

Quincy Public Schools  
School Improvement Plan  
2009 - 2010

Charles A. Bernazzani Elementary School

Principal - Peter R. Dionne

Assistant Principal - Robert Purpura

**October 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,

I am pleased to present the Charles A. Bernazzani School Improvement Plan for the 2009-2010 school year. The Bernazzani School Staff and School Council developed this plan using guidelines both of the Massachusetts' Education Reform Act of 1993 and of the Superintendent's Leadership Team. The SLT's guidelines protect the individuality of each school's goal planning, yet provides for a uniform and consistent reporting document. My thanks go to the teachers and staff of the Bernazzani Elementary School for their countless hours of data research coupled with the human element of knowing the children. Their work in both of these areas has provided us with a research based improvement plan with the best interest of our students at its heart.

The Charles A. Bernazzani School believes its school improvement plan is consistent with the educational goals and values of our country, state, and school system. We believe our plan reflects Bernazzani's school values and is responsive to the needs of children, teachers and parents. Our school values the promotion of high standards for students and educators. We value, too, the capacity for children to achieve more and for children, teachers and parents to work collaboratively. We are confident the goals, action steps, assessment and professional growth opportunities reflected in the plan will lead to our school's improvement in the coming year.

During this upcoming school year of 2009-2010 we will be focusing on improvement in the area of open response questions in English Language Arts. Our status in English Language Arts is of concern and our goal is to improve our CPI by focusing our improvement goals on our open response answer techniques. With that being said, our results indicate that we improved by 5.5 CPI points from the previous year.

We are also focusing on improvement for our MCAS scores in Mathematics. We are proud to report that we have achieved the highest CPI score in school history. In fact, the last three years have been the three highest Composite Performance Indexes in school history. Our goal is continued improvement and our action steps for Mathematics reflect our dedication to this initiative.

In conjunction with these goals and initiatives will be a push toward weaving differentiated instruction into our daily teaching. We have a wide selection of abilities in our school and our teachers recognize the need to reach all learners. We will continue to discover new techniques of differentiating for each child.

It is my pleasure and honor to serve this distinguished community of the Bernazzani Elementary School. I am entering my fourth year as principal of this fine school and I could not be more pleased with the dedication of both staff and parents as we strive to provide the best education possible for our young students.

Your comments and feedback are most welcome.

Sincerely,

Peter R. Dionne  
Principal of the Charles A. Bernazzani Elementary School

## III. Improvement Plan

### A. Assessment

#### Reflection on 07 – 08 goals:

##### Goal #1

Through direct instruction students in Grades 3, 4 and 5 will improve their MCAS ELA scores by 1% by spring 2009.

Unfortunately, we saw a decrease in scores on the 2008 MCAS test. This was our second year not making Annual Yearly Progress in English Language Arts and we had been designated in the Improvement Year 1 status category.

##### Goal #2

Math teachers at Bernazzani will implement the action steps listed below to achieve a 2% increase from the previous year in the area of Number Sense on the 2009 MCAS.

We saw a decrease in scores in 2008 and were discouraged that our improvement plan goals did not help us reach our goals. This was our first year with a “no” for Annual Yearly Progress and we were assigned the positive “no status” category.

#### 1. Reflection on the Goals in the 2008-2009 School Improvement Plan.

**Goal #1** Through direct instruction, students in Grades 3, 4 and 5 will improve their MCAS ELA scores by 1% by spring 2009.

We achieved this goal by increasing 5.5 CPI points! We are very proud of our marked improvement in English Language Arts. We are attributing our growth to our focus on high needs improvement students and altering our writing instruction slightly towards a focus on fluency rather than conventions. Our goals of making the testing environment less stressful could also have been a contributing factor. This dramatic improvement has earned us a “yes” for our Annual Yearly Progress. We, as a school community, are very proud of this after having two consecutive years in the “no” category. We are confident that with our current goals and action steps we will be able to continue this progress.

**Goal #2** Math teachers at Bernazzani will implement the action steps listed below to achieve a 2% increase from the previous year in the area of Number Sense on the 2009 MCAS.

This goal was achieved and we are pleased to report an increase of 4.9 CPI points in our math aggregate! Again, we are very proud of our much improved math scores for this past year's MCAS. In fact, we have achieved the highest Math scores in school history. We had several initiatives last year including buddy systems of teaching. We also helped to prevent summer slippage by instituting the Bernazzani Tee Off with Math! summer mathematics packets. Finally, our focus on the individual needs of students and our focus on High Needs Improvement students was a contributing factor to our success. We look forward to continued success in our math instruction this year with the revamping of the fourth grade math instruction.

## 2. Analysis of the 2009 Spring MCAS test data.

Our school is currently in Improvement Year 1 for English Language Arts. This is stemming from the last two years of declining English Language Arts scores. This year our school received a "Yes" in ELA meaning that we achieved our own performance target. The designation of Improvement Year 1 will remain until we achieve two years of positive progress.

