

Quincy Public Schools  
Quincy High School  
School Improvement Plan  
2009 - 2010



*“The reward for work well done is the opportunity to do more of it.”  
-Jonas Salk, MD*

School	Quincy High School
Principal	Frank C. Santoro
Assistant Principal	Ellen G. Murray
Date Submitted	September 2009

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## I. Mission Statement

Our mission is to provide a safe and nurturing learning environment for children to achieve their individual maximum potential.

Our desire is to develop students who persevere in their studies, take responsibility for their choices, and are honest in their character.

We seek to equip the students with the necessary skills to thrive as productive workers and committed citizens, and to meet the challenge of change in a global community.

We strive to help children discover and explore their gifts and talents, and to value and respect each other's uniqueness.

In order to accomplish our mission, staff, parents and students must work in a collaboration of effort and trust with open communication.

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

## II. PRINCIPAL'S MESSAGE

Dear Members of the Quincy School Committee:

Presented in this booklet is the Quincy High School, School Improvement Plan for the 2009-2010 school year. It was developed using the guidelines of the Massachusetts Education Reform Act, a legislative act whose purpose is to strengthen the local school system's leadership for school improvement and to provide for school-based planning responsibilities of school councils as the foundation for a more focused, responsive, and accountable system of serving our students.

The Quincy High School, School Improvement Council believes its school improvement plan is consistent with the educational goals of our country, state and school system. Our school council is grateful for the opportunity to participate in the school improvement process and would like to thank all those who took the time to fill out and pass in their ideas and comments on the School Improvement Plan Survey.

Your comments and feedback are most welcome.

Sincerely,

Frank C. Santoro  
Principal

## III. Improvement Plan

### A. Assessment

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

***Goal#1 To successfully implement the steps to accommodate the Department of Education's MCAS requirements for 100% of the students not reaching a score of 240 in English and Mathematics according to the Educational Proficiency Plan guidelines during the 2008-2009 school year.***

At the general staff meeting on September 2, 2008 this goal was presented so that those affected by it could fulfill their obligations in guaranteeing its implementation. A follow-up meeting for the staff was conducted on November 6, 2008 and the Educational Proficiency Plan procedure was reviewed under a presentation titled Remedial Interventions. The guidance department and the Math and English department heads took a leadership role in identifying these students. Students who fell in this range were assigned Math and English remediation classes. An EPP plan was established for each of these students as a follow up. Each plan consisted of the academic and testing history of the student, MCAS questioning assessments and the supports given to the student. The report summarizes the child's academic strengths and weaknesses and recommends an academic plan. A follow up letter explaining the plan was also sent to each of the students' parents. The staff worked hard at not only designing and completing each form but also in making sure that the identified students received remediation in their testing deficiencies.

***Goal#2 Design and implement 100% of the communication practices for students, staff, parents and the Quincy High School community through methods that keep all parties well informed during the 2008 and 2009 school year.***

Department heads, students, Student Support Team members, Administrative Team members, Guidance department staff and the Parent Advisory Council all met throughout the year on a regular basis. These meetings served as a vehicle to open the lines of communication. Minutes from meetings were shared. Gilbane Construction Company made themselves available to keep all parties abreast of any possible disruption. The Quincy High School website, television channel 22, daily notices, daily student television broadcasts, the Principal's Message newsletters and the Instant Alert telephone message system all served as tools to share important information.

***Goal#3 Given the results of the Winter 2008 Staff Climate Survey, Quincy High School will initiate actions to create a climate that is positive and conducive to learning so that a Spring 2009 Staff Climate Survey will reflect improvements.***

Even though a formal survey was not administrated, staff comments reflected that this school year was one of the best that they have experienced in regards to school climate. Each of the action steps were carried out. The biggest influence in making this a most positive year was the implementation of "Team 3". This team of teacher volunteers met during period three to think of ways to improve the identified weaknesses on the surveys and institute measures that would improve them. The team presented their accomplishments at a staff meeting with great accolades and looks forward to continuing their services next year with additional staff team members.

## 2. Analysis of 2008 MCAS test data.

The Quincy High School Site Assessment Team met on several occasions to study MCAS results. Their findings still identified “Open Response” questioning as an area Quincy High School should focus on. A large bilingual population adds to the need of students practicing this type of questioning to be successful on the MCAS. It was determined that additional practice of answering questions that require higher order thinking skills was needed.

