

*Quincy Public Schools
School Improvement Plan
2008 - 2009*



School *Broad Meadows Middle School*

Principal *Lawrence R. Taglieri*

Assistant Principal *Peter M. Chella*

Date Submitted *September, 2008*

TABLE OF CONTENTS

I.	Mission Statement	pg. 3
II.	Principal's Message	pp. 4
III.	Improvement Plan	pp. 5 - 13
	A. Assessment	
	1. Reflection on last year's goals	
	2. Analysis of this year's test data	
	B. Goal Statements	
	C. Action Steps and Monitoring Criteria	
	D. Related Professional Development	
IV.	School Site Assessment Team Members	pp. 14
V.	School Council Members	pp. 15
VI.	Appendix	
	A. Class Size	pp. 16
	B. Support Services	pp. 17
	C. Budget	pp. 18
	D. Facilities	pp. 19
	1. Improvements	
	2. Areas of Need	
	E. Data Charts and Trends	pp. 20 - 23
	F. Safety and Security Plan	pp. 24 - 33
VII.	Submission Page	pp. 34

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*

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

The upcoming school year presents challenges as we center our focus on achieving Adequate Yearly Progress (AYP) under the guidelines of No Child Left Behind. While we are currently designated at the level of "No Status," we do need to address the achievement of our students in the area of Mathematics with a focus on our subgroups. With assistance from our district and our school based Assessment Team, we are excited to implement the strategies that were conceived over the past school year through professional development and data analysis. One concept will be to expand our math re-teach model into grade seven. In this model, each special education student with a math goal will be placed in an inclusion class and every other day will receive an additional period of math with their special education teacher. This was done this past year with our grade eight students with positive results. A second strategy to meet this goal will involve a school-wide effort that will encompass the interpretation of various types of graphs. In analyzing recent MCAS data, our Assessment Team identified the interpretation of graphs as an area that additional instruction and focus would benefit students. The need to improve this skill is not only math driven, ironically, this area of need also corresponded with the other academic subjects' analysis in their own content area. We will utilize weekly extended homebase activity time to present graphing problems from each discipline. Depending on which discipline the problem is derived, that particular academic teacher will review the problem that day in class to reinforce the concepts needed. In addition, another piece that will assist in achieving this goal is the professional development our math staff received throughout the course of last year. Our school district provided this development to give our teachers strategies in working with students and their ability to answer open response questions, as well as identifying new methods of pre-assessment. Lastly, we will continue to emphasize past practices that have been successful: math vocabulary, word walls, and problem solving strategies.

The Broad Meadows Middle School believes its school improvement plan is consistent with the educational goals of our school system and community. It embraces the concept of No Child Left Behind and continues its mission to provide the finest education possible to all students in grade 6, 7, and 8. Our parents, students, and staff have tremendous pride in our school and work together to achieve success. It is this collaboration that establishes Broad Meadows Middle School as a place where students are allowed to grow academically, emotionally, and socially. It is with great enthusiasm that we look forward to a rewarding 2008-2009 school year.

Sincerely,

Lawrence R. Taglieri, Principal

III. Improvement Plan

A. Assessment

The 2007-2008 school year was Broad Meadows Middle School's golden anniversary. Our fifty-year old school opened its doors in September, 1957 and graduated its first class in June, 1958. In addition to planning our anniversary celebration, the staff and students continued to work together to achieve our goals. The three major goals for the 2007-2008 year were:

1. To increase the aggregate percentage of students who score in the "Proficient/Advanced" categories while reducing the percentage of students in the "Warning" category of the grade eight math MCAS in 2008.
2. Produce a refined interdisciplinary unit within each grade level team. A focus will remain on the use of differentiated instruction within the structure of Standards Based Instruction.
3. To increase our eighth grade MCAS Science/Technology and Engineering school composite index score by three percent.