Last year was the first year that we received a "No" in Mathematics. This year we have improved by 4.9 CPI points. Due to the diligence of our teachers in focusing on student achievement we have once again received a "Yes". Our teachers understand the Target Scores for 2009 and 2010.

It is important to understand the status designations. After receiving a "no" for two consecutive years in ELA we have been assigned the Improvement Year 1 status. We received a "yes" this year but must remain in the Improvement Year 1 status category until we show improvement for two consecutive years. In Mathematics we are still assigned the positive No Status designation because we only received one "no". In terms of Annual Yearly Progress we must note that our improvement is also judged by our individual progress as a school, not only against the No Child Left Behind AYP chart. We feel confident that our School Improvement Plan will deliver us to this goal once again.

After reviewing the last three years of test scores, indicators lead us to believe that we must focus on our High Needs Improvement level students.

While reviewing our data we looked at the difference between passing students versus proficient students. Our students are passing but our proficiency ratings are not where they should be. Our proficiency score in Science is well above both the state and the city. In Language Arts it is apparent that our children are doing well in conventions of writing but when

it comes to open response and topic development they are not where they should be. This inspired some conversation about teaching writing in a too technical fashion. In other words, holding their hands too much through the process so that they are too reluctant to write on their own and take risks. Perhaps there is too much modeling as well. The areas of spelling and conventions, which would seem to be obvious areas to focus, actually are areas of strength.

We then asked how we can replicate what's happening in Science to ELA and Math. We wondered why our students are doing very well on the Science test, which has both Open Response questions and Multiple Choice questions just like the ELA test. It was noted that Science is far more hands on and engaging than other subjects. In science there is a right and wrong answer. There is more application in Science than in other subject areas.

The conversation was then guided to instructional practice. What can we do? Some responses included a fourth grade practice assessment. More practice would mean less anxiety and more confidence. In working with parents, students should be encouraged to write at home without worry of conventions because historically we do very well with conventions of language. Children should be encouraged to write for fluency and creativity. Their thoughts must get on the paper before editing or formulaic writing packages occur. By sending our Curriculum Newsletter home, parents will be made aware that we are focusing on topic development. Through this same instrument we can provide parents with helpful tips for homework.

We also noted that stamina is also an issue in the scores. Students were getting more questions wrong towards the end of the test. We suggested changing scheduling so that grade levels do not test on back to back days. Testing procedures will also be looked at. There are certain guidelines in the Administrator's Test Manual but restructuring seating and the feeling in the building could lead to less anxiety.

We noticed trends in weaknesses among High Needs Improvement students. All signs pointed to open response questions. Weaknesses in other areas were largely spread out. We agreed that through classroom teaching and Prep for Success, we can deliver more differentiated instruction to this specific subgroup of students.

These past test scores were encouraging and disappointing at the same time. We were able to show marked improvement in our aggregate scores and achieve two "yeses" for our AYP rating. However, our fourth grade scores continue to be much lower than the third and fifth grade scores. We have adjusted our scheduling of fourth grade to help remedy these challenges. Our fourth grade students currently have uninterrupted blocks of instruction in both ELA and Mathematics. These blocks occur in the morning hours and enable us to provide more time on learning for both ELA and Mathematics. The team members are also provided with two common planning blocks each week to plan instruction together to assure that the students are receiving uniform instruction in these subject areas. Even with this new schedule the students are still switching classes. They switch in the afternoon for Science, Social Studies and a final portion of Writing. We are confident that this scheduling change will greatly help in improving our scores in fourth grade.

## B. Goal Statements

**Goal #1** Through the implementation of the following teacher led initiatives, the Bernazzani School’s average percent correct in Open Response questions will increase three percentage points.

**Action Steps/Monitoring Plan indicated in italics with asterisk**

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1	<p>Whole school homework - once a month students interview an adult in their home, and gather - specific details regarding the “question of the week.”</p> <p>Grade One – 1 sentence Grade Two – 3 sentences Grade Three – 1 paragraph Grade Four – 1 paragraph Grade Five – 1 paragraph</p>	October - May	<p>Jenny O’Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie</p> <p>Sharon Sallaway - lead</p>
2	<p>3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade Reading MCAS results will be analyzed by 9/29/09</p>	September	Christine Norton, Rob Purpura, Lauren Laub
3	<p>Grades 3, 4 and 5 students will assign Study Island lessons at home and at school at least once a week – to improve reading comprehension.</p> <p><i>Assignments will be monitored through weekly data charts emailed to principal by Study Island.*</i></p>	October-June	Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway
4	<p>Teacher will have the students use ELA journals and explain who, what, where, when and how of the story they have read.</p> <p><i>Random samplings will be sent to principal on the last day of each month.*</i></p>	October-June	Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway, Nancy Casinelli
5	<p>Implement a monthly “Reading Log” for students to document independent reading.</p> <p>K-1 10 minutes each night 2-3 15 minutes each night 4-5 20 minutes each night</p>	October-June	Jenny O’Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway
6	<p>Use supplemental trophies open response question packets.</p>	October-June	Christine Norton, Deanna Peavey, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway

7	Utilize trophies holistic assessment as a tool for modeling, practicing and assessing open response questions.	End of each Trophies theme	Jenny O'Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway, Nancy Casinelli, Emily Markarian
8	During initial steps of the writing process I.E. brainstorming, for all students, in particular instruction for SPED and ELL students, will focus on content with less emphasis on spelling, sentence structure and grammar.	Ongoing October – May	Jenny O'Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway, Nancy Casinelli, Emily Markarian, Maryanne Lencki
9	Type II quizzes will be used and compiled to assess students and increase writing across the curriculum. Topics may include: field trips, assemblies and classroom events.  <i>Samplings will be sent to Principal for review each semester.*</i>	October – June	Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway

**Goal #2 Through combined efforts of home and school Bernazzani students will utilize Study Island, have weekly exposure to MCAS style questions and increase their Mathematics MCAS scores by 2 CPI points. This will be closely monitored by a variety of math assessment tools.**

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1	Students will participate in a problem solving contest every other week beginning in September.  <i>Principal selects winners from the boxes in his office on Friday. Winners are announced during morning announcements. Winners also receive incentive pencils.*</i>	Bi-Monthly September – June	Jane Bopp, Melanie Kelly, Sarah Harrington, Jenny O'Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway
2	Students in grades 1-5 will complete a summer math packet "Tee Off with Math!". Students will be given prizes in September for completing their packets. (include math facts guide for parents)* Parent sign off sheet will be added as well as an Instant Alert during the summer as an additional reminder.  <i>Principal hands out incentive rewards for students</i>	June 2010	Jenny O'Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway, Peter

	<i>who complete Tee Off with Math! Program.*</i>		Dionne, Susan Lynn
3	Students in grades one and two will utilize problem solving strategies with the Read It, Draw It, Solve It packets on a daily basis.	October – May	Jenny O’Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo
4	Grades 3, 4 and 5 will assign Study Island lessons at home and in school on specific math strands.  <i>Study Island grading reports are sent to Principal via email every Monday.*</i>	October - June	Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Jenn Currie
5	Incorporate MCAS questions into classroom work and chapter tests. Will include multiple choice and open response.  <i>Teachers will assess using the MCAS rubric.*</i>	October – June	Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Jenn Currie
6	Students will compete in a math vocabulary word poster contest to be held once a month. Entries will be judged by the fifth grade and winners will be posted on the bulletin board outside the gymnasium.  <i>Winners are selected by Mrs. Currie’s fifth grade math students. Winning submissions are placed on the Word of the Month bulletin board outside the cafeteria for increased visibility.*</i>	September – June monthly	Jenny O’Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway
7	Students will participate in Timed Math Facts tests on a weekly basis. (Math Minutes)  <i>Principal will monitor Math Facts during walk-throughs.*</i>	October – June	Jenny O’Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Jenn Currie
8	Prep for Success for grades 3, 4 and 5	March – May	Prep for Success tutors P. Dionne
9	Assess students with Q-Math grades 2 and 3 and Houghton Mifflin end of year test.	Grade 3 February Grades 1 and 2 June	P. Dionne, Jenny O’Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Lauren Laub, Sue Hersey, Mary Ross
10	Implement the technical pilot of Fraction Nation in Grade Five.	October – December	Jenn Currie
11	Teachers will give the End of Chapter Assessments to re-evaluate and drive further instruction and grouping.	October – June	Jenny O’Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway
12	Teachers will assign Open Response Questions Type 1 and Type 2 and assess them with our	October – June	Jenny O’Connor, Katie Celiberti, Laura Latini,

	rubric.		Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway
13	Bernazzani Math Days- Students will have the opportunity to work with buddies in tackling challenging hands on math problems.  <i>Principal walk-throughs*</i>	December and June	Jenny O'Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway
14	Bernazzani Math Night- Students will be invited to a math themed baseball night at school	Red Sox Opening Week	Peter Dionne

**Goal #3 – Implement the Steps to Respect program as well as a school wide bullying prevention program to be consistent with Quincy’s Anti-Bullying Policy.**