In a staff presentation, the Site Assessment Team suggested that even though QHS is below the state average in this category there has been a continual increase in open response questioning scores since 2006. The implementation of prior action steps and goals for this type of question have been working. However, there is a need to continue implementing strategies for these students to be more successful.

A three year aggregate for open response questioning from 2006 shows moderate gains in both the English Language Arts and Mathematics testing assessments. Yet each of these areas still fall below the state average. Open response questions require higher order thinking skills and more practice in this area would be beneficial. One of the standards for the New England Association of Schools and Colleges (NEASC) self study is the Assessment of Student Learning. Since this study will be an important part of next year’s professional development, it would be helpful to combine these two needs as a focus for the up-coming school year.

One indicator for the NEASC standard of Assessment for Learning is that “teachers collaborate regularly in formal ways in the creation, analysis and revision of formative and summative assessments, including common assessments.” In QHS’s last NEASC self-study, we addressed this criterion in part by writing, or revising, departmental midyear and final examinations. NEASC self study gives us the opportunity to review the exams and allow them to include questions that require higher order thinking skills. Departmental mid-year and final exams will need to be revised next year for the NEASC self-study. In this way, QHS will meet the goal of improving MCAS scores as we work toward our goal of accreditation from NEASC.

## B. Goal Statements

SMART Goal # 1 –

*To continue to maintain improvement on MCAS open response questions, students will be exposed to more practice with questions that require higher order thinking skills on all grade 9 midyear and final exams and all grade 10 final exams.*

## C. Action Steps

## D. Monitoring Criteria (in bold print)

### Action Steps/Monitoring Plan

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	Last year’s goal of appropriately maintaining an EPP plan for each of the students in this category will continue. <b>Student plans will be on record for review and updating.</b>	September through June	English, Math, Science Department Heads and Guidance
2	Continue to identify students in the need of MCAS remediation and assign them skills classes wherever the schedule allows. <b>The Guidance Department Chair will work with Math, Science, ELL and English Department Heads to identify these students and then assign the appropriate classes.</b>	September through June	Guidance Department
3	Design and implement 9th grade mid-year and final exams and 10 <sup>th</sup> grade final exams that provide more practice in open response questioning that require higher order thinking skills. <b>Each Department Head will check mid-year and final exams to guarantee its implementation.</b>	September through February	Department Heads Teaching Staff

4	Establish NEASC committees to include an Assessment of Student Learning team in order to facilitate the redesign of mid-year and final exams. <b>The Steering Committee will appoint a chairperson and all team members when designing teams for each standard.</b>	September	NEASC Steering Committee
5	Design and implement open response rubrics that match MCAS needs. <b>Departmental meetings during contractual obligations will include the design of open response rubrics as an agenda item.</b>	September through February	Department Heads Teaching Staff

## B. Goal Statements

SMART Goal # 2 –

*To implement 100% of the action steps by the end of the 2009/2010 school year to improve technology at Quincy High School*

## C. Action Steps

## D. Monitoring Criteria (in bold print)

### Action Steps/Monitoring Plan

	WHAT	WHEN	WHO
Step #	Strategies/Activities	Timeline	Team/Person Responsible
1	The staff will continue to receive professional development on improving their skills with the interactive white boards and clicker systems. <b>The administration will work with “Interwrite” to provide additional workshop dates.</b>	October through June	Principal

2	<p><b>Team 3 will continue to work on the following goals through technology and then assess their success:</b></p> <p>Make the student handbook rules available to all teachers, students and parents.</p> <p>Increase awareness of specific handbook policies via daily announcements and on the teacher resource website.</p> <p>Increase parent participation at parent/teacher conference sessions.</p> <p>Expose the Quincy community to the exceptional talents of QHS students through Channel 22 and press releases.</p> <p>Utilize Channel 22 as an option for furthering communication efforts.</p>	September through June	Team 3 Leaders
3	<p>Technology purchases for the second phase of the high school construction will be made after deliberations and the piloting of the different systems and products that are available. <b>Department heads will witness demonstrations to share with their staff so that the best products are purchased.</b></p>	September through February	Administration Department Heads Selected Staff
4	<p>Parents will be updated on how best to contact teachers through the internet. <b>The principal will allow teachers time to design personal websites so that students and parents have easier access to records, assignments, curriculum and expectations.</b></p>	September through June	Principal Teaching Staff
5	<p>The QHS website will be continually updated with important information by making the QHS community aware of the process to get things posted. Hopefully, the need for paper notices will diminish. <b>The QHS webmaster</b></p>	September through June	Principal Webmaster

	<b>will work towards accomplishing all requests.</b>		
6	Department Heads and Deans will continually investigate the possibility of a class cut system that can be administrated through our computer system. <b>The QHS technology support personnel will work towards implementing the system.</b>	September through June	Department Heads Deans Technology Support Team
7	Investigate taking class attendance via the new clicker system available through the interactive boards or any other technical support that would enhance security, attendance and/or academic concerns. <b>The administration will work with personnel from Interwrite to investigate the possibilities.</b>	September through June	Principal Interwrite personnel Head of Security Deans Department Heads
8	The creation of a central point to disseminate information to keep the QHS community abreast of all announcements, construction updates, school activities, events, athletic schedule... on a centralized calendar. <b>The assistant principal in conjunction with the webmaster will work on establishing and maintaining this calendar.</b>	September through June	Assistant Principal Webmaster
9	Maintain the current public address system so that all parties can hear announcements in all three complexes. <b>The staff will continue to notify the principal of nonworking speakers.</b>	September through June	Principal All Staff City IT Personnel

## B. Goal Statements

SMART Goal # 3 –

*To complete the New England Association of Schools and Colleges (NEASC) Self-Study Report by the end of the school year in preparation of the scheduled 2011 Site Visit by the accreditation team*

## C. Action Steps

## D. Monitoring Criteria (in bold print)

### Action Steps/Monitoring Plan

	WHAT	WHEN	WHO
Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	<b>The English Department Head, Math Department Head and Assistant Principal</b> will make a presentation to the Principal’s Council on their all day workshop at NEASC that identified the required process of doing a Self-Study.	September	English Department Head Math Department Head Assistant Principal
2	The Principal’s Council will establish committees that match the NEASC standard organizational requirements. Each committee will have a committee chairperson. <b>The council will approve the committee listings to guarantee that there is a fair distribution of staff members on each committee.</b>	September	Principal’s Council
3	Each committee will meet during assigned times to create a self-study for their standard. <b>Committee chairpersons will report their status to the Principal’s Council.</b>	September through June	Committee Chairs All Staff Principal’s Council

## 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	Policies and Procedures, 504's, IEP's, Civil rights, EPP's, School Improvement Goals	9-12	1:00 p.m.	Auditorium	Principal	1,2,3
10/13/09	NEASC Self-Study	9-12	1:00 p.m.	Various	Committees	1,2,3
11/5/09	Curriculum Review	9-12	2:30-4:30	Various	Dept. Chair	1,2,3
11/10/09	NEASC Self-Study	9-12	1:00 p.m.	Various	Committees	1,2,3
1/7/10	Curriculum Review	9-12	2:30-4:30	Various	Dept. Chair	1,2,3
1/12/10	NEASC Self-Study	9-12	1:00 p.m.	Various	Committees	1,2,3
2/4/10	Curriculum Review	9-12	2:30-4:30	Various	Dept. Chair	1,2,3
3/4/10	Curriculum Review	9-12	2:30-4:30	Various	Dept. Chair	1,2,3
3/9/10	NEASC Self-Study	9-12	1:00 p.m.	Various	Committees	1,2,3
4/13/10	Site Assessment Team NEASC Self-Study	9-12	1:00 p.m.	Various	Site Team Committees	1,2,3
5/6/10	Curriculum Review	9-12	2:30-4:30	Various	Dept. Chair	1,2,3

Principal's 9/8/09, 10/13/09, 11/10/09, 1/12/10, 3/9/10, 4/13/10

Contractual Dates 11/5/09, 1/7/10, 2/4/10, 3/4/10, 5/6/10

## IV. School Council Members

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

**School:** Quincy High School

**Chair/Principal:** Frank C. Santoro

**Co-Chair:** Ellen Murray

**Teachers:** Fred Harris  
Social Studies Department  
Student Council Advisor

**Parents:** Cynthia Conley  
99 Puritan Drive  
Quincy, MA 02169  
617-328-7625

Henry Brawley  
19 Ratchford Circle  
Quincy, MA 02169  
617-828-8184

**Students:** Kevin Ung  
116 Verchild St  
Quincy, MA 02169  
617-773-0723

Christopher McGroarty  
25 Cherry St  
Quincy, MA 02169  
617-770-4424

**Assessment Team:** Ellen Murray, Evelyn Ryan, Elliot Columb, Fred Harris

## 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:

Ellen Murray, Assistant Principal  
Evelyn Ryan, Mathematics Department Head  
Elliot Columb, English Department  
Fred Harris, Social Studies Department

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

## VI. Submission Page

SUBMITTED BY:

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Principal's Signature

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Assistant Principal's Signature/Co-Chair

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President of Parent Teacher Organization Signature

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Teacher Representative Signature

## Appendix – Section A

### High School Class Size

Under 20	20-24	25-30
423	148	24

## Appendix – Section B

### Support Services

#### **FTE**

- 2 Nurse
- 16 Special Education Teachers (Resource Room/Inclusion)
- 8 Guidance Counselor
- 1 Visually/Hearing Impaired Teachers
- 9 ESL Teacher/s
- 1 School Psychologist/s

## Section C

### Budget – High Schools

	<b>Amount available in 2009-2010</b>
<b><u>TEXT/LEARNING MATERIALS</u></b> (textbooks and learning materials/supplies needed to support classroom instruction)	\$40,040.00
<b><u>SUPPLIES</u></b> (pens, pencils, rulers, paper, glue, photocopy paper, etc.)	\$30,705.00
Science	\$ 6,007.50
<b>TOTAL</b>	<b>\$76,752.50</b>
<b><u>SPECIAL FUNDING (gifts, grants, educational fund, PTO, etc.)</u></b>	
Chapter 74 Perkins Grant	\$120,931.00
Parent Advisory Council	\$ 3,000
Mini Grant Awards	\$ 2,800

## Appendix – Section D

### Facilities

#### 1. Improvements

Quincy High School has been the beneficiary of moving into one third of its new high school this past February. Students and staff have enjoyed the new Science/Math/Technology Academy and its new technology. Representatives from the Gilbane Construction Company have made themselves readily available to discuss any problems or possible disruptions to the learning environment. A punch- list has been established that has identified any areas that need further attention. The academy staff has reported any malfunctions of equipment, technology or building need.

#### 2. Areas of Need

It is important that the staff, custodial department and maintenance department work closely with the project manager, Tishman to identify and correct any identified punch-list item for the Science/Math/Technology Academy. It is also important for the school administration and the superintendent's office to work closely with the architect (Symmes Maini & McKee), project manager (Tishman) and construction company (Gilbane) in planning and building the remainder of the high school building project.

The West Building is in the need of extensive roof repair, exterior restoration and interior painting.

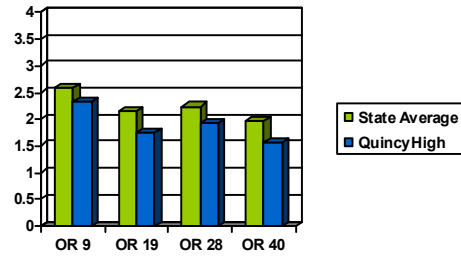
Coddington Hall's heat is inconsistent pending the location with some areas being too hot and other areas receiving no heat.

The exterior passageway from the West Building to the Coddington Building is in the need of repair.

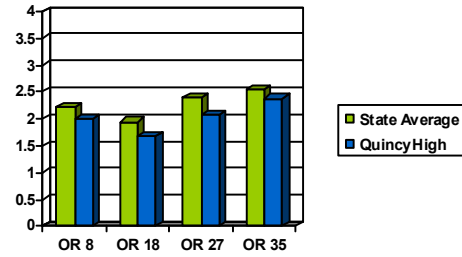
# Appendix – Section E

## Data Charts and Trends

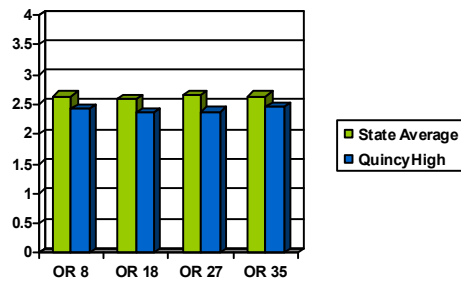
Open Response 2006 ELA



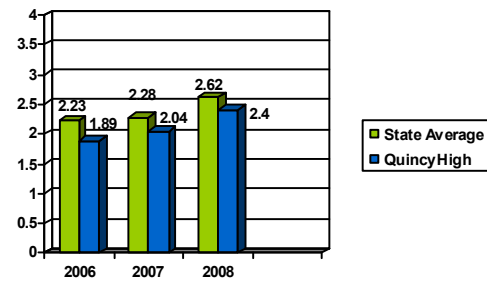
Open Response 2007 ELA



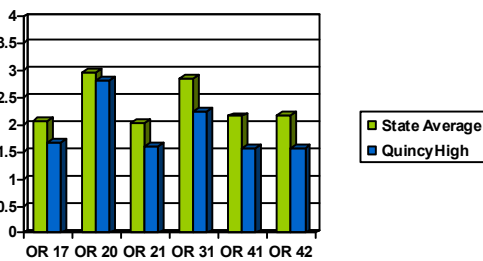
Open Response 2008 ELA



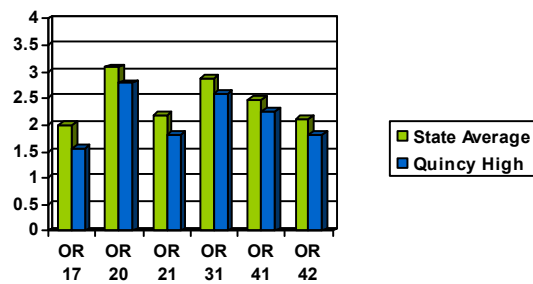
3 Year Aggregate ELA  
.34 .24 .22



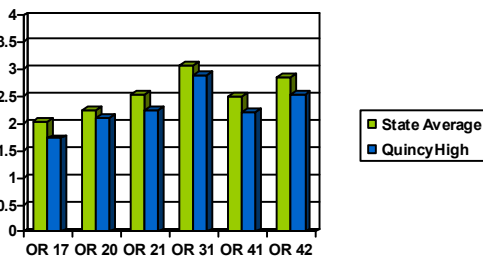
Open Response 2006 Math



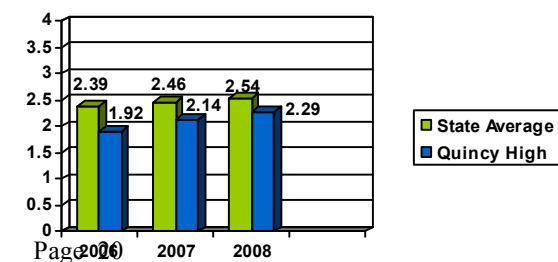
Open Response 2007 Math



Open Response 2008 Math



3 Year Aggregate Math  
.47 .32 .25



## VI. Appendix 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 24**

(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 27**

(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**

## Quincy High School Action Plan for School Safety

Rationale: Quincy High School is responsible for the care, welfare, safety and security of all elements of the learning community.

### Plan Objectives:

1. Maintenance of a safe school environment.
2. Development of new security procedures to meet the diversified needs of our school population.
3. Investigation and implementation of technological developments that will enable Quincy High School to maintain our safe school environment more efficiently.
4. Development of relationships with external agencies to promote school safety and holistic school interventions for troubled students.

### Plan Implementation and Process:

1. Maintenance of a safe school environment.
  - A. Zero Tolerance Policy Quincy High School has implemented a zero tolerance policy for individuals who create an unsafe environment. We will judiciously follow the intent of the law in assuring that individuals who create an unsafe situation are disciplined to the full intent of the law. This policy will be clearly communicated to the student body, parents and community regularly.
  - B. Development of Security Guard Rotations Quincy High School has developed a plan for security rotation throughout the building to provide maximum visibility of our security staff. Visibility and widespread building coverage will facilitate rapid security response and be a significant deterrent for potential unsafe situations.
  - C. Development of Grade Level Administrative Leadership. Quincy High School will transition to an administrative organization concentrated on each grade level having a Dean of Students focused primarily on that grade. This will maintain a consistent administrative role for student intervention and provide an atmosphere in which our administrative team can individualize our behavioral approach.
  - D. Development and Implementation of Alternatives to Suspension Initiatives A Saturday Detention Program will be initiated to enable students to have consequences that do not impact time on learning. Our school will also research other alternatives and initiate new programs when necessary.

E. Development of School Leadership Initiative A schoolwide leadership initiative will be implemented to promote development of student leadership, peer accountability and to provide communication lines between student and administration. This program will be available to the entire student body and be reflective of our diversity.

2. Development of new security procedures to meet the diversified needs of our school population.

Quincy High School will revisit the current Safety and Security procedures of the Quincy Public Schools to update and develop procedures applicable to the high school setting. These procedures will be distributed to all QHS staff and placed in each classroom for easy access. Our current classroom evacuation plans will be updated and placed in each classroom.

Quincy High School will develop visitor sign in procedures to be used for all visitors to the high school. Two security paraprofessionals will be hired; trained and placed at our main entrances of Quincy High to carry out defined visitor procedures.

3. Investigation and implementation of technological developments that will enable Quincy High School to maintain our safe school environment more efficiently.

A. Installation of new communication system - Quincy High School A phone system will be installed to present a means of communication throughout QHS. Procedures will be developed to merge current safety practices with new communication system.

Investigation and Purchase of a cell phone system for all designated authorities. A plan will be developed to expand our radio communication program to include all administration, security and department heads. Communication is the key component to keeping all facets of our high school aware of emergency situations. Alternative Communication Systems will be explored to facilitate new technological advances.

B. Coordinator of Security will investigate and recommend new technological advances that should be implemented for Quincy High School physical plant.

C. Outside funding mechanisms and school budget request s will be sought to increase resources needed for safety plan.

4. Development of relationships with external agencies to promote school safety and holistic school interventions for troubled students.

Quincy High School will develop relationships with outside agencies to form a community profile of at-risk students at our high school. This will enable holistic behavioral interventions with at-risk students and present a proactive approach to early safety intervention at Quincy High School.

## SCHOOL SECURITY

1. **DOORS:** All doors are locked after students enter the building at 8:00 a.m. with the exception of the front door which remains open until 2:30 p.m. and is monitored by our general purpose aide. Anyone wishing to enter the building after 8:00 a.m. must sign in at the front desk and show proper identification in order to gain entrance into the school.

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. A security officer is present at the front door.

2. **VIDEO CAMERAS** – Each school is equipped with a video camera directed at the front door of the school and an intercom. In general, a school security officer or office aide allows visitors to enter the school. Other cameras are strategically placed in all three buildings.

3. **VISITORS AND ANCILLARY PERSONNEL:** A sign is posted on the window near the front door instructing all visitors to report to the front desk. 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. Presently, a telephone system is being used in every classroom and office.

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. These are used in conjunction with the cell phone system.

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. The principal, assistant principal, deans, security personnel, and office are equipped with cell phones.

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:** All students walking to school should use the front door of Coddington Hall if in grade 10 or the Bilingual program and all other students will use the front door of the West Building.

16. **STUDENTS BEING DROPPED OFF AT SCHOOL:** All students being dropped off at school should make use of the drop off area in front of the West Building. Student who bring cars should pay attention to updated parking instructions.

17. **INSTANT ALERT:** Students, parents and staff should pay attention to all Instant Alert messages. Important announcements will be made throughout the year. All parties should make sure that up to date information is on record with the system. Instructions on how to up date information are available in the main office.

## **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.

## **Evacuation Procedures**

### **Fire Escape Routes Updated February 2009**

1. If the fire alarm sounds in the building, for any reason, the office personnel are to notify their counterparts in the other buildings immediately.
2. If a fire is located in the stairwell adjacent to the elevator shaft, the elevator shall not be used to evacuate students or staff members.
3. Teachers with physically handicapped students (crutches, etc.) in their classes will appoint two other students to assist the handicapped person in the event of fire alarm.

TEACHERS MUST SEE THAT ALL WINDOWS AND DOORS ARE LEFT CLOSED IN ROOM OR ROOMS THEY VACATED IN ORDER TO AVOID DRAFTS WHICH SPREAD FIRE. ALL LIGHTS MUST BE TURNED OFF.

### **FIRE EVACUATION FOR SCIENCE/MATH/TECHNOLOGY ACADEMY**

A104 Up SA1 Stairwell and out side door. Walk towards and past Coddington Hall  
 A149 Up SA1 Stairwell and out side door. Walk towards and past Coddington Hall  
 A140 Up SA1 Stairwell and out side door. Walk towards and past Coddington Hall  
 A148 Up SA1 Stairwell and out side door. Walk towards and past Coddington Hall  
 A151 Up SA1 Stairwell and out side door. Walk towards and past Coddington Hall  
 A146 Up SA1 Stairwell and out side door. Walk towards and past Coddington Hall  
 A113 Up SA1 Stairwell and out side door. Walk towards and past Coddington Hall  
 A112 Up SA1 Stairwell and out side door. Walk towards and past Coddington Hall  
 A139 Towards rotunda lobby and exit to Woodward Ave. Walk down Woodward  
 A138 Towards rotunda lobby and exit to Woodward Ave. Walk down Woodward  
 A135 Towards rotunda lobby and exit to Woodward Ave. Walk down Woodward  
 A132 Towards rotunda lobby and exit to Woodward Ave. Walk down Woodward  
 A119 Towards rotunda lobby and exit to Woodward Ave. Walk down Woodward  
 A120 Towards rotunda lobby and exit to Woodward Ave. Walk down Woodward  
 A122 Towards rotunda lobby and exit to Woodward Ave. Walk down Woodward

A201 Towards and through Auto Shop. Out door and up Saville Road  
 A229 Towards and through Auto Shop. Out door and up Saville Road  
 A230 Towards and through Auto Shop. Out door and up Saville Road  
 A205 Towards and through Auto Shop. Out door and up Saville Road  
 A222 Towards and through Auto Shop. Out door and up Saville Road  
 A206 Towards and through Auto Shop. Out door and up Saville Road  
 A221 Towards and through Auto Shop. Out door and up Saville Road

A220 Towards and through Auto Shop. Out door and up Saville Road

A213 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A217 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A208 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A209 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A210 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A328 Down Stairwell SA3. Out side door. Walk towards and past Coddington Hall

A325 Down Stairwell SA3. Out side door. Walk towards and past Coddington Hall

A323 Down Stairwell SA3. Out side door. Walk towards and past Coddington Hall

A322 Down Stairwell SA3. Out side door. Walk towards and past Coddington Hall

A304 Down Stairwell SA3. Out side door. Walk towards and past Coddington Hall

A305 Down Stairwell SA3. Out side door. Walk towards and past Coddington Hall

A318 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A317 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A316 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A314 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A307 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A308 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A309 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A401 Down Stairwell SA4. Out side door. Walk towards and past Coddington Hall

A431 Down Stairwell SA4. Out side door. Walk towards and past Coddington Hall

A42 Down Stairwell SA4. Out side door. Walk towards and past Coddington Hall

A425 Down Stairwell SA4. Out side door. Walk towards and past Coddington Hall

A424 Down Stairwell SA4. Out side door. Walk towards and past Coddington Hall

A405 Down Stairwell SA4. Out side door. Walk towards and past Coddington Hall

A406 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A407 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A409 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A410 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A422 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A421 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A418 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

A417 Towards rotunda lobby, down stairs. Exit to Woodward Ave. Walk down Woodward

## **FIRE EVACUATION INSTRUCTIONS FOR QUINCY HIGH SCHOOL WEST**

### DESCRIPTION OF DOORS AND STAIRWAYS IN WEST BUILDING

- A. - Door and Stairwell that leads into the Coddington Parking Lot
- B. - Door and Stairwell in the rear of the building that lead into the new courtyard
- C. - Door and Stairwell that lead to Coddington Street adjacent to the new building
- D. - Front Door
- E. - Door under front steps into the cafeteria
- F. - Interior Stairwell from the cafeteria to the lower gym
- G. & H. – Small Stairwells to the right and left of front lobby which lead to second floor

**FIRE EVACUATION EXITS FOR ROOMS (WEST WING)**

- 54 through Café to exit E
- 55 through café to exit E
- 57 stairwell A to exit A
- 58 stairwell A to exit A
- 59 exit E
- 60 exit E
- 62 stairwell C to exit C
- 63 stairwell C to exit C
- 64 exit E
- 100 stairwell B to exit B
- 101 stairwell B to exit B
- 102 stairwell B to exit B
- 115 front door exit D
- 117 stairwell C to exit C
- 200 stairwell B to exit B
- 201 stairwell B to exit B
- 202 stairwell B to exit B
- 203 stairwell A to exit A
- 205 stairwell A to exit A
- 206 stairwell A to exit A
- 207 stairwell A to exit A
- 208 stairwell A to exit A
- 209 stairwell G to front exit D
- 209A stairwell G to front exit D
- Library stairwell G to front exit D
- 210 stairwell H to front exit D
- 211 stairwell H to front exit D
- 212 stairwell C to exit C
- 213 stairwell C to exit C
- 214 stairwell C to exit C
- 215 stairwell C to exit C
- 300 stairwell B to exit B
- 301 stairwell B to exit B
- 302 stairwell B to exit B
- 303 stairwell B to exit B
- 304 stairwell A to exit A
- 305 stairwell A to exit A
- 306 stairwell A to exit A
- 307 stairwell A to exit A
- 308 stairwell A to exit A
- 309 stairwell A to exit A
- 310 stairwell A to exit A

- 311 stairwell A to exit A
- 312 stairwell C to exit C
- 313 stairwell C to exit C
- 315 stairwell C to exit C
- 316 stairwell C to exit C
- 317 stairwell C to exit C
- 318 stairwell C to exit C

Auditorium (first floor) use exit D

Auditorium (second floor) stairwell G or H to front door exit D

Band (second floor) stairwell G or H to front door exit D

Cafeteria use exit under front stair E

Guidance use exit A

Gymnasium use exit B

Main use exit D

Nurse use exit A

Pride use front door exit D

## FIRE DRILL ASSIGNMENTS FOR STAFF

### Administration :

- |              |                                    |
|--------------|------------------------------------|
| P. McGeady   | Front Door West                    |
| G. Scanlan   | Outside Automotive                 |
| K. McPartlin | Woodward Ave                       |
| J. Raymer    | Coddington Street across from YMCA |
| E. Sullivan  | Coddington Hall parking lot        |
| S. Johnston  | Rear of Coddington Hall            |

Department Heads will check their immediate areas.

Security will check the lavs.

### **STAFF SHOULD ASSIST BY CHECKING**

- A. Assure the rapid passage of students and faculty from each level.
- B. Check that lavatories are clear of all students.
- C. Check that staff lounges and lavatories are clear.
- D. Check that doors and windows are closed and lights off. Staff must help in area.
- E. Check that lavatories and science supply rooms are secure.

## **CODDINGTON BUILDING ESCAPE ROUTES**

**ALL CLASSES SHOULD REPORT TO NEAREST ESCAPE STAIRWELL AND EXIT DOOR. TEACHERS SHOULD EXIT THE REAR DOORS WHEN EITHER COMING DOWN OR GOING UP INTERIOR STAIRWELLS. STUDENTS SHOULD MOVE AWAY FROM THE BUILDING.**

## **Drugs/Alcohol Influence**

Look for symptoms, which may include: slurred speech, erratic behavior, sleepiness, odor of alcohol, glassy eyes etc..

Notify office immediately by intercom, note, or messenger and request immediate medical assistance. Continue to observe the student until help arrives. If possible, confiscate any visible contraband and give it to administrator. Teacher should keep the students calm, reassure them and refer any related information to the office.

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

## **Weapons/Hostage**

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

If taken hostage:

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

## **Fights**

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

## **Group Violence**

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

## **Physical Restraint**

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

Do not:

Threaten if threatened.

Threaten with police or legal action

Laugh or joke with the out of control student

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

## **Hazardous Materials**

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

If evacuation is necessary, follow the evacuation procedure.

## **Contingency Plan**

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

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

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

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

Building specific contingency plan –

In the event that Quincy High School is cancelled for the day:

Announcements will be made on local radio and cable broadcasts by the Superintendent's Office. WBZ Radio 1030 AM and Quincy Access Cable Station 22 should be checked for updated information.

The Quincy High School phone chain and the "Instant Alert" phone system will go into action to inform staff that school is not in session. Specific instructions will be given to students, parents and staff pending the situation. In the event that staff should come in a gathering location will be identified in the alert message. Staff may be assigned to various locations to inform students who may not know of the emergency.

Students who have further issues and can not report home will be directed to the Coddington Hall parking lot for assistance and transportation needs. The Transportation Department will assist.

Staff may need to be assigned to locations throughout the day either at Quincy High School, other schools or at the NAGE Building.

## **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 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	