

Quincy Public Schools School Improvement Plan 2008 - 2009



Wollaston School
Susan C. Troy, Principal
Linda Billikas, Assistant Principal
September, 2008



Teaching Success

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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,

As the principal of the Wollaston School, it is with great pleasure that I present to you our School Improvement Plan for the 2008-2009 school year. This plan was developed using the guidelines of the Massachusetts Education Reform Act, a legislative act whose purpose is to strengthen the local school's system leadership for school improvement. In addition, this legislation provides for the school-based planning responsibilities of school councils.

School improvement is an ongoing goal for all members of our school community where parents/guardians are partners and educational resource person. We believe that our School Improvement Plan is consistent with the educational goals of Quincy Public Schools, the state and our nation. Academic excellence is of paramount importance to the Wollaston School community. We are, as always, most grateful for your continued support and commitment to the students and staff of the Quincy Public Schools. We are particularly grateful to the School Committee and the Superintendent in supporting the addition of three more classrooms to alleviate high numbers and to support our academic program.

Our goal setting for the 2008-2009 reflects our continued commitment to individualized progress for all of our students. As a staff we have used data analysis to drive instruction and differentiate our instruction to meet the needs of our diverse community. We are continuing with our goal to continue to improve our MCAS scores with particular focus in English Language Arts and Math. We were extremely disappointed that we did not make AYP in 2006-2007 English Language Arts. In response, the Wollaston staff and our Assessment Team spent two extended afternoons doing an in depth review and analysis of our 2007MCAS data with a focus on our ELL population as well as the change in the economic profile of our community.

I am proud to be the educational leader of Wollaston School where staff, partnered with parents/guardians, will continue to strive to provide the necessary learning experiences to help all our students succeed. We continue to strive to include all members of our diverse community in our efforts to help all of our students grow as competent and caring individuals, citizen and workers who will make meaningful contributions to the society in which they live.

I look forward to your comments and feedback.

Sincerely,

Susan Troy, Principal

III. Improvement Plan

A. Assessment

Reflection on 2006-2007 year's goals:

In ELA literature we had identified our challenges in the area of different genres and figurative language. Our ELA Vertical Team reviewed previous MCAS tests for format and phrasing of questions to establish a universal language to for each class to use. Students were consistently questioned as to the genre of the literature they were reading. It wasn't long before Kindergarten students could identify whether a story was fiction or non-fiction. We also created the "Great Wall of Wollaston" in our caf/gym to distinguish the elements of the different types of genre.

Using both our vertical teams and our Integrated Learning Team we strategized what interventions would support our 'at risk' students and used DIBEL scores and Trophies data to drive instruction and chart individual student progress.

In reviewing our ELA 2007 MCAS scores we were gratified to see that the Gr. 4 cohort had improved their scores especially in the advanced category. In Math, we saw scores remained pretty much the same with a small increase in advanced and proficient scores. Although there were some gains, unfortunately the Grade 3 cohort did not fare as well with ELA scores. We saw that although less students scored in the Needs Improvement category we were concerned with the increase in the Warning category. (Data Charts 20-22)

While addressing concerns related to ELA we also continued to address areas of challenge in math, particularly in the area of measurement. We had math vocabulary "word of the week" for K-5 based on vocabulary words from their grade level Houghton-Mifflin math program. A "Math Vocabulary Board" outside the office to display the each grade's weekly words. A prize was awarded each week to the student from each grade who best defined and/or illustrated the weekly word.

Empowering our Assessment Team to share their work with their other colleagues will continue to promote an environment of shared governance and shared responsibility. This will be essential as an increased number of younger teachers enter our workforce. These teachers will need to be able to see their individual contributions as being valued and important in creating their preferred work environment if we are to retain them and encourage them to build the

passion for our system that their retiring colleagues have demonstrated over the past several decades.

Analysis of this year's test data:

Although Wollaston School is identified by the State as a high performance school, we failed to reach AYP in English Language Arts (ELA) in 2006-2007. We did maintain our AYP in math. Our Assessment Team challenged staff to not only to analyze the data but also to examine how our population is changing and who are the subgroups we are now educating. The examination of our demographics was neither an attempt to provide an excuse for not making AYP in ELA nor to blame a particular sub group.

There are two clear trends that are impacting our school population. (See pg. 19) Although we have has a large population (53%) of English Language Learners (ELL) who are predominately Chinese, many of our newer immigrants are from the countryside and speak a variety of Chinese dialects excluding Mandarin and Cantonese. These students enter school with zero to minimal fluency in English and struggle to assimilate the expected social/hygienic behaviors. At this time, six of our staff has completed ELL category training offered by QPS in order to provide effective instructional strategies and more will be taking the course this fall.