Step #	Strategy	Timeline	Person Responsible
1	Hold a voluntary teacher meeting to discuss buy in and set goals for next year.	May 2009	Maura Shaughnessy
2	Purchase Steps to Respect Program	April 2009	Maura Shaughnessy
3	Create a referral form to be used by staff when reporting bullying behavior.	Summer 2009	Peter Dionne
4	Training for staff	September 2009	Maura Shaughnessy
5	Training for lunch matrons	November 2009	Maura Shaughnessy
6	Kick-off for students. Teachers will be explaining the program and reading “Have You Filled a Bucket Today?”	September 2009	Jane Bopp, Melanie Kelly, Sarah Harrington, Jenny O'Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway
7	Six training sessions for staff “booster trainings”	October-June	Maura Shaughnessy
8	Steps to Respect Program – Lessons to be Taught in Fourth Grade	September – June	Maura Shaughnessy
9	Kids and Company safety program and assertiveness training for grade 2	November – June	Grace Lukito
10	Second Step will be taught in grades K and 3	October – June	Maura Shaughnessy
11	Bucket Filling at Bernazzani- Students in all grades encourage each other with positive remarks and “fill each other’s buckets”. Teachers have incentive buckets to actually fill. This encourages positive bystander behavior.	September – June	Jane Bopp, Melanie Kelly, Sarah Harrington, Jenny O'Connor, Katie Celiberti, Laura Latini, Deanna Peavey, Christine Norton, Michelle Perfetuo, Mary Ross, Lauren Laub, Sue Hersey, Rob Purpura, Casey Deaguero, David Lindsay, Patrice Healy, Jenn Currie, Sharon Sallaway

## E. Related Professional Development

### (4) Principal /School Improvement Plan Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/8/09	Mandatory training in the following areas: IDEA, 504, DCAP, Physical Restraint, Security, Confidentiality, Referral Process, 51A, FBA, Harassment, Health Issues, FERPA, Bullying Prevention Program	All Staff	8:00 AM	CAB Gym	Peter Dionne, Maura Shaughnessy Emily O'Connell	
9/15/09	<u>Assessment Day 1</u> Staff will review MCAS data and formulate strengths and weaknesses in the data. This data will be used during Assessment Day #2.	K-5, Sp. Ed.	12:30 – 2:00	CAB Media Center	Lauren Laub, Christine Norton, Robert Purpura	1 and 2
9/29/09	<u>Assessment Day 2</u> Staff will use data from Assessment Day #1 to create two school improvement goals for the school year 2009 – 2010. Staff will also create action steps to support these goals.	K-5, Sp. Ed.	12:30 – 4:00	CAB Media Center	Lauren Laub Christine Norton Robert Purpura	1 and 2
10/27/09	Open Response Training: ORQ's – Bulleting answers to achieve a more focused response  Training for mobile computer lab.	All Staff	12:30 – 2:00	CAB Media Center	Robert Purpura  Peter Dionne	1 and 2
1/12/10	ELA team will gather to create Type II quizzes and analyze effectiveness of Type II quizzes that have already been given  Math team Workshop- "Using Study Island Data to Drive Instruction"	ELA Team  Math Team	12:30 – 2:00	Teachers' Room  Media Center	Peter Dionne  Robert Purpura	1  2
2/9/10	K-2 Team Math Workshop Teacher led instruction on math vocabulary techniques  ELA team Workshop –	K-2 Team	12:30 – 4:00	Teachers' Room	Christine Norton	2

	<p>Open Response Questions – Student work samples and rubrics used to enhance usage of Open Response Questions</p> <p>Math team will meet and create our Bernazzani Math Day for June. Math team will also review current practices of SIP.</p>	<p>ELA Team</p> <p>Math Team</p>		<p>Media Center</p> <p>Room 7</p>	<p>Peter Dionne</p> <p>Robert Purpura</p>	<p>1</p> <p>2</p>
5/11/10	Open Response Web Quest Training – with use of mobile computer lab	K- 5, Sp. Ed.	12:30 – 2:00	CAB Media Center	Peter Dionne	1
5/25/10	<p><u>Assessment Day 3</u></p> <p>School Improvement Plan Review – Reflection on 2009 – 2010 SIP</p> <p>Brainstorm possible goals for 2010 - 2011</p>	K-5, Sp. Ed.	12:30 – 2:00	CAB Media Center	<p>Lauren Laub</p> <p>Christine Norton</p> <p>Robert Purpura</p>	1 and 2

## 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:** Charles A. Bernazzani Elementary School

**Chair/Principal:** Peter R. Dionne

**Co-Chair:** Carol Austin  
53 Gardiner Road  
Quincy, MA 02169  
617-786-0086

**Teachers:** Robert Purpura  
1216 Furnace Brook Parkway  
Quincy, MA 02169  
617-471-4387

Casey Deaguero  
21 Athens Street, Unit 11  
N. Weymouth, Ma 02191  
781-534-2270

**Parents:** Michelle Theberge  
21 Puritan Drive  
Quincy, MA 02169  
617-472-2132

**Community Rep:** Matthew Lockwood-Mullaney

## 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:

**Peter Dionne - Principal**

**Lauren Laub – Facilitator – Grade Three Teacher**

**Robert Purpura – Assistant Principal – Grade Four Teacher**

**Christine Norton – Grade Two Teacher**

\* *“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

<b>Name</b>	<b>Position</b>
Peter Dionne	Principal
Paula Galvin	Literacy Specialist
Maryanne Lencki	ELL
Emily Markarian	Special Education
Nancy Casinelli	Special Education

## VII. 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

## Appendix – Section A

### Elementary School Class Size

Under 20	20-24	25-26
12	6	

## Appendix – Section B

### Support Services

#### **FTE**

- 1 Nurse
- 1.6 Special Education Teachers (Resource Room/Inclusion)
- 1 Guidance Counselor / 766 Chairperson
- 1 Literacy Specialist
- .5 ELL Teacher
- .4 Speech and Language Instructor
- .4 School Psychologist
- .4 Occupational Therapist

## Appendix – Section C

### Budget - Elementary

**Amount available  
In 2009-2010**

**TEXT/LEARNING MATERIALS**

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

\$8,625.00
------------

**SUPPLIES**

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

\$7,935.00
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**ACTIVITY STIPEND ACCOUNT**

\$6,200.00
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**Other**

**Art**

**Science**

\$954.00
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\$540.00
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**TOTAL**

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

**PTO Projected Budget**

\$16,000
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Lowé's Grant

\$5,000
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Mini-Grants

\$1,400
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\$
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\$
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## Appendix – Section D

### Facilities

#### 1. Improvements

Fitness Center - This fall our Fitness Center is scheduled to be installed in the playground. We have a nine station fitness center which will be placed directly behind the gym. We also have a hoop shoot which will be placed along the golf course side of the playground. With help from a Lowe's grant we are also able to purchase playground grade mulch for the bedding and a retaining wall.

Library Shelving Project – Thanks to a donation from Friends Academy in North Dartmouth we have new shelving for our library. The maintenance crew has installed the shelving on the walls and our permanent collection can now be housed along the perimeter of the library. This has freed up the center space in our wonderful media center and allows us to gather as a school for assemblies and special programs.

#### 2. Areas of Need

We have an outdated and problematic intercom system. The installation of a new intercom system would remedy some safety issues and make communication in times of emergency more streamlined. The all call button does not work and one classroom is unable to call the office.

## Appendix – Section E

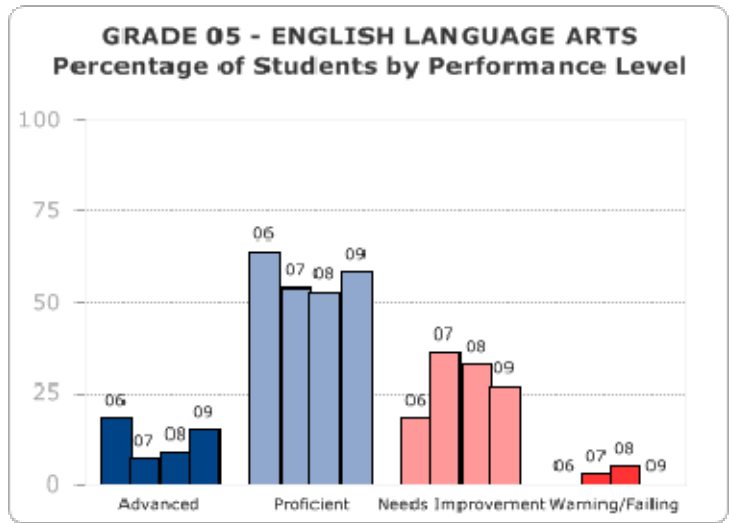
### Data Charts and Trends

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	In
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	5	12	52	45	40	33	3	10	60	83.3		
GRADE 03 - MATHEMATICS	8	20	47	40	38	25	7	15	60	82.1		
GRADE 04 - ENGLISH LANGUAGE ARTS	0	11	39	42	59	35	2	11	59	78.0		
GRADE 04 - MATHEMATICS	3	16	22	32	58	41	17	11	59	66.9		
GRADE 05 - ENGLISH LANGUAGE ARTS	15	15	58	48	27	29	0	8	55	91.4		
GRADE 05 - MATHEMATICS	20	22	55	32	18	29	7	18	55	87.3		
GRADE 05 - SCIENCE AND TECHNOLOGY	18	17	44	32	38	39	0	12	55	88.2		
ALL GRADES - ENGLISH LANGUAGE ARTS	6	16	49	51	43	25	2	8	174	84.1		
ALL GRADES - MATHEMATICS	10	23	41	32	39	28	10	16	174	78.6		

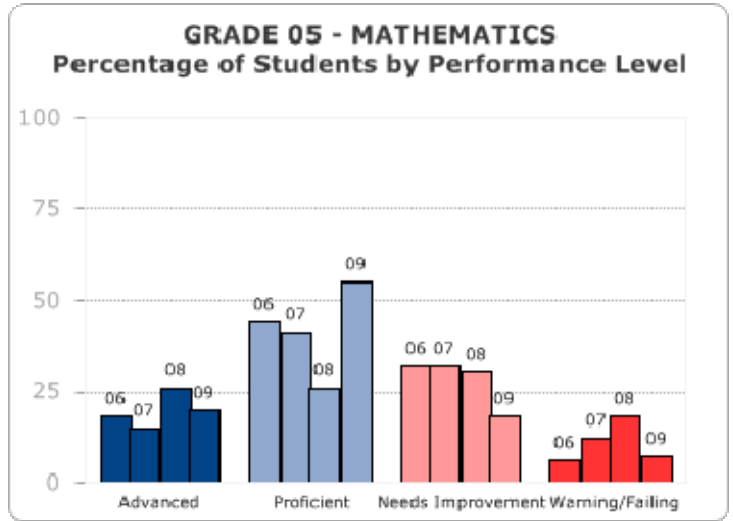
### MCAS Annual Comparisons

\* NOTE: Performance level percentages are not calculated if student group less than 10. Data Last Updated on September 16, 2009

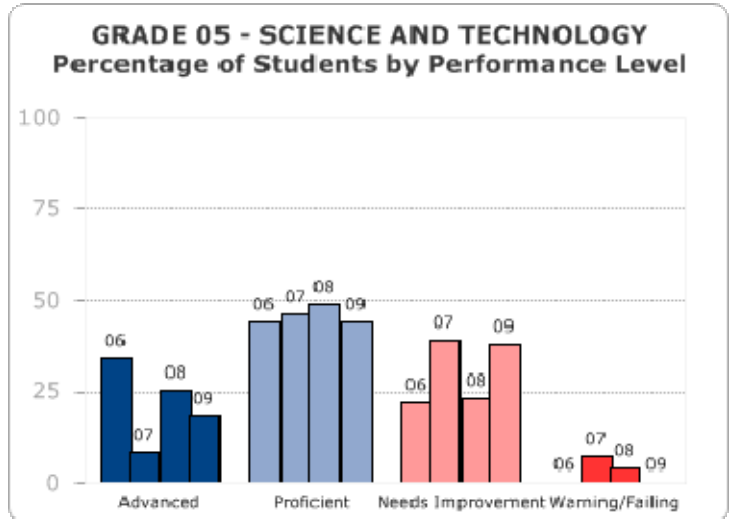
<b>GRADE 05 - ENGLISH LANGUAGE ARTS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
ADVANCED	18	7	9	15
PROFICIENT	64	54	53	58
NEEDS IMPROVEMENT	18	36	33	27
FAILING	0	3	5	0



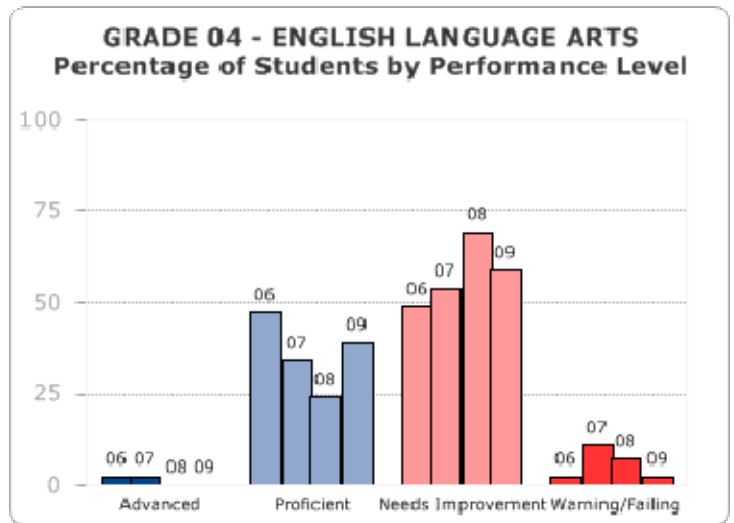
<b>GRADE 05 - MATHEMATICS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
ADVANCED	18	15	26	20
PROFICIENT	44	41	26	55
NEEDS IMPROVEMENT	32	32	30	18
FAILING	6	12	18	7



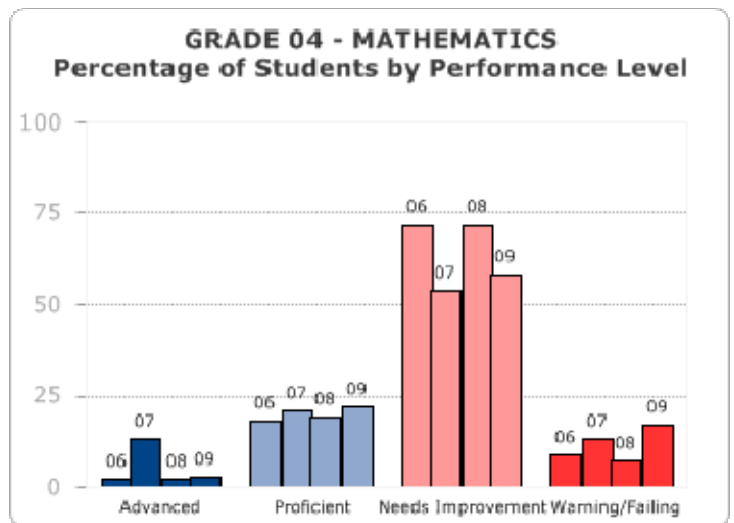
<b>GRADE 05 - SCIENCE AND TECHNOLOGY</b>				
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
ADVANCED	34	8	25	18
PROFICIENT	44	46	49	44
NEEDS IMPROVEMENT	22	39	23	38
FAILING	0	7	4	0



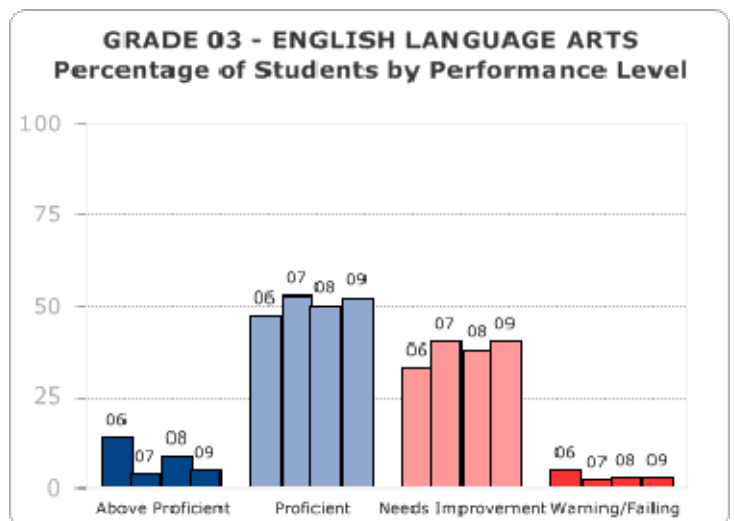
<b>GRADE 04 - ENGLISH LANGUAGE ARTS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
ADVANCED	2	2	0	0
PROFICIENT	47	34	24	39
NEEDS IMPROVEMENT	49	54	69	59
FAILING	2	11	7	2



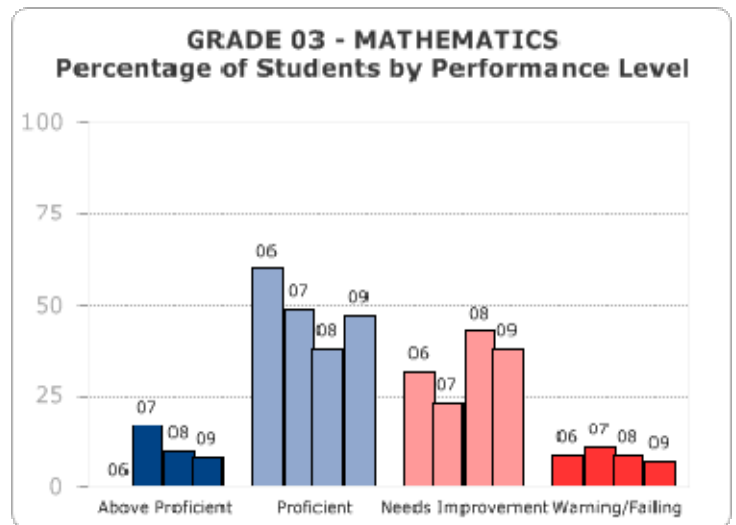
<b>GRADE 04 - MATHEMATICS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
ADVANCED	2	13	2	3
PROFICIENT	18	21	19	22
NEEDS IMPROVEMENT	72	54	72	58
FAILING	9	13	7	17



<b>GRADE 03 - ENGLISH LANGUAGE ARTS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
ABOVE PROFICIENT	14	4	9	5
PROFICIENT	47	53	50	52
NEEDS IMPROVEMENT	33	40	38	40
FAILING	5	2	3	3



<b>GRADE 03 - MATHEMATICS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
ABOVE PROFICIENT	NA	17	10	8
PROFICIENT	60	49	38	47
NEEDS IMPROVEMENT	32	23	43	38
FAILING	9	11	9	7



# 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 27-30**

(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 31-34**

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

**3. Contingency Plan \_\_\_\_\_ Page 35**

**4. Emergency Telephone Bomb Threat Procedures \_\_\_\_\_ Page 36**

**5. Emergency Letter/Package Bomb Procedures \_\_\_\_\_ Page 37**

## SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at 7:45 a.m. with the exception of the front door which remains open until 8:00 a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 8:00 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 2:00 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 8:00 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.

14. **BUS PROCEDURES:** The Bernazzani School has one bus which covers both routes. Route one occurs between 7:15 and 7:30 AM. After dropping the students off in front of the school this bus then begins Route two which returns to the school at 7:45 AM. Students disembark the bus in the morning, walk through the Jane Farrell-Smith garden, and enter the playground with the rest of the student body.

In the afternoon, Route one students embark the bus at 2:00 and are taken home. This same bus returns to the school at 2:20 PM to pick up the students for Route two. Route two students remain in Room 10 with Mr. Dionne until the bus returns.

**15. SCHOOL WALKING ROUTES:**

<b>NO BUS</b>		<b>SAFE WALKING ROUTES</b>
Avon Way	2	Dixwell st. to Whitwell st. to Adams st. to Furnace Brook Pkwy
Bedford Street 40 - 68	1	Roselin ave. to Whitwell st. to Adams st. to Furnace Brook Pkwy
County Road	2	Quarry st. to Joyce rd. to Alrick rd. to Adams st. Furnace Brook Pkwy
Cranch Street 79 - 120	1	Rockview rd. to Whitwell st. to Adams st. to Furnace Brook Pkwy
Crescent Street	0	Hall pl. to Quarry st. to Joyce rd. to Alrick rd. to Adams st. Furnace Brook Pkwy
Deldorf Street	5	Whitwell st. to Adams st. to Furnace Brook Pkwy
Dimmock Street 116 & up	0	Euclid ave. to Roselin to Whitwell st. to Adams st. to Furnace Brook Pkwy
Dixwell Avenue	10	Whitwell st. to Adams st. to Furnace Brook Pkwy
Glendale Road	9	Whitwell st. to Adams st. to Furnace Brook Pkwy
Gothland Street	2	Deldorf st. to Whitwell st. to Adams st. to Furnace Brook Pkwy
Granite St. to 130	0	Whitwell st. to Adams st. to Furnace Brook Pkwy
Lawton Road	0	Dixwell st. to Whitwell st. to Adams st. to Furnace Brook Pkwy
Maywood Avenue	0	Whitwell st. to Adams st. to Furnace Brook Pkwy
Monroe Road 121 & up	0	Dimmock to Euclid ave. to Roselin to Whitwell st. to Adams st. to Furnace Brook Pkwy
Presidents Lane 85 & up	7	Whitwell st. to Adams st. to Furnace Brook Pkwy
Rogers Street	6	Whitwell st. to Adams st. to Furnace Brook Pkwy
Rowley Street	2	Whitwell st. to Adams st. to Furnace Brook Pkwy
Saville Row	0	Rogers st. to Hall pl. to Quarry st. to Joyce rd. to Alrick rd. to Adams st. Furnace Brook Pkwy
Saville Street	0	Granite st. to Whitwell st. to Adams st. to Furnace Brook Pkwy
Scotch Pond Place	3	Deldorf st. to Whitwell st. to Adams st. to Furnace Brook Pkwy
White Street	wkrs	Adams st. to Furnace Brook Pkwy
Whitwell Street 215 & up	2	Whitwell st. to Adams st. to Furnace Brook Pkwy
Thms Burgin Pkwy 85 up	9	Whitwell st. to Adams st. to Furnace Brook Pkwy
Perkins Street	1	Rogers st. to Hall pl. to Quarry st. to Joyce rd. to Alrick rd. to Adams st. Furnace Brook Pkwy

**16. STUDENTS BEING DROPPED OFF AT SCHOOL:**

The driveway at Bernazzani is a one-way semi-circular driveway. Parents dropping off children must obey traffic signage and enter the driveway. Parents are instructed to drop off their children on the curb side of the road only. Children must only exit their vehicles on the sidewalk. The Assistant Principal and Principal are stationed outside the building in the morning to facilitate drop-offs before the busses arrive. A rotating staff of teachers also help in the morning with traffic duty. Dropped off students travel directly to the playground area where they are supervised by a teacher. In the case of inclement weather they travel directly to the gymnasium where, again, they are supervised by a teacher and sent to class by the Principal.

**17. INSTANT ALERT:**

The Bernazzani School Community will be informed of school cancellations, special events and general reminders through the use of the Instant Alert system.

## 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 extended needed to protect persons.

## **Weapons/Hostage**

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

If taken hostage:

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

## **Fights**

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

## **Group Violence**

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

## **Physical Restraint**

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

Do not:

Threaten if threatened.

Threaten with police or legal action

Laugh or joke with the out of control student

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

## **Hazardous Materials**

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

If evacuation is necessary, follow the evacuation procedure.

## **Contingency Plan**

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

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

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

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

Building specific contingency plan –

Bernazzani students will be escorted by teachers and support staff to O'Rourke Field. Quincy Police will be notified to assist in crossing Adams Street at Furnace Brook Parkway. Students will then proceed to Quarry Street and O'Rourke Field. In the event of inclement weather, principal will contact the coordinator of security and transportation department so that Bernazzani staff and students can be transported by bus to Sterling Middle School. In the event of an emergency at Sterling, Bernazzani staff and students will be transported by bus to Lincoln-Hancock Elementary 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
-------------------	--------
  
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 drawers 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