

Quincy Public Schools School Improvement Plan 2009 – 2010



“There is always one moment in childhood when the door opens and lets the future in.”
Deepak Chopra

School: Beechwood Knoll Elementary School

Principal : Diane C. O’Keeffe

Assistant Principal: Nancy J. Barron

Date Submitted: October 23, 2009

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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 Beechwood Knoll School Improvement Plan for the 2009- 2010 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 for school councils as the foundation for a more focused, responsive, and accountable system of serving our students.

The Beechwood Knoll School believes its School Improvement Plan is consistent with the educational goals of our country, state and school system. The Beechwood Knoll School continues to excel and rise to new heights.

This year we have begun a school-wide initiative called "I Love to Read." Even though we have had excellent MCAS results for most of our students, we want to continue that growth and development for all the children. Reading takes them on exciting adventures and introduces them to new people. It teaches them new skills, gives them exciting ways to view the world and motivates them to chase their dreams. Helping children acquire a love of reading at an early age will have a powerful, positive influence on them for the rest of their lives.

At the Beechwood Knoll School, we are committed to make every child's learning experience as rich and rewarding as possible. It is our mission to assist students to become strong academically, socially and physically. We strive to help children discover and explore their gifts and talents, and to value and respect each other's uniqueness. We aspire to teach the children to respect themselves, their community and their environment. As you can see by our chart on the following page, our students and teachers are involved in unique and varied community service projects throughout the school year. We believe that if the students value and respect their community, that they will make use of this knowledge and bring it into the global community.

I continue to have such pride in being the educational leader of the Beechwood Knoll School. The students, staff and parents work cooperatively to create a dynamic learning environment.

Your comments and feedback are most welcome.

Sincerely,

Diane C. O'Keeffe
Principal

III. Improvement Plan

A. **Assessment 2007-2008**

Analysis on the Goals in the 2007-2008 School Improvement Plan.

Goal #1: Raise the average percent correct in the area of MCAS Reading Open Response for English Language Learners by 3%.

The staff used Test Wiz in order to analyze the data. As you can see from the data (See **Appendix Section E Data Charts and Trends**), grades three, four and five ELA “Open Response” scores showed improvement over a three year span. We therefore felt as though this goal has been met.

Goal #2: 80% of our students who achieved a “Warning” or “Needs Improvement” will improve by at least one proficiency level, (Warning to Needs Improvement, Needs Improvement to Proficiency) in ELA and or Math by June, 2008.

Using the data in Test Wiz, seventy percent of our students who scored “Warning” or “Needs Improvement” improved by at least one proficiency level. We felt as a school that the increase was quite significant, and we decided to look at other areas of need for the 2008 – 2009 school year. We are very proud of the goals that were met.

Assessment 2008-2009

Analysis on the Goals in the 2008-2009 School Improvement Plan.

Goal #1: The average of all fifth Grade ELL students scores in the MCAS Reading test will increase by three percent when compared to their third grade scores.

We compared the 2007 MCAS “Student Multi-Test” report to the 2009 “Student Multi-Test” report. The percent correct on the 2007 MCAS Reading Test for Grade 3 ELL students was 64%. The percent correct on the 2009 MCAS Reading Test for Grade 5 ELL students was 67%. We have improved the ELL percent correct by 3% and have met our goal. The addition of our full-time ELL teacher and the action steps that were taken will enable our ELL students to continue to improve. As a result of this analysis, we feel that we have made adequate progress in Goal #1 set for the 2008-2009 school year. (See Appendix E Data Charts and Trends)

Goal #2: Sixty percent of our third grade students who achieved High Needs Improvement in Reading will improve to Proficient by the completion of their Grade Five MCAS test.

Assessment team will continue to monitor progress. Fourth grade teachers are aware of these students and will be differentiating instruction in order to reach the goal.

Analysis of the Spring 2009 MCAS data.

- After conducting an item analysis of the released MCAS Mathematics items, the staff determined that students who scored “Needs Improvement” or “Warning” showed a weakness in multi-step problems. This weakness will be addressed by 2009-2010 Goal #1 and its action steps.
- After analyzing the 2009 ELA MCAS test results, it was determined that the students in all grades showed a weakness in multiple choice questions. This weakness will be addressed by 2009-2010 Goal #2 and its action steps.