We also noted the increase in the percentage of low income students. Many of these students do not receive support at home because the parent(s) work long hours and often are not present to assist their child with homework. (See Graph #1 on pg. 19)

A review of our 2007 test data revealed the following: in Grade 3 ELA, 48% scored Advanced/Proficient compared to 59% in state, while 52% scored in the Needs Improvement/Warning compared to 41% in the state . In Math 53% of the students scored in the Advanced/Proficient range compared to 60% in the state while 47% scored in the Needs Improvement/Warning categories compared to 40% in the state.

In Grade 4 we see a growth compared to the state, 58% of students scored in the Proficient/Advanced categories for ELA compared to the state's 56% and 42% scored in the Needs Improvement/Warning categories compared to the state's 44%. In Math 56% scored Proficient/Advanced compared to 48% in the state while 45% scored Needs Improvement/Warning compared to 52% for the state.

In Grade 5 we again note an increase related to the state scores. In ELA 70% of students scored Proficient/Advanced compared to 63% for the state and 30% scored Needs Improvement/Warning compared to 37% for the state. In Math 60% scored Proficient/Advanced compared to 63% for the state and 40% scored in Needs Improvement/Warning compared to 49% for the state.

Goal Statement(s)

#1 Individual students in Grades 3 to 4 and 4 to 5 will demonstrate a 1% increase from the previous year in the 2008 MCAS scores on ELA vocabulary and open response answers.

Action Steps/Monitoring Plans

Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	All ELA teachers will administer Trophies Holistic Assessment for each theme.	Sept/08-May/09	Classroom ELA teachers
2	All ELA teachers will log and track individual student scores on the Trophies Holistic Assessments.	Sept/08-May/09	Classroom ELA teachers
3	SPED, ELL & Classroom teachers in grades K-5 will develop a “word of the week” vocabulary program that will be posted in individual classrooms and include a “word of the week” activity	Oct/08-May/09	ELL,SPED and classroom teachers
4	Reading Buddy Programs will be implemented matching older grades with younger grades.	Jan/09-May/09	Grade 4/5 ELA teachers and K/1 ELA teachers
5	A reading incentive program (Principal’s Reading Club) will be implemented through the distribution of monthly reading logs for every student	Oct/08-May/09	Principal. Parent volunteers, and classroom teachers.
6	A visible measure of the school’s reading minutes	Nov/08-May/09	PTO Parent Volunteers

	goal (to be determined) will be posted on the front lawn to heighten community awareness.		
7	A student built bookworm will be posted in a visible position within the school. This bookworm will “grow” as students add individual sections on book(s) they have read.	Nov/08-May09	Classroom teachers
8	A “read-in” night will be held in the evening at the school for parents and children	Oct/08, Mar/09	Principal, vertical ELA Team, PTO.
9	A vertical ELA team will meet regularly to discuss curriculum and performance issues	Oct/08-May/09	Principal & ELA Team

Goal #2: Individual students in grades 3-5 will demonstrate a 1% increase from the previous year in MCAS scores relating to geometry and open response questions.

Action Steps/Monitoring Plan

	WHAT	WHEN	WHO
Step #	Strategies	Timeline	Team/Person Responsible
1	School will form a vertical math focus team including SPED	Oct/08- May09	Principal/Math focus teachers
2	Each grade level will utilize a “Math Journal” to monitor student progress.		
2	A “problem of the week” program will be implemented by grade level with accommodations (as needed) for SPED & ELL	Oct/08- May/09	Math Focus Teachers
3	School wide “shapes” projects involving writing on geometric shapes will be implemented.	March/ 09	All Math Focus teachers
4	A bulletin board showcasing student’s knowledge of math facts will be developed.	Feb/09- May/09	Math Focus Teachers
5	“Fact Fridays” will be initiated in which every classroom will have a grade appropriate quick quiz of math facts.	Sept/08- May/09	Math Focus Teachers/classroom teachers
6	A “Math Night” for parents and students will be held.	May 09	Staff & Parent Volunteers
7	Literature with math applications or theory will be included in “reading Buddies” program	Jan/09- May/09	Math Focus and ELA Teachers.
8	Teachers will use data to monitor progress and individualize instruction as needed.	Sept/08 – June/09	Math Focus Teachers and K-2 Teachers

	(QMath2/3, Test Wiz, etc.)		
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Goal #3

To develop and implement processes to continue to support all students, (K-5) particularly our ELL and SPED populations and their parents in their holistic development (academic, social, and interpersonal).

Action Steps/Monitoring Plans

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Continue use of agenda books in Gr. 1-5 as an organizational tool for students as well as a communication tool for parents & teachers	Sept-June	Classroom Teachers SPED & ELL if applicable
#2	Develop homework protocol to assist all students including SPED & ELL and especially those students who consistently do not complete homework assignments.	Oct - June	Classroom, SPED & ELL Teachers
#3	To provide an after school homework club twice a week	Oct- June	Staff & Parent Volunteers (?)
#4	To develop and execute two school-wide events a year to celebrate learning at Wollaston School	Oct & Mar	Staff & PTO
#5	To form a team of teachers and School Council/PTO members to develop a Wollaston School Handbook	Oct- May	Principal, Teachers, School Council/PTO members
#6	To continue to foster a positive school environment in which every child feels valued.	Sept. - June	Principal, Staff

D. Related Professional Development

Staff Development Tuesdays 2008-2009

Dates	Topic Description	Grades	Time(s)	Location	Facilitator	Goal # if applicable
9/2/08	Introductions Review SIP Goals Legal Issues: Civil Rights, Restraints, Anti-Bullying Policy, FERPA Health & Safety Universal Precautions, Heimlich, Epi Pens, Fire Drill, Evacuation Drill	All Staff	8:30AM-10:30AM	Rm. 11	Principal Guidance Counselor School Nurse	N/A
9/9/08	Gr. 1-2, 3-5 ELA Vertical Team will develop appropriate "word of the week" vocabulary list including a "word of week" activity. Identify a monthly genre theme for "Principal's Reading Club."	ELA Vertical Team, ELL & Literacy	12:30PM – 2:00PM	Rm. 12	Judy Letteney Deirdre Murphy	#1,3
	Gr. 1-2, 3-5 Math Vertical Team will develop a protocol for utilizing grade level "Math Journals." Theme for each month to be identified.	Math Vertical Team, SPED	12:30PM – 2:00PM	Rm. 11	Maryellen Geary Joanne Daley	#2, 3
10/28/08	Differentiated Instruction Strategies for at risk & behaviorally challenged students	1-5	12:30PM – 1:00PM	Rm. 12	Kate Sawkiewicz Guidance	#1,2,3
	ELA Vertical Team to design "reading buddies" program	Math 1-5 Vertical Team	1:00-2:00PM	Rm 12	Jennifer Garrett Peter Reilly	#1,3

	matching older grades with younger grades. Begin to plan for “read-in” night at school					
	Math Vertical Team to develop a “problem of the week” to be implemented by grade level with accommodations (as needed) for SPED & ELL	ELA 1-5 Vertical Team	1:00-2:00PM	Rm 11	Nicky O’Brien Janelle Schwanke	#2,3
12/9/08	Assessment Day #1 Assessment Team will assist staff in reviewing MCAS data and identify strengths and areas needing improvement. We will begin to develop or preliminary SMART goals based on the findings.	1-5	12:30PM-4:00PM	Rm. 11 & 12	Assessment Team, Principal	1, 2
1/13/09	Vertical Team Meetings to review/share differentiating strategies, effective use of most recent data (Test Wiz, GRADE, etc)	Gr1-2 ELA Gr. 3-5 ELA Gr. 1-2 Math Gr. 3-5 Math	12:30PM – 2:00PM	Rm. 1 Rm. 12 Rm. 3 Rm. 11	Peter Reilly Linda Billikas Judy Letteney Joanne Daley	#1, 2
2/10/09	Assessment Day #2 Staff will use data from AD #1 to create two school improvement goals for 2009-2010. Staff will also develop action plans to support goals.	Gr.1-5	12:30PM-4:00PM	Rm. 11 & 12	Assessment Team, Principal	1,2
5/12/09	Assessment Day #3 Principal/Staff will discuss recommendations from school council on school improvement for 2009-2010 SIP. Principal and staff will finalize goals and action steps	K-5	12:30PM – 2:30PM	Rm. 11 & 12	Assessment Team, Principal	N/A

IV. School Site Assessment Team Members

“Failing to plan is planning to fail.”