To increase our proficiency in mathematics, we continue to constantly monitor our progress in areas of weakness. Constant analysis will sharpen our delivery of the curriculum to our students. Teachers, assisted by the Assessment Team, utilized MCAS data analysis to identify strengths and weaknesses of students in order to provide appropriate instruction. We also incorporated a math re-teach model for our grade eight special education students. In this model, these students were all placed in an inclusion setting, a class co-taught by a certified math teacher and special needs teacher. What was tremendously successful was also scheduling these students for three extra periods of math over a six-day cycle to reinforce and remediate any concepts that the students may have difficulty comprehending. Math teachers continued to stress the importance of math vocabulary by using word walls and by including vocabulary on all assessments. The students were also taught a distinct problem solving technique in which they used a checklist to ensure that they were answering questions completely. Students were given a mandatory problem of the week and wrote in journals to reflect on how they used the problem solving steps to find solutions. During the math system-wide professional development, Mr. Bill Atwood provided the math teachers activities and assessments where

students could show literacy in math, not just math literacy. Writing across the curriculum and writing/thinking skills were emphasized.

For our second goal, we continued to have each grade level produce a formal interdisciplinary unit. The first year of the units was successful, but upon reflection certain additional activities and refinements were identified. These activities were incorporated into the 2007-2008 interdisciplinary units. As an outgrowth of these units, several more informal interdisciplinary units were created by two or more teachers. We felt this was the optimum result of the goal of creating interdisciplinary learning utilizing Standards Based Learning and Differentiated Instruction. The formal units were coordinated and assembled by each grade level team and it keyed into all academic and non-academic subject areas aligned with the Massachusetts frameworks. The following units were created based on the grade level curriculum.

- Grade Six – Greek Mythology
- Grade Seven – Ancient Rome
- Grade Eight – Slavery in the United States

Each unit had a culminating activity that included a field trip and/or a display highlighting all subject areas. During the common planning times, the overview, the essential question and the enduring understandings were determined. All students were aware of these objectives and understandings of the unit. Each teacher then created lessons in their subject area that he/she contributed to the unit. All the teachers had a part of the project. Informal assessment showed that the students were enthusiastic about the unit that “tied each subject together”. The teacher evaluations were also positive and ideas were shared on how to improve each interdisciplinary project for school year 2008-2009.

Our third goal was to raise our composite index in the area of Technology and Engineering by three percentage points. Within our professional development time, teachers were given the Technology and Engineering Standards and were asked to find connections to their own subject area. Grade level teams were asked to make correlations to Technology and Engineering within their interdisciplinary unit. Our technology teacher provided support and ancillary materials to support the teachers in the standards they were covering. Increasing technology vocabulary was also a focus. Each Friday during extended homebase, a grade level appropriate technology word was given to each student. The word was explained in detail during science class the same day. Word walls were created by each grade level team and again reviewed in Technology class. We were more than pleased when we received the preliminary results from the 2008 exam and they revealed that we had accomplished our goal.

Broad Meadows's 50th birthday called for a celebration! On April 13, 2008, the PTO and staff hosted an open house with a short program, displays of each decade, and refreshments. A brick walkway will be installed for the 2008-2009 school year. Commemorative bricks were purchased by staff, students, alumni, and supporters. Over 400 people attended and a great time was enjoyed by all.

Communication always has been and always will be a high priority at Broad Meadows. We are excited about adding the new Instant Alert communication system for the upcoming year. With this system, we will be able to contact parents/guardians immediately with important information from the school. They will be able to be contacted through their home phone, cell phone, and e-mail, all with a touch of a button. This is a welcomed addition to the many other tools we currently use: monthly newsletter/calendar, quarterly curriculum newsletter, homework on the web, homework hotline, agenda books, parent conferences, progress reports, and notices sent to their e-mail address.

Community service still remains a staple at our school. Operation Day's Work (ODW) continued all of its international efforts, with this past year's project of building a health center in Kigutu, Burundi in Africa. Other highlights included having student representatives visit a college in New Jersey to share their experiences with participating in international humanitarian projects. The WorkerBees made weekly trips to Cradles to Crayons to volunteer their services. In addition to many efforts they make to enhance the appearance of our school, they also assisted in the annual Senior Conference in September. All seventh graders participated in an individual community service project and accounts and pictures of their endeavors were displayed. We were honored to have Mike Vrabel from the New England Patriots come to our school and speak of the value of community service. Broad Meadows was recognized for our contributions to Anton's Cleaners Coat Drive. These were only a few of the activities our students have participated in during the 2007-2008 school year.

