

# *Quincy Public Schools School Improvement Plan 2008 - 2009*



*"Children are our most valuable natural resource." Herbert Hoover*

*Beechwood Knoll Elementary School*

*Principal: Diane C. O'Keeffe*

*Assistant Principal: Nancy J. Barron*

*Date Submitted: September 15, 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 Beechwood Knoll 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 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. Over this past year, I have felt such pride in being the educational leader of the Beechwood Knoll School. This School Improvement Plan reflects the goals of the 2008-2009 school year and my resolve to work with staff, students, parents and community to reach the stated goals.

Your comments and feedback are most welcome.

Sincerely,

Diane C. O'Keeffe  
Principal

### *III. Improvement Plan*

#### **A. Assessment**

1. Reflection on 2006 - 2007 goals:

**Goal #1** - All our ELL students will increase their Reading scores by 3% in the 2007 MCAS Reading scores.

**(Because Goal #1 is so specific, I am unable at this time to access the information.)**

Teachers worked diligently on raising ELL scores by use of the “Leap Frog” Program. We feel that this will continue to be a tremendous assistance to ELL students and encourage higher order thinking. The “Leap Frog” Program was a program initiated by the Mayor’s “Literacy First” Program in 2006 -2007.

**Goal #2A – We will increase non-fiction reading to improve open response questions.**

**Goal #2B – We will Increase non-fiction writing to improve open response questions.**

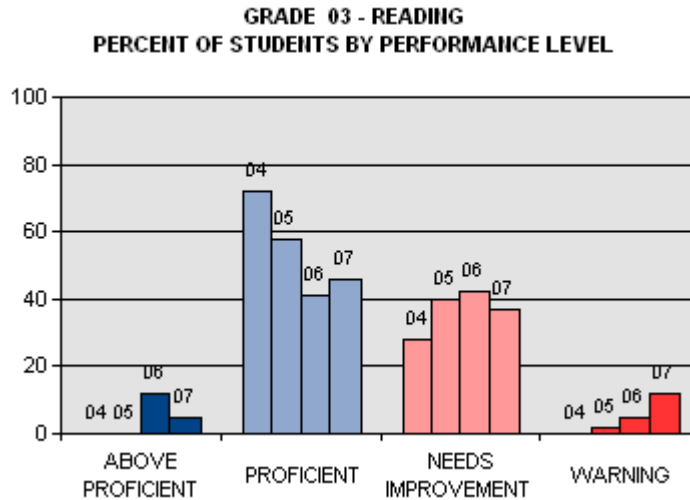
This past year, teachers saw a marked improvement in open response questions in reading and writing. The entire school team focused on using strategies such as the John Collins Method and the Four Square Method. There were more open discussions on successful strategies and the sharing of students’ written work at Professional Development meetings. Because of the special concentration in this area, we feel we have succeeded in achieving this goal.

**Goal #3 - The School Council will conduct a Parent, Teachers and Student School Survey for the 2006 – 2007 school year.**

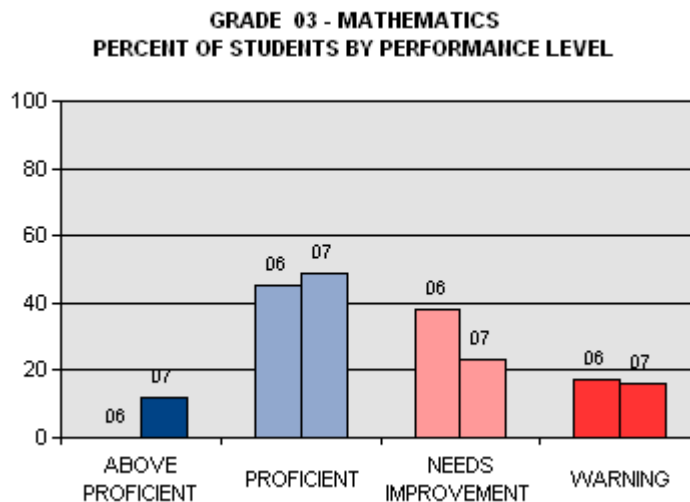
The results of the Parent, Teachers and Student School Survey were outstanding. We had an 87% return rate on the surveys and presented those results in a Power Point Presentation to the School Committee.

## Analysis of the Spring 2007 MCAS Test Results:

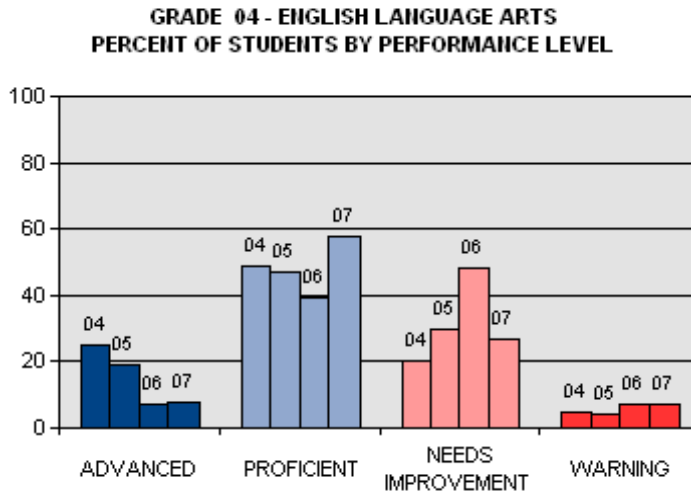
The Grade Three MCAS Reading Scores indicate a five percentage point increase in those students attaining the performance level of Proficient from 2006 to 2007.



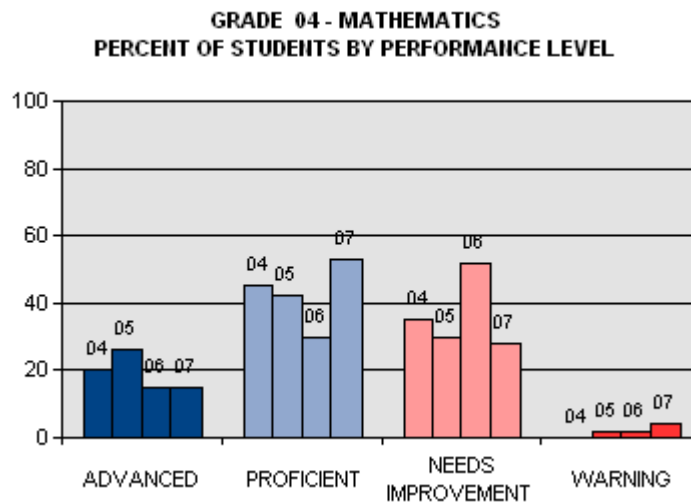
In Grade Three MCAS Mathematics there was an increase of 4% in those students attaining the performance level of Proficient.



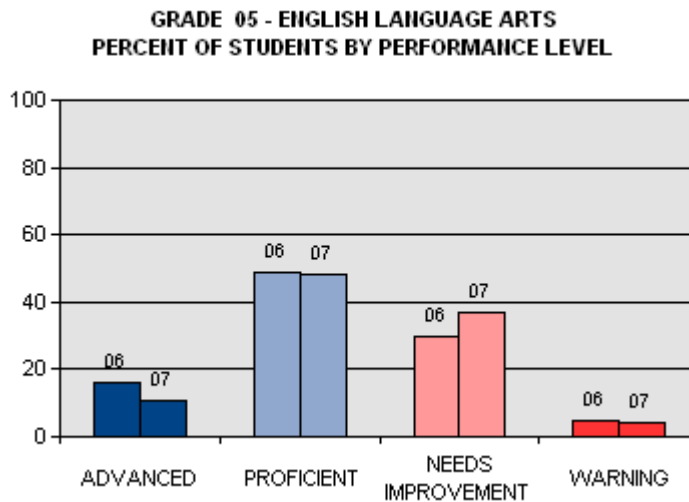
The test results for our fourth graders showed a marked improvement in MCAS test scores both in English Language Arts and Math. In the spring of 2006, thirty-nine percent of all fourth grade students achieved a performance level of proficient. In the spring of 2007, fifty-eight percent of the students achieved a performance level of proficient. This indicated an increase of nineteen percent.



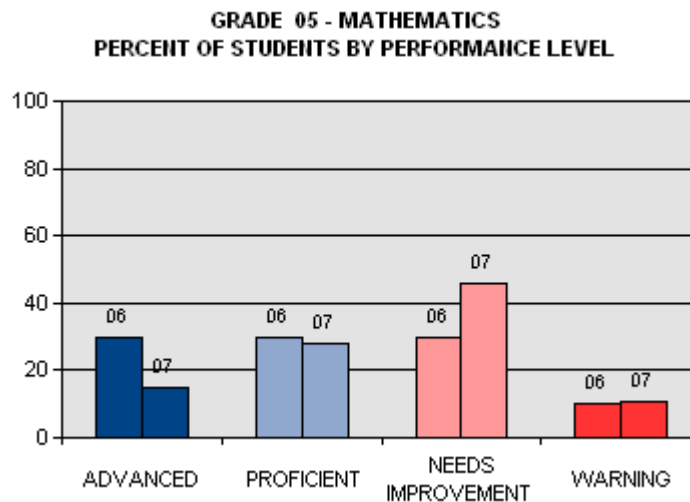
The test results for our fourth graders also showed a marked improvement in the 2007 MCAS Math test scores. In the spring of 2006, test results indicate thirty percent of our students attained a proficient performance level. In spring of 2007, fifty-three percent of the fourth grade students earned a performance level of proficient. This indicates an increase of twenty-three percent.



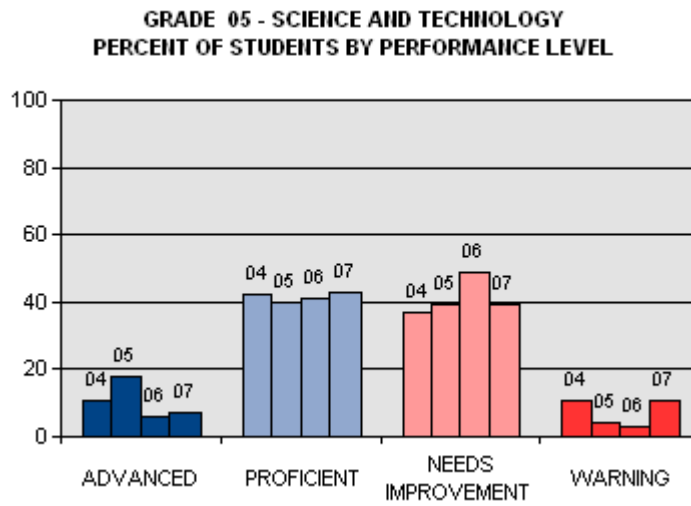
The Grade Five MCAS English Language Arts scores indicate a one percentage point decrease in those students attaining the performance level of Proficient from 2006 to 2007.



The Grade Five MCAS Mathematics scores indicate a two percentage point decrease in those students attaining the performance level of Proficient from 2006 to 2007.



The spring 2007 Grade Five Science and Technology MCAS exam indicated a two-percent increase from 2006 to 2007.



## Action Steps/Monitoring Criteria

### Goal # 1 for 2008-2009

*The average of all fifth grade ELL students scores in the MCAS Reading test will increase by 3% when compared to their third grade scores.*

### Action Steps/Monitoring Plan

	WHAT	WHEN	WHO
	Strategies/Activities	Timeline	Responsible Team/Person
a.	Use student reports and test item analysis to pinpoint areas of weakness in all Fourth Grade ELL students.	September	The Entire Staff
b.	We will compare the 2007 to the 2008 MCAS “Student Multi-Test” report to monitor the student results for two years of testing. *	Sept – June	Principal & Entire BKS Staff
c.	<p><b>Scholastic Zip Zoom English (Grades K – 4)</b> is a supplemental language and literacy program designed to support English Language Learners and students having difficulty in learning English to assist them in developing critical literacy skills. Teachers will lead lessons through differentiated practice activities, and an innovative software program. Students will receive rich exposure targeting vocabulary word skills and literacy skills. The three main parts of the program work together to accelerate students’ English oral language, vocabulary, and sight word acquisition to supplement their core reading program. This program is through a grant from the Rotary Foundation.</p>	Sept – June	Classroom Teacher Deb DeAngelis Facilitator
	<p><b>Study Island Grade 5</b> Grade 5 teachers will meet in the classroom to learn the “Study Island” method of teaching and how best to support their students.</p>		Classroom Teacher Donna Smith Facilitator
d	Mini vertical teams will share strategies		Assessment

	and students’ written responses as well as reading strategies for their ELL students after working on <b>Zip Zoom</b> .  Grade 5 teachers will meet to discuss strategies that they have used and completed projects through the use of <b>Study Island</b> .	Sept- June	Team/Classroom Teachers
e.	<b>Our assessment team will work with our teachers to monitor and assess student’s progress through the Trophies Program and the Zip Zoom Program.*</b>	Sept.- Dec. – June	Assessment Team/Classroom Teachers

\* Indicates Monitoring

*Goal #2 for 2008 -2009: Sixty percent of our third grade students who achieved a “High Needs Improvement” in Reading will improve to “Proficient” by the completion of their Grade Five MCAS Test.*

**Action Steps/Monitoring Plan:**

	WHAT	WHEN	WHO
	<b>Strategies/Activities</b>	<b>Timeline</b>	<b>Responsible Team/Person</b>
a.	Begin the year by the teachers modeling how to answer “open response” questions.	Sept	Entire Staff
b.	Using Boston/Quincy “open responses” teachers will have students work on supporting their “open response” questions/answers using bullets.	Sept. - June	Entire Staff
c.	<b>Scholastic Zip Zoom English (Grades K – 4)</b> is a supplemental language and literacy program designed to support English Language Learners and students having difficulty in learning English to assist them in developing critical literacy skills. Teachers will lead lessons through differentiated practice activities, and an innovative software program. Students will receive rich exposure targeting vocabulary word skills and literacy skills. The three main parts of the program work	Sept - June	Staff teachers Grades K-4

	together to accelerate students' English oral language, vocabulary, and sight word acquisition to supplement their core reading program. This program is through a grant from the Rotary Foundation.		
d.	Mini- vertical teams will share results of their students work.	October	Mini-Vertical Teams
e.	<b>Assessments will be made through the ongoing scoring of the individual student's work within daily performance in guided reading groups, whole class discussion, teacher observations ongoing reading tests.*</b>	Sept - June	Assessment Team/Classroom Teachers

\*Indicates Monitoring

**Goal #3 for 2008-2009**

***All students (K-5) will exhibit examples of appropriate behavior when interacting with adults and their peers in the school community, at all times throughout the school year.***

	WHAT	WHEN	WHO
	<b>Strategies/Activities</b>	<b>Timeline</b>	<b>Responsible Team/Person</b>
a.	Begin the school year by an entire school assembly, showcasing the "Golden Rule" poem that will be posted on the Principal's bulletin board and in each classroom to develop a culture and climate of respect within BKS.	Sept	Entire Staff
b.	Each teacher will review with their class the "Student's Rights and Responsibilities" handbook.	Sept.	Entire Staff
c.	The Principal will develop a bulletin board outside her office with the Grade Five Students with emphasis on respect. There will be awards made every other week.	Sept.	Principal
d.	QPS GOALS Guidance Counselor Al Moscaritolo will facilitate our Professional Development in regards to student behavior.	Oct – 28 <sup>th</sup>	Principal & Entire Staff

e.	<p><b>QPS GOALS Guidance</b>  <b>Counselor AI Moscaritolo</b> will return to BKS and with the Principal have walk thru's in the classrooms earlier in the day, and then meet with the entire staff for further strategies.</p>	January 13, 2009	Principal
f.	<p><b>The entire staff will meet and evaluate by open discussion the climate of the school.*</b></p>	May, 2009	Principal & Entire Staff

**\*Indicates Monitoring**

D. Related Professional Development

**1. Staff Development Tuesdays**

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # if applicable
9/2/2008	<p><b>Review:</b> School/District Goals.</p> <p><b>Legal Issues:</b> Civil Rights, restraints, IEP, 504, ISSP</p> <p><b>Health &amp; Safety:</b> Universal Precautions, Heimlich Maneuver, Epic Pen, Fire Drill, Evacuation Drill</p>	1-5	2 hrs	Sawyer Center	Principal and School Nurse and Guidance	N/A
9/9/2008	<p>K- 4 teachers will meet to view and facilitate the new program <b>Zip Zoom.</b></p> <hr/> <p>Grade 5 teachers will meet and view <b>Study Island</b> and how best to facilitate it's use in the classroom.</p>	5	1.5 hrs	Sawyer Center  Room 9	<p><b>Principal &amp; Debbie DeAngelis</b></p> <hr/> <p><b>Donna Smith Facilitator</b></p>	Goal # 1 & 2
9/23/2008	System				System	
	<p><b>Guidance Counselor Kim Riley</b> will meet with K-3 teachers to develop strategies on how best to deal with behavior issues in the younger grades. A final</p>	K - 3	1.5	Gym	Kim Riley & The Principal	

10/28/2008	<p>project will be developed so that initiatives will be school-wide.</p> <hr/> <p><b>Guidance Counselor AI Moscaritolo</b> will facilitate our Professional Development in regards to student behavior.</p>	4-5	1.5	<hr/> <p>Sawyer Center</p>	<hr/> <p>AI Moscaritolo</p>	Goal #3
12/9/2008	<p><b>A Day 1</b> The Assessment Team will use test results to find weaknesses and implement improvements for 2009 – 2010 school year. We will begin to develop our preliminary SMART goals according to the findings.</p>	K-5	3.5 hrs.	Sawyer Center	Principal, Assistant Principal & Assessment Team	N/A
1/13/09	<p><b>Guidance Counselor AI Moscaritolo</b> will return to BKS and with the Principal have walk thru's in the classrooms earlier in the day, and then meet with the Grades 4 &amp; 5 teachers focusing on the skills learned. Clinical observations will be based on initiatives.</p>	K-5	1.5 hrs.	Sawyer Center	AI Moscaritolo	Goal #3
2/10/2009	<p><b>A Day 2</b> The Assessment Team will continue to use test results to find weaknesses and implement improvements for 2007 – 2008 school year. We will further</p>	K-5	3.5 hrs.	Sawyer Center	Principal, Assistant Principal & Assessment Team	N/A

	develop our SMART goals and action steps according to the findings.					
5/12/2009	<b>A Day 3</b> Principal and entire staff will meet and discuss recommendation by the school council on school improvement for the 2009 – 2010 school year SIP. Principal and staff will finalize goals and action steps.	K-5	1.5 hrs	Sawyer Center	Principal, Assistant Principal & Assessment Team	N/A
5/26/2009	Reflect on Goals One thru Three. Documentation of these goals will be shared with the entire staff.	1-5	1.5 hrs	Sawyer Center	Principal, Assistant Principal & Assessment Team	N/A

**Compensatory Date(s)****10/14/2008; 12/23/2008; 6/9/2009**

## *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:**

1. Diane C. O'Keeffe      Principal
2. Laura Mulcahy      Teacher
3. Brenda Shore      Teacher
4. Lisa Vallatini      Teacher

\* *“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

<b><u>Name</u></b>	<b><u>Position</u></b>
Diane C. O'Keefe	Principal
Ann Collins	Literacy Teacher
Lori Higgins	Special Education Teacher
Mary Ellen Saccoccio	English Language Learner Teacher

## *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:** **Beechwood Knoll School**

**Chair/Principal:** Diane C. O'Keeffe

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

**Teachers:** Nancy G. Barron  
225 Fenno Street  
Quincy, MA 02170

Kim Zeppetelli  
225 Fenno Street  
Quincy, MA 02170

**Parents:** Michael Hurley  
51 Elm Avenue  
Wollaston, MA 02170

Donna Fennessey Stevenson  
28 Elm Avenue  
Wollaston, MA 02170

## *VII. Appendix – Section A*

### Elementary School Class Size

Under 20	20-24	25-26
9	9	

***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>.***

*VII. 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

*VII. Appendix – Section C*

**Budget - Elementary**

**Amount available  
In FY 2009**

**TEXT/LEARNING MATERIALS**

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

\$6,534.00

**SUPPLIES**

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

\$8,349.00

**ACTIVITY STIPEND ACCOUNT**

\$9,676.00

**Other**

**Art**

**Science**

\$ 993.00

\$ 1,271.00

**TOTAL**

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

PTO

\$28,000.00

Rotary Foundation of Quincy

\$ 3,750.00

South Coastal Bank

\$ 500.00

Fidelity Donation

\$ 1,000.00

\$

Total (as of 6/19/08)

\$60,073.00

## *VII. Appendix – Section D*

# Facilities

### **1. Improvements**

#### **Community Service Projects**

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 last page of our School Improvement Plan, 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.

### **2. Areas of Need**

2A. For the past several years, we have had to have our Media Center serve several different needs due to our lack of space. This area houses our Media Specialist, Special Education teacher, ELL teacher, Literacy specialist and Speech Pathologist. Obviously, this is a very difficult situation for all of the teachers mentioned above and their students. This situation has been compounded by an increase in our student population.

2B. We are in desperate need of a storage space for all of our school supplies, due to the fact that our previous storage space is now being used as a classroom. We have had several issues with the Fire Department due to the fact that our copy paper sits out in the middle of the corridor.

## *VIII Appendix – Section E*

### Data Charts and Trends

The following table represents a four year comparative analysis of MCAS Reading test for English Language Learners.

**Goal #1: The average of all fifth grade ELL students scores in the MCAS Reading test will increase by 3% when compared to their third grade scores.**

This past year, we focused on our ELL students. Within the past several years our ELL population has grown considerably. Our professional development was formed around “best practices” and concerns we have had in teaching our ELL students.

Over twenty-three percent of our student population return home where English is not their first language. Eighty-one percent of this group of students are learning English for the first time here at Beechwood. These students are learning English words and then need to learn to read sentences and paragraphs. That is why we are placing such an emphasis on our ELL learners.

**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, 2009.

#### Reading:

Grade	Year	Advanced	Proficient	Needs Imp.	Warning
3	2006	12	41	42	5
4	2007	8	58	27	7
5	2008				

## *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 21-23**

(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 24-26**

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

**3. Contingency Plan \_\_\_\_\_ Page 27**

**4. Emergency Telephone Bomb Threat Procedures \_\_\_\_\_ Page 28**

**5. Emergency Letter/Package Bomb Procedures \_\_\_\_\_ Page 29**

## SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at 8:30 a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 8:30 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. **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.

15. **BUS PROCEDURES:** The Beechwood Knoll School has been assigned a school bus for the 2008 – 2009 school year. Students living the greatest distance from the school are transported to and from the school. The bus uses the parking lot near the gymnasium to drop-off/pick-up the students being transported.

**In the morning:** The bus pulls into the school parking lot of the school at approximately 8:15. An assigned teacher helps them off the bus and they are directed into the school.

**At dismissal:** The students will be called down to the front foyer just before dismissal. An assigned teacher will check their name off from a listing she has procured from the school office. She will then walk the students out to the school bus and wait until all students are safely aboard the bus.

**Note:** Vehicles are not allowed to use the circular driveway during entrance or dismissal of students. The Principal/Assistant Principal are situated at both ends of the circular driveway during entrance and dismissal times.

16. **WALKERS:** 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 to the sidewalk near the gymnasium to the crosswalk. Older siblings walking with younger siblings meet each other in the grassy area in front of the school.

17. **STUDENTS BEING DROPPED OFF AT SCHOOL:** Parents drive to the school using the left side entrance and the teachers are there 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.

## **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 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** – 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. If this is not possible the principal or a designated staff person will provide transportation to the student's home. If the child uses the QPS school bus, the child will be released under the supervision of a teacher and allowed to ride the bus home.

**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:

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Principal's Signature

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Assistant Principal's Signature

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President of Parent Teacher Organization Signature

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Co-Chair School Council Signature

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Teacher Representative Signature