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:

Deirdre Murphy (Facilitator)	Gr. 4 ELA/Social Studies Teacher
Janelle Schwanke	Gr. 5 Math
Jennifer Garrett	Gr. 3 Science
Maryellen Geary	Gr. 2 Literacy/Math
Susan Troy	Principal

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

V. Integrated Learning Team Members

The purpose of this team is to insure that students receive highly coordinated instruction that aligns the Tier I classroom instruction with the intervention programs that service our Tier II and Tier III students. This team will work with the classroom teachers to manage and analyze assessment data to aid in appropriate intervention placements and to monitor the effect of those interventions on student progress.

The principal facilitates these meetings and makes the final determination as to grouping and interventions that will assist students in achieving greater levels of proficiency in reading.

Team Members:

Paula Galvin
Linda Delaney
Brenda Chin
Kate Sawkiewicz (as needed)
Edith Hughes
Susan Troy

Literacy Teacher
SPED
ELL
Guidance
Literacy Coordinator
Principal

VI. 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:	Wollaston
Chair/Principal:	Susan C. Troy
Co-Chair:	TBA
Parents:	<p>Karen Chretien 166 North Central Ave. Quincy, MA 02170 617-472-1400</p> <p>Amy Stone 411 Highland Ave. Quincy, MA 02170 617-786-0786</p> <p>TBA</p>
Staff:	<p>Linda Billikas Wollaston School 617-984-8791</p> <p>Nicole O'Brien Wollaston School 617-984-8791</p> <p>Peter Reilly Wollaston School 617-984-8791</p>
Community	Lynne Winnet National Fire Prevention Agency 617-984-7287
Assessment Team:	Jennifer Garrett Maryellen Geary Deirdre Murphy (Facilitator) Janelle Schwanke

VII. Appendix – Section A

Elementary School Class Size

Under 20	20-24	25-26
9	7	

VII. Appendix – Section B

Support Services

FTE

1	Nurse
1	Special Education Teachers (Resource Room/Inclusion)
0	Special Education Teachers (Substantially Separate)
1	Guidance Counselor / 766 Chairperson
1	Literacy Specialist/s
1	ESL Teacher/s
0	Adaptive Physical Education Instructor
.4	Speech and Language Instructor/s
.3	School Psychologist/s
.4	Occupational Therapist/s

VII. Appendix – Section C

Budget - Elementary

**Amount available
In FY 2009**

TEXT/LEARNING MATERIALS

(textbooks and learning materials/supplies needed to support classroom instruction)

\$5004.00

SUPPLIES

(pens, pencils, rulers, paper, glue, photocopy paper, etc.)

\$6394.00

ACTIVITY STIPEND ACCOUNT

\$4923.00

**Other
Science**

\$973.00
\$

TOTAL

SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)

PTO

\$17,750

National Fire Prevention Agency (Business Partner)

\$300

City Councilor

\$2000

\$

\$

\$

VII. Appendix – Section D

Facilities

1. Improvements

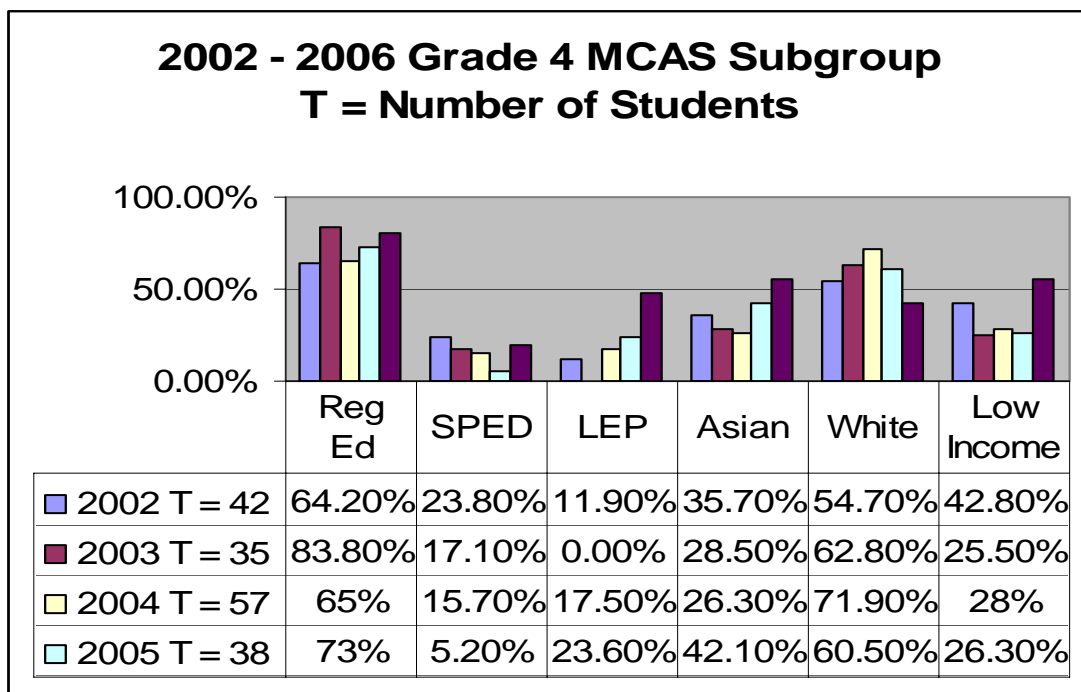
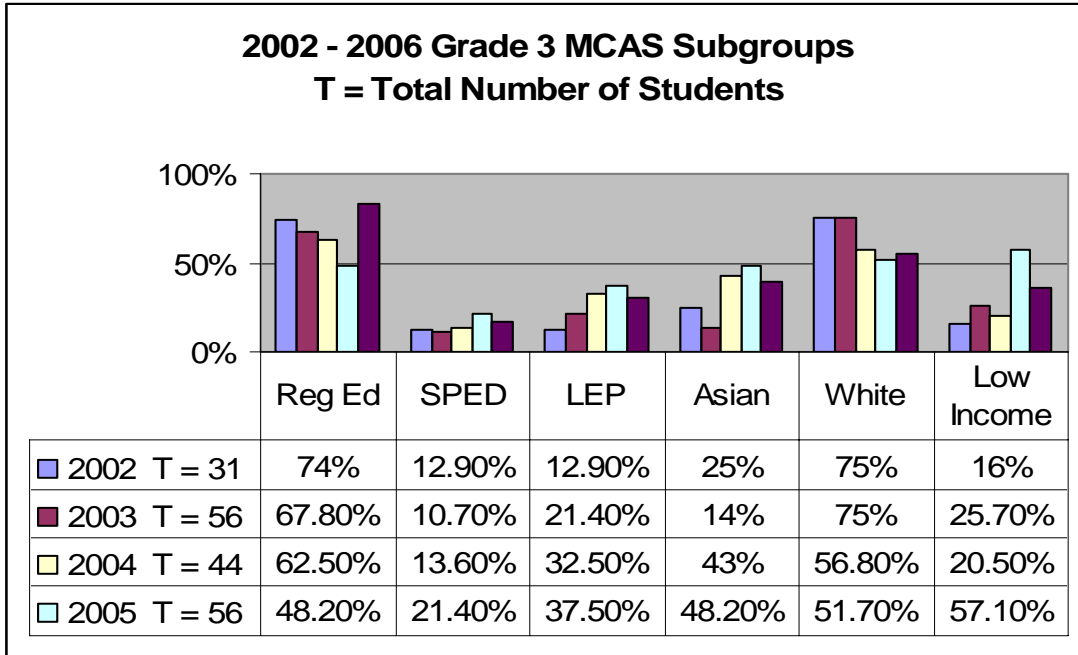
- Building roof pointed
- Conversion from oil to gas for heating
- Replacement of lighting
- Replacement of toilets
- Replacement of handicapped ramp (Taylor St. Side)

