

TABLE OF CONTENTS

I.	Principal's Message	pp. 4
II.	Improvement Plan	pp. 5
	A. Assessment	pp.5
	1. Reflection on our 2007-2008 Goals	
	2. Analysis of this year's test data	
	B. Goal Statements	pp.
	C. Action Steps (including Professional Development)	pp.
	D. Monitoring Criteria	pp.
III.	School Council Members	pp.
IV.	School Site Assessment Team Members	
V.	Integrated Learning Team Members	
VI.	Appendix	
	A. Class Size	pp.
	B. Support Services	pp.
	C. Budget	pp.
	D. References	pp.
	E. Professional Development Plan	pp.
	F. Safety and Security Plan	pp.
VII.	Submission Page	pp.

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 choice 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 collaboratively and continue to build trust through open and frequent communication.

Our success will be measured by our students who exemplify a lifelong love of learning.

II. PRINCIPAL'S MESSAGE

It is with pleasure that we, the Amelio Della Chiesa Early Childhood Center and the Lincoln Hancock Community School, present the School Improvement Plan for the 2008-2009 school year. This plan has been developed with the input of staff and the parents of our community and reflects the educational goals of our system, state and nation.

At the two schools, we strive to not only meet the academic needs of our students but to also prepare the next generation of citizens. Respect of self, others and property, compassion, community service and problem solving skills are all traits reinforced through daily interactions with our staff. We provide opportunities for growth in both the academic and personal realm. Therefore, our mission in working with children from a diverse community is to help our students recognize and exercise their individual talents, explore opportunities to discover new talents, live up to the fundamental tenets of a democratic society and to give each child the tools necessary for success both now and in the future.

As a result, we have prepared this plan with that mission in mind. Our Assessment Team has studied not only our MCAS scores but also the data from various other assessments. Through this analysis, we have developed the goals and action steps outlined in this plan.

In the upcoming year, we have decided to continue to focus on two MCAS (academic) related goals and one culture goal. Our academic goals are a continuation of the work we began this past year in literacy and mathematics. The first is to proceed with improving our students' vocabulary knowledge. We feel that the result of this action will also have a very positive impact on our students' reading comprehension skills. The second is raising the standard set for the last school year on open response items in the mathematics portion of the MCAS test. Finally, we are working on creating a culture that enhances the feeling of safety and structure at both schools.

I am very proud to be the educational and instructional leader of the Amelio Della Chiesa Early Childhood Center and the Lincoln Hancock Community School. This plan reflects the direction we feel best serves the children of West Quincy and the greater community. The staff is committed to these goals and to the ever present goal of every child meeting with personal success.

We respectfully submit our 2008-2009 School Improvement Plan and welcome your suggestions and comments as we work together to fulfill the mission of the Quincy Public Schools.

Sincerely,

Ruth A. Witmer
Principal

III. Improvement Plan

A. Assessment

1. Reflection on last year's goals:

Literacy

During the December 2007 Assessment day, our staff had the opportunity to examine the data resulting from the Spring 2007 MCAS tests. In the 2006- 2007 school year, our students scored four percentage points below the state in vocabulary. Therefore, one of our goals for the 2007-2008 school year was to reduce the difference between Lincoln Hancock and the state by three percentage points. In order to address this gap many significant steps were taken. Staff from Della Chiesa and Lincoln Hancock participated in a book study group focusing on informational text and vocabulary development, Text Talk was purchased to build vocabulary capacity, reciprocal teaching was implemented and all new staff members attended professional development that focused on the five components of reading. In addition, some of the staff attended the Category training for ELL (English Language Learners) learners.

At the student level, vocabulary instruction was similarly taught at every grade level and there were celebrations of vocabulary through parades and contests. Although much was accomplished this past year, there is still much work to be done. We are keeping the goal of continually exposing our students to Tier 2 vocabulary in an effort to increase their reading comprehension skills.

Mathematics

The second goal of our School Improvement Plan was to improve our open response question scores on the mathematics MCAS test. We wanted to average two points on each open response question; four points is the maximum allowable score. In order to accomplish this goal we also took many meaningful steps. Our math focus teachers participated in city-wide professional development focusing on incorporating techniques into the classroom aimed at helping students feel more comfortable when writing about mathematics and our students were required to answer open response questions on a regular basis. This was all done in conjunction with the Houghton Mifflin math program. Our analysis this past December showed that our students are increasingly getting better scores. In fact, we accomplished our goal in every open-response item analysis with the exception of one; therefore, this goal will be continued throughout 2008-2009 with a slight adjustment. Instead of averaging two points on the open-response questions, we are aiming for a mean of 2.5 points.

Finally, the program Destinations will be implemented in grades two through five. This is an individualized, web-based program that will support the school's literacy and mathematics goals.

2. Analysis of last year's MCAS test data:

Grade 3 Reading

On the Spring 2007 test, 51% of our students scored at or above the Proficient level. However, 53% of the students in Quincy and 59% in the state scored at the same level. Nevertheless, only eight percent of our students scored at the Warning (failure) level; this outperformed the district and state scores, 11% and nine percent respectively.

Grade 3 Mathematics

Regarding the Spring 2007 test, 35% of our third graders scored at or above the Proficient level. This compared to 54% for the district and 60% for the state. We had more students in the Warning level, 24%, whereas the district had 19 % and the state had 16%.

Grade 4 English Language Arts

For the Spring 2007 test, 56% of the students state-wide scored at or above the Proficient level compared to 37% of Lincoln Hancock students. We were close to the state with 12% of our students in the Warning level as compared to 10% for the state.

Grade 4 Mathematics

We fell below the state in mathematics having 19% of our fourth graders scoring at or above the Proficient level while the state had 48% in these categories. Our failure rate is also higher with 24% of our students in this category compared to 13% state-wide.

Grade 5 English Language Arts

On this Spring 2007 test, 47% of our fifth graders achieved a Proficient or above score compared to 63% of students state-wide. However, our failure rate was better with only six percent of our students in this category compared to nine percent state-wide.

Grade 5 Mathematics

A significant majority of our students, 63%, fell into the Needs Improvement level on this test while 29% were rated Proficient or Advanced. We had fewer students in the Warning level, 11%, when compared to the state, 18%.

Grade 5 Science and Technology

Again, Lincoln Hancock students had more children in the Needs Improvement level, 54%, than the state, 37% and the percentage of students in the Warning level, 17%, was also higher than the state, 12%.

1. Goal Statement(s)

By the spring of 2009, the vocabulary score of Lincoln Hancock students will increase to 80% as measured on the Spring 2009 MCAS test. Students in grades K-5 will utilize strategies to enhance vocabulary development through direct instruction across the curriculum.

Action Steps/Monitoring Plan

Step #	WHAT Strategies/Activities	WHEN Timeline	WHO Team/Person Responsible
1.	Consistent school-wide method of instruction for the weekly introduction of new vocabulary words.	September through June	Classroom Teachers
2.	School-wide professional development on delivery of vocabulary instruction, Literature Circles and open response questions.	September 9, 2009	Literacy and Title One teachers
3.	Student vocabulary acquisition and knowledge will be monitored through weekly Trophies vocabulary tests and monthly content-area assessments.	September through June	Classroom Teachers
4.	Text Talk kits will be utilized in each grade one through grade three classroom on weekly basis.	September through June	Classroom Teachers
5.	Review of Text Talk for the primary grade teachers and introduction of same for grades four and five teachers will be done.	September	Literacy Staff
6.	Observation of Text Talk usage in the classroom as a center during the literacy block.	September through June	Principal and Assistant Principal
7.	Reciprocal teaching as a strategy will be utilized in each classroom on a weekly basis.	September through June	Classroom Teachers

8.	A book club for teachers will meet to discuss the book <u>Questioning the Author</u> .	Spring 2009	Classroom teachers, Literacy staff, Administration
9.	Book Clubs will be instituted in grades four and five. Each child will receive a book to be read at home and weekly discussions and vocabulary review will be held on Friday mornings during the Literacy block.	September through June	Fourth and fifth grade teachers
10.	Discussions will be held with students regarding the current novel being read.	September through June	Administration

1. Goal Statement(s)

By the spring of 2008, the mean score of each open response question will average 2.5 points on the Grade 4 Math MCAS.

Action Steps/Monitoring Plan

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
1.	Math focus teachers will implement open response strategies in the classroom.	September through June	Math Focus Teachers
2.	School-wide professional development on review of strategies learned through professional development during the 2007-2008 school year.	September 9, 2009	Math Focus Teachers and Principal
3.	Student acquisition and knowledge of how to answer an open response question will be monitored through weekly assignments generated from the Houghton Mifflin Math series or MCAS released items.	September through June	Classroom Teachers
4.	Reciprocal Teaching model will be applied to classroom assignments. Students will be able to use the strategies of clarification, summarization, prediction and questioning to aid in problem solving.	September through June	Classroom Teachers
5.	Reciprocal model of teaching will be taught to the Math Focus team.	September	Literacy Staff
6.	Observation of Reciprocal model usage in the classroom as a strategy.	September through June	Principal and Assistant Principal
7.	Direct students in the use of rubrics to evaluate their own answers to open response questions.	Two times per month beginning in January	Math focus teachers Special education teachers
8.	Review student use of rubrics to evaluate their own work.	Ongoing	Math focus teachers Special education teachers

2. Goal Statement(s)

By the spring of 2009, the development of consistent school-wide routines will reduce the number of students requiring guidance or disciplinary intervention.

Action Steps/Monitoring Plan

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
1.	As students arrive each morning they are greeted by staff members at designated entrances.	September through June	All Staff
2.	Consistent rules of hallway behavior will be reinforced on a daily basis by all staff members as students travel throughout the school.	On going	All staff
3.	Calming, school "mascot themed" music will be played in the hallways during arrival and dismissal times each day.	September through June	Administration
4.	Morning announcements will include a daily positive message, salute to the flag and calming moment of silence.	September through June	Principal
5.	At the end of each month there will be a school wide assembly to honor students who have exemplified positive school community traits.	Monthly	Staff and administration
6.	Students will sign a contract that is explicit regarding acceptable classroom behavior with resulting consequences of negative behaviors.	September	Classroom Teachers
7.	Morning meetings will focus on developing a positive school day.	September through June	Classroom Teachers

8.	A quiet space to decompress will be set up in three classrooms.	September	Three Classroom teachers, Administration
9.	A common method of communicating homework to parents will be instituted: Homework folders for grades one through three and agenda notebooks for grades four and five.	September through June	Classroom Teachers
10.	Three classrooms will collect and analyze data based on morning meeting concerns, quiet space usage and homework completion. Findings will be presented to staff at a faculty meeting.	October 28, 2008	Administration

D. Related Professional Development

Staff Development Tuesdays

Dates	Topic Description	Grade(s)	Time(s)	Location	Facilitator	Goal applic
9/9/08	Literature Circles Open Response questions (Reading) Open Response questions (Math Focus)	4 and 5 1, 2 and 3 3, 4 and 5	12:45-2:15 P.M.	Osterman Center	Colleen Dufresne Jen Masterson Catherine McLaughlin Ron Pettinelli	#1 and
10/28/08	Open Response	Grade	12:45-	Osterman	Ruth Witmer	#1 and

	questions, answers, and rubrics will be shared based upon the professional development done in September.	level teams 1 and 2 Vertical teams ELA and Math 3-5	2:15	Center	Phil Diana	
12/9/08	Assessment Day 1	All	12:45-3:45	Osterman Center	Assessment Team	#1 and
1/13/09	Vocabulary Instruction	All staff with less than 3 years	12:45-2:15	Literacy Room	Catherine McLaughlin	#1
	Reciprocal Teaching	Math Focus Teachers		Osterman Center	Colleen Dufresne	#2
2/10/09	Assessment Day 2	All	12:45-3:45	Osterman Center	Assessment Team	#1 and
5/12/09	Assessment Day 3	All	12:45-2:15	Osterman Center	Assessment Team	#1 and
5/26/09	Reflection, sharing of best practices and review of Reciprocal Teaching	Grade level teams 1 and 2 Vertical teams ELA and Math 3-5	12:45-2:15	Osterman Center	Administrati on	#1 and

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 do not 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:

Ruth Witmer	Principal
Philip Diana	Assistant Principal
Colleen Dufresne	Literacy Specialist
Laura Powers	Third Grade Teacher
Ron Pettinelli	Fourth Grade Teacher
Lois Blowers	21 st Century Facilitator

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

V. Integrated Learning Team Members

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

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

Team Members

Name	Position
Ruth Witmer	Principal
Philip Diana	Assistant Principal
Carol Shiffer	Assistant Principal
Colleen Dufresne	Literacy Specialist
Catherine McLaughlin	Literacy Specialist
Eileen Maver	Literacy Specialist
Denise Carloni	Literacy Specialist
Laurie Jordan	Special Education Teacher
Susan Ramponi	Special Education Tutor
Carolyn Treacy	English as a Second
Language Instructor	

VI. School Council Members

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

School: School Name: Amelio Della Chiesa Early
Childhood Center and Lincoln Hancock
Community School

Chair/Principal: Principal's Name: Ruth A. Witmer

Co-Chair: Philip Diana
33 Wayne Avenue Braintree, MA 02184
781 843-8079

Teachers: Laura Powers
106 Edwards Street, Apt. 2, Quincy, MA 02169
617 786-7664

Kelly Antonellis
776 Center Street, Pembroke, MA 02359
781 293-6415

Parents: Deb Buzzell
51 Forum Road, Quincy, MA 02169
617 773-8347

Nancy Lesslie
40 Salem Street, Quincy, MA 02169
617 770-3295

Assessment Team: Names Ruth Witmer
Philip Diana
Colleen Dufresne
Laura Powers
Ron Pettinelli

Lois Blowers

VII. Appendix – Section A

Elementary School Class Size

Under 20	20-24	25-26
30	4	

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.

VII. Appendix – Section B

Support Services

FTE

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

VII. Appendix – Section C

Budget - Elementary

Amount available

In FY 2009

**\$
9
,
1
6
2
.
0
0**

TEXT/LEARNING MATERIALS

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

SUPPLIES

\$11,707.00

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

\$33,500.00

ACTIVITY STIPEND ACCOUNT

21st Century Grant

Other \$
\$

TOTAL
\$20,869.00

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

\$

\$ 527.00

Boston Financial
\$3,750.00

Rotary Club of Quincy
\$ 425.00

Harvard Pilgrim Health Care

\$
5
,
0
0
0
.
0
0

Loew's Beautification Grant
\$1,000.00

Fallon Ambulance

VII. Appendix – Section D

Facilities

1. Improvements: Many improvements were made to the Lincoln Hancock and Amelio Della Chiesa/Early Childhood Center schools. These included new thermostats at both schools, electrical work both to save energy and to replace ballasts, a new roof and boiler at ECC and new windows and a new intercom system at Lincoln Hancock.

2. Areas of Need:

The only area of need is the replacement of light controlling blinds at Lincoln Hancock. When

the windows were replaced, it was necessary to discard the blinds that were there since they no longer were operable. This is not an immediate need.

VII. Appendix – Section E

Data Charts and Trends

The following objective summary report shows the Spring 2007 MCAS Vocabulary score for the fourth grade. There is a negative six point differential between the students at Lincoln Hancock and the state average. This same negative differential is also evident in the Understanding Text score. In addressing the vocabulary component as a school-wide objective, our hope is to then increase text comprehension as well.

Class Objectives Summary Report MCAS Grade 4 2007

Grade: **4**
 District: **Quincy**
 School: **Lincoln-Hancock**
 Class: **G4 Lincoln-Hancock**

All Students based on MAX of 75 students;

Objectives/Strands	Maximum Points	All Students Percent Correct	State Average Percent Correct	Difference
English Language Arts	72	67	71	-4
ELA Multiple Choice	36	76	81	-5
ELA Open Response	16	48	49	-1
Writing	20	66	70	-4
CT-Topic Develop.	12	57	61	-4
CC-Writing Conventions	8	79	83	-4
Literature	45	66	70	-4
Language	7	76	82	-6
S4 Vocabulary	5	76	82	-6
S5 Structure of English	2	77	82	-5
S8 Understanding Text	6	74	80	-6
S10 Dif. Genres	1	75	78	-3
S12 Fiction	7	57	61	-4
S13 Nonfiction	16	62	66	-4
S14 Poetry	7	60	63	-3
S15 Style&Lang.	1	89	90	-1
S16 Myth	3	84	88	-4

Although the scores for the open response questions are not far off from the state average, there is room for improvement. One of the goals for the 2007-2008 school year was to increase the average score on this type of math question to two points. We were largely successful; therefore, we have decided to continue to work on open response questions and we have set a goal to raise the average score to 2.5 points.

Item Analysis by Class Report

MCAS Grade 4 2007

District: Quincy

Grade: 4

School: Lincoln-Hancock

Class: G4 Lincoln-Hancock

Math - Open Response - Student Counts: All Students=79; State Average=All;

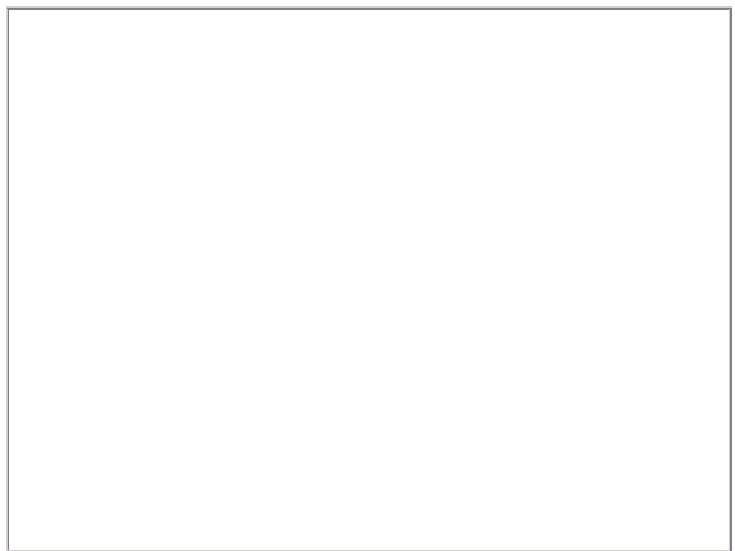
Item	All State		Diff	Omit	A	B	C	D	Item Description
	Students	Average							
10	2.32	2.68	-0.36						4-D-3 4 pts. Create pictograph to display data from chart
13	2.42	2.54	-0.12						4-P-4 4 pts. Interpret pictures, weights to evaluate new combinations
17	1.94	2.54	-0.60						4-G-2 4 pts. Draw and describe properties of polygons
27	2.03	2.35	-0.32						4-N-10 4 pts. Use units and unit costs to evaluate various purchases
31	2.47	2.78	-0.31						4-M-3 4 pts. Determine event starting, ending, & elapsed clock times

MCAS Annual Comparisons for Lincoln-Hancock Comm Sch - Quincy ([02430035](#))

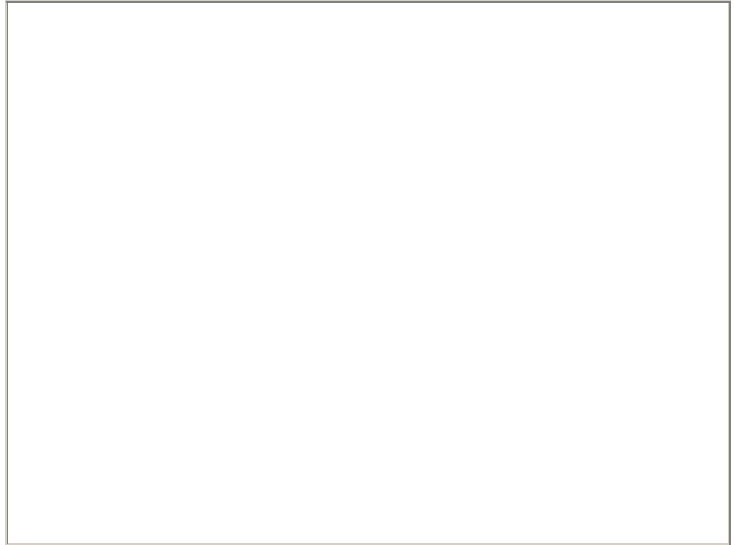
GRADE 05 ENGLISH LANGUAGE ARTS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	5	6
PROFICIENT	50	41
NEEDS IMPROVEMENT	41	47
WARNING	4	6



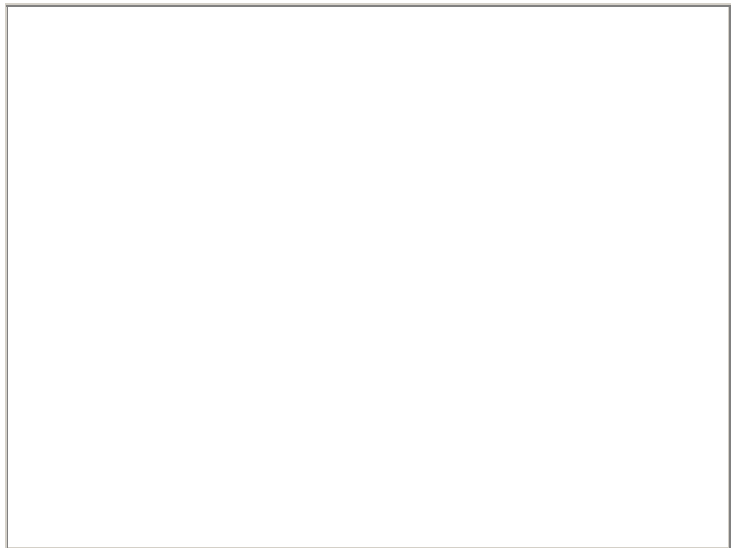
GRADE 05 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ADVANCED	7	9
PROFICIENT	25	20
NEEDS IMPROVEMENT	38	60
WARNING	30	11



GRADE 05 SCIENCE AND TECHNOLOGY PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	9	8	5	6
PROFICIENT	35	27	33	23
NEEDS IMPROVEMENT	47	54	55	54
WARNING	9	12	7	17



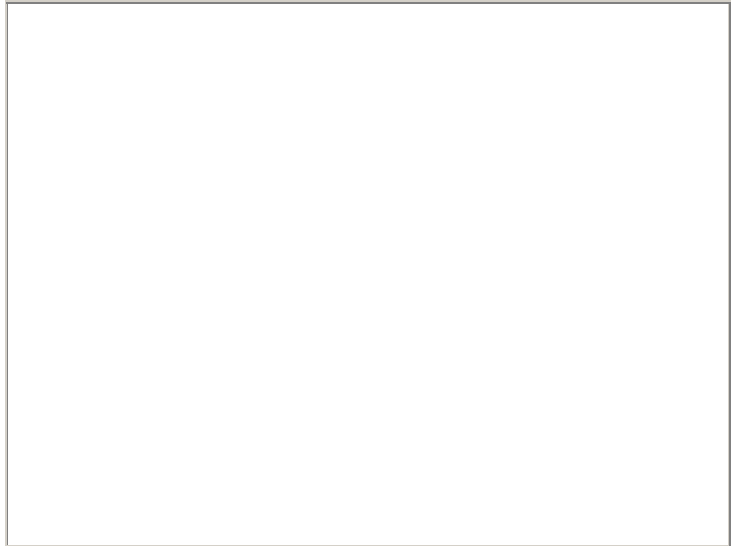
GRADE 04 ENGLISH LANGUAGE ARTS PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	5	1	9	7
PROFICIENT	41	34	23	30
NEEDS IMPROVEMENT	48	56	53	51
WARNING	5	8	16	12



GRADE 04 MATHEMATICS				
PERFORMANCE LEVEL	2004	2005	2006	2007
ADVANCED	5	5	10	5
PROFICIENT	26	22	14	14
NEEDS IMPROVEMENT	56	56	57	56
WARNING	12	16	19	25



GRADE 03 READING				
PERFORMANCE LEVEL	2004	2005	2006	2007
ABOVE PROFICIENT	0	0	4	6
PROFICIENT	61	47	40	45
NEEDS IMPROVEMENT	34	45	45	41
WARNING	5	8	11	8



GRADE 03 MATHEMATICS		
PERFORMANCE LEVEL	2006	2007
ABOVE PROFICIENT	0	3
PROFICIENT	31	32
NEEDS IMPROVEMENT	36	41
WARNING	32	24



VII. Appendix – Section F

School Safety and Security Plan

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

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

Table of Contents

1. School Security	_____	Pages
26		

(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
29		

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

3. Contingency Plan	_____	Page
32		

4. Emergency Telephone Bomb Threat Procedures _____ Page
33

5. Emergency Letter/Package Bomb Procedures _____ Page
34

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 8:10 a.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 8:10 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 have 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. They have also 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 8:15 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 parent/guardian(s), the general office aide will contact the parent/guardian(s) 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.

Parent/Guardian(s) are required to send in a note to the classroom teacher regarding absences. All dismissals are made through the school office. Parent/Guardian(s) are asked to give prior notification to the school regarding an early dismissal and they 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 emergency contacts. In cases where a parent/guardian(s) 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 student's cumulative record. If the school receives a note from a parent/guardian 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: Most classrooms are 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-Talkies and chargers are kept in the custodian's office. The senior custodian checks them 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 Quincy Fire Department (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 two students use the lavatory within their classrooms (when available). In grades three through five, the students use the lavatory facilities contained in their wing of the school. When students use the lavatory on an

individual basis the teacher employs a method of noting the time and return of the student. Students are encouraged to use the lavatory facilities prior to going to lunch. If an emergency arises at lunchtime, one of the lunch attendants supervises the student.

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

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

15. **BUS PROCEDURES:** At Lincoln Hancock, bus students will be dismissed to the Granite Street lobby and line up in the gymnasium according to the bus they ride. Staff will supervise and when all students and buses have arrived will lead the students to the appropriate bus. At ECC, the bus students are taken into the gym by the paraprofessionals and dismissed to buses from there.

16. **WALKERS:** At Lincoln Hancock, walkers will be dismissed from the Water Street side of the building. Classroom teachers will walk their students to the sidewalk. It has been requested of parent/guardian(s) to park their cars, cross the driveway at the crosswalk and meet their child on the sidewalk. At ECC, after the bus dismissal, the walkers are then taken to the gym by the classroom teacher and released to their parent/guardian(s).

17. **STUDENTS BEING DROPPED OFF AT SCHOOL:** Students who are dropped off at school congregate on the Water Street side of Lincoln Hancock. Adult supervision begins at 7:30 a.m. and children enter the building either through the cafeteria or the Water Street Lobby at 7:40 a.m. At the Early Childhood Center, students are led into the Multi-Purpose room by their parents. Children line up against the wall under the name of their respective teacher. Teachers lead their students to their classrooms at 7:35 a.m.

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 and 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 assistant 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 assistant principal.

Upon re-entering staff should make sure that the students are calm and entering the building in an orderly manner (does not apply for Reverse Evacuation). After 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, but know an 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. Staff must wait for further instructions and 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 the 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 an administrator. The teacher should keep the students calm, reassure them and refer any related information to the office.

Use physical restraint only to the extent needed to protect persons.

Weapons/Hostage

Report any weapon/hostage situation immediately to the office. A lock down procedure will be instituted; students should move to a safe area immediately.

If taken hostage:

If possible, get word to the office and 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, but do not run. Ask for assistance from nearby staff members and instruct combatants to disperse. Yell out combatants' names and identify yourself and order them to stop. In addition, instruct all spectators to disperse immediately. 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 any gang identifiers (clothing, signs, colors, street names, pagers) to the main office. In addition report any strangers and 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 and contact the Coordinator of Safety and Security. Assure the safety of all other students and staff and 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 and request that the adult calm down. Report the incident to the office and call 911 if the adult does not comply. Never engage in physical contact unless it is to protect yourself or students.

Hazardous Materials

Report any materials leak/odors to the main office and be prepared to describe the type of material (odor, color, amount, etc.). An administrator will notify the QFD. Avoid contact with the material(s), remove the students from the area and 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 parent/guardian(s) can not be notified through the media, the following actions will take place: The Superintendent will be immediately notified and his or her 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 –

If students from ECC and or LH need to evacuate and are not able to return to the schools, they will proceed to Sterling Middle School. Buses may be available for this transfer. Contact cards will be brought to Sterling by the office staff so that the process of calling parents may begin.

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 and 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) and 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,
 1. "What time is the bomb set to explode?"
 2. "Where is the bomb located?"
 3. "What kind of bomb is it?"
 4. "What does it look like?"
 5. "Why do you want to kill or injure innocent people?"
10. See if you can determine: The sex of the caller and any 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 state and local police (911) and say, "I have received a bomb threat."
15. Do not open desk draws or closets.
16. Wait for direction from the administration.

LETTER/PACKAGE BOMBS

If a letter or package appears suspicious, isolate it and call 911.

LETTER AND PARCEL BOMB RECOGNITION POINTS

Excessive Postage	Protruding Wires or Tinfoil
Incorrect Titles	Visual Distractions
Titles but No Names	Foreign Mail
Misspelling of Common Words	Air Mail and Special Delivery
Oily Stains or Discoloration	Restrictive Markings such as Confidential, Personal, etc.
No Return Address	Hand Written or Poorly Typed Addresses
Excessive Weight	Excessive Securing Material such as Masking Tape, String, etc.
Rigid Envelope	
Lopsided or Uneven Envelopes	

VIII. School Council Submission Page

SUBMITTED BY:

Principal's Signature

Assistant Principal's Signature

President of Parent Teacher Organization Signature

Co-Chair School Council Signature

Teacher Representative Signature