Goal Statements :

SMART GOAL #1 for 2009-2010

- **Students in Grades three, four and five will improve their 2009 -2010 MCAS scores in multi-step problems by 3%.**

Action Steps/Monitoring Plan:

	WHAT	WHEN	WHO
a.	<p>Strategies/Activities</p> <ul style="list-style-type: none"> • Math teachers will instruct students on strategies to answer multi-step questions for an additional fifteen minutes every Friday. 	<p>Timeline</p> <p>October,2009 thru June, 2010</p>	
b.	<ul style="list-style-type: none"> • Math teachers in Grades 3, 4 and 5 will submit student work samples monthly to the principal (MCAS or teacher generated multi-step questions). (<i>Assessment</i>) 		
c.	<p><u>Grades Four and Five</u></p> <ul style="list-style-type: none"> • Once a week, emphasis will be placed on using previous MCAS multi-step math problems for homework assignments. (<i>Assessment</i>) 		
d.	<p>Students and teachers will review problems and discuss areas of weakness.</p> <ul style="list-style-type: none"> • During walkthroughs, Principal will observe students discussing strategies for solving multi-step problems. * *Monitoring 		

SMART GOAL #2 for 2009-2010

- The average of all 4th and 5th Grade ELA multiple choice scores will increase by 3% when compared to the 2009 MCAS ELA scores.

Action Steps/Monitoring Plan:

	WHAT	WHEN	WHO
	Strategies/Activities	Timeline	Team/Person Responsible
a.	<p>School-wide “Poem of the Month”</p> <ul style="list-style-type: none"> • Each month, classroom teachers will focus on a different literary element (i.e. tone, personification, simile, alliteration, metaphor, etc.) 		Teachers K-5
b.	<ul style="list-style-type: none"> • Each month, teachers will assess students by having the students take a 3 or 5 question multiple choice test asking the questions such as; most likely, least likely etc. <i>(assessment)</i> 	October, 2009 thru June, 2010	Teachers 3– 5
c.	<ul style="list-style-type: none"> • Principal will do spot checks on multiple choice test taking strategies. <i>(assessment)</i> • Each month, students will be empowered to write and display their own poems on the bulletin board in the school cafeteria. * <p><i>*(Monitoring)</i></p>		Principal K-5

<p>d.</p>	<ul style="list-style-type: none"> Each week students will formulate and respond to questions, utilizing the “Five W’s” Who, What, Where, When and Why through the use of their Trophies Anthology and classroom literature with emphasis placed on multiple choice responses. 	<p>October, 2009 – June, 2010</p>	<p>Grades K - 5</p>
<p>e.</p>	<ul style="list-style-type: none"> Students will demonstrate proficiency in responding to questions in both written and oral form for each monthly poem presented. 		
<p>f.</p>	<ul style="list-style-type: none"> Teachers will review strategies for multiple choice questions in ELA, Science and Social Studies. <p><i>(Assessment)</i></p> <ul style="list-style-type: none"> Students will be monitored by Trophies weekly/theme assessment test.* <i>(Monitoring)</i> 		

D. Professional Development

Principal /School Improvement Plan Staff Development Tuesdays

Dates	Topic/Description	Grades	Time(s)	Location	Facilitator	Goal # if applicable
9/8/09	<p>Review: School/District Goals.</p> <p>Legal Issues: Civil Rights, restraints, IEP, 504, ISSP</p> <p>Health & Safety: Universal Precautions, Heimlich Maneuver, Epi Pen, Fire Drill, Evacuation Drill</p>	1-5	2 hrs	Sawyer Center	Principal and School Nurse and Guidance	N/A
9/15/09	<p>Assessment Day 1 The Assessment Team will use test results to find weaknesses and implement improvements for 2010 – 2011 school year. We will begin to develop our preliminary SMART goals according to the findings.</p>	K-5	1.5 hrs	Sawyer Center	Principal and Assistant Principal	Goal 1
	<p>Assessment Day II</p>					
9/29/09	<p>The Assessment Team will continue to use test results to find weaknesses and implement improvements for 2009 – 2010 school year. We will finalize our SMART goals and action steps according to the findings.</p>	K-5	3 hrs	Sawyer Center	Principal & Assessment Team	Goal 2

Dates	Topic/Description	Grades	Time(s)	Location	Facilitator	Goal # if Applicable
10/27/09	<p>Principal’s Meeting Vertical content area teachers will meet to discuss strategies for consistent vocabulary, computation and multi-step problem solving skills to increase student achievement.</p>	<p>Math Focus Teachers 3-5</p>			<p>Donna Smith & Lisa Vallatini</p>	<p>Goal #1</p>
	<p>Vertical content area teachers will meet to identify strategies for multiple choice questions by identifying key literary elements skills to increase student achievement.</p>	<p>ELA Teachers</p>	<p>1.5 hrs.</p>	<p>Sawyer Center</p>	<p>Kim Zeppetelle & Kate Scales</p>	<p>Goal # 2</p>
	<p>Teachers will now use the strategies identified back in the classroom.</p>					

Dates	Topic/Description	Grades	Time(s)	Location	Facilitator	Goal # if applicable
1/12/10	<p>Projects Mathematics: Vertical content area teachers will create a teacher resource manual consisting of vocabulary words, computation and problem solving in order to develop consistency throughout the grades particularly used in multi-step questions for ELA, Science and Social Studies.</p>	Grades K-2				Goal #1
1/12/10	<p>ELA: Vertical content area teachers will compile a teacher resource manual for ELA consisting of common literary vocabulary and teaching strategies, comparing Harcourt Assessments, MCAS Tests and the Design for Learning through the use of graphic organizers in order to develop consistency throughout the grades. Each teacher will have their own copy to be kept in their classroom.</p>	Grades K-2	1.5 hrs.	Sawyer Center	Principal and Assessment Team	Goal #2
		Grades 3-5				

Dates	Topic/Description	Grades	Time(s)	Location	Facilitator	Goal # if applicable
2/9/10	Vertical Teams will complete the resource manuals for ELA and Mathematics begun on the 1/12/10 Principal's Meeting. Teachers will assess student work as a team on multiple choice and multi-step problems in order to increase student achievement.	Grades K-5	3.5 hrs.	Sawyer Center	Principal, Assistant Principal & Assessment Team	Goals 1&2
5/11/10	The Math vertical team members and the ELA team members will present resource manuals. Teachers will continue to use the strategies, lessons, activities, etc. within the classroom to enhance student achievement.	Grades K-5	1.5 hrs	Sawyer Center	Principal, Assistant Principal & Assessment Team	Goals 1 & 2
5/25/10	A Day 3 Principal and entire staff will meet and discuss recommendation by the school council on school improvement goals for the 2010 – 2011 school year SIP. A review of the action steps for the 2009-2010 SIP will take place. Brainstorm possible goals for the 2010-2011 school year.	1-5	1.5 hrs	Sawyer Center	Principal, Assistant Principal & Assessment Team	Goals 1 & 2

Compensatory Time Evening Meetings: 10/13/09; 12/22/09; 6/8/10

IV. 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: Beechwood Knoll School

Chair/Principal: Diane C. O'Keeffe

Co-Chair: Kelly Cobble
56 Meadowbrook Road
Wollaston, MA 02170

Teacher: Kate Scales
225 Fenno Street
Quincy, MA 02170

Kim Zeppetelle
225 Fenno Street
Quincy, MA 02170

Parents: Michael Hurley
51 Elm Avenue
Wollaston, MA 02170

Donna Fennessey Stevenson
28 Elm Avenue
Wollaston, MA 02170

Assessment Team: Lisa Vallatini
Donna Smith
Kim Zeppetelle
Kate Scales

V. School Site Assessment Team Members

“Failing to plan is planning to fail.”

School improvement planning is a key element of our district improvement plan. It is intended that school administrators, teachers, counselors and specialists spend time each year to reflect on the academic success of their school and their students. The school assessment team assists with this reflection as it identifies the strengths and weaknesses of every student. Those strengths and weaknesses were analyzed and identified by our Site Assessment Team whose names appear below.

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:

Assessment Team: Lisa Vallatini
Donna Smith
Kim Zeppetelle
Kate Scales

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

VI. 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

Name**Position**

Diane C. O’Keeffe

Principal

Kathleen DeMayo

Literacy Teacher

Lori Higgins

Special Education Teacher

Mary Ellen Saccoccio

English Language Learner Teacher

VII. School Council Submission Page

SUBMITTED BY:

Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature

Appendix – Section A

Elementary School Class Size

Under 20	20-24	25-26
9	9	

Appendix – Section B

Support Services

FTE

 1 Nurse

 1.4 Special Education Teacher (Resource Room)

 1 Guidance Counselor / 766 Chairperson

 .5 Literacy Specialist

 1 ESL Teacher

 .4 Speech and Language Instructor

 .5 School Psychologist

 .4 Occupational Therapist

Appendix – Section C

Budget - Elementary

	Amount available In 2009-2010
<p><u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)</p>	\$8,675.00
<p><u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)</p>	\$7,981.00
<p><u>ACTIVITY STIPEND ACCOUNT</u></p>	\$10,643.00
<p><u>Other</u></p>	\$1,214.50
<p><u>Science</u></p>	\$ 926.00
<p><u>Art</u></p>	
<p>TOTAL</p>	
<p><u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u></p>	
<p>PTO Net Amount _____</p>	\$27,207.03
<p>National Grid “Green in Action” Award _____</p>	\$ 250.00
<p>State Environmental Award _____</p>	\$ 200.00
<p>Total _____</p>	\$57,096.53

Appendix – Section D

School Improvements:

This past school year brought about the dream of the Beechwood Knoll Elementary School Outdoor Environmental Area Classroom. This area was created due to a grant from The Community Preservation Act. Due to Beechwood Knoll School's close proximity to the salt marsh, we wanted a place where students can connect with nature and learn from the salt marsh in a variety of ways. Environmental education would be one of the key focuses of the outdoor classroom. There are several cross-curriculum benefits as well. All of these goals and activities relate directly to the grade level curriculums of the Quincy Public Schools.

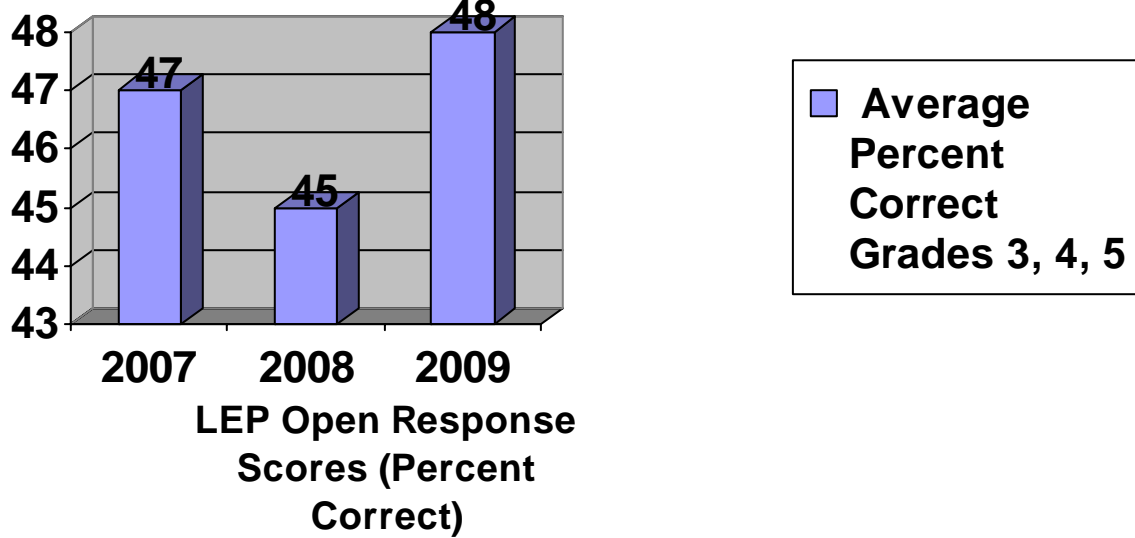
Additionally, the plan will restore paths, establish a wildflower garden and refurbish nature trails, remove debris, and repair fencing on the property.

Areas of Need

1. Shared teaching space in the Sawyer Center continues to be a challenge.
2. We are in need of a storage space for all of our school supplies.

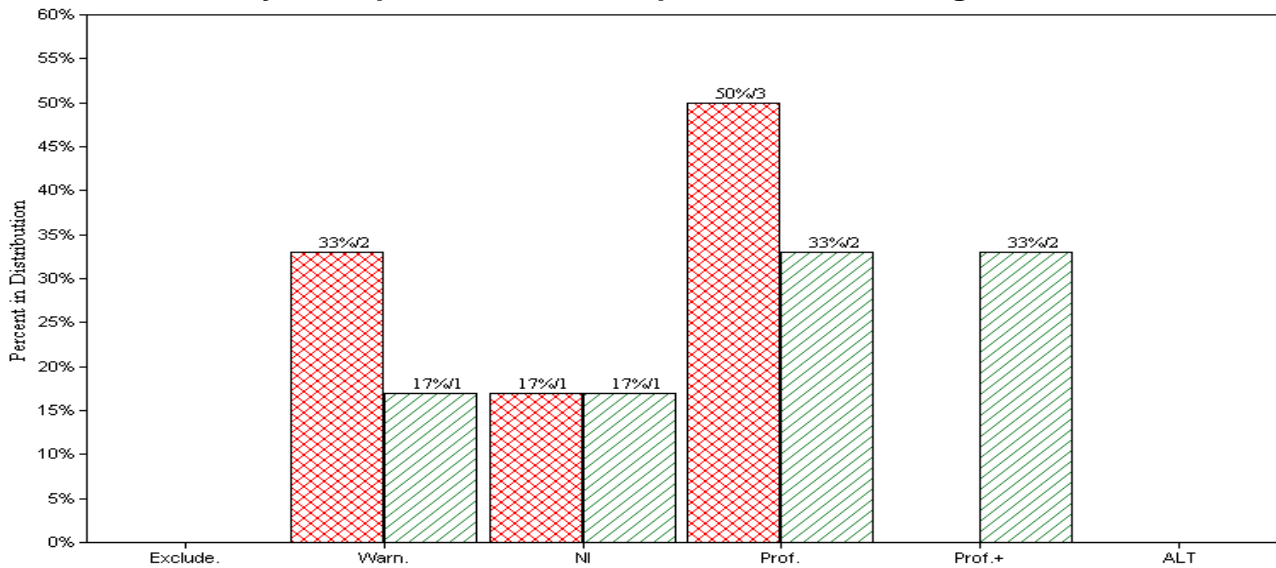
2007-2008

Goal #1: Raise the average percent correct in the area of MCAS Reading Open Response for English Language Learners by 3%.



2008-2009

Goal #1: The average of all fifth Grade ELL students scores in the MCAS Reading test will increase by three percent when compared to their third grade scores.



Key Test

- MCAS Grade 3 2007
- MCAS Grade 5 2009

Grade	Date	Number of Students
3	5/1/2007	6
5	5/1/2009	6

Population: **Cohort**
 Subtest: **ENGLISH LANG. ARTS**
 Display Score: **Performance Level**

ELA MCAS and Math MCAS Results

GRADE 03 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ABOVE PROFICIENT	12	5	8	15
PROFICIENT	41	46	43	54
NEEDS IMPROVEMENT	42	37	39	26
FAILING	5	12	10	5

GRADE 03 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ABOVE PROFICIENT	NA	12	31	21
PROFICIENT	45	49	37	41
NEEDS IMPROVEMENT	38	23	20	34
FAILING	17	16	12	3

GRADE 04 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	7	8	19	34
PROFICIENT	39	58	52	38
NEEDS IMPROVEMENT	48	27	28	24
FAILING	7	7	2	4

GRADE 04 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	15	15	30	46
PROFICIENT	30	53	35	22
NEEDS IMPROVEMENT	52	28	32	28
FAILING	2	4	3	4

GRADE 05 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	16	11	3	19
PROFICIENT	49	48	62	54
NEEDS IMPROVEMENT	30	37	32	19
FAILING	5	4	3	9

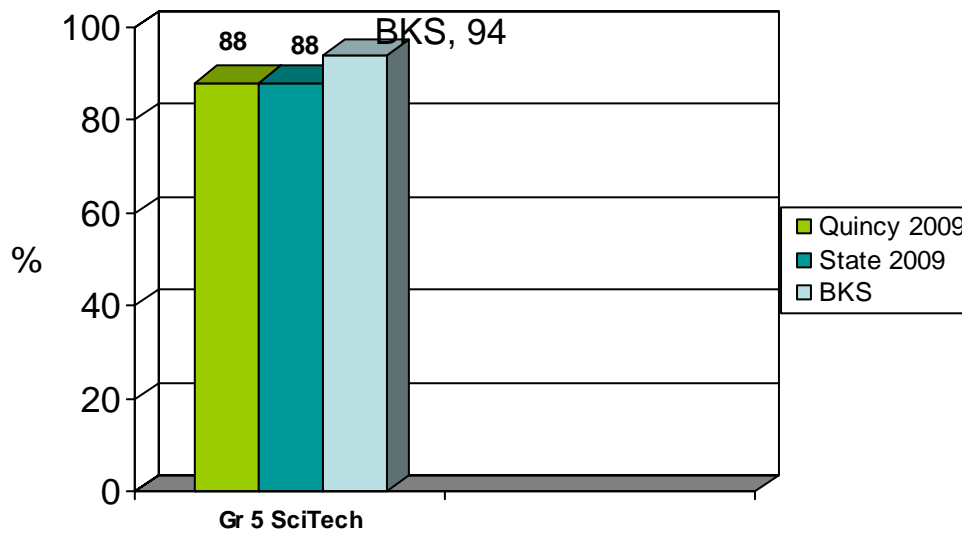
GRADE 05 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	30	15	20	26
PROFICIENT	30	28	42	44
NEEDS IMPROVEMENT	30	46	34	24
FAILING	10	11	4	6

Science and Technology MCAS Results 2008 – 2009

- **The staff was delighted to see the 2009 MCAS results in Science/Technology. It reflects the consistent work done in Science and Reading in the content area.**

GRADE 05 - SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	6	7	11	39
PROFICIENT	41	43	49	22
NEEDS IMPROVEMENT	49	39	36	33
FAILING	3	11	4	6

BKS Comparison 2009



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 27-28

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

2. Emergency Procedures _____ Pages 30-33

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

3. Contingency Plan _____ Page 34

4. Emergency Telephone Bomb Threat Procedures _____ Page 35

5. Emergency Letter/Package Bomb Procedures _____ Page 36

SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at 8:15 a.m. with the exception of the front door which remains open until 8:20 a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 8:20 a.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 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.

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 8:30 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. **CELL PHONES:** Building principals have been equipped with cell phones, which are generally used for internal Quincy Public Schools communication. This communication device allows for immediate access to the Superintendent and Coordinator 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.

15. SCHOOL WALKING ROUTES:

The crossing guard is stationed at the intersection of Fenno Street and Rice Road. Students must use the crosswalks to enter/exit the school grounds. K-2 students enter/dismiss through the doors nearest the K-2 wings while students in grades 3-5 enter/dismiss through the school’s main door. At dismissal, K-2 teachers escort the students to the school lawn nearest the K-2 doors to meet parents. Teachers in grades 3-5 escort their students out the main door and proceed left of the green and then towards the crossing guard. Older siblings walking with younger siblings meet each other in the grassy area in front of the school.

Safe Walking Routes from the QPS Website

Cheriton/Hancock		Hancock Street to Fenno Street
Vassall/Quincy Shore		Rice Road to Fenno Street

17. STUDENTS BEING DROPPED OFF AT SCHOOL: Parents drive to the school using the entrance to the parking lot. The teachers are on the sidewalk to open the doors of the vehicles and assist the students disembarking. As many of our students are driven to school each day, this procedure facilitates the process of allowing the students safe passage into the school and builds community service awareness.

18. INSTANT ALERT: Instant Alert will be used to announce emergency school closing, lock downs and scheduled activities such as PTO meeting and the Fall Festival.

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, 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 –

Students will be taken by their teachers and their principal to Eastern Nazarene College's Cove Auditorium. Cove Auditorium is within walking distance of the school located on Wendell Avenue. Students will then be released to their parents/guardians only.

In the event that a lockdown situation occurs at the school for an emergency situation such as, power lines down in front of the school, the Superintendent will be notified, parents will be notified as to the nature of the problem and students will be released to their parents from their child's homeroom. If a child is a walker, the parents will be notified of the emergency and they will be asked to pick up their child at 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	