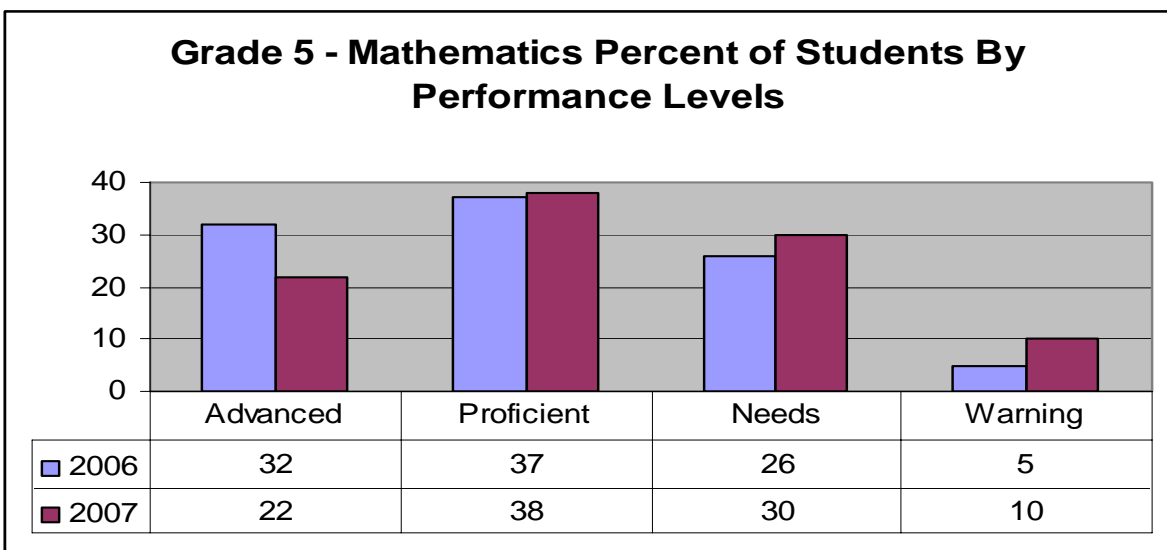
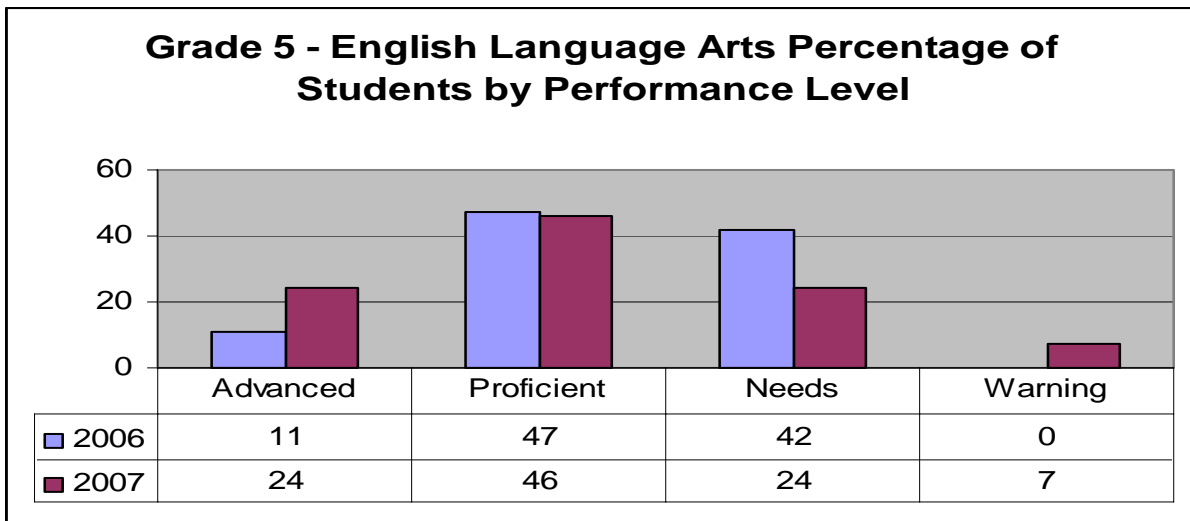
2. Areas of Need

- Repair of chronic leak in gym ceiling
- Removal of carpeting in 3 classrooms
- Replacement of worn floor tiles
- Additional lighting in schoolyard for security

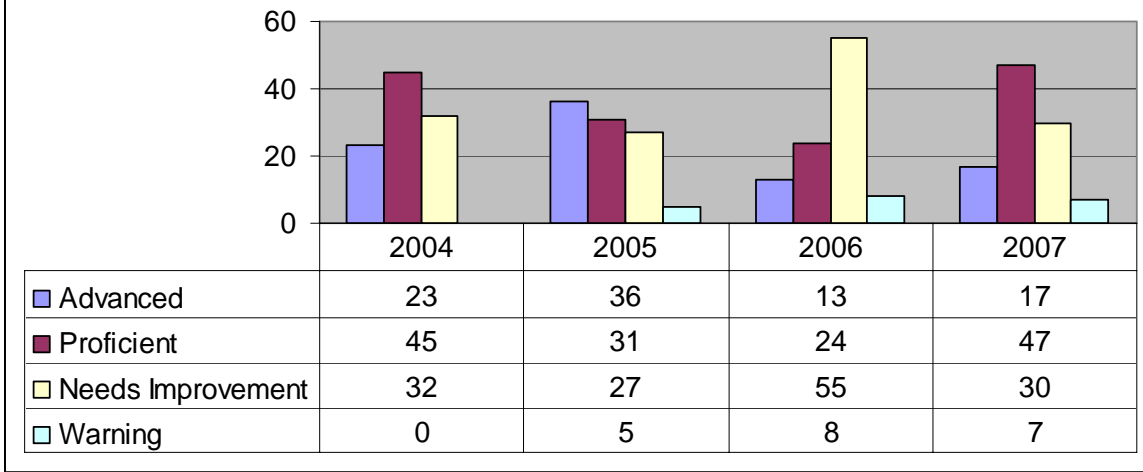
A Appendix – Section E

Data Charts and Trends

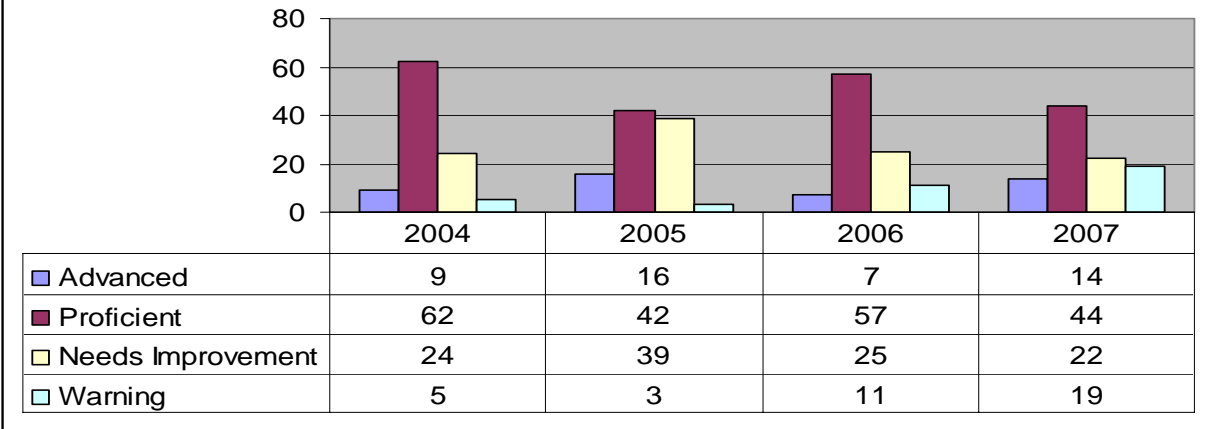




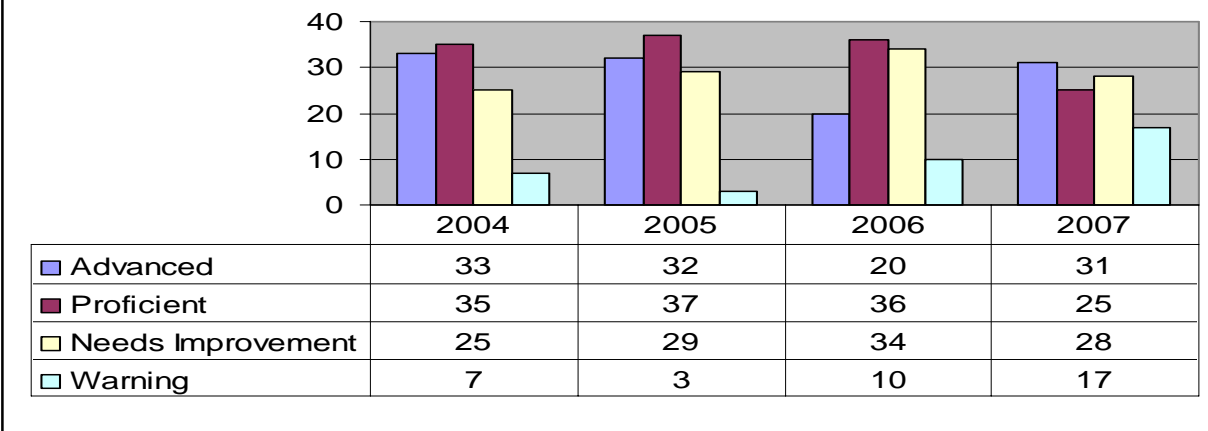
Grade 5 - Science And Technology Percentage of Students by Performance Level



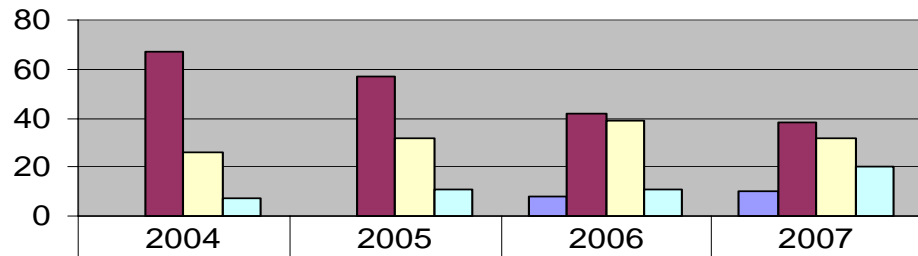
Grade 4 - English Language Arts Percentage of Students By Performance Level



Grade 4 - Mathematics Percentage of Students By Performance Level

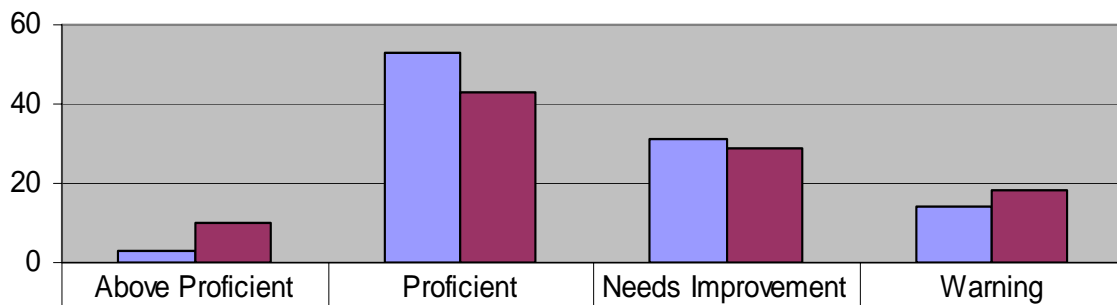


Grade 3 - Reading Percentage of Students By Performance Level



■ Above Proficient	0	0	8	10
■ Proficient	67	57	42	38
■ Needs Improvement	26	32	39	32
■ Warning	7	11	11	20

Grade 3 - Mathematics Percentage of Students By Performance Level



■ 2006	3	53	31	14
■ 2007	10	43	29	18

VII. Appendix – Section 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 25-27

(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 28-30

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

3. Contingency Plan _____ Page 31

4. Emergency Telephone Bomb Threat Procedures _____ Page 31-32

5. Emergency Letter/Package Bomb Procedures _____ Page 33

SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at 7:45a.m. with the exception of the front door which remains open until 8:00a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 8a.m. must ring the front door bell in order to gain entrance into the school. Using our security camera or access window, a visual and/or audio check is made by our general office aide or office personnel before entry into the building is allowed.

After dismissal at 2p.m., all school doors are locked with the exception of the front door. The front door remains unlocked until after school activities are ended.

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 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. **PERSONAL RADIO:** The Walkie-Talkie and charges are kept in the custodian's office. The senior custodian checks it for service on a weekly basis.

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 under the supervision of the classroom teacher. In kindergarten through grade 2 students use the lavatory within their classrooms (when available). In grades 3-5 the students use the lavatory facilities contained in their wing of the school. When students use the lavatory on an individual basis the teacher employs a method of noting the time and return of the student. Students are encouraged to use the lavatory facilities prior to going to lunch. If an emergency arises at lunchtime, one of the lunch attendants supervises the student.

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.

14. BUS PROCEDURES: N/A**15. WALKERS:**

Students who have to cross Beale St. exit from the front door in order to cross with Mrs. Pacino, the crossing guard. All other students will exit from the rear doors into the schoolyard. The principal and/or representative staff members will provide supervision at these locations. Additional crossing guards have been assigned at Harvard and Granger, Newport and Beale, and Standish and Old Colony.

16. STUDENTS BEING DROPPED OFF AT SCHOOL:

Parents driving their children to school are to enter Highland Avenue so that the school is on the right. This area as far as the end of the steel fence is for drop off only. Vehicles are not allowed to park in front of the driveway or drive into the schoolyard during school hours. Highland Street is one way (except for MBTA buses) from Beale St. to Brook Rd. from 7:30AM –8:30AM and 2:00PM – 3:00PM.

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.

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 extent 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 Instant Alert and 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.

Wollaston Contingency Plan

If it is determined that our school must be closed during the school day, all teachers and students will meet and group by grade level on the playground to await transportation and/or further instructions from the administration. Support staff will report to their assigned grade level. In the event of inclement weather, teachers and support staff will walk students to the Wollaston Baptist Church located at 80 Prospect Street to await instructions from the administration. The church is a short walking distance from our school.

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
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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	

VIII. School Council Submission Page

SUBMITTED BY:

Principal's Signature

Assistant Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature