adult belongs in the school.

All school personnel are asked to inform the office of any unauthorized person in the building. Also, they have been instructed to question any person appearing at a classroom door for any purpose as to whether he or she reported to the school office.

Lunch attendants and other ancillary personnel enter the building through the front door where the procedures outlined above are followed.

During the school day, all deliveries to the school are dropped off at the front door and signed for by the office staff. Vendor addresses are checked for verification prior to opening. After school deliveries may be signed for by available staff, but not opened unless vendor address is verified.

**Note: Students are instructed not to answer the door under any circumstances**

4. **ATTENDANCE:** Classroom teachers record daily attendance and forward it to the aide in the office by 8:10 a.m. each day. A record of the absentee/tardy students is compiled by the general office aide and kept in the office. If a student's absence has not been reported by the parents/guardian, the general office aide will contact the parents at home/work to verify the absence. The school office personnel input the attendance data into the Star Base computerized attendance program for school system reporting.

Parents are required to send in a note to the classroom teacher regarding absences. All dismissals are made through the school office. Parents are asked to give prior notification to the school regarding an early dismissal and are required to come into the school to sign out a student.

5. **CONTACT CARDS:** Contact cards for all children are maintained in the office. The information includes the names of parents, guardians and contacts. In cases where a parent is legally prohibited from taking a child as a result of a restraining order, special notation is placed on the contact card and a copy of the order is placed in the cumulative record. If the school receives a note from a parent with instructions that a different person from those on the contact card is going to pick up a child, a license or picture identification is required to verify the identity of that person.

6. **CLASSROOM CALL BUTTON:** Each classroom is equipped with a call button to signal the office should a classroom teacher or student need assistance. An audible signal and lighted room number on the intercom indicates which teacher needs assistance.

7. **INTERCOM:** The intercom is the usual means of sending a general message throughout the building and/or contacting a particular classroom teacher.

8. **NEXTEL PHONES:** Nextels for the administration, security guards, door monitors and department heads are available.

9. **NEXTEL PHONES:** Building principals have been equipped with Nextel phones, which are generally used for internal Quincy Public Schools communication. This communication device allows for immediate access to the Superintendent and Director of Security in the case of emergencies.

10. **FIRE ALARM SYSTEM, SMOKE DETECTORS, FIRE DRILLS:** The fire alarm system and smoke detector system is regularly inspected and maintained. The fire safety officer from the QFD or the building principal conducts evacuation drills on a regular basis. The school's occupancy permit is current and fire extinguishers meet requirements.

11. **CLASSROOM COVERAGE:** If a teacher must leave his/her classroom, the general office aide is sent for coverage; however, under emergency situations, the teacher in the adjacent room will supervise both classes until coverage arrives.

12. **LAVATORY USE:** Students use the lavatory on an individual basis. Each teacher employs a method of noting the time and return of the student to and from the classroom.

13. **SCHOOL OFFICE:** No students are utilized to cover the school office. In the unlikely event that the secretary, general office aide or principal are not available for office coverage, another adult (i.e. nurse, guidance counselor) would assume the responsibility.

14. **STAFF WORKING AFTER HOURS:** It has been requested that staff members utilize the staff room as a work area when no one else is working near his/her room. The staff room is in close proximity to the principal's office. Any staff member remaining after 4:30 p.m. is required to inform the principal or custodian of his/her presence.

15. **STUDENTS WALKING TO SCHOOL:** Students are encouraged to use entrances on Coddington Street. The main entrances in Coddington Hall and the West building are open and monitored throughout the day.

16. **STUDENTS BEING DROPPED OFF AT SCHOOL:** Parents are encouraged to drop off students on Coddington Street. They should avoid drop offs in the crosswalks.

## **EMERGENCY PROCEDURES**

The following procedures will be instituted by a call over the public address system and will be referred to by "**Lockdown Drill**" and "**Evacuation Drill**". In the absence of a working public address system the office personnel will announce the required drill according to the following directives:

The Principal, Assistant Principal, Counselors and other assigned staff will be responsible for notifying specified floors and sections of the school.

### **Lockdown**

Staff will report to their doorways and clear all hallways. If possible, all doors will be locked and people are to remain in the classroom. People will stay away from all windows and doors. If necessary, the staff will direct students to stay on the floor. Staff should take note of missing students or additional students. Staff should keep students calm and quiet. Wait for instructions from the administration. Staff members who are unassigned should report to the nearest classroom to assist.

### **Evacuation/Reverse Evacuation**

Staff should take the class roster out with them. Staff should direct student's attention to their posted fire exits and then follow that route. Unattached students should be directed to follow with you and their attendance should be noted. Staff should take students to their assigned areas and stay with them. The vice-principal will compile information about missing and additional students. All unassigned staff should assist with an orderly departure and then will report to the Principal's office and wait for direction. No one should report back into the building unless directed to by the principal or the vice-principal.

Upon re-entering staff should make sure that the students are calm and orderly. When reporting to the classroom the attendance should be taken and any missing students should be reported to the office. Assigned staff will assist physically challenged students.

## **Evacuation Procedures**

1. Do not: touch light switches, suspicious objects or lockers; use telephones or walkie talkies; or close windows or doors.
2. Visually scan room for suspicious objects if possible.
3. Take student roster, paper and pencil, and procedure chart.
4. Take the closest and safest way out as posted. Know alternate route.
5. Take any unattached students with your class and note their attendance.
6. Take students to designated areas; if in their possession, students take backpacks out with them.
7. Stay with students.
8. Take roll to determine if any students are missing.
9. A designated person will pick up any names of missing students.
10. All unassigned teachers should report to the Principal.

**Physically challenged students will be assisted by assigned staff. Wait for further instructions. Keep students calm and orderly.**

## **Reverse Evacuation Procedures**

1. Move students/staff inside.
2. Report to classroom.
3. Take attendance, report any missing students.
4. Wait for further instructions.
5. **Physically challenged students will be assisted by assigned staff.**
6. Keep students calm and orderly.

## **Fire/Explosions**

All fire escape routes are updated, posted, and reviewed annually according to the school floor plans. All fire and explosion incidents should immediately be reported to the office. If smoke or fire is present, pull fire alarm. The evacuation procedure should then be followed.

## Evacuation Procedures

In the event of a need to evacuate the building, a fire alarm will be sounded. Please assure your students that they are safe and to be patient. Bring your attendance book, close your door, and proceed to your regular fire alarm evacuation location. We are asking that you move a further distance from the building than normal and take your students to the assigned location below. We feel this is a proactive plan to increase communication in the event of an emergency.

<b>EXIT</b>	<b>Assigned Location</b>	<b>Crisis Area Supervisor</b>
Front Door QHS	Bethany Church Parking Lot	Deb DeCristofaro
Front Door East	Walk down Coddington Street	Dean Johnston
Back Door East	Tennis Courts	Dean McPartlin
Side Door QHS	Walk down Coddington Street	Jack Raymer
Door Under Bridge	Walk down Coddington Street	Jack Raymer
Side Door West	Coddington Hall Parking Lot	Ellen Sullivan

Each area contact person will be able to make radio contact with the principal to obtain current information. **It is absolutely essential that you take attendance when you get to the assigned location.** Further instructions will follow.

## Bell Procedures

The bell system is our means of communicating with the entire school complex. Please memorize these procedures as we attempt to insure a safe school environment.

Our bell procedures are as follows:

- 1 bell - pass to class
- 2 bells - security responds to a serious classroom disruption
- 3 bells - custodial concern
- 5 bells - school emergency (See below)

**School emergency:**

1. Lock your classroom door
2. Keep students in the room
3. Wait for PA Announcement before releasing any students
4. Check in with teachers in adjoining rooms

If a fire alarm is sounded following 5 bells we are required to evacuate the building.

We pride ourselves on the fact that our school is a safe and secure environment. We appreciate your continued work in maintaining this positive atmosphere through your visibility in hallways and throughout the building.

### **FIRE DRILL INSTRUCTIONS FOR QUINCY HIGH SCHOOL**

#### I. DESCRIPTION OF DOORS AND STAIRWAYS IN WEST BUILDING

- A. - Door and Stairwell that leads into the Coddington Parking Lot
- B. - Door and Stairwell in the rear of the building that lead into the new courtyard
- C. - Door and Stairwell that lead to Coddington Street adjacent to the new building
- D. - Front Door
- E. - Door under front steps into the cafeteria
- F. - Interior Stairwell from the cafeteria to the lower gym
- G. & F. – Small Stairwells to the right and left of front lobby which lead to second Floor

1. If the fire alarm sounds in the building, for any reason, the office personnel are to notify their counterparts in the other buildings immediately.
2. If a fire is located in the stairwell adjacent to the elevator shaft, the elevator shall not be used to evacuate students or staff members.
3. Teachers with physically handicapped students (crutches, etc.) in their classes will appoint two other students to assist the handicapped person in the event of fire alarm.
4. When the fire alarm rings, the teachers in room 117 will be responsible for halting any student passage on the bridge. They will remain on duty until the building has been evacuated.
5. If, for any reason other than a fire or fire drill, the West building alone is to be

evacuated for an extended period of time, all will go to the McLean Gym.  
Conversely, students in the East Wing will be evacuated to the gym located below the cafeteria.

**TEACHERS MUST SEE THAT ALL WINDOWS AND DOORS ARE LEFT CLOSED IN ROOM OR ROOMS THEY VACATED IN ORDER TO AVOID DRAFTS WHICH SPREAD FIRE. ALL LIGHTS MUST BE TURNED OFF.**

## **II. FIRE DRILL EXITS FOR ROOMS (WEST WING)**

- 54 stairwell B to exit B
- 55 stairwell B to exit B
- 57 stairwell A to exit A
- 58 stairwell A to exit A
- 59 exit E
- 60 exit E
- 62 stairwell C to exit C
- 63 stairwell C to exit C
- 64 exit E
- 100 stairwell B to exit B
- 101 stairwell B to exit B
- 102 stairwell B to exit B
- 115 front door exit D
- 117 stairwell C to exit C
- 200 stairwell B to exit B
- 201 stairwell B to exit B
- 202 stairwell B to exit B
- 203 stairwell A to exit A
- 205 stairwell A to exit A
- 206 stairwell A to exit A
- 207 stairwell A to exit A
- 208 stairwell A to exit A
- 209 stairwell G to front exit D
- 209A stairwell G to front exit D
- 210 stairwell H to front exit D
- 211 stairwell H to front exit D
- 212 stairwell C to exit C
- 213 stairwell C to exit C
- 214 stairwell C to exit C
- 215 stairwell C to exit C
- 300 stairwell B to exit B
- 301 stairwell B to exit B
- 302 stairwell B to exit B
- 303 stairwell B to exit B

304 stairwell A to exit A  
 305 stairwell A to exit A  
 306 stairwell A to exit A  
 307 stairwell A to exit A  
 309 stairwell A to exit A  
 310 stairwell A to exit A  
 311 stairwell A to exit A  
 315 stairwell C to exit C  
 316 stairwell C to exit C  
 317 stairwell C to exit C  
 318 stairwell C to exit C

Auditorium (first floor) use exit D

Auditorium (second floor) stairwell G or H to front door exit D

Band (second floor) stairwell G or H to front door exit D

Cafeteria use exit under front stair E

Guidance use exit A

Gymnasium use exit B

Main use exit D

Nurse use exit A

Pride use front door exit D

### III. **FIRE DRILL ASSIGNMENTS FOR STAFF**

Administration will report to main office.

Department Heads will check their immediate areas.

ROTC will man the bridge.

Security will check the lavs.

### IV. **STAFF SHOULD ASSIST BY CHECKING**

- A. Assure the rapid passage of students and faculty from each level.
- B. Check that lavatories are clear of all students.
- C. Check that staff lounges and lavatories are clear.
- D. Check that doors and windows are closed and lights off. Staff must help in area.
- E. Check that lavatories and science supply rooms are secure.

### **FIRE DRILL EVACUATION PROCEDURES FOR THE EAST CAMPUS**

#### First Floor

The Auto Body Repair area, Rooms E101, E111, should use exit in Auto Mechanic Lecture Room E110 to the walk leading from the Gym

The Auto Mechanics area, Rooms E101, E103, E114 and E118 will leave the building from the ramp at the South side of the building.

Welding Room E126 and the Engineering Room E131, will use stairwells 4 and 3 to the Ground Floor out the back exits at the rear of the building.

Rooms E139, E140, and E141, will exit fire door on the loading dock ramp.

### Second Floor

Bradford Library Room E277, Career Information Center, and offices will go out the Bridge exit to the street sidewalk.

Rooms E226, E243, E244, E245, E246, E247, and Kitchen use the 3 and 4 stairwells to the Ground Floor and go out at the Exits located at the rear of the building located on the North side.

### Third Floor

Rooms E302, E303, E304, E315, E317, E319, E323, E329, E330, E331, E359, and E363 use stairwells 3 and 4 down to the Ground Floor and out the rear exits on the North side of the building.

Rooms E336, E337, E347, E348, E350, E354, E371, and E372 use stairwells 1 and 2 to the Ground Floor going out to the rear exits at the North side of the building.

### Fourth Floor

Rooms E410, E427, E418, and E416 egress through stairwells 3 and 4 to the Ground Floor and out the rear at the North Side of the building.

Rooms E431, E432, E440, E444, E448, and E449 use stairwells 1 and 2 to the Ground Floor and out the rear exits on the North side of the building.

**FIRE EXTINGUISHERS IN QUINCY HIGH SCHOOL (WEST)**

Cafeteria Floor - (outside rooms)

Cafeteria

55

58

61

First Floor - (outside rooms)

101

109

116

Main Office

Second Floor - (outside rooms)

202

208

210

Third Floor - (outside rooms)

302

309

314

**CODDINGTON BUILDING ESCAPE ROUTES**

**ALL CLASSES SHOULD REPORT TO NEAREST ESCAPE STAIRWELL AND EXIT DOOR. TEACHERS SHOULD EXIT THE REAR DOORS WHEN EITHER COMING DOWN OR GOING UP INTERIOR STAIRWELLS. STUDENTS SHOULD MOVE AWAY FROM THE BUILDING.**

## **Drugs/Alcohol Influence**

Look for symptoms, which may include: slurred speech, erratic behavior, sleepiness, odor of alcohol, glassy eyes etc..

Notify office immediately by intercom, note, or messenger and request immediate medical assistance. Continue to observe the student until help arrives. If possible, confiscate any visible contraband and give it to administrator. Teacher should keep the students calm, reassure them and refer any related information to the office.

Use physical restraint only to the extended needed to protect persons.

## **Weapons/Hostage**

Report situation immediately to the office. A lock down procedure will be instituted. Move students to a safe area.

If taken hostage:

If possible, get word to the office. If possible, remove students from the area. Do not try to disarm the intruder. Keep calm and follow the intruder's instructions. Direct the students to be quiet and to sit away from intruder, windows, and exits. Be aware police may be able to hear what is taking place and may enter the room at any time. Follow the instructions of police.

## **Fights**

The main office should be notified immediately. Walk briskly to fights. Do not run. Ask for assistance from nearby staff members. Instruct combatants to disperse. Instruct all spectators to disperse immediately. Yell out combatants' names and identify yourself and order them to stop. Do not step between the combatants. If you are comfortable, separate the combatants, otherwise wait for administrators. Administrators will determine if security or the police should be called.

## **Group Violence**

Report gang identifiers (clothing, signs, colors, street names, pagers) to the main office. Report strangers to the office. Report all rumors of violence /threats to the main office. If a lockdown procedure is implemented, follow the steps outlined under this plan.

## **Physical Restraint**

Notify the office and/or administration immediately. The administrator will determine if calling the police is necessary. The administrator will assemble the physical restraint team. The Coordinator of Safety and Security will be called. Assure the safety of all other students and staff. Move all the uninvolved students from the location if possible. Keep a safe distance between you and the involved student. Remain calm and speak in a low, calm voice. Use physical restraint only to the extent needed to protect yourself and other students.

Do not:

Threaten if threatened.

Threaten with police or legal action

Laugh or joke with the out of control student

For out of control adults: Explain appropriate behavior Request that the adult calm down Report the incident to the office Call 911 if the adult does not comply Never engage in physical contact unless it is to protect yourself or students.

## **Hazardous Materials**

Report materials leak/odors to the main office. Be prepared to describe the type of material (odor, color, amount, etc.). Administrator will notify the Quincy Fire Department. Avoid contact Remove the students from the area. Stay upwind from the affected areas.

If evacuation is necessary, follow the evacuation procedure.

## **Contingency Plan**

In the event that circumstances necessitate the closing of the building and parents can not be notified through the media, the following actions will take place:

The Superintendent will be immediately notified. The Superintendent's Office will contact the principals of the feeder schools to make them aware of the situation.

The Superintendent's Office will also arrange for transportation to transport students to and from the other schools if necessary.

All specialists and non-teaching personnel will be assigned accordingly.

Building specific contingency plan –

In the event that Quincy High School is cancelled for the day:

Announcements will be made on local radio and cable broadcasts by the Superintendent's Office.

The Quincy High School phone chain and the "Instant Alert" phone system will go into action to inform staff that school is not in session but all staff should report to the East parking lot for direction.

Staff will be assigned to various locations to inform arriving students that school will not be in session and that families should listen to WBZ Radio 1030 AM on their radio dials and/or cable television, Channel 22 for further updates.

Students who have further issues and can not report home will be directed to the East parking lot for further assistance and transportation needs. The Transportation Department will assist.

At 9:00 a.m. four staff members will be directed to remain at the front entrance to continue to greet late arrivals. All other doors will be locked.

The remainder of the staff will be directed to the NAGE Building or other location if the suite is not assessable, for further direction and assignments.

## EMERGENCY TELEPHONE BOMB THREAT PROCEDURES

Directions for caller I.D. (**9\*57**) and a checklist of directions are kept in a red folder in the top drawer of the secretary and office aide's desk. Procedures are reviewed periodically with office staff. All staff members are provided with a copy of the procedures.

1. Allow all incoming phone calls to ring at least twice.
2. Upon completion of the call. Hang up; pick up, dial (**9\*57**) listen for instruction.
3. Check the caller I.D. unit
4. Inform the principal immediately
5. Stay calm and do not get excited or excite others.
6. Record the time of the call and the time of its conclusion.
7. Record the exact words of the caller.
8. If you can, ask the caller to repeat information to delay the conversation.
9. Ask the caller
  - "What time is the bomb set to explode?"
  - "Where is the bomb located?"
  - "What kind of bomb is it?"
  - "What does it look like?"
  - "Why do you want to kill or injure innocent people?"
10. See if you can determine:
 

sex of the caller	accent
-------------------	--------
11. What can you determine about the caller's voice?
 

excited	slow	rapid	calm	loud
raspy	nasal	slurred	soft	lisp
laughter	crying	normal	stutter	whisper
familiar	deep breathing	deep voice	clearing throat	
disguised cracking voice				
12. Any Background Noise:
 

music	traffic	horns	static	motor
PA system	machines	voices	house noises	animals
long distance cellular	tape recorder			
13. Report the call to the principal immediately.
14. Call the police (911) and state " I have received a bomb threat."
15. Do not open desk draws or closets.
16. Wait for direction from the administration.

## **LETTER/PACKAGE BOMBS**

**If a letter or package appears suspicious, isolate it and call 911.**

### **LETTER AND PARCEL BOMB RECOGNITION POINTS**

Excessive Postage

Protruding Wires or Tinfoil

Incorrect Titles

Visual Distractions

Titles but No Names

Foreign Mail

Misspelling of Common Words

Air Mail and Special Delivery

Oily Stains or Discoloration

Restrictive Markings such as Confidential, Personal, etc.

No Return Address

Hand Written or Poorly Typed Addresses

Excessive Weight

Excessive Securing Material such as Masking Tape, String, etc.

Rigid Envelope

Lopsided or Uneven Envelopes

## *VII. Submission Page*

**SUBMITTED BY:**

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Principal's Signature

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Assistant Principal's Signature

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Co-Chair School Council Signature

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Teacher Representative Signature