The arts are alive and well at Broad Meadows. The play, "Coming of Age," was a hit and the holiday and spring concerts showcased our talented choruses and band. During the Spring Concert, we had our annual Art Show, a wonderful display that includes art work from each and every student. The art on this display was sold with the proceeds benefiting the PTO. The Reading and Language Arts programs, in conjunction with the Wheelock and Huntington Theatres, arranged for students to attend plays that coincided with the novels and topics addressed in the classes.

Honoring students and staff is always a highlight to any school year. Each year, each grade level team organizes three 'Student of the Term' assemblies where students are recognized for outstanding academic achievement, consistent attendance, participation in extra-curricular

activity, and personal integrity. This past May, we held our 20th annual Honors Night in which 135 students were invited for a dinner, presentation of awards, and entertainment, all organized by the BMMS staff. A key part of this year's ceremony was the community recognizing the outstanding careers of Janet O'Hara Kane, Ellen Power, and Donna Willoughby. Each of these great educators retired at the end of the school year.

Here are so other accomplishments from the past school year:

- The 21st Century Grant continues to fund many before and after school programs for our students. We were pleased to add Scrapbooking and Arts and Crafts to the list this past year.
- For the second year in a row, Mr. Michael Winerip, Pulitzer Prize winning New York Times reporter, returned to Broad Meadows to have classes with our seventh grade students. The seventh graders had read Mr. Winerip's novel, Adam Canfield. He generously devoted time and his visit was one of the highlights of the school year. An added bonus: Michael Winerip is a graduate of the Quincy Public Schools!
- The eighth grade again went on its annual trip to Washington, DC, which truly enhanced the 8th grade Social Studies curriculum. Over half of the eighth graders participated in this field trip. The students who did not attend participated in day trips to Boston's historical sites.
- "Meadows On The Town" An exciting evening theater group, took their annual field trip in November. After "dining" at the cafeteria, the busses took 60 students, relatives and staff to the theater. "Meadows On The Town" saw "A Christmas Carol" at the Company Theater, Norwell. A special feature to this year's trip was seeing one of our Broad Meadows's students, Jackie Pitts, performing in the play!

It was a very exciting year at Broad Meadows! A myriad of activities were always available to students and so many students made Broad Meadows a place to be far earlier and far later than the actual school day. We are committed to our students and try to provide a climate where each student can succeed academically, socially and emotionally.

1. Goal Statement

To have our school cumulatively achieve Adequate Yearly Progress status in mathematics.

Action Steps/Monitoring Plan

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
a.	Implement the “Re-Teach Model” for our grade seven and eight special education students. Students will receive reinforcement and/or remediation three periods out of a six day cycle.	September 2008 – June 2009	Principal/Asst. Principal/Math/SPED Staff
b.	Students will utilize a problem solving worksheet/checklist in all open response and short answer questions.	September 2008 – June 2009	Math/SPED Staff
c.	<i>Students will be given a mandatory graph/table question of the week. These questions will be in each subject area. Each vertical team will provide the questions for one month. Assessment Team will distribute.</i>	<i>September 2008 – June 2009</i>	<i>VerticalTeams/Assessment Team</i>
d.	Math teachers will continue to reinforce math vocabulary with the use of “word walls and with an emphasis in all lessons and assessments.	September 2008 – June 2009	Math/SPED Staff
e.	Teachers will be provided with classroom and individual MCAS Data Analysis through the use of TestWiz, noting the student areas of strength and weakness, to determine	By October, 2008	Assessment Team/Math/SPED Staff

	instruction.		
f.	Teachers will assign previous MCAS test items to assess progress and plan instruction. Academic areas will focus on graphing, mapping and problem solving.	September 2008 – June 2009	All Staff/Assessment Team
g.	Distribution of individual class previous MCAS results with item analysis.	October 14, 2008	Assessment Team
h.	<i>Devise open response and graphing type questions to be utilized in all curriculum areas.</i>	<i>November 25, 2008</i>	<i>Vertical Teams</i>
i.	Assessment Day 1- Share overall results of 2008 MCAS with staff, vertical teams meet to identify areas of concern within their discipline.	December 9, 2008	Assessment Team
j.	<i>Administer District Assessments Q-Math 6 and Q-Math 8</i>	<i>January, 2009</i>	<i>GradeLevel Math Teachers</i>

D. Related Professional Development

Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal # (if applicable)
9/16/08	Final calendar of extended homebase graphing activities/ Special Education modifications reviewed with each grade level team.	6 – 8	2 hrs	Media Center/ Each Grade Level Team Leader's Room	Assessment Team/ Special Education Staff	#1
10/14/08	Review Civil Rights and Non-Violent Interventions with staff. Vertical Teams meet to finalize action steps for individual discipline's 2008-2009 school goals.	6 – 8	4 hrs.	Media Center/ Vertical team facilitator room	Principal/ Asst. Principal/ Vertical Team Leader	
11/25/08	Devise open response and graphing type questions to be utilized in assessments in all curriculum areas.	6-8	2 hrs.	Vertical Team facilitator room	Vertical Team facilitator	#1
12/9/08	Assessment Day 1- Share overall results of 2008 MCAS with staff, vertical teams meet	6 – 8	4 hrs.	Media Center/ Vertical team facilitator	Principal/ Asst. Principal/ Assessment Team	#1

	to identify areas of concern within their discipline.			room		
1/13/09	Grade Level Teams finalize components of the interdisciplinary unit and make connections to technology strands and provide graphing activities within the unit.	6 – 8	2 hrs.	Grade level team leader's room	Team Leader	#1
2/10/09	Assessment Day 2- Review MCAS data analysis from ADay 1 and gather input on potential goal for 2009-2010, outline possible action steps, professional development and curricula needs.	6 – 8	4 hrs.	Media Center	Principal/ Asst. Principal/ Assessment Team	
4/14/09	Review vertical team goals, progress and adjustments to be made for 2009-2010.	6 – 8	2 hrs.	Media Center/ Vertical team facilitator room.	Principal/ Asst. Principal/	
5/12/09	Assessment Day 3- Confirm SMART goal with action steps for 2009-2010 goal, identify dates for professional development, submit goal for School	6 – 8	2 hrs.	Media Center	Principal/ Asst. Principal/ Assessment Team/ Vertical Team Facilitator	

	Improvement Plan.					
5/26/09	Finalize action steps for vertical team goals for 2009-2010.	6 -8	2 hrs.	Media Center	Principal/ Asst. Principal	
6/16/09	Review/Reflections of 2008-2009 school year. Progress on goals met, goals set. Finalize overall professional development plan for 2009-2010 school year.	6 -8	2 hrs.	Media Center	Principal/ Asst. Principal	

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:

Jason Roslonek, Facilitator

Ryan Bell

Paul Haight

Tamara Ioanilli

Kathleen Reardon

Lawrence Taglieri, Principal

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

V. School Council Members

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

School: Broad Meadows Middle School

Chair/Principal: Lawrence R. Taglieri

Assistant Principal: Peter M. Chella

Co-Chair Pamela Bonfiglioli
68 Moffat Road, Quincy, MA 02169
617-773-9442

Teachers: Patrick Clifford
27 Bunker Hill Lane, Quincy, MA 02169
617-481-2499

Paul Haight
42 Shingle Mill Lane, Hanover, MA 02339
781-871-6062

Parents: Marie McKinnon
18 Eaton Road, Quincy, MA 02169
617-328-1395

Kathleen Nazzaro
35 Mallard Road, Quincy, MA 02169
617-847-4252

Staff: Dennis Fitzgibbon
100 Bald Eagle Road, Weymouth, MA 02190
781-331-9780

VI. Appendix – Section A

Middle School Class Size

Under 20	20-24	25-26
6 Divisions	6 Divisions	2 Divisions

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 1st.

VI. Appendix – Section B

Support Services

FTE

1 Nurse

4 Special Education Teachers (Resource Room/Inclusion)

2 Special Education Teachers (Substantially Separate)

2 Guidance Counselors

.4 Visually/Hearing Impaired Teachers

.4 ESL Teacher/s

.1 Adaptive Physical Education Instructor

.4 Speech and Language Instructor/s

.5 School Psychologist/s

.1 Occupational Therapist/s

VI. Appendix – Section C

Budget – Middle Schools

	Amount available In FY 2009
<p><u>TEXT/LEARNING MATERIALS</u> (textbooks and learning materials/supplies needed to support classroom instruction)</p>	\$6,952.00
<p><u>SUPPLIES</u> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)</p>	\$7,268.00
<p><u>TWENTY-FIRST CENTURY FUNDS</u></p>	\$66,800.00
<p>Other</p>	
<p><u>SCIENCE</u></p>	\$1,150.00
<p><u>ART</u></p>	\$1,100.00
<p>TOTAL:</p>	\$83,270
<p>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</p>	
<p><u>Impact Quincy</u></p>	\$8,000.00
<p><u>PTO</u></p>	\$2,800.00
<p><u>Mini-Grants</u></p>	\$ 600.00
<p><u>Anne Marie Zukauskas Student Needs Fund</u></p>	\$ 500.00
<p><u>Outback Steakhouse</u></p>	\$ 500.00
	\$ 400.00

VI. Appendix – Section D

Facilities

1. Improvements

During the 2007-2008 school year and over the summer areas of the facilities at Broad Meadows Middle School continued to be upgraded.

- The Honeywell Project was completed this past summer. In all, this project has provided the school with all energy efficient lights and lavatory fixtures, as well as the conversion of a steam heating system to a hot water system.
- A section of roof was replaced over the gymnasium and music area.
- The construction of our commemorative walkway in front of the school.

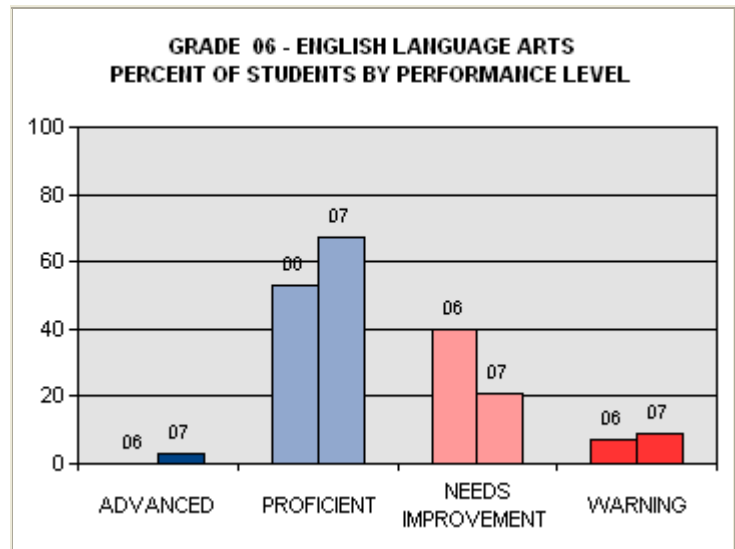
2. Areas of Need

We look forward to having the ceilings repaired under the roof that was replaced and the restoration of our Breakers Recording Studio to go along with the completion of our fitness room for our Physical Education classes.

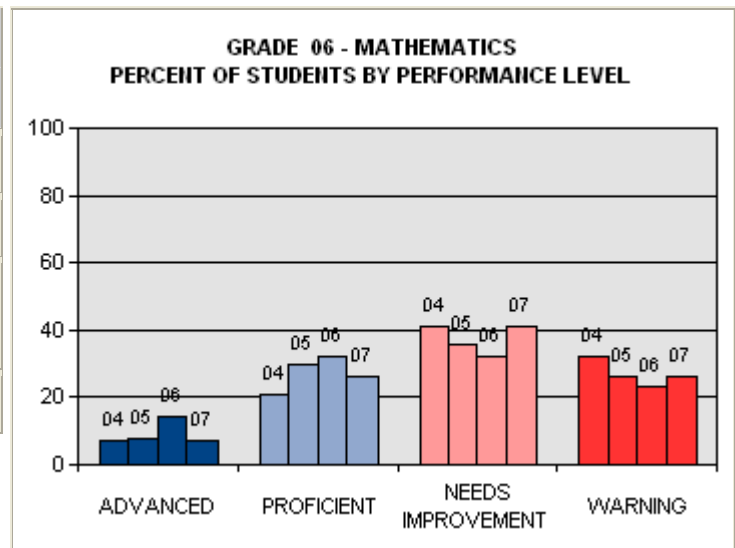
VI. Appendix – Section E

Data Charts and Trends

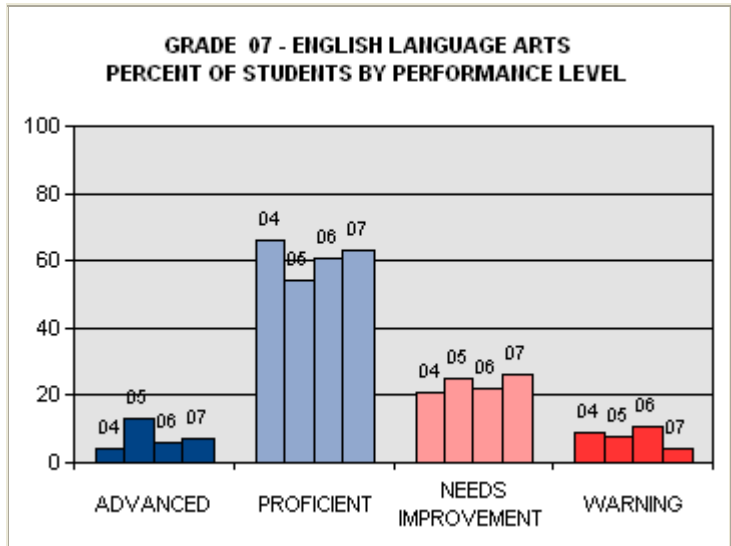
GRADE 06 ENGLISH LANGUAGE ARTS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	0	3
PROFICIENT	53	67
NEEDS IMPROVEMENT	40	21
WARNING	7	9



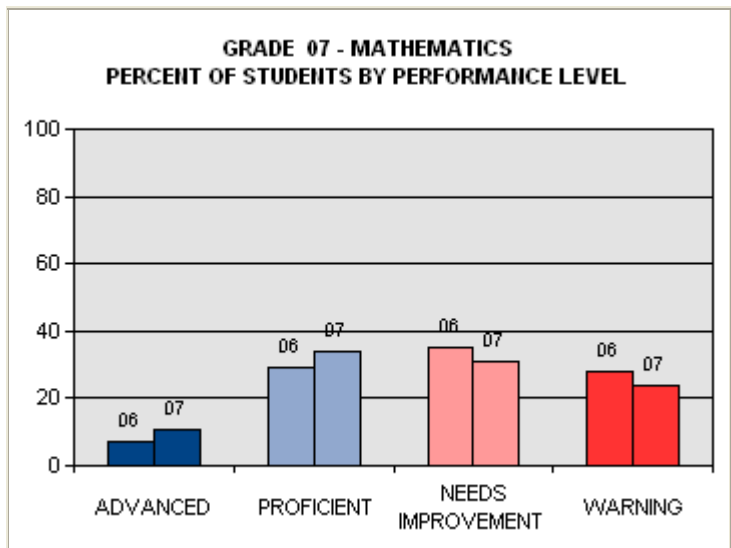
GRADE 06 MATHEMATICS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	7	8	14	7
PROFICIENT	21	30	32	26
NEEDS IMPROVEMENT	41	36	32	41
WARNING	32	26	23	26



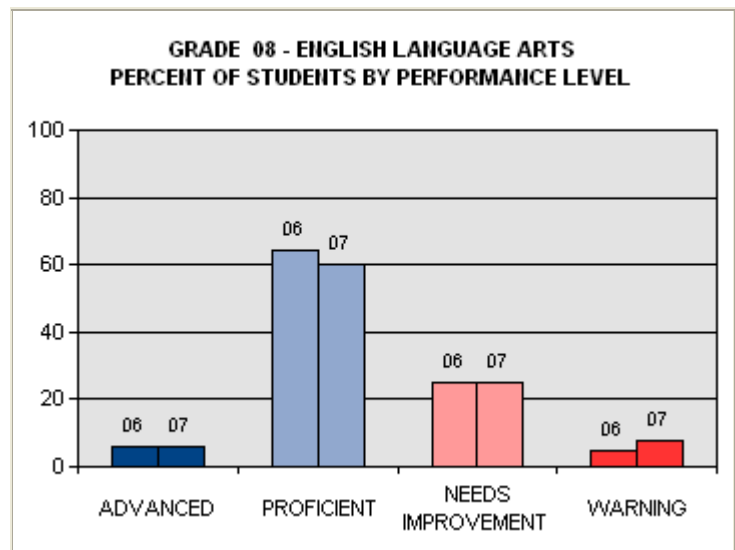
GRADE 07 ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	4	13	6	7
PROFICIENT	66	54	61	63
NEEDS IMPROVEMENT	21	25	22	26
WARNING	9	8	11	4



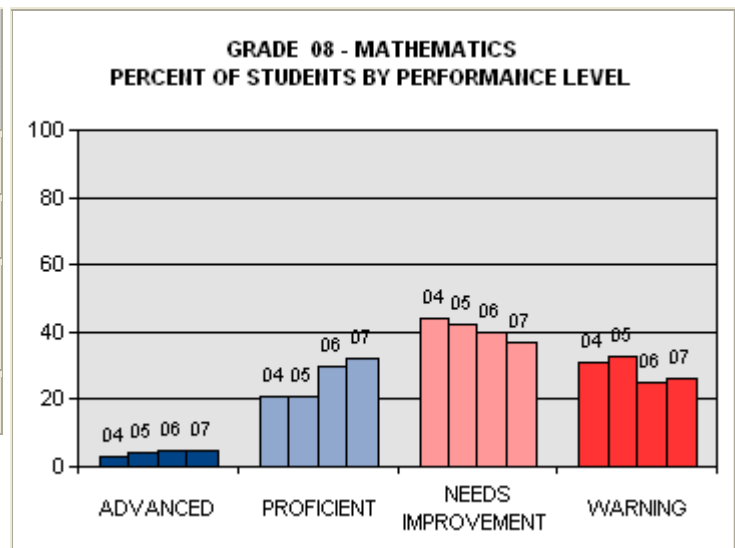
GRADE 07 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	7	11
PROFICIENT	29	34
NEEDS IMPROVEMENT	35	31
WARNING	28	24



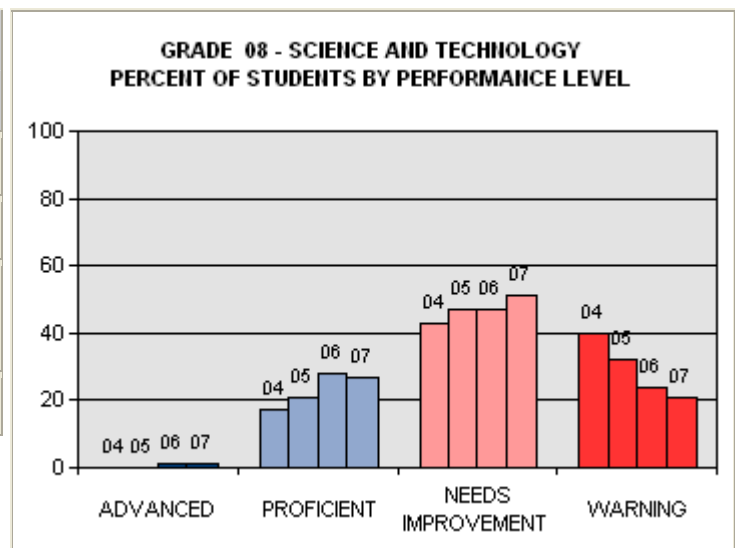
GRADE 08 ENGLISH LANGUAGE ARTS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	6	6
PROFICIENT	64	60
NEEDS IMPROVEMENT	25	25
WARNING	5	8



GRADE 08 MATHEMATICS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	3	4	5	5
PROFICIENT	21	21	30	32
NEEDS IMPROVEMENT	44	42	40	37
WARNING	31	33	25	26



GRADE 08 SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	0	0	1	1
PROFICIENT	17	21	28	27
NEEDS IMPROVEMENT	43	47	47	51
WARNING	40	32	24	21



2007 AYP Data - Summary

Summary Data | [Detailed Data](#)

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	High	On Target
MATHEMATICS	No Status	Moderate	No Change

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2007
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 55% graduation rate target (G9-12)?		
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2006	Met Target	Actual	
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	100	Yes	89.2	Yes	2.3	Yes	95.5	Yes
Lim. English Prof.	-	-	-	83.0	-	-	-	-	-
Special Education	Yes	100	No	76.0	No	-0.6	Yes	94.1	No
Low Income	Yes	100	Yes	86.4	Yes	1.5	Yes	95.4	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	Yes	100	Yes	90.1	Yes	6.0	Yes	97.8	Yes
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	90.0	Yes	1.9	Yes	94.9	Yes
MATHEMATICS									
Aggregate	Yes	100	No	70.4	No	1.0	Yes	95.5	No
Lim. English Prof.	-	-	-	77.3	-	-	-	-	-
Special Education	Yes	100	No	52.9	No	0.3	Yes	94.1	No
Low Income	Yes	100	No	69.1	No	0.8	Yes	95.4	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	Yes	100	Yes	84.9	Yes	0.8	Yes	97.8	Yes
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	67.1	No	-0.4	Yes	94.9	No

Adequate Yearly Progress History											NCLB Accountability Status
	1999	2000	2001	2002	2003	2004	2005	2006	2007		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	No	Yes	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No Status

All Subgroups	-	-	-	-	No	No	Yes	Yes	No
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VI. Appendix – Section F

School Safety and Security Plan

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

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

Table of Contents

1. School Security _____ Pages 25 - 27

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

2. Emergency Procedures _____ Pages 28 - 30

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

3. Contingency Plan _____ Page 31

4. Emergency Telephone Bomb Threat Procedures _____ Page 32

5. Emergency Letter/Package Bomb Procedures _____ Page 33**SCHOOL SECURITY**

1. **DOORS:** All doors are locked after students enter the building at 8:15 a.m. with the exception of the front door which remains open until 9:00 a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 9:00 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 2:30 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 on an individual basis. Each teacher employs a method of noting the time and return of the student to and from the classroom.

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

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

15. **STUDENTS WALKING TO SCHOOL:** Students are instructed to use the marked crosswalk at the intersection of Moffat Road and Sea Street. This intersection is supervised by each morning by a crossing guard provided by the Quincy Police Department.

16. **STUDENTS BEING DROPPED OFF AT SCHOOL:** Parents/Guardians are required to drop off their children on Calvin Road on the opposite side from the school.

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

In such an emergency, the staff will escort the students to a safe distance from the front of the building and follow our normal evacuation procedures. Attendance will be taken for each individual classroom teacher. The guidance staff will check the attendance and promptly report the results to the administration at the command

center, which is located at the flagpole in front of the school. The tennis court will be utilized as an alternative site for a command center if the need arises.

Safety and supervision are an integral part of the day at Broad Meadows Middle School. The staff and students have knowledge of the safety rules and procedures and are aware of their importance. Posted in each room are procedures for evacuation, lockdown, reverse evacuation, and fire drills. At least two practice drills are conducted throughout the year for lockdown, evacuation, and reverse evacuation and at least four practice drills are conducted for fire drills.

Supervision is continuous from before school to after school. In the morning, a staff member monitors the entrance to the building, verifying any visitors to the school. During the school day teachers are visible and supervise students as they transition from class to class. In the case of a student needing restraining, there is a CPI team in the building. The team is organized with the code word "patriot" and will immediately respond to the designated location to assist student(s) or staff.

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	

VII. Submission Page

SUBMITTED BY:

Principal's Signature

Assistant Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature