

# QUINCY HIGH SCHOOL

## STUDENT AND PARENT HANDBOOK 2019 - 2020

*Think for Yourself  
Work Together  
Share with the World*



## IMPORTANT PHONE NUMBERS

Quincy High School Office	617 984-8754 or 617-376-3355
Principal, Lawrence Taglieri	617-376-3352
Assistant Principal, Ellen Murray	617-376-3363
Secretary, Pamela Maher	617 376-3364
Secretary, Deborah Golden	617 376-3353
Secretary, Christine Bassett	617-376-3355
Attendance, Nancy Scarnici	617-376-3361
Attendance, Stacy Scott	617-376-3360
Attendance, Debra Hernon	617-376-3360
Nurse, Ashley Santospago	617-376-3367
Nurse, Martina Ryan	617-376-3305

### Deans

Grade 09, Kevin Carey	617 376-3362
Grade 10, Karen McPartlin	617 376-3303
Grade 11, Ellen Sullivan	617-376-3375
Grade 12, Steven Johnston	617-376-3304
Secretary,	617 376-3359

Guidance Office	617 376-3351
Paula McGeady, Dept. Head	617 376-3380
Daniel Stewart, Psychologist	617 376-3390
Alicia Lyons	617 376-3391
Sheri Eldridge	617 376-3392
Ann McKenzie	617 376-3387
Meaghan Dubois	617-376-1223
Paulette D'Oyley	617-376-3393
William Reardon	617-376-3389
Melissa DeGraan	617-376-3313
Secretary, Linda O'Brien	617-376-3351
Keriann Hart,	617-376-3342
Health Interventionist	

### Department Heads

English, Michael Ellis	617-376-3385
ESL, Kathleen Harrison	617-376-3386
Foreign Lang, Edie Boynton	617-376-3365
Mathematics, Virginia Snell	617-376-3398
Science, Julie Krieger	617-376-3366
Social Studies, Kevin Bell	617-376-3368
Special Needs, Lorraine Kusy	617-376-3340
Rebecca McInnis,	617-376-3324
Career & Technical Education	

## THOUGHTS FOR STUDENTS

The Student Handbook is a valuable tool to members of our school community. This publication has been developed through input from administration, faculty, staff, parents and students in the Quincy High School community. Its purpose is to provide information needed to succeed not only as a student but also as a skilled member of the 21<sup>st</sup> century who will *“think, work, and share.”*

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Dear Students and Parents,

Welcome back to Quincy High School. The beginning of each New Year brings a measure of excitement and anticipation to all. We are excited about what lies ahead for our students for the upcoming school year and we look forward to partnering with you in the pursuit of our maximum potential. We are energized by the changes of a new class of students, a new grade level or for some of you, a new school. We begin our year with fresh ideas, exciting plans and great anticipation.

Quincy High has an honored and treasured history that exemplifies our consistent pursuit of excellence. Displayed in our lobby is a plaster cast of the art sculpture, “The Appeal to the Great Spirit.” The statue, better known to alumni as “The Pony” represents a link to our past and guide for our future as we commit to being the best we can be. Our theme for our school year is “Think, Work, Share”. The “Pony” stands for the core concepts of respect, courage, loyalty, graciousness, reliability, tolerance, honesty and determination. These are the foundation of our high school. Our challenge to our student body lies in the pursuit of these characteristics as we pursue our theme. We want our school to be a place where these ideals permeate every classroom, every student/student interaction, every student/teacher interaction and every extracurricular opportunity. We look forward to working together as we reach for new heights in our school.

Respectfully,  
Lawrence Taglieri Principal

# Calendar 2019-2020



## QUINCY PUBLIC SCHOOLS QUINCY, MASSACHUSETTS

UPDATED 6.13.2019

### 2019-2020 SCHOOL YEAR CALENDAR

#### September 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 days

■ = No School/  
Holiday or Vacation

**Aug. 26:** Elementary and Middle School Offices Re-Open  
**Sept. 3:** First day for Professional Staff  
**Sept. 4:** First day of school, Grades 1-9  
**Sept. 5:** First day of school, Gr. 10-12  
**Sept. 6:** Kindergarten & Pre-K Orientation  
**Sept. 9:** First day of school, Kindergarten & Pre-Kindergarten

**Sept. 10, 17, 24:** Elementary School Early Release Days  
**Sept. 10, 24:** Middle School Early Release Days  
**Sept. 24:** High School Early Release Day

#### February 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

15 days

**Feb. 4, 11, 25:** Elementary School Early Release Days  
**Feb. 11, 25:** Middle School Early Release Days  
**Feb. 11:** High School Early Release Day  
**Feb. 15-Feb. 23:** February Recess ~ No School

#### October 2019

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 days

**Oct. 1, 8, 15, 22, 29:** Elementary School Early Release Days  
**Oct. 8, 22:** Middle School Early Release Days  
**Oct. 8:** High School Early Release Day  
**Oct. 14:** Columbus Day ~ No School

#### March 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

22 days

**Mar. 3, 10, 17, 24, 31:** Elementary School Early Release Days  
**Mar. 10, 24:** Middle School Early Release Days  
**Mar. 10:** High School Early Release Day

#### November 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

18 days

**Nov. 5, 12, 19, 26:** Elementary School Early Release Days  
**Nov. 11:** Veteran's Day ~ No School  
**Nov. 12, 26:** Middle School Early Release Days  
**Nov. 12:** High School Early Release Day  
**Nov. 27:** Early Release Day ~ All Schools No Lunch Served  
**Nov. 28 & 29:** Thanksgiving Recess ~ No School

#### April 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

16 days

**Apr. 7, 14, 28:** Elementary School Early Release Days  
**Apr. 14, 28:** Middle School Early Release Days  
**Apr. 14:** High School Early Release Day  
**Apr. 10:** Good Friday Observed ~ No School  
**Apr. 18-Apr. 26:** April Recess ~ No School

#### December 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

15 days

**Dec. 3, 10, 17:** Elementary School Early Release Days  
**Dec. 10:** Middle School Early Release Day  
**Dec. 10:** High School Early Release Day  
**Dec. 21-Jan. 1:** Winter Recess ~ No School

#### May 2020

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 days

**May 5, 12, 19, 26:** Elementary School Early Release Days  
**May 12, 26:** Middle School Early Release Days  
**May 12:** High School Early Release Day  
**May 25:** Memorial Day ~ No School  
**May 29:** Last Day of School for High School Seniors (Day 168)

#### January 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

21 days

**Jan. 1:** New Year's Day ~ No School  
**Jan. 7, 14, 21, 28:** Elementary School Early Release Days  
**Jan. 14, 28:** Middle School Early Release Days  
**Jan. 14, 28:** High School Early Release Days  
**Jan. 20:** Martin Luther King, Jr. Birthday Observed ~ No School

**Elementary School Offices** Close 6 days after last day of school  
**Middle School Offices** Close 11 days after last day of school  
**High School Offices** Open all summer for registration

#### June 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

12 days

**June 2, 9, 16:** Elementary School Early Release Days  
**June 8:** QHS Graduation  
**June 9:** NQHS Graduation  
**June 9, 16:** Middle School Early Release Days

**June 16:** Last Day of School: May be adjusted for school cancellations (Early Release Day for Elementary & Middle Schools) (Day 180)  
**June 17:** Last Day for Professional Staff (May be adjusted for cancellations)

**June 23:** Last Day of School (in case of 5 days school cancellations)  
**June 24:** Last Day for Professional Staff (5 days school cancellations)

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# **EXPECTATIONS OF THE LEARNING COMMUNITY**

## **CODE OF CONDUCT**

## **GENERAL ACADEMIC GUIDELINES**



## **Core Values, Beliefs and Learning Expectations**

*Quincy High School believes that in order to succeed in the 21<sup>st</sup> century, all people must think both creatively and analytically, work with diligence both alone and with others, and possess the ability to share ideas clearly with varied audiences. To prepare our graduates for success, Quincy High School provides a safe and supportive learning environment which emphasizes high academic expectations and civic and social responsibility. Our community fosters respect for individual and cultural diversity while our curriculum and programs provide a comprehensive education, which opens multiple career paths. Whether students intend to pursue a college education, employment, or military service, Quincy High School has programs to facilitate their success. Graduates of Quincy High School will be prepared to think, work and share as skilled members of our 21<sup>st</sup> century global community.*

### **Academic Expectations**

*Quincy High School students will be able to:*

- Think critically and creatively*
- Work independently and collaboratively*
- Share knowledge effectively*

### **Social Expectations**

*Quincy High School students will:*

- Assume responsibility for their decisions and conduct*
- Respect the rights of others and exercise life skills that promote personal growth.*

### **Civic Expectation**

*Quincy High School students will:*

- Use historical evidence to gain an understanding of democratic/constitutional principles and practices*
- Formulate viewpoints that reflect a global perspective*

### Thinks Creatively Rubric

Facet	Advanced (4)	Proficient (3)	Needs Improvement (2)	Deficient (1)
Able to Generate Ideas	Always able to brainstorm and explore numerous ways/ideas to solve problem/s. Views task from various points of view and goes beyond the required elements.	Usually able to brainstorm and explore numerous ways/ideas to solve problem/s. Usually views task from various viewpoints.	Sometimes needs assistance to brainstorm and explore numerous ways/ideas to solve problem/s. Generally needs guidance to view task from various viewpoints.	Always needs assistance to brainstorm and explore numerous ways/ideas to solve problem/s. Has difficulty viewing task from various viewpoints.
Produces Original Ideas, Phrases or Products	Always displays innovative design and there is originality in thought and action. Goes beyond the required elements.	Often develops materials and ideas in a unique way with minimal support	Materials and ideas occasionally developed in unique ways, but only with guidance and encouragement.	Materials and ideas are not developed in unique ways.
Shows Flexibility/ Adaptability in Thought	Always able to see multiple ways of reacting to change and independently responds accordingly	Often able to envision new responses to varying situations. When supported, is able to adapt responses to fit the situation.	While fairly inflexible, the student can be guided to reconsider some positions and points of view.	Lacks flexibility, stubbornly maintaining positions and points of view in spite of new and changing conditions.
Uses Self-reflection and Feedback to Guide the Development of Product	Product exhibits improvement based upon self-scrutiny and feedback from others	Self-reflection is apparent and has some impact on the completion of a product. Gracefully accepts feedback from others.	Some self-reflection is apparent, but it has no impact on the product. Rarely accepts feedback from others.	No self-reflection is apparent in the final product. Does not accept feedback from others.
				<b>Total</b>



### Thinks Critically Rubric

Facet	Advanced (4)	Proficient (3)	Needs Improvement (2)	Deficient (1)
Identifies, clarifies, and describes the issues and the problem.	Consistently articulates an accurate understanding of the scope of the problem and issue(s) involved. Identifies the consequences of various solutions.	Articulates an understanding of the scope of the problem and the related issue(s) involved.	Has difficulty describing the nature of the problems or the related issue(s).	Is unable to describe the nature of the problem or the related issue(s).
Locates, organizes, and processes information from a variety of sources.	Consistently locates information and/or data in a variety of sources; accurately analyzes information for the main ideas; and evaluates relevance, accuracy, credibility and bias; organizes and synthesizes information.	Locates information and/or data from a variety of sources; identifies the main ideas; evaluates the usefulness and accuracy of information for relevance, credibility and bias, organizes information.	Has difficulty locating information and/or data from a variety of sources, and may struggle to analyze it for relevance, accuracy, credibility and bias.	Cannot locate information and/or data from a variety of sources or cannot analyze information for relevance, credibility and bias.
Utilizes reasoning strategies and thinking skills.	Applies relevant thinking skills in presenting information and thoroughly supports information gathered (e.g. comparing, classifying, abstracting, analyzing, criticizing). Assesses statements, analyzes steps, and applies knowledge. Makes cognitive leaps to concepts beyond the scope of the curriculum.	Applies relevant thinking skills in presenting information (e.g. comparing, classifying, abstracting, analyzing, criticizing). Applies most concepts with reasonable extension to related topics.	Has difficulty applying relevant thinking skills (e.g. may oversimplify the problem, lacks depth of thinking to address problem). Recognizes and understands some concepts.	Cannot select or apply relevant thinking skills to the available information. Can recall facts or vocabulary but is challenged in understanding meaning.
Considers, tests, and justify solution(s) and conclusion(s).	Consistently develops solution by using all relevant information. Bases his/her conclusion on a thorough examination of the evidence, and exploration of reasonable alternatives and an evaluation of the possible consequence(s) considered.	Develops a solution based on the analysis of the gathered information. Bases conclusion(s) on the evidence, and refers to other possible consequence(s) considered, if applicable.	Has difficulty developing a solution based upon an analysis of information, and consequently has difficulty basing conclusion(s) on any evidence.	Cannot show how available information was used in support of the solution or that other options were considered in developing the solution.
				<b>Total</b>

### Global Understanding Rubric

Facet	Advanced (4)	Proficient (3)	Needs Improvement (2)	Deficient (1)
Knowledge of Other Religions and Cultures	Consistently able to discuss many religions and cultures with great understanding.	Is able to discuss, with some understanding, many religions and cultures.	Able to identify, but does not understand, different religions and cultures.	Has little to no knowledge of religion and cultures.
Geography	Excellent understanding of geographic concepts and can locate geographic features on a map.	Understands geographic principles and can locate places on a map.	Understands geographic concepts, but cannot locate many places on a map.	Little to no ability to identify geographic features on a map.
Understanding of Historical Patterns and how the Past Connects to Today	Excellent understanding of past events and has the ability to make connections between events.	Understands past events and occasionally makes connections between events.	Minimal knowledge of past events and rarely makes connections between events.	No working knowledge of past events.
Current Events	Has up to date knowledge of events, can discuss them, and can comprehend their significance and relevance.	Understands events and can determine their level of performance	Has a basic awareness that events occur, but cannot distinguish their level of importance.	The student has no awareness of current events.
Knowledge of Past and Present World Leaders	Consistently able to identify world leaders; explain what they did and explain why they are important.	Sometimes able to identify world leaders and explain what they did.	Inconsistent knowledge of world leaders and their significance.	Unable to identify even the most famous world leaders.
				<b>Total</b>

### Historical Evidence Rubric

Facet	Advanced (4)	Proficient (3)	Needs Improvement (2)	Deficient (1)
Popular Sovereignty	Consistently demonstrates and applies in-depth understanding of the philosophical origins of government as derived from the consent of the governed.	Effectively demonstrates a thorough understanding of the philosophical origins of government as derived from the consent of the governed.	Demonstrates an acceptable understanding of the philosophical origins of government as derived from the consent of the governed.	Lacks understanding of the philosophical origins of government as derived from the consent of the governed.
Federalism	Consistently demonstrates and applies in-depth knowledge of the relationship between state and the federal government as stated in the United States Constitution.	Routinely demonstrates a thorough understanding of the relationship between state and the federal government as stated in the United States Constitution.	Demonstrates an acceptable understanding of the relationship between state and the federal government of the United States.	Little to no ability to identify geographic features on a map.
System of Checks and Balances	Consistently demonstrates and in-depth understanding of the balance of power between the three branches of government as stated in the United States Constitution.	Effectively demonstrates a thorough understanding of the balance of power between the three branches of government as stated in the United States Constitution.	Demonstrates an acceptable understanding of the balance of power between the three branches of government as stated in the United States Constitution.	Has little to no understanding of the balance of power between the three branches of government as stated in the United States Constitution.
Representative Government	Consistently demonstrates an in-depth understanding of the relationship between citizens and their government, the election process, and the responsibilities of elected officials.	Effectively demonstrates an understanding of the relationship between citizens and their government, the election process, and the responsibilities of elected officials.	Demonstrates acceptable knowledge of the election process and the structure of the US government.	Has minimal knowledge of the election process and lacks understanding of the structure of government.
				<b>Total</b>

### Shares Knowledge Rubric

Facet	Advanced (4)	Proficient (3)	Needs Improvement (2)	Deficient (1)
Organization	Clearly establishes purpose; is consistently focused; displays completely cohesive progression of ideas	Adequately establishes purpose; is generally focused; displays some progression in ideas	Purpose is unclear; lapses in focus; little progression of ideas	Confused purpose; lacks focus; no progression of ideas
Awareness of Audience	Thoroughly understands and adheres to appropriate stylistic conventions	Generally understands and adheres to appropriate stylistic conventions	Lapses in understanding of adherence to stylistic conventions	Confusion in understanding of and adherence to stylistic conventions
Mechanics	Minimal Errors	Errors are minimal and do not interfere with meaning	Errors interfere with audience understanding	Errors pose a significant obstacle to audience understanding
Language/ Vocabulary	Language is specific, precise, and appropriate to audience and purpose; exhibits mastery of the use of language	Writer employs a variety of words; avoids use of slang and cliché; words are accurately used for the most part, although misused words may occasionally appear	Language is functional; language is ordinary, lacking in interest, cliché, or repetitive	Misuse of words obscures meaning; writing shows an extremely limited vocabulary; word choice is general and vague
Ideas and Content	Ideas are clear and focused; supporting details are strong, relevant, and appropriate; exploration of topic is deep	Ideas are clear and focused; supporting details are present although may be limited; easily identifiable purpose/main idea	Main idea and purpose are somewhat unclear; limited supporting details	Main idea/purpose is unclear; little to no supporting detail
				<b>Total</b>

### Social Expectations Rubric

Facet	Advanced (4)	Proficient (3)	Needs Improvement (2)	Deficient (1)
Attendance and Punctuality	0 - 1 Unexcused absences or tardies; consistently meets academic deadlines	2 - 3 Unexcused absences or tardies; most academic deadlines are met	4 - 6 unexcused absences or tardies; some academic deadlines are met	7 or more unexcused absences or tardies; attendance prohibits deadlines from being met
Follows School and Societal Expectations	Always displays appropriate learning behavior; is always focused and never engages in distracting behavior.	Consistently displays appropriate learning behavior; consistently focused and rarely engages in distracting behavior	Inconsistent focus and occasionally engages in distracting behavior.	Rarely focused in class and frequently engages in distracting behavior
Demonstrates Respect for Self and Others	Listens actively and attentively and accords respect to others' ideas. Provides and accepts constructive feedback. Respects personal boundaries of self and others	Usually listens actively and attentively and frequently accords respect to others' ideas. Usually provides and accepts constructive feedback. Usually respects personal boundaries of self and others	Sometimes listens actively and attentively; and is sometimes disruptive. Occasionally accords respect to others' ideas. Seldom provides or accepts constructive feedback. Sometimes respects personal boundaries.	Does not listen actively and attentively; does not accord respect to others' ideas and is continually disruptive. Does not provide or accept constructive feedback. Does not respect personal boundaries.
Values Cultural Diversity	Displays appreciation and acceptance of diversity, and seeks opportunities to learn about and interact with different cultures. Behavior promotes safe, positive, and inclusive school environment.	Frequently displays appreciation and acceptance of diversity, and seeks opportunities to learn about and interact with different cultures. Behavior usually promotes safe, positive, and inclusive school environment.	Inconsistently displays appreciation and acceptance of diversity, and rarely seeks opportunities to learn about and interact with different cultures. Behavior rarely promotes safe, positive, and inclusive school environment.	Does not display appreciation and acceptance of diversity, and never seeks opportunities to learn about and interact with different cultures. Behavior does not promote safe, positive, and inclusive school environment.
Life Skills	Always actively participates in post high school planning and maintains healthy life choices	Usually participates in post high school planning and usually maintains healthy life choices	Sometimes participates in post high school planning and sometimes maintains healthy life choice	Does not participate in post high school planning and does not maintain healthy life choices
				<b>Total</b>

### Works Collaboratively Rubric

Facet	Advanced (4)	Proficient (3)	Needs Improvement (2)	Deficient (1)
Collegiality	Consistently able to demonstrate respect and sensitivity towards group members and their ideas.	Usually able to demonstrate respect and sensitivity towards group members and their ideas.	Sometimes able to demonstrate respect and sensitivity towards group members with occasional adult support.	Seldom able to demonstrate respect towards the group without adult support.
Communication	Consistently offers relevant and valuable information in an appropriate manner.	Usually offers relevant and valuable information in an appropriate manner.	Information contributed is sometimes relevant and valuable. Needs guidance to deliver information appropriately.	Rarely participates or communicates within the group setting.
Individual Contribution	Demonstrates leadership and his/her work ethic promotes equal participation within the group.	Contributes appropriately to the group.	Sometimes contributes appropriately to the group with adult guidance.	Rarely participates or communicates within the group to complete the task.
Task Completion	Always completes product with the time limit and the quality of product exceeds expectations.	Completes product within the time limit and often meets expectations.	Quality of product is inconsistent and has difficulty adhering to a timeline.	Seldom able to complete tasks on time and quality of work is poor or incomplete.
				<b>Total</b>

### Works Independently Rubric

Facet	Advanced (4)	Proficient (3)	Needs Improvement (2)	Deficient (1)
Organization	Always knows what needs to be done to accomplish his/her goals and organizes materials to effectively complete tasks.	Usually knows what needs to be done to accomplish his/her goals. Usually organizes materials to effectively complete tasks.	Sometimes knows what needs to be done but needs guidance to accomplish goals. Sometimes organizes materials and only partially completes tasks.	Rarely knows what needs to be done and needs consistent guidance to accomplish goals. Rarely organizes materials and tasks are incomplete.
Time Management	Always able to fulfill responsibilities and complete work in a timely manner.	Usually able to fulfill expectations and complete work in a timely manner.	Sometimes able to complete work in a timely manner. Has difficulty sustaining production in order to meet responsibilities.	Is seldom able to complete tasks in a timely manner. Needs frequent adult guidance to meet responsibilities.
Quality of Work	Always submits fully completed work which has been self-evaluated and reflects insight from diverse perspectives. Exceeds expectations	Frequently submits fully completed work which has been self-evaluated and reflects insight from diverse perspectives. Meets defined expectations.	Sometimes submits fully completed work which is poorly reflected upon and falls below defined expectations. Requires some teacher support to meet expectations.	Rarely submits fully completed work and there is little evidence of reflection or insight. Consistently needs teacher assistance to meet defined expectations.
Behavior	Consistently focused and on task; manages one's own actions and exhibits leadership qualities	Frequently focused and on task and able to manage one's own actions.	Sometimes focused and on task with continual redirection.	Is seldom focused or on task and requires consistent redirection.
Utilizing Resources	Exceeds expectations when identifying, accessing and evaluating a variety of resources necessary to accomplish a task.	Usually able to identify, access and evaluate a variety of resources with minimal assistance.	Sometimes able to identify and access resources but has difficulty evaluating them without assistance.	Seldom able to identify, access and evaluate resources without support.
				<b>Total</b>

## **CODE OF CONDUCT**

The school system and the schools, which make up that system are a community, and the rules and regulations of the community are the laws by which it is governed. All who enjoy the rights of citizenship in that community must also accept the responsibility of citizenship. A basic responsibility of those who enjoy the rights of citizenship is to respect the laws of the community.

The Quincy Public School System supports and encourages the recognition and appreciation of differences among students, and will not tolerate bigoted or discriminatory speech or behavior by staff or students.

All students must respect one another at all times and work together for the common good of all. Discipline should develop self-control and character, and provide for orderly conduct, correction, and punishment.

## **DISCIPLINARY ACTION**

The commission of or participation in any of the activities listed below under OFFENSES, within school buildings, on school grounds, on school buses, or at school sponsored events, is prohibited. In addition, STUDENTS COMING TO AND GOING HOME FROM SCHOOL, who are engaged in conduct, which disrupts the educational process or affects the school environment, can be disciplined by school authorities whether civil authorities choose to do so or not. Such disciplinary action, after due process, could result in suspension or expulsion from school under the existing guidelines for such action.

Students charged with a felony, regardless of where the felony occurred, may be suspended from school, and students convicted of or upon adjudication or admission of guilt of a felony, regardless of where the felony occurred, may be expelled from school, under Section 37H 1/2 as amended by Chapter 380 of the Acts of 1993. (See Appendix C.)

No student shall be suspended, expelled, or otherwise disciplined, on account of marriage, pregnancy, or parenthood, however, in the case of a pregnant student; the School Committee may require that the student be under the supervision of a physician.

The following is a list of actions to resolve discipline problems. The level will be determined by the nature and seriousness of the offense. Actions include:

### **INFORMAL DISCIPLINE - LEVEL I**

Conference with student.

Conference with teacher/team.

Conference with parent.

Conference with Department Head.

Conference with Dean, Assistant Principal, Principal and/or Counselor.

Referral to Student Support Services Team



Mediation/Voluntary Conflict Resolution.

## **FORMAL DISCIPLINE - LEVEL II**

Detention.

Hearing.

Suspension (each type counts equally in records):

Out-of-School Suspension - Students are to stay at home during out of school suspension, and parents will be so notified.

In-Building Suspension.

Exclusion by Principal.

Expulsion\* by Principal.

In-Building Board of Review.

System-level Administrative Action.

## **FORMAL DISCIPLINE - LEVEL III**

System-level Administrative Action.

Court Action.

School Committee Action.

Expulsion\* (Expulsion means permanent exclusion.)

## **EXPULSION**

Students may be expelled from school by the principal for weapon possession, drug possession, assault on educational personnel, or the commission of a felony.

WEAPONS: Any student who is found in possession of a dangerous weapon or an other instrumentality which can be and was used to inflict bodily harm on another person including but not limited to a gun or a knife, on school premises, on the way to or on the way home from school, or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school by the principal, under M.G.L., Ch. 71, S. 37H (a). (See Appendix A.)

Effective October 1994, under the FEDERAL GUN-FREE SCHOOLS ACT, a student who is determined to have brought a FIREARM to school shall be expelled from school for a period of not less than one year. (See Appendix F.)

The IDEA allows school personnel to move a student with disabilities to an interim alternative educational setting for up to 45 school days, if that student carries a weapon to school or possesses a weapon in school, on school premises, or at a school function. A weapon may be any instrumentality which could be or was used to inflict bodily harm on another person.

**CONTROLLED SUBSTANCE:** Any student who is found in possession of a school-sponsored or school related events, including athletic games, may be subject to expulsion from school by the principal, under M.G.L., Ch. 71, S. 37H(a). (See Appendix A.)

The IDEA allows school personnel to remove a student with disability to an interim alternative educational setting for up to 45 school days, if that student knowingly possesses or uses illegal drugs or sells or solicits the sale of controlled substances at school, on school premises, at school functions, or on the way to or on the way home from school. This also includes a substance purported to be a drug.

**ASSAULT ON EDUCATIONAL STAFF:** Any student who assaults any member of the educational staff on school premises, on the way to or on the way home from school, or at school-sponsored or school-related events, including athletic games, may be subject to expulsion by the principal, under M.G.L., Ch.71, S. 37H (b). (See Appendix A.)

The IDEA allows school personnel to remove a student with a disability to an interim alternative educational setting for up to 45 school days, if the student has inflicted serious bodily injury upon another person while at school, on school premises, at school functions, or on the way to or on the way home from school. The Act also allows the hearing officer the authority to order the student into an interim setting for 45 school days on a determination that there is a substantial likelihood of injury to the student himself/herself or to others.

**RIGHT OF SCHOOL TO REFUSE ADMITTANCE TO EXPELLED STUDENT:**

When a student is expelled, under M.G. L., Ch.71, S. 37H (e), no school within Massachusetts shall be required to admit such student. Further, if the expelled student applies to another school, the superintendent of the school to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for the expulsion. (See Appendix A.)

**FELONY CONVICTION:** A student who is convicted of a felony or who is adjudicated or admits in court guilt with respect to such felony or felony delinquency, may be expelled by the principal under Section 37 H 1/2 as amended by Chapter 380 of the Acts of 1993, if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. (See Appendix C.)

**SUSPENSIONS LEADING TO EXPULSION:** In the event that a student commits an offense, such as listed in Appendix A of the Student Rights and Responsibilities brochure, or after the fourth suspension in a particular school year, the student may be brought by the Superintendent before the School Committee for an exclusion or expulsion hearing pursuant to M.G.L., Ch. 76, Sec. 17, which may result in permanent exclusion or voluntary withdrawal from school, provided that such action comports with M.G.L. Ch.71B, any outstanding CHINS petitions, or court orders, and the Student Rights and Responsibilities Handbook.

EXPULSIONS FOR INFRACTIONS OTHER THAN WEAPONS, DRUGS, ASSAULT ON EDUCATIONAL PERSONNEL, FELONY CONVICTION: Expulsion is an extreme measure to be used generally after alternative measures to remedy the behavior have failed. Expulsion will occur only upon the recommendation of the Superintendent and approval of the School Committee.

## **DUE PROCESS PROCEDURES**

**M.G.L. c. 71 S. 37H  $\frac{3}{4}$**  covers the due process procedures for suspension of students for disciplinary offenses other than those covered by M.G.L. c.71 S.37H and 37 H  $\frac{1}{2}$ . (Offenses controlled by S.37H and 37 H  $\frac{1}{2}$  include: possession of a dangerous weapon, possession of a controlled substance, assault on educational staff, or felony charge or felony delinquency complaint or conviction if the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.) The principal/designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. Possible consequences include: "in-school suspension," "short-term suspension," or "long-term suspension."

### **In-School Suspension under Section 37 H $\frac{3}{4}$ :**

Definition: "In-school suspension" means removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall **not** be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes.

### **Hearing and Notification – In-School Suspension:**

(1) The principal/designee may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

(2) The principal/designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal/designee determines that the student committed the disciplinary offense, the principal/designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

(3) On the same day as the in-school suspension decision, the principal/designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal/designee shall also invite the parent to a meeting to discuss the student's academic

performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal/designee is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

(4) The principal/designee shall send written notice to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent to a meeting with the principal/designee, if such meeting has not already occurred. The principal/designee shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal/designee and the parent.

(5) Any student who is serving an in-school suspension shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom. The principal/designee shall inform the student and parent of this opportunity in writing when such suspension is imposed.

#### **Short-Term Suspension under Section 37 H ¾:**

Definition: "Short-term suspension" means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal/designee may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

#### **Notice of Suspension and Hearing – Short-Term Suspension:**

(1) Except as provided under "in-school" suspension or "emergency removal," a principal/designee may not impose a suspension as a consequence for a disciplinary offense without first providing the student and parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

(2) The principal/designee shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal/designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;

(f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

(g) if the student may be placed on long-term suspension following the hearing with the principal/designee, the student is entitled to all of the rights described under "Principal Hearing – Long-Term Suspension (3) (b)" below, as well as the right to appeal the principal/designee's decision to the superintendent.

(3) The principal/designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal/designee must be able to document reasonable efforts to include the parent. The principal/designee is presumed to have made reasonable efforts if the principal/designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

(4) Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal/designee and parent.

#### The Principal/Designee's Hearing – Short-Term Suspension:

(1) The purpose of the hearing with the principal/designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal/designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal/designee should consider in determining whether other remedies and consequences may be appropriate. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal/designee should consider in determining consequences for the student.

(2) Based on the available information, including mitigating circumstances, the principal/designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

(3) The principal/designee shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

(4) If the student is in a public preschool program or in grades K through 3, the principal/designee shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

### **Long-Term Suspension under Section 37 H ¾:**

Definition: “Long-term suspension” means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in a school year. A principal/designee may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c.71, S. 37H or 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

### **Notice of Suspension and Hearing – Long-Term Suspension:**

The “Notice of Suspension and Hearing” for a long-term suspension” is the same as that of a “short-term suspension” as described above.

### **The Principal/Designee’s Hearing – Long-Term Suspension:**

(1) The purpose of the hearing is the same as the purpose of a short-term suspension hearing described above.

(2) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing described above, the student shall have the following rights:

(a) In advance of the hearing, the opportunity to review the student’s record and the documents upon which the principal may rely in making a determination to suspend the student or not;

(b) the right to be represented by counsel or a lay person of the student’s choice, at the student/parent’s expense;

(c) the right to produce witnesses on his or her behalf and to present the student’s explanation of the alleged incident, but the student may not be compelled to do so;

(d) the right to cross-examine witnesses presented by the school district;

(e) the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

(3) The principal/designee shall provide the parent, if present, an opportunity to discuss the student’s conduct and offer information, including mitigating circumstances, that the principal/designee should consider in determining consequences for the student.

(4) Based on the evidence, the principal/designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal/designee shall send the written documentation to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the

principal/designee and parent. If the principal/designee decides to suspend the student, the written determination shall:

- (a) Identify the disciplinary offense, the date on which the hearing took place and the participants at the hearing;
- (b) Set out the key facts and conclusions reached by the principal;
- (c) Identify the length and effective date of the suspension, as well as a date of return to school;
- (d) Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
- (e) Inform the student of the right to appeal the principal/designee's decision to the superintendent or designee, but only if the principal/designee has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:

1. The process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that

2. The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal/designee's determination on appeal.

(5) If the student is in a public preschool program or in grades K through 3, the principal/designee shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

#### **Appeal of Long-Term Suspension - Superintendent's Hearing under Sect. 37 H ¾:**

(1) A student who is placed on long-term suspension following a hearing with the principal/designee shall have the right to appeal the principal's decision to the superintendent or his designee.

(2) The student or parent shall file a notice of appeal with the superintendent within the time period set forth above. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

(3) The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.

(4) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

(5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequences shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

(6) The student shall have all the rights afforded the student at the principal/designee's hearing for long-term suspension described above.

(7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of the long-term suspension. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal/designee's decision.

(8) The decision of the superintendent shall be the final decision of the school district with regard to the suspension.

**Emergency Removal under Section 37 H <sup>3</sup>/<sub>4</sub>:**

(1) Nothing in these regulations shall prevent a principal/designee from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal/designee's judgment, there is no alternative available to alleviate the danger or disruption. The principal/designee shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal/designee shall:

(a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other matters set forth in (2) under "Notice of Suspension and Hearing - Short-Term Suspension" above.

(b) Provide written notice to the student and parent as provided in (2) under "Notice of Suspension and Hearing – Short-Term Suspension" above.

(c) Provide the student an opportunity for a hearing with the principal that complies with either the "Principal/Designee's Hearing –Short-Term Suspension or Long-Term Suspension" described above, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

(d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of either (3) and (4) of "The Principal/Designee's Hearing – Short-Term Suspension" above or of (3) and (4) of "The Principal/Designee's Hearing – Long-Term Suspension" above.



(2) A principal/designee may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

**M.G.L. c. 71, S. 37H and 37H ½** covers the due process procedures for suspension or expulsion of students for disciplinary offenses including: possession of a dangerous weapon, possession of a controlled substance, assault on educational staff, or felony charge or felony delinquency complaint or conviction if the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school as follows:

**M.G.L. c.71, S.37H: Weapons, Controlled Substances, Assault on Educational Staff**

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the violation in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an educational service plan, under section 21 of chapter 76.

**M.G.L. c. 71, S. 37 H ½: Felony**

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification

of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an educational service plan, under section 21 of chapter 76.

**M.G.L. C. 71, S. 37L**

The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect as specified in sections fifty-one A to fifty-one F, inclusive, of chapter one hundred and nineteen.

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

**DUE PROCESS FOR STUDENTS WITH DISABILITIES:**

Students are expected to meet the requirements for behavior as set forth in the Quincy Public Schools Student-Parent Handbook. The regulations in 603, CMR 28.00 pursuant to MGLc.69, Section 1B and Chapter 71B, Section 3 require that additional provisions be made for students who have been found eligible for special education by an evaluation TEAM. Any student may be suspended up to 10 days.

Students on an IEP or a 504 plan may not be removed for more than 10 days without a manifestation determination. The manifestation process includes a review of the student's file, the IEP or 504 plans, teacher observations as well as any information provided by parents. The relevant members of the TEAM must convene prior to a suspension hearing and must consider whether the IEP was being implemented and whether the behavior was the cause of the student's disability. If it is determined the conduct was not caused by, nor had a direct and substantial relationship to the student's disability, then a student on a 504 plan or an IEP may receive disciplinary action beyond the 10 days. The student on a 504 plan will then be treated equal to a non-disabled student. From day 11 onward, the IEP student must also receive a Free and Appropriate Public Education (FAPE). FAPE is defined as a provision of educational services that enables a student to participate in the general education curriculum and continue to make progress toward goals on the IEP. Parents must be notified on the day of this action per the procedural safeguards under IDEA.

If the behavior is found to be a manifestation of the student's behavior, the TEAM must convene to conduct a Functional Behavior Assessment and implement a Behavioral Intervention Plan. In a situation where a Behavioral Intervention Plan is in place, the TEAM should review the plan and modify it, as necessary, to address the behavior. The TEAM may need to rewrite the 504 plan or IEP to provide those services to address the targeted behavior. The student must return to the placement he/she was removed from unless the parent and TEAM agree to a change in placement as part of the modification of the Behavior Intervention Plan.

- Change in Placement: A change in placement occurs if removal is more than 10 consecutive school days or the student is subjected to series of removals that constitute a pattern.
- Special Circumstances: Students may be removed to an Interim Alternative Placement setting for up to 45 school days without regard to whether the behavior was determined to be a manifestation of the student's disability if they are charged with possession of a weapon on the way to or the way home from school, at school, on school premises, or at a school function, under the jurisdiction of a Massachusetts or Quincy Public School District; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on the way to or on the way home from school, on school premises, or at a school function under the jurisdiction of a State or school district. Students may also be removed for causing serious bodily injury. Serious bodily injury is defined as bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

The Principal shall be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred, the parent expressed concern in writing to a supervisor or administrator, requested an evaluation or a teacher of the student expressed concern that the student may be in need of special education or related services. This would also be true if a teacher expressed "specific concerns" to the Special Education Director or other "supervisory personnel." Student would be afforded the same procedural guidelines as a student on an IEP.

The Principal shall not be deemed to have knowledge that a student is a student with a disability if the parent has not allowed an evaluation, has refused services, or if the student was evaluated and found not eligible for special education.

If a parent protests the disciplinary action and requests a special education evaluation, citing that the behavior was a result of the student's "disability," the TEAM must make every effort to expedite the evaluation. If the school district did not have knowledge or suspect the student to be eligible, the disciplinary action may stand as long as the evaluation is expedited.

#### **TITLE VI, TITLE IX, CHAPTER 622, SECTION 505, M.G.L. CH. 76, S.**

The Quincy Public Schools strives to provide a safe, respectful and supportive learning environment in which all students can thrive and succeed in its schools. The Quincy Public Schools prohibits discrimination on the basis of race, color, sex, gender identity,

religion, national origin, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges and courses of study.

Any behavior which impinges upon the civil rights of others or which has affected, or has the potential to affect the life, limb, or property of another, or that represents a significant threat to the safety and well-being of the school community, will be treated as a very serious offense, and could result in maximum suspension, expulsion and/or court action.

### DEFINITIONS

Title VI of the Civil Rights Act of 1964: Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or natural origin.

Title IX of the Education Amendments of 1972: Is federal legislation, which prohibits discrimination, exclusion from participation, and denial of benefits in educational programs on the basis of sex.

Chapter 622 of the Acts of 1971: Is state legislation, which prohibits discrimination on the basis of sex, race, color, national origin, and religion. Chapter 622 deals with students only.

Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.

Massachusetts General Laws, Chapter 76, Section 5: Every person shall have the right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly

### **CONTACT PERSONS**

Students or parents who wish to discuss issues of possible discrimination and/or limited educational access, should contact their guidance counselor and/or principal of the school. Students or parents may also directly contact the following:

Quincy Public Schools Title VI Coordinator for Students  
Ms. Maura Papile, Director of Student Support Services  
Quincy Public Schools  
1-617-984-8898

Quincy Public Schools Title IX and Chapter 622 Coordinator of Students  
1-617-376-3348

Quincy Public Schools Section 504 Coordinator of Students  
Ms. Erin Perkins, Director of Special Education  
Quincy Public Schools  
1-617-984-8743

## **STUDENT GRIEVANCE PROCEDURE**

Any student and/or parent of a student, who has reason to believe that illegal harassment or discrimination has occurred, should avail themselves of the Grievance Procedure outlined below:

A. Step 1: The student and/or parent should contact the principal of the school, either orally or in writing, stating the basis for the allegation of illegal harassment or discrimination. The principal will promptly review all the facts of the case, including interviewing witnesses, and make a determination.

If the principal determines that illegal harassment or discrimination has occurred, he or she will immediately take all steps necessary to eliminate the offending conduct, and where it is appropriate; will impose disciplinary action against the offending party or parties.

B. Step 2: If the student or parent is dissatisfied with the results of Step 1, he or she may directly contact the appropriate director listed above, who will promptly investigate all aspects of the case and make recommendations for possible further action.

C. Step 3: If the student or parent is dissatisfied with the results in Step 2, he or she may appeal directly to the Superintendent of the Quincy Public Schools, who, after a prompt and thorough investigation conducted personally or by a designee, will make final determination as to whether the alleged harassment or discrimination has in fact occurred, and as to what further actions will be taken.

## **OFFENSES**

Commission of any of the offenses or repeated commission as described below in categories may result in a suspension or expulsion. The level of seriousness of the offense will determine the disciplinary measures applied. The Procedural Amendment to the Quincy Public Schools Discipline Code (5/17/89) may be reviewed in the Office of the Principal.

Mediation services are available for all students. The Mediation process may be involved in discipline offenses which require conflict resolution.

Incident reports will be submitted to the Superintendent's Office regarding serious and very serious offenses.

## **LEVELS OF OFFENSES**

A. Routine Offenses. Offenses internal to school operations which may not affect life, limb, or property.

B. Serious Offenses - Offenses which do not violate the Civil Rights of others, nor in the level of their magnitude, do not severely affect life, limb, or property. System-level administrators may be involved in disciplinary measures, and court action may result.

C. Very Serious Offenses - Offenses which do violate the Civil Rights of others clearly have affected life, limb, or property; or, have significant potential to do so. System-level administrators and School Committee may be involved in disciplinary measures, and court action may result.

## **MISCONDUCT**

**CHEATING:** The fraudulent acquisition of another's property. Academic dishonesty, including, but not limited to giving or receiving unauthorized aid on any assignment, test, lab, or demonstration.

**DISRESPECT/DISOBEDIENCE:** Failure to comply with reasonable directions of teachers, administrators, personnel, staff members, or school employees on school grounds or at school-related activities, or use of abusive/offensive language or action on or off school grounds at all times.

**DISRUPTIVE CONDUCT:** Conduct which materially and substantially interferes with the educational process is prohibited.

**FORGERY:** The production of something forged, counterfeit, or fraudulent.

**GAMBLING:** Gambling of any nature is forbidden in school, on school grounds or property, or at school-sponsored events.

**GUM:** The chewing of gum is prohibited in school buildings.

**IDENTIFICATION:** Failure to identify oneself by producing valid identification upon request.

**IMPROPER USE OF PASSES:** Permission in writing is required by all students moving about the building. Some areas may require permission in advance such as guidance or teacher advisor; and the study teacher gives permission for the study student to go to the media center. Passes are required for the lavatory, locker, and drinking fountain. Failure to adhere to purpose and time limitations of a pass is a suspension offense.

**LEAVING SCHOOL GROUNDS:** Leaving school grounds without permission or being in an unauthorized area will result in a routine search by administrator/security.

**Unauthorized use of the elevator may result in a suspension.**

**LOITERING:** Failure to go to designated areas, i.e., classrooms, study hall, etc., within the time allowed, or lingering in rest rooms.

**NOT SIGNING INTO SCHOOL:** Failure to sign into school when arriving, or not properly reporting to area assigned.

**OPENED CONTAINERS:** No opened containers are allowed in the building, except in the cafeteria at lunchtime with the exception of water.

**PLAGIARISM:** The use of someone else's words, statements of fact, opinion, or evidence, without proper documentation.

**TOBACCO PRODUCTS:** Students are prohibited from the possession or use of all tobacco products and vapor smoking devices, including but not limited to cigarettes, chewing tobacco, anywhere in school buildings or school facilities, on school grounds, on field trips or on school busses, consistent with Massachusetts General Laws Chapter 71. Sec. 2A and school committee policy. A suspension hearing will be held for each offense.

**TRESPASS:** Entering or remaining in an area when forbidden to do so. Any student who is suspended OUT of building is not allowed in the building or on school grounds until his/her suspension is completed. In addition, he/she may not attend school activities or events while on suspension.

Male students are prohibited from entering Girls' Rooms and female students are prohibited from entering Boys' Rooms. Also, all students are prohibited from entering faculty restrooms.

**UNEXCUSED ABSENCE FROM CLASS:** Failure to attend class without a proper excuse.

## **DISRUPTION/DANGER**

**ALCOHOL/ALCOHOL DETECTION SYSTEM:** Forbidden is the use of, being under the influence of, being in the presence of, the serving of, or the distribution of, any alcoholic beverage, on school premises, including school parking lots; on the way to or on the way home from school; or at school sponsored or school-related events, at home or away, including athletic games. The school official in charge shall have the authority to remove from contact with other students anyone suspected of being under the influence of, or in the presence of alcohol, and thereupon shall immediately contact the parent or legal guardian. In addition, police may be notified and students may be placed in protective custody or arrested.

If it is determined that a student is suspected of being under the influence of alcohol, school administrators have the authority to request the student be tested on an alcoholic detection system.



**ARSON:** The intentional setting of a fire. See M.G.L. Ch 266, S.2, S.3A, Crimes Against Property, which may be found in Appendix H.

**ASSAULT:** Physical threats or an attempt to commit an offensive contact with another person. Verbal or written threats involving the safety of another person, as well as actual physical touching or an attempt to commit an offensive contact with another person. In addition, any student who assaults a member of the educational staff on school premises, on the way to or on the way home from school or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school by the principal, under M.G.L. CH 71, S.37H which may be found in Appendix A.

Any student, who uses the Internet to threaten a member of the educational staff, if the threat amounts to an assault, will be subject to disciplinary action.

**BATTERY:** Unpermitted application of force to the person of another. The IDEA allows school personnel to remove a student with a disability to an interim alternative educational setting for up to 45 school days, if the student has inflicted serious bodily injury upon another person while at school, on school premises, at school functions, or on the way to or on the way home from school. The act also allows the hearing officer the authority to order the student into an interim setting for 45 school days on a determination that there is a substantial likelihood of injury to the student himself/herself or to others.

**BOMB SCARE FALSELY REPORTED:** Action taken will include suspension, and notification to police and fire officials. This is a violation of M.G.L. Ch. 269, Sec. 14. It can result in an imprisonment of not more than twenty years in State's Prison, nor more than 2 1/2 years in the House of Correction, or a fine of \$10,000, or both. A reward of \$1,000 will be paid to a person who assists in obtaining a conviction.

**BULLYING:** Any written or verbal expression, or physical acts or gestures, directed at another person (s) to intimidate, frighten, ridicule, humiliate, or cause harm to the other person, where the conduct is not related to the person's membership in a protected class (e.g., race, sex). Bullying may include, but is not limited to, repeated taunting, threats of harm, verbal or physical intimidation, cyber-bullying through e-mails, instant messages, or websites, pushing, kicking, hitting, spitting, or taking or damaging another's personal property. Bullying behavior may also constitute a crime. Experts have determined that bullying is a form of aggression involving a power imbalance between the bully and the victim, where the bully has actual or perceived physical, social, and/or psychological power over his or her target (s). Bullying generally involves a pattern of conduct that is directed at a victim, rather than a single incident. (See Appendix)

**CIVIL RIGHTS:** No person shall interfere with, oppress, or threaten any other person in the free exercise of any right secured by the Constitution or laws of Mass. or the U.S. Any offenses which violate the Civil Rights of others will be treated as very serious offenses.

**CYBER BULLYING:** is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation of impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v) inclusive, of the definition of bullying.

A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the student's education. The QPS Anti-bullying Policy may be found in Appendix J of this handbook.

**BURGLARY:** Breaking and entering with intent to commit a crime.

**EXPLOSIVES:** Explosives including fireworks are not permitted on school property or at school-sponsored events.

**EXTORTION, BLACKMAIL, OR COERCION:** Obtaining money or property by violence or threat of violence or forcing someone to do something against his will by force or threat of force.

**FALSE ALARMS:** Sounding false alarms and/or tampering with alarms. Action steps taken will be suspension, and notification to police and fire officials. This is a violation of M.G.L. Ch. 268, Sec. 32. This violation can result in a fine of not more than \$500 or imprisonment in jail for two years or both.

**FELONY:** Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal if said principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, Chapter 380 of the Acts of 1993, Section 37H 1/2 (1), which may be found in Appendix C.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such

principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, Chapter 380 of the Acts of 1993, Section 37H ½ (1), which may be found in Appendix C.

**FIGHTING:** An encounter with blows or other personal violence between two or more persons.

**HARASSMENT:** Harassment on the basis of sex, gender identity, race color, ethnicity/national origin, religion, age, handicap/disability, sexual orientation, physical appearance, and physical/mental capacity includes conduct or speech which is unwelcome, intimidating derogatory, hostile and/or offensive; and has the purpose, or effect, of unreasonably interfering with a student's ability to learn or a staff member's ability to work, by creating a hostile environment.

Conduct includes, but is not limited to: gestures, "body language," speech, or physical contact; it also includes writing, displaying pictures, or making drawings.

Harassment may be student-to-student, student-to-staff, staff-to-student, or staff-to staff. By law, sexual harassment is conduct which is deemed harassing by a reasonable person. False accusations of sexual harassment can have serious detrimental effects on innocent parties. The Quincy Public Schools' Harassment Policy may be found in Appendix G of this Handbook.

**HAZING:** Any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. This is a violation of M.G.L. Ch. 269, Sec. 17-19, which is included in Appendix D of the Handbook.

**INSTIGATING A FIGHT/RIOT:** Instigating and/or participation in a fight or a riot.

**INTIMIDATION OF OR INTERFERING WITH SCHOOL AUTHORITIES:** Intimidating or interfering with administrators, teachers, or staff by force of violence or threat of force or violence. Police will be involved.

**LARCENY:** Theft.

**LASER POINTERS** are prohibited on school grounds and at school sponsored events. They will be confiscated and will not be returned to students. A laser pointer may be considered a weapon if used to inflict bodily harm on another person.

**LIGHTERS:** Cigarette lighters are prohibited on school grounds and at school sponsored events.

**MACE AND PEPPER SPRAY** are prohibited on school grounds at school sponsored events. Mace and pepper spray may be considered weapons if used to inflict bodily harm on another person.

**MISSILES:** Throwing missiles and/or objects.

**PROPERTY DAMAGE:** Willful destruction, damage to, or defacement of school property or the property of another person. Students must make restitution for damage caused to school property.

**ROBBERY:** Stealing from an individual by force or threat of force.

**SALE, DISTRIBUTION, USE, IN THE PRESENCE OF, OR POSSESSION OF ALCOHOLIC BEVERAGES OR ILLEGAL OR NON-PRESCRIBED DRUGS, OR DRUG PARAPHERNALIA:** Forbidden on school premises, on the way to or from school or at school-sponsored or school-related events, including athletic games. The School Official in charge shall have the authority to remove from contact with other students anyone suspected of being under the influence of, or in the presence of, alcohol or drugs' and thereupon shall immediately contact the parent or legal guardian. In addition, police may be notified and students may be placed in protective custody or arrested. A student may be suspended for the use or possession of alcoholic beverages or illegal or non-prescribed drugs or drug paraphernalia.

A student may be expelled by the principal for possession of a controlled substance as defined in Chapter ninety-four C, including but not limited to marijuana, cocaine, or heroin, or a substance purported to be a controlled substance, M.G.L. CH.71, S. 37H (a). (See Appendix A.)

Under the IDEA-97, school personnel may move a student with disabilities to an interim alternative educational setting for up to 45 days, if that student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function. The appropriate interim alternative educational setting shall be determined by the IEP team.

Any person convicted of the sale of illegal drugs while in any school building, or school property, or within one thousand feet (1,000 feet) of school grounds, shall be punished by a term of imprisonment in the state prison for not less than two and one-half nor more than fifteen years or by imprisonment in a jail or house of correction for not less than two nor more than two and one-half years. No sentence imposed under this act shall be less than a mandatory minimum term or imprisonment of two years.

A fine of not less than \$1,000 nor more than \$10,000 may be imposed, but not in lieu of the mandatory two-year term of imprisonment. (Reference: M.G.L. Ch. 94C, all sections, and amendment by M.G.L. Ch. 227, 1989.)

**SEXUAL HARRASSMENT:** Sexual harassment may include, but is not limited to: unwelcome sexual advances, requests for sexual favors, and other offensive, verbal, visual, or physical conduct of a sexual nature. Sexual harassment may encompass a range of behaviors, including sexual insults and name calling, off color jokes,

intimidation by word or action, threatening telephone calls, stalking, and offensive touching.

Other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a learning environment that is hostile, offensive, intimidating, or humiliating to male or female members of the school community may also constitute sexual harassment.

All members of the school community should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this school system.

The QPS Sexual Harassment Policy can be found in Appendix G of this document.

**UNAUTHORIZED DEMONSTRATION/ASSEMBLY:** Unauthorized demonstration/assembly on school ground, which disrupts the educational process.

**WATER GUNS** are prohibited on school grounds and at school sponsored events. They will be confiscated and will not be returned to students.

**WEAPONS:** Firearms, knives, and ammunition are prohibited; martial arts weapons are prohibited; and any other instrumentalities which can be and were used to inflict bodily harm on another person, are prohibited on school premises, on the way to and from school or at school-sponsored or school-related events, including athletic games. Police will be notified.

Any student who is found on school premises, on the way to and from school, or at school-sponsored or school related events, including athletic games, in possession of a dangerous weapon or any other instrumentality which can be or was used to inflict bodily harm on another person, including, but not limited to, a gun or a knife, may be subject to expulsion from the school by the principal, M.G.L. CH 71, S. 37H (a). (See Appendix A.)

The IDEA allows school personnel to remove a student with a disability to an interim alternative educational setting for up to 45 school days, if that student carries a weapon to school or possesses a weapon in school, on school premises, or at a school function. A weapon may be any instrumentality which could be or was used to inflict bodily harm on another person.

Effective October 1994, under the FEDERAL GUN-FREE SCHOOLS ACT, a student who is determined to have brought a FIREARM to school shall be expelled from school for a period of not less than one year. (See Appendix F.)

**M.G.L.Ch. 269, Sec10. Dangerous Weapons Unlawfully Carried:**

Whoever, except as provided by law, carries on his person, or under his control in a vehicle, a firearm, loaded or unloaded, as defined in section one hundred and twenty-one

of chapter one hundred and forty without either: (4) Having complied as to possession of an air rifle or BB gun; shall be punished by imprisonment in the state prison for not less than two and one-half, nor more than five years in a jail or house of correction."

Whoever owns, possesses, or transfers possession of a firearm, rifle, shotgun, ammunition shall be punished by imprisonment in a jail or house of correction for not more than one year or by a fine of not more than five hundred dollars...

Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded, or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, "firearm" shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means...

## **MOTOR VEHICLES**

Unauthorized use or misuse of motor vehicles during school hours is prohibited. Also, student parking on school grounds in faculty and staff spaces is prohibited. Illegally parked vehicles will be ticketed and/or towed at owner's expense and students who park their cars illegally, will face disciplinary action.

Designated student parking at Quincy High School is permitted with official student parking sticker, which may be obtained from Quincy High School Security?

**BUS RULES:** Violation of bus rules to and from school, on field trips, on physical education trips, and on athletic buses, may result in loss of privilege to ride, as well as additional disciplinary action.

Prior to loading:

Students must be on time.

Students must wait until the bus comes to a complete stop before attempting to enter.

Bus riders should not move toward the bus until the bus has come to a complete stop.

Riders will not crowd and push getting on the bus.

While on the bus:

Students must keep hands and head inside the bus. They must not extend any part of their body out of the windows or doors while bus is in motion.

Opening and closing windows is not permitted except by the driver.  
Students must assist in keeping the bus safe and sound. They must not throw things in the bus.  
There must be no shouting or unnecessary confusion.  
Students must treat bus equipment well. Damage to equipment will be paid for by the offender.  
Riders should never tamper with the bus or any of its equipment.  
Students must not leave books, lunches, or other articles on the bus.  
Students must keep books, packages, coats, and all other objects out of the aisle.  
Students must not leave or change seats while the bus is in motion.  
Students must not throw anything out of the bus window.  
Riders are expected to be courteous to fellow pupils, the bus driver, and passerbys.  
There must be absolute quiet when approaching a railroad crossing stop.  
In case of a road emergency, students are to remain on the bus unless requested to leave by the bus driver.  
Smoking, or use of tobacco products is NOT allowed on the bus.  
Pupils shall have written permission to leave the bus at other than designated stops.  
Students must sit where they are told.  
Pupils who refuse to obey promptly the directions of the driver or refuse to obey regulations, forfeit their privilege to ride on the bus.  
No passenger is to block or use the rear (emergency) door unless instructed to do so.  
No unauthorized student will be allowed to ride a school bus without written permission from a principal or the Quincy Public Schools' transportation department.  
Use, influence, possession, or sale of alcoholic beverages or illegal or non-prescribed drugs or drug paraphernalia on school buses is forbidden.

**BOOSTER BUSES;** Misconduct of a student or students on booster buses will be reported to school administration by chaperones and addressed as would any violation of school rules as addressed herein, and in the Quincy Public Schools "Student Rights and Responsibilities" brochure. Additional rules pertaining to booster buses are as follows:

A minimum of two (2) parent chaperones is needed to properly proctor one booster bus. In addition it is recommended that two (2) student leaders be assigned to each bus to assist parents in the identification of passengers.

To insure that sufficient chaperones are committed to a given trip and to insure said chaperones properly understand their responsibilities, a pre-trip, meeting will be held with all chaperones, and school administrators (any combination of principal, assistant principal, faculty manager, coach, dean, etc.). At this meeting the names of all chaperones will be submitted and at least two chaperones per bus will be present, or no tickets will be sold.

Students will be assigned to a specific booster bus when they buy their respective tickets. Rosters will be developed reflective of such assignments and given to respective chaperones/student leaders.

No tickets will be sold after 2:30 p.m. on the day of (or preceding) the tournament game in question.

All "boosters" will be addressed/admonished before the trip by representatives of school administration.

No student will board a bus before he/she is inspected for contraband by a chaperone. Such circumstances will be enforced prior to the trip to the game site and again prior to the trip home.

## **CAFETERIA REGULATIONS**

Since the cafeteria is the dining area and all lunches must be eaten there, it is essential that everyone contribute to the care and neatness of this area. Unruly conduct or other failure to observe the directions for the use of the cafeteria may result in suspension or other disciplinary action. Students are expected to comply with all recycling procedures established in response to environmental concerns.

Your dining area should be a pleasant and clean place for everyone, and the following student standards should be observed:

- A. Be courteous and orderly going to and from the cafeteria, waiting in line, and dining.
- B. Remain in the cafeteria, or other designated areas, during your lunch period.
- C. Keep all food in the cafeteria, or other nearby designated lunch spaces.
- D. Clean up after yourself. Proper rules of cleanliness and good conduct should be observed at all times.
- E. No student may leave school during the school day, buy food, and then return to the cafeteria to eat the food. This policy includes those student who have been legally dismissed and the returned to school.
- F. No student may have food delivered to the school.

## **BEHAVIOR AT SCHOOL SPONSORED EVENTS**

*Always be mindful that students' behavior is a reflection of QHS therefore the same rules of conduct apply at all school sponsored events.*

- A. The use of drugs, alcohol, tobacco or electronic cigarettes is prohibited
- B. Behavior and attendance at all school-sponsored events will be determined by the administration, advisors and chaperones.
- C. Students will be asked to leave any school-sponsored event when their behavior is unacceptable. School disciplinary action will follow.
- D. Failure to obey the instructions of school officials and/or to comply with school rules during on-campus or off-campus events, may result in the loss of eligibility to attend other school sponsored events both on-campus and off-campus.
- E. Junior and Senior Proms – Students must be present in school the day of the prom. Students may not be tardy to school on the day of the event. No student attending the prom may be dismissed before 11:30 am on that day. If a student is dismissed prior to



11:30 am, without approval from an administrator, that student will not be permitted to attend the prom.

### **STUDENT ATTENDANCE AND TARDY POLICIES**

*There is no more powerful predictor of student achievement in high school than student attendance. The following policies are meant to underscore and enforce every student's responsibility to be present, both physically and mentally, for all scheduled classes on all scheduled days.*

#### **ATTENDANCE**

Students are expected to be in class 100% of the time. Students who have seven (7) or more absences (not school approved) during a marking period shall fail for that term, with a grade of 62, unless they have earned a lower grade. On the fourth (4th) absence, parent shall be notified.

All absences require parent note to the homeroom teachers. After the sixth (6th) a valid professional note is required. For seniors in the fourth term, the allotment is four (4). The following are considered valid professional notes: medical, verified by a doctor's note; legal, verified by a note from a member of the legal profession; funeral, verified by a note from the parent or guardian on the day the student returns to school; religious observance, verified by a note from parent or guardian; and college visits, not to exceed four days per school year, verified by a note from parent/educational institution on the day the student returns to school. Students are required to present valid absence or professional notes by the close of each marking period. Any exceptions to this time frame must be approved by the principal or his/her designee.

Students who fail because of this policy may appeal to the Principal's designee.

Vacations are not condoned during school time and any vacations taken during school shall be counted toward the six (6) absences unless a written waiver is applied for to the Principal or Principal's designee thirty (30) days ahead of the planned vacation. Prior attendance records shall be considered.

Five (5) points are deducted from the term grade for each class cut.

Unexcused absence (without Parental approval) from school is considered as truancy and a cut from every class of that day.

Winter school students must be present during the regular school day session in order to attend that day's winter school session.

Student-athletes should be in school a full day and are expected to attend all scheduled periods during the school day in order to practice or play that day.

**PERFECT ATTENDANCE AWARDS:** Students receive this award at the conclusion of the school year. In order to receive this award, students must have perfect attendance (no absences, no tardies – excused or unexcused). \*\* (Also with report card information)

**DISMISSAL PROCEDURE:** Students must bring in a note from home to be dismissed and turn it in to the Attendance Office. Upon verification, the students will submit a dismissal form to their teachers. All other requests must go through the student's dean. Students are allowed three unexcused dismissals per term with a note of excuse from a parent or guardian. After the third, the student will need medical documentation excusing the dismissal or consequences, including the class cut/grade deduction policy may be assigned. Three dismissals for seniors in the fourth term.

Excessive dismissals should be reviewed by the appropriate dean and review may be initiated by the faculty/staff.

**SKIP DAYS:** Attendance to school and to class is mandatory. Skip days are not sanctioned by the school system. Students who skip school will be considered truant from school.

**PARENTAL RESPONSIBILITY:** M.G.L. Ch. 76, Sec. 2: "Every person in control of a child described in the preceding section shall cause him/her to attend school as therein required, and, if he fails to do so for seven day sessions or fourteen half-day sessions within any period of six months, he shall, on complaint by a supervisor of attendance be punished by a fine of not more than \$20."

M.G.L. Ch. 76, Sec. 4: "Whoever induces or attempts to induce a minor to absent himself unlawfully from school, or unlawfully employs him or harbors a minor who, while in session, is absent unlawfully there from, shall be punished by a fine of not more than \$20.

**ABSENCE NOTES:** Failure to provide a written explanation from parent/guardian for absence from school may be a suspension offense. Students must bring their homeroom teacher absence notes from parents/guardians for absence during any given week, within two school days following the absence. In addition to giving the student a note, parents are also requested to call their child's absence in to the Attendance Office on the day of the absence.

**TARDINESS TO CLASS:** Tardy students will be admitted to class and may be kept after school by the classroom teacher. Persistent tardiness to class is a suspension offense. In addition, missing more than one-half of the class will be considered an unexcused absence from class.

**MAKE-UP WORK:** The student is responsible for making up all school work missed due to excused absences. However, it must be made up within five (5) days.

FIELD TRIPS: Students may be denied permission to participate in field trips; however, appropriate alternate learning activities must be provided.  
Students may only use up to ten field trips days throughout the school year.  
Exceptions to this restriction should be brought before the Principal's Council in a timely manner.

## **TARDINESS**

TARDINESS TO SCHOOL: Tardiness is defined as late or delayed arrival to school.

TARDINESS POLICY approved by the Quincy School Committee, March 11, 1992:

Students who bring a note from home, which has been approved by the dean, or designee, shall have an excused tardy listed on their record. There shall be a limit of three (3) approved notes per term.

Students who do not have an approved note shall be considered unexcused and shall have an unexcused tardy on their record.

Students with excused tardies shall sign in and be sent to class without any penalty assigned.

Students with unexcused tardies (homeroom only) shall be issued the following penalties:

Five (5) tardies in a term shall result in a mandatory detention. The assistant principal, dean or designee, by telephone or letter, shall notify parent that the next tardy shall result in a suspension hearing.

Six (6) or more tardies in a term shall result in a suspension hearing for each tardy.

For unexcused tardies after homeroom, on the first occasion, a detention shall be issued and parent shall be notified. On the second and subsequent occasions, a suspension hearing shall be held. A Tardy Room consequence may be assigned if continued late entries are disruptive to instruction and teachers may deduct necessary points.

Students with an unexcused tardy, who miss more than half of a class, (a class cut) shall lose five (5) points from their term grade in that subject.

All attendance and tardy policies and penalties are subject to specific provisions in the Individual Education Plan (IEP) approved for any student under the individual Disability Education Act (IDEA)."

## **LIMITATIONS ON STUDENT RIGHTS - SEARCH AND SEIZURE**

Lockers and desks are the property of the school and the school reserves the right to limit any items which a student may place in a locker. Under no circumstances may a student place anything on the outside of a locker, including writing of any kind. In addition, lockers are subject to periodic inspection under the authorization of the Principal or his designee and at any time the health, safety, and compliance with school rules by students are in question.

The following rules shall apply to the search of school property assigned to a specific student (locker, desk, etc.) and the seizure of any illegal items found therein:

There should be reasonable cause for school authorities to believe that the possession of such items constitutes a crime or rule violation.

When reasonable cause exists, a student search may be conducted under the authorization of the Principal or his designee. A student search is reasonable if:

There are reasonable grounds for suspecting that the student has objectives, and limited to areas and objects that reasonably could be expected to contain the items being sought and the nature of the infraction, and the age and sex of the student are considered. Also:

- b. The search of an area assigned to a student should be made in the presence of a witness and when reasonably possible, in the presence of the student.

Illegal items (weapons, illegal drugs, alcoholic beverages, stolen property, etc.) or other items reasonably determined to be a threat to the health and safety or security of the student, and/or others, may be seized by the school authorities.

Items which are used to disrupt or interfere with the educational process may be temporarily removed from student possession.

A student search, including desks and lockers, maybe done by police or other law enforcement officials if there is a valid search warrant, or in certain cases, if there is a valid arrest. Such searches must be carried out in the presence of a school official.

If a student fails to remain for a search or does something to prevent the search, the school can impose a penalty equal to what would have been given if contraband had been found.

Cars located on school property may be subject to search if reasonable cause exists. Computer network storage areas are subject to limitations as set forth in the Quincy Public Schools' Internet/Technology Acceptable Use Policy.

## **BUILDING MANAGEMENT & COMMON GUIDELINES**

**BATHROOM REGULATIONS:** Students are permitted to use the bathroom during a class period only with a proper pass from the classroom teacher, and also in between class periods and during lunch periods. Students are expected to return to class in a reasonable amount of time. Students are also expected to treat the facilities with respect to their purposes. Misusing the bathroom privileges or the property will necessitate discipline consequences (including the “No Pass List”), fines and/or the loss of the unsupervised privilege. Students are not permitted to use faculty bathrooms. Smoking/Vaping is not permitted in the building or on school grounds. Students smoking/vaping on school grounds are subject to school suspension

**BOARD OF REVIEW:** A Board of Review Meeting with the parent, student and principal or their designee may be scheduled due to continued academic, attendance or disciplinary violations. This meeting could result in an additional suspension hearing with further disciplinary action.

**DRESS CODE:** Students’ clothes should be appropriate for a learning environment and not present a danger to the student’s health or safety or create a classroom or school disruption. If a student’s clothing presents such a danger or disruption, the student’s parent or guardian will be contacted and the student may be sent home to change clothes.

- A. Hats, headgear, and coats may not be worn or carried in the building, unless approved by the principal or his/her designee. These items will be confiscated and returned at a later time. Students who fail to turn over said items will be subject to a suspension hearing.
- B. Undergarments should not be visible. Students are prohibited from wearing clothing that is to revealing. Pants should be worn at waist level.
- C. Clothing with suggestive language and/or expressions that offend others are not allowed. T shirts may not have messages advocating illegal activities, such as, but not limited to, weapons, drugs, alcohol, or violence.
- D. Chains, which have the potential to be used as a weapon, may not be worn nor carried in school.
- E. Sunglasses may not be worn in the building.

**DISTRIBUTION OF LITERATURE BY OUTSIDE GROUPS:** The school, on occasion, may allow certain groups, such as nonprofit charitable or civic groups that provide programs or services for young people, to distribute literature in the school, creating a ‘limited public forum.’ While the school is allowing its facilities to be used by outside groups in this manner, any literature disseminated by an outside group in the school is not school-sponsored or endorsed.”

The school alone will determine the time and place of distribution. No literature will be distributed, which causes a disruption of the educational environment; and no literature will be distributed during class time.

**ELECTRONIC DEVICES:** The use of electronic devices is subject to the terms and

conditions as set forth in the “Acceptable Use Policy”, found in Appendix K of this handbook . The use of electronic devices, such as iPad, iPod and cell phones, is permitted with the approval and supervision of a staff member. The use of such devices, however, is prohibited in the hallway during passing time. Devices used without approval will be confiscated and returned. Parents will be called to retrieve items of chronic violators. Continuous violations will result in disciplinary action. Failure to turn over said items will result in a suspension and a re-entry hearing with the principal.

#### **ID CARDS:**

Students that fail to identify themselves when questioned by Quincy High School Personnel will be sent to the dean’s office for disciplinary action.

**IN- BUILDING SUSPENSIONS/DETENTIONS:** Suspended students may serve their suspensions in-building at the discretion of the school administrator. The in-building suspension does not replace the out-of-school suspension. Its purpose is to provide a more positive approach in working with particular behavior problems.

Students suspended during a school quarter will receive a “U” in conduct from the office for that marking period.

**IN-BUILDING SUPERVISION:** The in-building suspension/detention room will be supervised by a staff member each period, every day of the week. Suspended/detained students are expected to bring learning materials with them, in order to keep up with their assigned course work. The time spent in the in-building suspension/detention room will be working time. Students are not allowed to attend assemblies, classes, or any other school activities without administrative permission while serving in-building suspension/detention. Talking without permission, getting out of seats without permission, or any act of misbehavior, may result in the student’s suspension being served at home.

**LOCKERS:** Lockers and desks are the property of the school and are subject to periodic inspection under the authorization of the principal or his designee at any time the health, safety, or compliance with school rules is in question.

A student will receive a locker assignment from his homeroom teacher at the opening of school. The student is forbidden to use any locker other than the one assigned. Lockers are to be kept clean at all times and will be inspected periodically by homeroom teachers. If additional lockers are needed or if a locker is broken and cannot be locked, notify the Security Office immediately. Students are not to mark, deface, or otherwise decorate their lockers.

Homeroom teachers are to complete the homeroom **LOCKER ASSIGNMENT LIST** in duplicate on the appropriate form. The original is to be sent to the Security Office on Friday of the first full week of school and the duplicate is to be retained by homeroom teachers.

**LOST AND FOUND ARTICLES:** Lost articles and clothing will be held for the period of one month in the front office and will then be donated to a charitable organization.

Lost books will be returned to the appropriate department.

**PARKING:** Student parking will be provided if available. Current student parking is available in the Russell Street Parking lot. Students should obtain a parking pass from the security office.

Staff parking is available in both the Russell Street lot and the Coddington Street lot, across from the YMCA. All Faculty should see Security for a valid parking pass each year.

**RESOURCE ROOMS:** All students, when not assigned to an academic class, will be assigned to designated resource rooms. Schedules will indicate what resource room has been assigned and attendance is mandatory. Unexcused absence from any resource room will be treated as a class cut.

Students are to bring necessary learning materials with them and make maximum use of this time.

Check-outs to Guidance, Academic Classes, Teacher-Advisor, School Nurse, or Office, will be accepted by the Resource Room Teacher. Passes to these areas must be obtained in advance of the scheduled resource room. There will be no exceptions to this rule. Students, who wish to go to the library, must first report to the resource room and receive a pass from the teacher in charge.

**SOCIAL PROBATION:** Social probation means that a student may not attend or participate in any volunteer school sponsored or related function or activity. This includes, but is not limited to, clubs, athletics, competitions, dances, trips, banquets and graduation.

Social Probation may be assigned for the following reasons:

Violation of the Alcohol and Activities Regulation.

Violation of the Drug Regulations.

Any violation of the Code of Conduct Policy.

Repeated offenses resulting in three (3) or more Saturday Detentions and/or Out-of-School Suspensions.

Disruption or disturbance of any school sponsored activity or public assembly.

Any action which threatens safety and security or disrupts the school environment not listed herein which the administrator deems appropriate for social probation.

A student who is under Out-of-School suspension is automatically under social probation from the moment it is assigned by the administration until the morning of the return date or the date designated by the administrator.

Seniors are reminded that Social Probation may include Senior Activities such as the Senior Night Out, Senior Awards and Graduation.

Social Probation may carry over to the following school year.

**SKATEBOARDS AND ROLLER BLADES:** Students may not wear rollerblades inside the building. Skateboards may not be used inside the building. These items should be secured in a student's locker for the duration of the school day or they will be

confiscated.

**STUDENT SHADOW:** Students, at times, are permitted to escort a visiting student for the day. Students must complete the appropriate paperwork for approval. Paperwork is provided in the Guidance office. We do not encourage students to bring guests to school

**VISITORS:** Visitors, salesmen, solicitors, etc., are to report to the front lobby security station where a visitor's pass will be assigned. Upon completion of their business, the visitors will return the visitor's pass to the office and leave the building via the front exit. Parking is permitted in empty spaces in the Russell Street lot, as well as any available city spaces on Coddington Street.

#### **BRADFORD LIBRARY AND MEDIA CENTER (LMC)**

Students and classes are welcome at the library media center to complete research, borrow materials, and to utilize the available audio-visual and computer facilities.

#### **Resource Room to Library Media Center Procedure**

Each resource room teacher may send up to five students per period if they have a pass from a content area teacher requiring them to do work in the LMC.

Each student will go directly to an assigned resource room from his/her previous period class. He/she will present the subject-teacher pass to the resource room teacher.

One LMC pass per study will be filled out by the resource room teacher with all students' names, the time, the period and the teacher's signature. The resource room teacher will include content area passes with the resource pass to the LMC. The students will then go directly to the LMC and arrive within five minutes of the time marked on the pass. Students will be allowed to go to lockers, etc., only after arriving at the LMC. Students not arriving within the five minute period will be considered tardy. (The passes will be returned to the resource room teachers at day's end to advise the teachers that all students did, in fact, arrive at the LMC.)

As a double-check, each student will register when they reach the LMC. These sign-in sheets will be kept for two weeks in the LMC, and all verified content area passes.

#### **STUDENT BEHAVIOR IN THE LMC**

Students should view the LMC as a classroom and act in a manner similar to that accepted in the classroom.

#### **BRADFORD LIBRARY AND LEARNING MATERIALS OBLIGATIONS**

All materials borrowed are to be returned or replaced; or the student must reimburse the school for any items not returned.



## **GENERAL ACADEMIC INFORMATION**

### **PROMOTION AND GRADUATION REQUIREMENTS**

#### **PROMOTION**

Most high school subjects are worth five (5) points each for a full year. At Quincy High School in grades nine (9) and ten (10) a minimum of five (5) subjects, for a total of 25 points must be passed per year. In grades eleven (11) and twelve (12), a minimum of seven (7) subjects for a total of 35 points per year must be passed.

A student must pass at Quincy High School at least five subjects, for a minimum 25 points, to achieve Grade 10 status.

A student must accumulate at Quincy High School 50 points, achieved by adding together the points from Grades 9 and 10, to arrive at Grade 11 status.

A student must accumulate at Quincy High School 85 points, achieved by adding together the points from Grades 9, 10, and 11 to arrive at Grade 12 status.

At Quincy High School a minimum of 120 points, achieved by adding together the points from Grades 9, 10, 11, and 12 is required for graduation.

#### **GRADUATION REQUIREMENTS**

Each student must acquire a minimum in the following subjects. Additional courses in each sequence will be required to meet the 120 point requirement at Quincy High School. To be eligible for graduation, students must take sequences in at least four (4) major subject areas, or equivalent Technical majors. Sequences are to be selected from Business Technology, English, Foreign Languages, Mathematics, Science, Social Studies, or Technical Programs.

<b>SUBJECT</b>	<b>MUST TAKE</b>	<b>MUST ACQUIRE POINTS</b>
English	4 years	20
*Foreign Language	2 years	10
**Mathematics	3 years	15
Social Studies	4 years	20
Science	3 years	15

Students enrolled as Chapter 74 students must meet the requirements for English, Mathematics, Science, Social Studies, and must pass their three (3) year occupational sequence. The proper sequence in terms of years and accumulated points must be taken.

\*All students are required to take and pass 2 years of Foreign Language.

This requirement is modified to allow an option to waive said requirement for ELL students and for students who are in need of special education services with the permission of the principal.

**\*\*Mathematics – Fifteen (15) points required in Mathematics.** Ten (10) of the fifteen (15) points in Mathematics are to come from the Mathematics Program of Studies. The additional five (5) points should come from Mathematics, Business Mathematics, or Accounting. Students are encouraged to take computer science courses; however, these courses may only be taken in addition to the fifteen (15) points required in Mathematics.

All students must pass the ELA, Mathematics and Science Massachusetts Comprehensive Achievement (MCAS) Tests in order to be eligible for graduation.

#### ACADEMIC CREDIT

*The term “points” reflects academic credit issued for the amount of work normally covered in assigned classes that meet regularly for a year or portion thereof.*

At Quincy High School five (5) points are issued for a class that meets approximately 176 minutes each four day cycle, or equivalent, for one year. A proportional number of points may be issued to reflect the intensity of a course or for a course meeting less or more time than the five point courses.

**PHYSICAL EDUCATION:** Is required for one quarter each year through Grade 12 or as designated by the Quincy Public School Committee.

**PARTIAL COMPLETION:** A principal has discretion to award quarter, half, or three quarter credit for partial completion of course requirements.

Full year courses may be taken by semester at half the point value stated for the year upon approval of the principal and when possible to schedule.

**SUMMER/WINTER SCHOOL:** Students registered in, and who successfully complete Summer School, Winter School, or other alternative program courses may be awarded promotional/graduation points by a high school principal. Prior approval for participation in these courses must be given by the respective high school principal or designee.

**CAREER AND TECHNICAL CERTIFICATION –** All students who successfully complete their course of study will receive a High School Diploma and a Certificate of Technical Proficiency. Any student who misses more than 14 days due to absences, including suspensions, cannot accrue the necessary shop hours and related instruction to be eligible for a Technical Certificate.

**Make-up for Chapter 74 Students:** The student, who is absent, will be given a “0” for the related class or shop. The student will be allowed to make up his/her class work if the note for the absence is accepted as a necessary absence. If he/she makes up the work missed due to absences within five (5) days of his/her return, the student may

receive a passing grade. If the student does not make up the work within the five (5) days, the “0” will remain.

**MAKE-UP WORK:** Any make-up work for unexcused absences should be made up on the student’s own time, within five (5) days, or an appropriate time determined by the Teacher.

Extended periods of illness or hospitalization will be considered and evaluated on an individual basis.

## **REPORT CARDS**

Quincy High School

## **GRADE POINT AVERAGE**

<b>ALPHA NUMERIC</b>	<b>ADVANCED</b>	<b>HONORS</b>	<b>STANDARDS</b>
	<b>99</b>	<b>5.4</b>	<b>4.59</b>
<b>A+</b>	<b>98</b>	<b>5.3</b>	<b>4.51</b>
	<b>97</b>	<b>5.2</b>	<b>4.42</b>
	<b>96</b>	<b>5.1</b>	<b>4.34</b>
<b>A</b>	<b>95</b>	<b>5.0</b>	<b>4.25</b>
	<b>94</b>	<b>4.9</b>	<b>4.17</b>
	<b>93</b>	<b>4.8</b>	<b>4.08</b>
<b>A-</b>	<b>92</b>	<b>4.7</b>	<b>4.00</b>
	<b>91</b>	<b>4.6</b>	<b>3.91</b>
	<b>90</b>	<b>4.5</b>	<b>3.83</b>
<b>B+</b>	<b>89</b>	<b>4.4</b>	<b>3.74</b>
	<b>88</b>	<b>4.3</b>	<b>3.66</b>
	<b>87</b>	<b>4.2</b>	<b>3.57</b>
<b>B</b>	<b>86</b>	<b>4.1</b>	<b>3.49</b>
	<b>85</b>	<b>4.0</b>	<b>3.40</b>
	<b>84</b>	<b>3.9</b>	<b>3.32</b>
<b>B-</b>	<b>83</b>	<b>3.8</b>	<b>3.23</b>
	<b>82</b>	<b>3.7</b>	<b>3.15</b>
	<b>81</b>	<b>3.6</b>	<b>3.06</b>
<b>C+</b>	<b>80</b>	<b>3.5</b>	<b>2.98</b>
	<b>79</b>	<b>3.4</b>	<b>2.89</b>
	<b>78</b>	<b>3.3</b>	<b>2.81</b>
<b>C</b>	<b>77</b>	<b>3.2</b>	<b>2.72</b>
	<b>76</b>	<b>3.1</b>	<b>2.64</b>
	<b>75</b>	<b>3.0</b>	<b>2.55</b>
<b>C-</b>	<b>74</b>	<b>2.9</b>	<b>2.47</b>
	<b>73</b>	<b>2.8</b>	<b>2.38</b>
	<b>72</b>	<b>2.7</b>	<b>2.30</b>
<b>D+</b>	<b>71</b>	<b>2.6</b>	<b>2.21</b>
	<b>70</b>	<b>2.5</b>	<b>2.13</b>
	<b>69</b>	<b>2.4</b>	<b>2.04</b>
<b>D</b>	<b>68</b>	<b>2.3</b>	<b>1.96</b>
	<b>67</b>	<b>2.2</b>	<b>1.87</b>
	<b>66</b>	<b>2.1</b>	<b>1.79</b>
	<b>65</b>	<b>2.0</b>	<b>1.70</b>
	<b>64</b>	<b>1.9</b>	<b>1.62</b>

<b>63 (minimum passing)</b>	<b>1.8</b>	<b>1.53</b>	<b>1.35</b>
<b>below 63</b>	<b>0.0</b>	<b>0.00</b>	<b>0.00</b>

#### Honor Roll

All grades must be 70 or higher with no “U”s in office conduct.

DISTINCTION:	90.00 average or higher
HIGH HONORS:	87.00 – 89.99 average
HONORS	80.00 – 86.99 average

#### GRADES

The following is an explanation of grades:

99-97=A+  
 96-93=A  
 92-90=A-  
 89-87=B+  
 86-83=B  
 82-80=B-  
 79-77=C+  
 76-73=C  
 72-70=C-  
 69-67=D+  
 66-63=D (minimum passing)  
 below 63 (failing)  
 M=Medical (Excused)  
 I=Incomplete  
 W=Withdraw

Schools arrange courses according to ability groupings. These groupings are: Advanced, Honors, and Standard.

**GRADE POINT AVERAGE:** is earned according to the grade the student earns in each course; the ability grouping of the course; and the diploma points which the course is worth.

Subjects carrying a value of more or less than five diploma points are given proportionate grade point average.

**GRADING STRUCTURE:** Grading Procedures are established in each department. Teachers will provide each student with a written copy of the grading policy for each class.

**PERFECT ATTENDANCE AWARDS:** Students receive this award at the conclusion of the school year. In order to receive this award, students must have perfect attendance (no absences, no tardies – excused or unexcused).

CLASS RANK: All classes which meet on a daily basis will be considered for class rank with the exception of Summer and Winter Schools.

Class rank will be a weighted average with the weighting as follows:

HONORS	=	85% of the GPA for advanced level.
STANDARD	=	75% of the GPA for advanced level.

Computed class rank will be released for the first time after the fourth quarter of the junior year.

TRANSFER STUDENTS: The grades of all students who transfer into Quincy High School will be computed to a GPA average. Only those students who have completed two (2) full years at Quincy will be eligible for the rank of valedictorian and salutatorian.

#### MINIMUM REQUIREMENTS FOR ADMISSION TO FOUR YEAR COLLEGES

English	4 years
Math	3 years or more including Algebra 1, 2, and Geometry
Foreign Language	3 years or more in one language
Science	2 years or more of laboratory sciences
Social Studies	2 years or more, including U.S. History
Additional Elective in the Arts or Computers	

#### GUIDELINES FOR HOMEWORK/SCHOOL COMMITTEE REGULATIONS, 4.7

“The term ‘homework’ refers to assignments which will achieve their purpose best when prepared during a period of independent study, study hall, or at home. The purpose of homework is to improve the learning processes, to aid in the mastery of skills, and to stimulate interest on the part of the pupil. The amount of homework considered reasonable varies with the age and grade of the pupil. Vacations provide an important break in the school year for students, families, teachers, and staff. Homework assignments, including test preparation, given prior to an officially scheduled vacation period should allow students sufficient time to accomplish their assignments while allowing quality vacation time with family. Similarly, assignments that require a group of students to work together on a project should not be assigned to be completed over a vacation”.

#### GUIDELINES FOR HOMEWORK AS DEFINED BY THE QUINCY PUBLIC SCHOOLS

Assignments should be developed by a diagnostic and prescriptive approach.

Homework should be assigned on the basis of individual student needs and in recognition of individual progress.

Homework should not be given for punishment.

It is expected that, where appropriate, teachers will give assigned homework to meet the needs of learners in such areas as research, enrichment, extra practice when needed,

student initiated work, self-motivation, and make-up work under certain conditions. Such assignments to be completed away from school might include the following:

Visiting libraries or enrichment reading.

Practicing exercises in the basic skills.

Finding information for and preparing special reports.

Watching special programs on television, with specific plans for reporting back, and keeping current on events through newspapers, magazines, and electronic media.

Making collections of pictures, objects, specimens, etc., for school-related activities.

It is recommended that students in Grades 9 through 12 spend three to four hours per night on homework.

## INCOMPLETE CLASS ASSIGNMENTS

The student who is absent will be given a “0” for the class. The student will be allowed to make up his/her work if the note for the absence is accepted as a necessary absence as stated in Chapter 76, Section 1. If he/she does not make up the work missed due to absences within five (5) days, the “0” will remain. Students may be allowed to make up work missed because of unexcused absences; however make-up work should be done on a student’s own time or during discipline periods, as directed by the teacher. All make-up work must be completed within five (5) days or credit will not be received.

Extended periods of illness or hospitalization will be considered and evaluated on an individual basis.

Incomplete work due to absence should be made up through arrangements with the teachers involved. Work missed should be made up within one week of the time of return to school. If the absence has been extensive, special arrangements extending the time for the make-up must be made with the teachers involved. Failure to make up work will adversely affect grade averages and may make the difference between passing and failing.

## MID-TERM ADVISORIES/PROGRESS REPORTS

A progress report will be mailed home at the mid-term point of each marking period. A warning slip must be sent home when a student is failing or in danger of failing at any time during the marking period, if not already indicated on the mid-term advisory.

‘U’ IN CONDUCT: A ‘U’ will be given to students who have served a suspension for each term. Such students become ineligible for honor roll.

TEXTBOOKS AND OTHER LEARNING MATERIALS: Students are financially responsible for the condition and return of textbooks and other learning materials. Seniors should not expect to receive cap and gown until all obligations are met. Failure to meet these obligations may result in a student not being allowed to attend school-sponsored functions, such as class days and proms, and may result in court action.

SENIOR FINAL EXAMS: Seniors in good standing (a grade average of B+ or better) have the option of being excused from their final exam in that subject or subject areas.

## WITHDRAWALS

Students withdrawing from school are required to bring a written request for release from their parent or guardian. This request must be presented to the main office. The student is responsible for returning books and supplies to the proper depository. The student is then eligible to obtain a transcript of grades on transfer to another school.

## **NATIONAL HONOR SOCIETY**

### **QHS Chapter**

Membership in the National Honor Society (NHS) is not a right but a privilege. Membership is an honor bestowed upon students by the faculty because they have demonstrated qualities of the four pillars of NHS: leadership, service, character and scholarship.

### **SELECTION PROCESS (Revised 2015)**

To be considered for selection to the National Honor Society students must possess and demonstrate the following:

A. The Four Pillars of NHS

**Scholarship:** Maintaining a cumulative GPA of 4.0; with no grade below a 70 (Advanced, Honors Level) Special consideration may be given to ELL and Special Ed students.

**Service:** Rendering his/her services when needed in or out of school.

**Leadership:** Actively participating in clubs, sports, leading in class, helping others, being active in discussions, etc.

**Character:** Possessing the attributes of responsibility, good conduct and initiative.

B. Completed four and a half semesters at QHS (Transfer students will be reviewed by the Faculty Council)

C. Adhered to QHS attendance and discipline policies

D. Completed all the required application materials (including adherence to all pre-determined deadlines and procedures)

Once the scholarship requirement has been approved by the faculty advisor and the application has been submitted, the Faculty Council will evaluate each student's leadership, service and character.

- A student's leadership will be based on documented leadership roles and responsibilities in the school and community. This is an important component of the selection process. Students should speak with their advisor if they need suggestions on leadership opportunities.

- A student's co-curricular involvement will be based on the documentation of his/her active involvement in two co-curricular activities each year, only one of which may be a sport.
- Students are evaluated on their involvement in community service activities every year of high school.
- A student's character will be based on teacher evaluations and disciplinary reports filed in the Dean's office. (Evaluations from teachers are used to provide overall character information for the Faculty Council. Any student who has a disciplinary record may not be eligible)

After all records have been reviewed, final selection is determined by a majority vote of the Faculty Council. As stated in the National Constitution, the decision of the Faculty Council is final. Students who are selected will be notified in person, or by mail and invited with their family to the evening Induction Ceremony. Students who have not been selected may, first appeal to the Faculty council in writing. Further appeal may be made in writing to the principal, who may reconvene the Faculty Council if he/she feels it is necessary.

### **MEMBERSHIP REQUIREMENTS (Revised 2012)**

#### **Grades**

**Members must continue to maintain as least a 4.0 cumulative GPA, with no term grade lower than a 70.** Members' grade averages are monitored each quarter to determine that they have met this requirement. If a student's GPA falls below the required 4.0, or receives a term grade lower than a 70, his/her membership will be revoked. Students are expected to maintain a class load of at least 6 major subjects each term excluding physical education. All classes should consist of Honors or Advanced level within the major subject area. Graduating seniors will have their GPA, grades, attendance, etc. reviewed at the end of the third quarter. Those seniors in good standing will have earned the right to wear the honor stole and gold tassel of the NHS during graduation.

#### **Conduct**

Members must continue to exhibit good character. **Should a student's character become questionable due to disciplinary problems, his/her membership will be revoked.** Students who have been dismissed due to a disciplinary problem have the right to appeal to the Faculty Council in writing. Further appeal may be made in writing to the principal, who may reconvene the Faculty Council if he/she feels it is necessary.

#### **Community Service**

**Members are expected to complete 30 hours of community service between the end of their junior year and May fifteenth of their senior year.** Students are required to provide documentation of any community service hours to the Faculty Advisor. (Students must adhere to all predetermined deadlines and procedures) The Community Service requirement will have the following parameters:

- Fulfill a need within the community
- Be approved by the Faculty Council/Advisor



- Be well-planned, organized, completed and documented on the approved activity sheet, with time and date

“All members are to maintain the standards by which they were selected.” In addition, the Constitution of the National Organization expects members to perform individual and chapter service projects during the year. **Members of the QHS chapter are required to participate in a minimum of two NHS sponsored events between the end of their junior year and May fifteenth of their senior year.** The chapter may add to these obligations according to the National Honor Society Handbook.

### **Meetings**

Meetings are held in order to conduct the business of the chapter and to plan a variety of activities. **The meetings are held before school at 7:15 a.m. and will occur on a bi-weekly (every other week) schedule.** Special meetings may be called as necessary. Members take an active role in activities planned by the Executive Board. **Attendance is mandatory.** Exceptions are arranged with the advisor. The activities of the organization include service activities, fund-raising, projects and initiation ceremonies. **Students who miss more than 4 of the yearly meetings will be dismissed. All scheduled activities are mandatory for all members.**

### **Executive Board**

The Officers of the Chapter are the president, vice-president, secretary, treasurer and Chapter historian. These officers make up the Executive Board that works with the advisor to set the direction of the NHS to develop the activities and service projects and to run the meetings of the organization. Officers are expected to be at the Executive Board meetings as well as all other activities. Officers are elected by a majority vote of the new inductees.

### **Dues**

Dues will be set by the Executive Board each year and must be paid by the date set by the Board.

## **QUINCY PUBLIC SCHOOLS** **CAREER & TECHNICAL EDUCATION** ADMISSIONS POLICY UPDATED JUNE 2011

### **I. INTRODUCTION**

Quincy Public Schools Career & Technical Education offers programs to students in grades nine through twelve in Quincy Public Schools. An exploratory program (Freshmen Seminar) for ninth grade students (Quincy High School only) provides career awareness, student assessments, educational and career planning, an overview of available technical programs and career electives and majors, and beginning safety and

skill development. Specific technical career training begins in grade ten after students have selected a Career and Technical Education program of their choice. An admissions process is implemented in Career and Technical Education programs. Technical areas and shops are designed and equipped to serve a specific maximum number of students safely. Therefore, a selection process is necessary and students will be evaluated according to this Admissions Policy.

## II. EQUAL EDUCATION OPPORTUNITY STATEMENT

Quincy Public Schools Career and Technical Education programs admit students and makes available to them its advantages, privileges, and course of study, without regard to race, color, sex, religion, national origin, sexual orientation, homeless status, or disability.

If there is student with limited English proficiency, a qualified representative from Quincy Public Schools will assist the applicant in completing the necessary forms and assist in interpreting during the entire application process upon request of the applicant.

Students who are disabled may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application process.

Information on limited English proficiency and disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect their admission to Quincy Public Schools Career & Technical Education Programs.

## III. ELIGIBILITY

All students residing in Quincy are eligible to enroll in career and technical programs in grades 9 through 12 subject to availability. Grade 12 students are accepted for the first year of a major, as an elective, on a space available basis after underclass students have been accommodated. We have designed an integrated academic and technical program, which is compliant with all applicable laws, regulations, and guidelines of the Massachusetts Department of Elementary & Secondary Education and the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

All grade 9 students at Quincy High School are enrolled in the exploratory program (Freshman Seminar). Students who apply for the first year of a career & technical education program must be in grade 10 or 11 or be repeating grade 9.

Resident students will be evaluated using the selection criteria contained in this Admissions Policy for oversubscribed programs. Priority for admission is given to Quincy residents. Students who are not residents of Quincy are eligible to apply for fall admission subject to the availability of openings to the career/vocational technical education programs at Quincy or North Quincy High School provided they expect to be promoted to the grade they seek to enter by their current school. Nonresident students will be evaluated using the criteria contained in the Admissions Policy and according to M.G.L. c. 74 s.8A (please see the “guidelines for Vocational Technical Education

Program Nonresident Student Tuition Process Pursuant to M.G.L. c. 74 located at [www.doe.mass.edu/cte/admissions/nonres\\_guidelines](http://www.doe.mass.edu/cte/admissions/nonres_guidelines)). M.G.L. c. 74 Section 8A requires that the municipality of residence provide transportation to students admitted to Quincy nonresidents under M.G.L. c.74, Sections 7 and 7C. *Priority for admission is given to Quincy Public Schools residents.* Non-resident students (students who live outside Quincy) are accepted for admission, when meeting the admissions requirements, as space is available.

A. Ninth Grade Students

Any student who resides in Quincy and has successfully completed the eighth grade is eligible to participate in the exploratory program, Freshmen Seminar, by enrolling at Quincy High School. This program is an integral part of the grade 9 experience at Quincy High School.

B. Tenth and Eleventh Grade Students and repeating ninth grade students

A student meeting the criteria who resides in Quincy is eligible for any of the career & technical programs in Quincy Public Schools. First preference is given to underclass students.

C. Twelfth Grade Students

Grade 12 students meeting the criteria will be accepted to programs on a space available basis, as an elective, after every underclass student has been accommodated.

D. Parochial and Private School Students

Quincy residents meeting the criteria attending parochial and private schools in the City of Quincy are also eligible for enrollment. These students must register as Quincy Public School students. Students will be accepted to Quincy Public Schools Career & Technical Education Programs according to the criteria in this admissions policy.

E. Homeless Students

Quincy Public Schools Career & Technical Education will accept homeless students according to the selection criteria contained in this Admission Policy.

F. Home Schooled Students

Students who are formally being home schooled may apply for admission to Quincy Public Schools Career & Technical Education Programs, provided all admissions policy criteria are followed. The home school students' parent(s)/guardian(s) must submit a copy of the Home School Approval Letter from the local school superintendent. Home Schooled students will be accepted to Quincy Public Schools Career & Technical Education Programs according to the selection criteria contained in this admissions policy.

#### IV. ORGANIZATIONAL STRUCTURE

Quincy Public Schools Career and Technical Education programs are located at both North Quincy High School and Quincy High School. Quincy High School is a comprehensive high school in Quincy, MA. Both high schools in Quincy are accredited by the New England Association of Schools and Colleges. The Director of Career and Technical Education is the administrator responsible for the management of Career and Technical Education programs, and reports directly to the Superintendent of Schools. Quincy Public Schools Career and Technical Education programs serve students from Quincy. The district contains five middle schools: Atlantic, Broad Meadows, Central, Point Webster, and Sterling. Career and Technical Education programs also serve students from both high schools: North Quincy High School and Quincy High School. All students from these schools are eligible to apply for enrollment in the career & technical programs. Students who live in the district and attend private and/or parochial schools are also eligible to apply for admission to the programs. Students from outside the district are eligible to apply for enrollment in the Freshmen Seminar program in Grade 9 or in specific Career and Technical Education programs in Grade 10 and 11 and are accepted in accordance with this admissions policy and as space is available.

Quincy Public Schools Career and Technical Education has an Admissions Committee, which is convened to admit Quincy Public Schools applicants and all non-resident applicants if a program is oversubscribed. The committee consists of the Director of Career and Technical Education, Career & Technical Education Department Chairperson, Career Assessment Specialist, Principal, Guidance Department Chairperson, Special Education Department Chairperson, and ELL Department Chairperson. Responsibilities of the Admissions Committee include:

- 1) Determination of standards for admission
- 2) Development and implementation of admission procedures
- 3) Processing of applications
- 4) Ranking of students
- 5) Acceptance of students according to the procedure and criteria in the admission policy
- 6) Establishment and maintenance of a waiting list of acceptable students.

The Director of Career and Technical Education is responsible for disseminating information about the programs and for collecting applications from out-of-district students.

The guidance departments at both High Schools, Career & Technical Education instructors, and the Career & Technical Education Department Chair are responsible for providing program information to students in Quincy Public Schools. The guidance department at both high schools is responsible for collecting program (course) selection forms.

Quincy Public Schools does not participate in the School Choice program.

## V. RECRUITMENT PROCESS

Open House ~ All 7th and 8th grade students and their families who reside within the City of Quincy are invited to attend our annual Open House. Students, teachers, coaches, co-curricular advisors, administrators, and parents will be available to discuss our programs and to answer any questions. Families will have an opportunity to take tours of the campus. Applications will also be available. We look forward to meeting you and your family on campus. Dates and times will be made available.

Attend a Tour of our Campus ~ All 9th grade applicants are invited to tour our campus. Dates and times are scheduled with each Quincy middle school. Interested students are transported by bus from their schools. Parents and private, parochial school students are welcome to attend as well.

Advertisements and public service notices are posted in the local newspapers, cable TV, and community access channels.

## VI. APPLICATION PROCESS

Quincy residents in Grade 10, 11, 12

Students wishing to attend a Career and Technical Education program indicate this by selecting the program on the Course Selection sheets in the spring.

Students who have requested application for a program that is oversubscribed will be assessed using the selection criteria contained in this admissions policy.

Students and parent(s)/guardian(s) will be notified by the Career and Technical Education Director if their first choice will not be accommodated. Students will be placed in an alternative program and will be notified as to their status on the waiting list.

Quincy residents will be placed in Career and Technical Education Programs prior to non-residents being placed.

Non-resident students

A non-resident student seeking admission to Quincy Public Schools Career & Technical Education Program for grades 9, 10, 11, and 12 under M.G.L. c.74, Sections 7 and 7C must follow the admission process outlined in this Admissions policy. All non-residents will be evaluated and ranked using the criteria set forth in this Admissions Policy.

Students who begin their enrollment as Quincy residents and move outside of the District during their enrollment who request to remain at Quincy as nonresidents under M.G.L. c. 74, Section 7 and 7C will be allowed to do so, providing that they obtain approval from the Superintendent of the student's District of Residence in accordance with the MA Department of Elementary & Secondary Education Guidelines for the Vocational Technical Education Program Nonresident Student Tuition Process located at:

[http://www.doe.mass.edu/cte/admissions/nonres\\_guidelines](http://www.doe.mass.edu/cte/admissions/nonres_guidelines)

In all cases, non-resident applicants must file a Chapter 74 Vocational Technical Nonresident Student Tuition Application (located at: [www.doe.mass.edu/cte/admissions](http://www.doe.mass.edu/cte/admissions)) with the Superintendent of the student's district of residence in accordance with the MA Department of Elementary & Secondary Education Guidelines for the Vocational Technical Education Program. Nonresident Student Tuition Process pursuant to M.G.L. c. 74: [www.doe.mass.edu/cte/admissions/nonres\\_guidelines](http://www.doe.mass.edu/cte/admissions/nonres_guidelines)

If the student's parent/guardian finds that the decision of the Superintendent of the District of Residence is contrary to law, regulations, Board of Education or Department of Elementary & Secondary Education policy, the application may be forwarded to the Department for review, within 10 business days of its receipt from the District of Residence in accordance with the *Guidelines for the Vocational Technical Education Program Nonresident Student tuition Process pursuant to M.G.L. c. 74*.

M.G.L. c. 74 Section 8A requires that the municipality of residence provide transportation to students admitted to Quincy Public Schools Career & Technical Education as nonresidents under M.G.L. c.74, Sections 7 and 7C.

Students must obtain an application from the Director of Career and Technical Education's office. The application must be given to the sending school Superintendent of Schools for completion and forwarded to the Quincy Public Schools Director of Career and Technical Education by March 1<sup>st</sup>

For applications to be considered the sending school district must include:

Attendance records for the past six terms; Behavior record for the past six terms;

Academic report cards for the past six terms; and Guidance Counselor/teacher recommendations

The Career and Technical Education office will notify the parent(s)/guardian(s) and the sending school counselor if the application is incomplete.

If after notifying the local school Guidance Counselor and parent(s)/guardian(s), the application remains incomplete after March 15, the application will be voided.

Students accepted into Grade 10, 11, or 12 or late in Grade 9 must complete a Career and Educational Plan to be better informed about their appropriate program selection.

#### Late Applications

Applications received after any aforementioned deadlines will be evaluated according to the criteria contained in this admissions policy and the resulting composite score will be integrated in rank order on the established waiting list.

#### Transfer Students

Applications from students who are enrolled in a state-approved (Chapter 74) vocational technical education program in another school will be considered for admissions if they

relocate to Quincy, away from their current school, and wish to pursue the same program of study at Quincy High School.

These students must attend an interview with the Assistant Principal and/or designee. Transfer students will be allowed to continue in that program if space is available.

- **Withdrawn Students**  
Students who withdraw from Quincy Public Schools Career & Technical Education Programs and who are attending or not attending another high school may reapply following the procedures contained in this Admissions Policy and will be evaluated using the same criteria.
- **Home Schooled Students**  
Students who are formally being home schooled who reside in Quincy may apply for admission to Quincy Public Schools Career & Technical Education Programs, including admission during the school year, provided all admissions policy criteria are followed. The home school students' parent(s)/guardian(s) must submit a copy of the Home School Approval Letter from the local school superintendent. If grades are not available, a representative sample or portfolio of the student's body of work in English Language Arts or its equivalent, math, science, and social studies must be submitted. Home-schooled students will be ranked on their portfolio/grades (34%), interview (33%), and letters of recommendation (33%) if the program is oversubscribed.

## VII. SELECTION CRITERIA

All students selecting admission to oversubscribed career & technical education programs will be processed by the Admissions Committee using weighted admissions criteria during the program selection process. Each applicant will be assigned a score derived from the sum of the sub scores of the specific criteria.

Completed applications are processed by the Admissions Committee using weighted admissions criteria. Each applicant will be assigned a score derived from the sum of the sub scores of the criteria. Applicants will be accepted based on the scores of the criteria.

If an acceptance is declined by a student, admission is offered to the next applicant on the waiting list. The wait list is valid for the current school year.

### ***CRITERIA RUBRIC***

A. Scholastic Achievement: Maximum 25 points

<b>Grade Averages</b>	<b>Points</b>
90 – 100	25

80 – 89	20
70 – 79	15
60 – 69	10
0 – 59	5

1a. All grade 9 Quincy residents are admitted to Freshmen Seminar (QHS).

1b. For non-resident applications to grade 9 (fall admission), the average of grade 7 and semester 1 grade 8 marks in English, social studies, mathematics and science from the local school report card are used.

1c. For Quincy residents and non-resident applications to grades 10 (fall admission) the average of the previous school year and semester 1 of the current school year marks in English, social studies, mathematics and science from the local school report card are used. For applications to grades 9 and 10 (admission during the school year) the current school year to the date of the application marks in English, social studies, mathematics and science from the local school report card are used.

1c. For Quincy High School grade 9 students applying to grade 10, the Freshmen Seminar grade will be used.

B. Attendance: Maximum 25 points

Number of Unexcused Absences	Points
0 – 2	25
3 – 4	10
5 – 6	5
7 or more	0

1a. All grade 9 Quincy residents are admitted to Freshmen Seminar (QHS).

1b. For non-resident applications to grade 9 (fall admission), the sum of grade 7 and semester 1 grade 8 unexcused absences from the local school report card are used.

1c. For Quincy residents and nonresidents applications to grade 10 (fall admission) the sum of the previous school year and semester 1 current school year unexcused absences from the local school report card are used. For applications to grades 9 and 55

10 (admission during the school year) unexcused absences from the five previous completed terms will be used. All Quincy residents will be placed before non-residents will be placed.

C. School Discipline/Conduct: Maximum 25 points

Discipline/Conduct Rating	Points
Excellent (0 suspensions/0 detentions)	25



Above Average (0 suspensions/3 or less detentions)	17
Average (0 suspensions/5 or less detentions)	10
Below Average (1 suspension/7 or less detentions)	5
Poor (More than 1 suspension/more than 7 detentions)	0

1a. All grade 9 Quincy residents are admitted to Freshmen Seminar (QHS).

1b. For non-resident applications to grade 9 (fall admission); the sum of grade 7 and semester 1 grade 8 assessments from the local school are used.

1c. For Quincy residents and non-residents applications to grade 10 (fall admission) the sum of the previous school year and semester 1 current school year assessments from the local school are used. For applications to grades 9, 10 (admission during the school year) the current school year to the date of the application assessments from the local school are used. All Quincy residents will be placed before non-residents will be placed.

D. Sending School's Guidance Recommendation: Maximum 25 points

Grade Averages	Points
95 – 99	25
85 – 94	20
75 – 84	15
65 – 74	10
60 – 64	5
59 and below	0

1a. All grade 9 Quincy residents are admitted to Freshmen Seminar (QHS). For Quincy High School grade 9 students applying to grade 10, the Freshmen Seminar grade system will be used above:

Rating	Points
Excellent	25
Above Average	17
Average	10
Below Average	5
Poor	0

For North Quincy High School students and non-resident applications to grade 10 (fall admission) the sending school's guidance recommendation should be rated on the student's achievement in relation to ability and the student's personal responsibility. For applications

to grades 9 and 10 (admission during the school year) the current school year to the date of the application guidance assessments from the local school are used. All Quincy residents will be placed before non-residents will be placed.

After points are given in each area, the points are totaled for each applicant. A maximum total of one hundred (100) points can be earned.

1b. For non-resident applications to grade 9 (fall Admission), the sending school's guidance recommendation should be rated on the student's achievement in relation to ability and the student's personal responsibility.

If more than five programs are oversubscribed, the criteria used will change from an individual program placement to a global program placement. This will be done by rank ordering all students who have elected a Chapter 74 program, using the admission criteria noted. The student ranked number 1 will be given first choice; student number 2 will be given the second choice, and so on, until all students have been placed in a technical major.

## **PLACEMENT**

Non-resident students are admitted into Quincy Public Schools Career & Technical Education Exploratory Program (Freshman Seminar) based on the point total received on the application and only if space is available, comprised of: Grades, Attendance (unexcused absences/unexcused tardies) School Discipline and Guidance Counselor Recommendation.

Students initially enter the Career Vocational Technical Education Program through the Career Vocational Technical Education Exploratory (Freshman Seminar) where they will examine their interests and abilities. Student will explore career and vocational technical programs from September thru June by rotating through each program according to an established calendar.

This full year exploratory program is designed to help students learn about their talents and interests relative to a variety of career vocational technical programs. Students will explore career majors for approximately 10 days at a time. Students will set up a career cruising account and take a career assessment evaluation to highlight each individual student's talents and interests. A career plan will begin during this time period. Additionally, each student will write a reflection based upon their experience following each cycle. Students will then participate in an activity which will assist them in selecting their top 3 career/ vocational technical program placement choices.

Program Placement takes place for students in grade 10. Students are admitted into the technical area of their choice based on the average point total they received in grade 9 based on the selection criteria. For example, a student with a point total of 98 would be placed into the career/vocational technical education program before a student with a point total of 89. If a technical area is oversubscribed, based on point total, before a student gets his/her first choice, the Career & Technical Education Director then moves to the student's second or third choice depending upon whether there is an opening in the technical area. Again, the student is admitted based upon overall point total in oversubscribed programs.

If a student's point total in all technical areas combined is so low that they were not placed in their second or third choice technical area because the technical areas were filled by students with higher point totals, the guidance counselor, along with the vocational director, will meet with the student and present a list of the technical areas with openings that the student explored and ask the student to choose one of them. Again, student selecting technical areas from among the technical areas with openings, which the student explored, will be admitted based on their point totals. The process continues until all students are placed. Exploratory students will be notified of placements/status before the end of the school year for the next school year. Students on the waiting list will be notified as openings occur and remain on the wait list for one school year.

Students who enroll in Quincy Public Schools after grade nine may explore career/vocational technical programs that have openings, before making a program selection.

Upper class students will be placed into the selected program according to space availability in the program. A wait list will be maintained by the Career & Technical Education Director for programs that are oversubscribed. The wait list is valid for the current school year.

Students who wish to transfer from one technical area to another may apply for transfer. Transfer requests will be considered subject to the availability of openings in the requested technical areas. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer for the particular student.

## VIII. REVIEW AND APPEALS

The applicant's parents/guardians will be notified upon written receipt of a letter from Quincy Public Schools Career & Technical Education indicating that the applicant was not accepted or was placed on a waiting list for a particular Career Vocational and Technical Program. Parent and/or guardian will be informed that they may request a review of this decision by sending a letter of appeal to the Superintendent of Schools requesting review within thirty days of the receipt of the letter. The Superintendent will respond in writing to the letter with the finding of the review within thirty days. If after a review, the parents/guardians wished to appeal the findings of the review, they may do so by sending a letter requesting that they be scheduled to appear before the School Committee to appeal the Superintendent's findings. The School Committee will respond in writing to the parents/guardians with a scheduled date for the appeal within thirty days of the receipt of the letter. The School Committee will respond in writing to the letter with their decision on the appeal within thirty days of the School Committee meeting when the appeal is presented.

## **SAFETY IN CAREER AND TECHNICAL EDUCATION PROGRAMS**

There is an expectation of all Quincy CVTE teachers that all students will behave in an appropriate and safe manner.

If a Career and Technical Education teacher determines that a student is exhibiting unsafe behavior\* during the time that the student is scheduled in a career and technical education major, the following protocol will be used:

- On the first occasion, the student will be issued a verbal warning by the Quincy CVTE teacher. The teacher will document.
- On the second occasion, the student will be sent to the dean with a written explanation of the safety infraction. The parent/guardian will be notified by phone, and the teacher and dean will document.
  - At this time, students on IEPs will be referred to the Special Education Chairperson prior to removal from their current placement for the purpose of developing a functional behavioral assessment and “manifestation determination.”

-On the third occasion, a hearing will be held with the CVTE teacher, the CVTE Department Chair, the student’s Dean, the Principal, the student in question, and his/her parent/guardian to determine if the student should be removed from the CVTE program.

If it has been determined that the student will be removed from Quincy’s CVTE program, there is an appeal process for the parent/guardian of the student. The parent/guardian will be notified that they have a “Right to Appeal,” and the parent/guardian must do so within 10 days of the above third occasion. The said appeal should be made to the Director of Career and Technical Education in writing.

\*Considered unsafe behavior in a CVTE program:

- Horseplay – Any act by a student inappropriate in a shop/lab, classroom environment, or offsite experience.
- Bullying – Treating another student in an offensive and/or unsafe manner.
- Improper or inappropriate use of tools, equipment, or machinery.
- Not wearing what is appropriate to that shop:
  - Safety glasses
  - Boots
  - Gloves
  - Proper clothing
  - Safety head gear
  - Jewelry worn in an unsafe manner
- Insubordination
  - Not listening to instructor directions
  - Not paying attention

- Use of equipment not qualified to use
- Unauthorized use of electronic devices

## OFFSITE EXPERIENCES FOR CAREER AND TECHNICAL EDUCATION STUDENTS:

### Cooperative Education

Cooperative Education is available for students enrolled in Career and Technical Education majors. In Cooperative Education, students are involved in an outside learning experience that is an extension of their program. The student is considered to be enrolled in a program cooperatively offered by Quincy High School and the employer.

In a program such as this, where the student, the employer, and the school are working together and where the student is a representative of the school interning in the business/industrial community, it is necessary that certain rules be strictly observed. No student may participate in Cooperative Education unless they are enrolled in an approved Career and Technical Education program and demonstrated those academic, technical, and employability competencies associated with at least one and one half years of full time study in the vocational technical cooperative education program area. No Cooperative Education experience will be offered unless the employer agrees to provide employment that will allow the student to progress on their competency profile.

Cooperative Education will only be offered during time not scheduled for academic class work.

Cooperative Education is potentially available to all Career and Technical Education students meeting the guidelines above. Those students interested in Cooperative Education should see the Cooperative Education Coordinator or their Career and Technical Education teacher. Every student who wishes to participate in Cooperative Education must complete an application, which can be obtained from the Cooperative Education Coordinator.

Cooperative Education may be available to all students meeting the above criteria regardless of race, color, sex, sexual orientation, religion, natural origin, or disability.

In the event that a Cooperative Education student will be working with a person one-on-one with unmonitored contact, the Quincy Public Schools Policy Manual, Section 7, General Personnel Policies – File 7.2) states: “The Quincy Public Schools adheres to all federal and state laws concerning the employment of personnel, including criminal history background checks (CORI) and immigration laws.” Additionally, the policy will state that a Criminal Offender Record Information search would be performed on any individual who will have “direct and unmonitored contact with a student.”

### Internships

Career and Technical Education students in Business Technology and Information Technology will be placed in an internship experience in the third year of the program, for approximately two to three hours per week. Students in Health Care Technology will be placed in internships (clinical placements) for the final two years of the program for approximately two to three hours per week. (CORI regulations will apply – see above.)

#### Shadowing

All juniors in Quincy Public Schools with passing grades in all classes and good attendance will be offered a one-day Shadowing experience in the area of their choice. (CORI regulations will apply – see above.)

#### Unpaid Off-Campus Construction and Maintenance Projects

Only students who are enrolled in an approved vocational technical education program and who have demonstrated proficient academic, technical, and employability competencies and who have completed at least one year in the vocational technical program may participate in unpaid off-campus construction and maintenance projects. Quincy Public Schools carries adequate liability coverage for unpaid off-campus construction and maintenance projects. Before any student engages in unpaid off-campus construction and maintenance projects, the Career and Technical Education program teacher will assess the site for safety and relevance of the project to the skills and knowledge in the Vocational Technical Education Frameworks, using the Site Safety Checklist (see CVTE 5) and the Competency/Frameworks checklist.

### **QUINCY HIGH SCHOOL STUDENT RECORDS**

#### REQUEST FOR TRANSMITTAL OF SCHOOL RECORD:

Procedure: A student/parent requesting transmittal of any school records to another school, organization, or institution must file a written request with either the high school administrative office or the guidance office. Old records are kept in the school archives; current records are kept in the main office.

When a student transfers from the Quincy Public Schools to a new school system, the Quincy Public Schools will automatically provide the new school system with the entering student's complete school record, including his discipline record. This record

will include, but is not limited to, “any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.” (See M.G.L. CH. 71, S. 37L in Appendix B.) A student transferring into Quincy Public Schools must provide the school system with the student’s complete school record, including the discipline record, as described above.

**TRANSCRIPT REQUEST:** Requests for transcripts to be forwarded to colleges and universities for admission, or as an application for a scholarship, should be accompanied by a stamped envelope. Request to transfer transcripts to other high schools, agencies, or institutions, need not be accompanied by a stamped envelope.

When a transcript request is made by currently enrolled students, and is forwarded as requested, a notation should be made in the appropriate log and the Request for Transmittal of School Records placed in the student file. For former students, forward the transcript as requested, note in the appropriate Log, and place the request for transmittal of school records in the guidance office file.

Transcripts of a student’s record will be provided without charge upon request. Please allow reasonable length of time when requesting transcripts from the office. Transcripts are processed in the order in which the requests are received.

**DESTRUCTION OF RECORDS:** The Massachusetts Student Records Regulations require school authorities to destroy a student’s temporary record within five (7) years after the student transfers, graduates, or withdraws from the school system. The temporary records may include the following: Health, Testing, Guidance, Due Process, Special Needs, Pre-school/Kindergarten, and Supplementary. If an eligible parent or eligible student wishes to receive these records, at the end of the five year period and prior to their destruction date, they should so notify the school.

#### **REGULATIONS PERTAINING TO STUDENT RECORDS**

Students who are 14 years of age or in the ninth grade as well as their parents, have access to their Student Records consistent with the “Regulations Pertaining to Student Records” issued by the State Department of Education. If the student is under the age of 14 and has not yet entered the ninth grade, the rights of access belong to his/her parents.

**STUDENT RECORD REQUESTS:** Requests to inspect Student Records shall be directed to the principal who will designate a staff member to meet with the student and/or parents. The student and/or parents shall have the right to add information or to request deletion of information in the Student Record.

#### **DIRECTORY INFORMATION**

The school system may, under 63 CMR 23.07 (4) (A), release the following information on students: name; address; telephone listing; date and place of birth; major field of study; dates of attendance; weight and height of members of athletic teams; class; participation in officially recognized activities and sports; degrees; honors and awards; and post-high school plans.

**RELEASE OF SCHOOL RECORDS:** The school system may release pictures of students, including but not limited to, videotapes and yearbook photographs.

The school system may release student names and addresses to: county agricultural schools; post-secondary schools, colleges and universities; recruiters for the Armed Forces; and school alumni organizations.

The school system may, on occasion, publish/display student work, with the student's name on it, which will be seen by other parents/individuals, including but not limited to: science fair, art fair, and web sites. If the student, or his or her parent or guardian, however, does not wish the Quincy Public Schools to publish the above referenced information, they must so notify the Quincy Public Schools of this fact, in writing, within thirty (30) days of the beginning of the academic year.

While Massachusetts Student Records Regulations generally prohibit school officials from disclosing student records to third parties without the consent of the eligible student or parent, there are exceptions.

**THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)** and its implementing regulations (34 CFR Part 99) allow release of personally identifiable information from the student's education records without consent "in connection with a health or safety emergency, 34 CFR S99.32 (a) (10), provided that "knowledge of the information is necessary to protect the health or safety of the student or other individuals," 34 CFR S99.36 (a). M.G.L., CH.71, S. 37L requires school department personnel to report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report must file it with the superintendent of the school, who must file copies of said report with the local chief of police, the department of social services, the office of student services or its equivalent in the school district, and the local school committee. (See Appendix B.)

**RECORDS OF EXPULSION:** When a student has been expelled for possession of a dangerous weapon or a controlled substance or assault on school staff, and the student applies for admission to another school, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion. When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. (See M.G.L. CH. 71, S. 37H (e) in Appendix A.)

**SURVEYS:** The Family Educational Rights and Privacy Act (FERPA) allows parents to opt out of student surveys, analysis, or evaluations that concern one of the following eight areas: political affiliations or beliefs; mental or psychological problems; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of individuals with whom the student has a close family relationships; legally recognized privileged relationships; religious practices affiliation or beliefs; and



income. If the parent, guardian, or student does not wish to participate in any of the surveys described above, please so notify the Quincy Public Schools of this fact, in writing, within thirty (30) days of the beginning of the academic year.”

**HOMELESS STUDENTS:** Homeless students, under the McKinney-Vento Act, who move and wish to enroll in a new school where they are situated while homeless, may attend classes immediately, without proof of residency, immunizations, school records or other papers, and without a uniform.”

**NON-CUSTODIAL PARENTS:** As of July 12, 2006 changes were made in the regulations dealing with student records. Where parents have divorced or separated, there are different rules set by the state by which a parent can see and obtain copies of his/her child’s student records. The parent, who has physical custody, as identified in the custody agreement or order, has the right to see and obtain copies of his/her child’s student records with no limitation. However, the parent who does not have physical custody of the child (the non-custodial parent), even if he/she has legal custody or visitation rights, may or may not have access to his/her child’s student records.

A non-custodial parent is eligible to see and obtain copies of his/her child’s student records unless the school has been given documentation that: the parent has been denied legal custody or has been ordered to supervised visitation, based on threat to the safety of the student, and the threat is specifically noted in the order pertaining to the custody or supervised visitation, or the parent has been denied visitation, or the parent’s access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or and subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or there is an order of probate and family court judge which prohibits the distribution of student records to the parent.

It is necessary for divorced or separated parents to submit a copy of the custody agreement or order so that the school system may identify which of the parents has physical custody of the child, and then determines if one of the conditions above exists. The non-custodial parent must request in writing that he/she be permitted to look at or copy his/her child’s student records. However, the school can allow the non-custodial parent to have access to the child’s records only after the school has notified the custodial parent and twenty-one (21) days has elapsed from this notification. During that twenty-one day period, the custodial parent can obtain a court order restricting access to the child’s records or can submit a copy of any outstanding protective orders; if such orders are provided to the school system, then the school can not release records.

M.G.L. Ch. 71, S. 34H is attached.

N.B. It is also possible for the custodial parent to shorten this process by signing a statement that the non-custodial parent may have access to the student’s records.

## **STUDENT ACTIVITIES & CLUBS**

Quincy High School offers a wide variety of clubs and activities. We encourage students to join activities to express their talents, contribute to their community and make new friends.

All those participating in student activities and clubs must meet current eligibility requirements established in the Code of Conduct.

**SUSPENDED STUDENTS:** A student who is on school suspension will not be allowed to participate in any student activity, club, or athletic event on the day(s) of suspension. Any student, whose school suspension includes a Friday or the last school day prior to a holiday or school vacation, will not be allowed to participate in any student activity, club, or athletic event over the weekend, holiday, or school vacation period.

A student who earns a school suspension twice during a marking term will not be allowed to participate in any student activity, club, or athletic program in which he/she was participating during the term. All student activity/club advisors and athletic coaches will be notified on the day a participating student has been suspended. **Athletes need to adhere to an eligibility policy. Students must not fail more than one class during the eligibility process.**

**ATTENDANCE:** All students should be in school a full day and are required to attend all scheduled periods during the school day in order to participate in a school sponsored activity or event. Students that are tardy or dismissed must abide by the requirements set forth in the attendance and tardy policies in order to participate in school sponsored activities or events.

### **CLASS DUES/ACTIVITY STIPENDS**

Students are expected to pay a class dues/activity stipend. These funds are collected to sponsor class events, activities, clubs and organizations. Each year students will be assessed a fee. An additional dues payment may be assessed based on the class need.

## **ATHLETICS**

### **ACADEMIC REQUIREMENTS AS SET BY QUINCY PUBLIC SCHOOLS:**

**ACADEMIC ELIGIBILITY:** To be eligible for high school sports, a student may not have more than ONE failing grade during the last marking period preceding the contest. To be eligible for fall sports, a student may not have more than ONE failing grade on the previous academic year final report card. All incoming grade 9 students are eligible for fall sports. The academic eligibility of all students shall be considered as official and determining only on the date when the report cards for that ranking period have been issued.

The following sports are available to the students at Quincy High School and all are encouraged to participate.

<u>SPORT</u>	<u>BOYS</u>	<u>GIRLS</u>
Baseball	X	
Basketball	X	X
Cross-Country	X	X
Football	X	
Golf	X	X
Hockey	X	X
Indoor Track	X	X
Lacrosse	X	X
Sailing	X	X
Soccer	X	X
Softball		X
Spring Track	X	X
Swimming	X	X
Tennis	X	X
Volleyball	X	X
Wrestling	X	X

### HAZING – PENALTIES

#### **CHAPTER 665**

An ACT increasing the penalties for hazing.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Chapter 269 of the General Laws is hereby amended by striking out sections 17 to 19, inclusive, and inserting in place thereof the following three sections:

Section 17.

Whoever is a principal organizer or participant in the crime of hazing, defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating,

branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment of forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

#### Section 18.

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

#### Section 19.

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, team, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, team, or organizations.

Each such group, team, or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team, or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, or at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full-time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

## **OPENING EXERCISES**

1. At the beginning of each school day in every school, opening exercises will be conducted for all grades, consisting of a moment of silent meditation or prayers, and the Pledge of Allegiance to the Flag.

Chapter 71, Section 1A: "At the commencement of the first class of each day in all grades in all public schools, the teacher...shall announce that a period of silence not to exceed one minute in duration shall be observed for personal thoughts, and during any such period silence shall be maintained and no activities engaged in."

Chapter 71, Section 69: "...Each teacher at the commencement of the first class of each day in all grades in all public schools shall lead the class in a group recitation of the Pledge of Allegiance to the Flag."

2. To insure that U.S. Constitutional rights under the First and Fourth Amendments are protected:
  - a. Students are free to engage in silent prayer, consider secular topics, or simply remain silent.
  - b. Students may take part in the recitation of the Pledge of Allegiance to the Flag or stand or sit silently and passively and refrain from participation. Students may not be compelled to recite the Pledge of Allegiance to the Flag.

## **FEDERAL GUN-FREE SCHOOLS ACT**

Gun-free requirements:

(a) Short Title. This section may be cited as the “Gun-Free Schools Act of 1994.”

(b) Requirements.

(1) In general. Except as provided in paragraph (3), each State receiving Federal funds under this Act [20 USC 6301 et seq.] shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a weapon to a school under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of such local educational agency to modify such expulsion requirement for a student on a case-by-case basis.

(2) Construction. Nothing in this title shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student’s regular school setting from providing educational services to such student in an alternative setting.

(3) Special Rule.

(a) Any State that has a law in effect prior to the date of enactment of the Improving America’s School Act of 1994 [enacted Oct. 20, 1994] which is in conflict with the not less than one year period of time described in subparagraph (B) to comply with such requirement.

(b) The period of time shall be the period beginning on the date of enactment of the Improving America’s School Act {enacted Oct. 20, 1994] and ending one year after such date.

(4) Definition. For the purpose of this section, the term “weapon” means a firearm as such term is defined in section 921, title 18, United States Code.

(c) Special Rule. The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act [20 USCS 1400 et seq.].

(d) Report to State. Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under this Act [20

USCS 6301 et seq.] shall provide to the State, in the application requesting such assistance--

- (1) an assurance that such local educational agency is in compliance with the State law required by subsection (b); and
- (2) a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including--
  - (a) the name of the school concerned;
  - (b) the number of students expelled from such school; and
  - (c) the type of weapons concerned.
- (e) Reporting. Each State shall report the information described in subsection (c) to the Secretary on an annual basis.
- (f) Report to Congress. Two years after the date of enactment of the Improving America's Schools Act of 1994 [enacted Oct. 20, 1994], the Secretary shall report to Congress if any State is not in compliance with the requirements of this title.

## **SEXUAL HARASSMENT POLICY**

### **I. Introduction**

It is the goal of the Quincy Public Schools to promote a learning environment that is free of sexual harassment. Sexual harassment of members of the School Community<sup>1</sup> occurring in the learning environment<sup>2</sup> or in other settings in which they may find themselves in connection with their membership in the School Community is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing a learning environment free from sexual harassment, the conduct that is described in this policy will not be tolerated and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by members of the School Community.

Because the Quincy Public Schools takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a learning environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for learning environment conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

### **II. Definition of Sexual Harassment**

In Massachusetts, the legal definition for sexual harassment is this: "sexual harassment" means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or,
- (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance or ability to learn by creating an intimidating, hostile, humiliating or sexually offensive environment.

Under these definitions, direct or implied requests by a supervisor/superior for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a work place and/or learning environment that is hostile, offensive, intimidating, or humiliating to male or female members of the School Community may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute

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<sup>1</sup> School Community is defined as the students, parents, employees, volunteers, and other members of the Quincy Public Schools who participate collectively in the advancement of education in the City of Quincy.

<sup>2</sup> Learning environment is defined as the place and setting where learning occurs within the Quincy Public Schools including all curricula and extra curricula school related activities.



sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances -- whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

All members of the School Community should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

### **III. Complaints of Sexual Harassment**

If any members of the School Community believe that they have been subjected to sexual harassment, they have the right to file a complaint with our organization. This may be done in writing or orally. If you would like to file a complaint you may do so by contacting the building principal or the following:

Director of Human Resources  
Kevin Mulvey  
70 Coddington Street  
Quincy, MA 02169  
617-984-8766

The above individuals are also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process.

### **IV. Sexual Harassment Investigation Guidelines**

In school systems, sexual harassment may take many forms and cross many lines. Examples of these situations may be an instance of staff member to staff member, staff member to student, student to staff member, student to student, staff to parent, and parent to staff. Guidelines for dealing with any charge of sexual harassment are as follows.

When we receive the complaint we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint and with witnesses. We will also interview the person alleged to have committed sexual harassment. When we have completed our investigation, we will, to the extent appropriate inform the person filing the

complaint and the person alleged to have committed the conduct of the results of that investigation.

If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action.

#### **V. Dissemination of Policy and Process**

This process and the corresponding School Committee policy shall appear in the Student/Parent Rights and Responsibilities Handbook and the Personnel Handbook and shall be reviewed periodically for compliance with state and federal law.

#### **VI. Disciplinary Action**

If it is determined that inappropriate conduct has been committed by a member of the School Community, we will take such action as is appropriate under the circumstances. Such action may range from counseling to suspension, expulsion, termination from employment and may include such other forms of disciplinary action as we deem appropriate under the circumstances.

#### **VII. State and Federal Remedies**

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC - 300 days; MCAD - 300 days).

1. [The United States Equal Employment Opportunity Commission \("EEOC"\)](#)

John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
800-669-4000

2. [The Massachusetts Commission Against Discrimination \("MCAD"\)](#)

Boston Office:  
One Ashburton Place  
Room 601  
Boston, MA 02108  
617-994-6000

Springfield Office:  
42 Dwight Street  
Room 220  
Springfield, MA 01103  
413- 739-2145

## **CRIMES AGAINST PROPERTY, CHAPTER 266, SECTIONS 2 AND 5A**

### **Section 2. Burning or Aiding to Burn, Other Buildings.**

Whoever willfully and maliciously sets to, burns, or causes to be burned, or whoever aids, counsels or procures the burning of a meeting house, church, court house, town house, college academy, jail or other building which has been erected for public use, or a banking house, warehouse, store manufactory, mill barn, stable, shop outhouse or other building, or an office building, lumberyard, ship, vessel, street car or railway car, or a bridge, lock, dam, flume, tank, or any building or structure or contents thereof, not included or described in the proceeding section, whether the same is the property of himself or of another and whether occupied, unoccupied or vacant, shall be punished by imprisonment in the state prison for not more than ten years, or by imprisonment in a jail or house of correction for not more than two and one half years.

### **Section 5A. Attempt to Burn, or Aid in Burning.**

Whoever willfully and maliciously attempts to set fire to, or attempts to burn, or aids, counsels or assists in such an attempt to set fire to or burn, any of the buildings, structures or property mentioned in the foregoing sections, or whoever commits any act preliminary thereto or in furtherance thereof, shall be punished by imprisonment in the state prison for not more than ten years, or by imprisonment in a jail or house of correction for not more than two and one half years or by a fine of not more than one thousand dollars.

The placing or distributing of any flammable, explosive or combustible material or substance or any device in or against any building, structure or property mentioned in the foregoing sections in an arrangement or preparation with intent eventually to willfully and maliciously set fire to or burn such building, structure or property, or to procure the setting fire to or burning the same shall, for the purposes of this section, constitute an attempt to burn such building, structure or property.

Evacuation Routes  
Quincy High School  
*Routes are determined by Wings A,B,C and D*

1. If the fire alarm sounds in the building, for any reason, the office personnel are to notify their counterparts in the other wings immediately.
2. If a fire is located in the stairwell adjacent to the elevator shafts, 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.**

**EVACUATION FOR SCIENCE/MATH/TECHNOLOGY – WING A**

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 outside 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

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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

## **EVACUATION FOR WING B**

Deans Offices Walk to Rotunda and exit down Woodward Ave

B119 – Staff Dining Room – Walk to Rotunda and exit down Woodward Ave.  
 Gymnasium – Walk out doorway B105 and exit out ramp and up Russell Park  
 B101 – Weight Room – Walk to Rotunda and exit down Woodward Ave.  
 B102 – Multipurpose Room – Walk to Rotunda and exit down Woodward Ave.  
 B106 - Custodial Offices – Walk out Loading Dock and up Russell Park  
 B112 – Carpentry Shop – Walk out to Loading Dock and up Russell Park  
 B113 – Band Room – Walk out to Loading Dock and up Russell Park  
 B201- Exercise Room – Walk to doorway near Nurses Office, down Rotunda Stairway and up Woodward Ave.  
 B204 – Laundry Room – Walk down stairway and out ramp to Russell Park  
 B207 – Pride Room - Walk down stairway and out ramp to Russell Park.  
 B210 – Training Room - Walk down stairway and out ramp to Russell Park.  
 B213 – Project Area, Conference Room - Walk to Rotunda Stairway and exit down Woodward Ave.  
 B214 – Computer Lab - Walk to Rotunda stairway and exit down Woodward Ave.  
 B220 – Nurses Office - Walk to Rotunda stairway and exit down Woodward Ave.  
 B301 - Walk to Rotunda stairway and exit down Woodward Ave.  
 B306 - Walk to Rotunda stairway and exit down Woodward Ave.  
 B307 - Walk to Rotunda stairway and exit down Woodward Ave.

## **EVACUATION FOR WING C**

Cafeteria – Out Courtyard doorway, out to Coddington Street, take right  
 C102 – Servery - Out Courtyard doorway, out to Coddington Street, take right  
 C103 – Kitchen - Out Courtyard doorway, out to Coddington Street, take right  
 C112 – To Loading Dock, up Russell Park  
 C117 – To Loading Dock, up Russell Park  
 C122 – Choral Room, to Loading Dock, up Russell Park  
 C125 – Art - To Loading Dock, up Russell Park  
 C126 – Art - To Loading Dock, up Russell Park  
 C130 – Broadcasting - Out doorway SCI-3 to Coddington Street parking lot.

C135 - Broadcasting - Out doorway SCI-3 to Coddington Street parking lot.  
 C141 – Back Stage - To Loading Dock, up Russell Park  
 Auditorium – Out main doorway to Courtyard, up Coddington Street  
 C147 – School Store - Out main doorway to Courtyard, up Coddington Street  
 Parent Center - Out main doorway to Courtyard, up Coddington Street  
 Locker Rooms - Walk down stairway and out ramp to Russell Park.  
 C204 – IT Classroom – Down hallway to Main stairway, out Main door, up Coddington Street  
 Library – Main stairway, out Main door, up Coddington Street  
 C230 – Work Room - Main stairway, out Main door, up Coddington Street  
 C233 – Auditorium Balcony - Main stairway, out Main door, up Coddington Street  
 C238 – Department Head Office – Main stairway, out Main door, up Coddington Street  
 C239 – Department Head Office - Main stairway, out Main door, up Coddington Street  
 C234 – Fashion Design – Down Stairway, out doorway to Coddington Street parking lot.  
 C305 – Main stairway, out Main door, up Coddington Street  
 C304 – Main stairway, out Main door, up Coddington Street  
 C302 – Main stairway, out Main door, up Coddington Street  
 C301 – Main stairway, out Main door, up Coddington Street  
 C307 – Main stairway, out Main door, up Coddington Street  
 C325 – Main stairway, out Main door, up Coddington Street  
 C326 – Main stairway, out Main door, up Coddington Street  
 C322 – Main stairway, out Main door, up Coddington Street  
 C323 – Main stairway, out Main door, up Coddington Street  
 C324 - Main stairway, out Main door, up Coddington Street  
 C306 – Take left; go down stairway SC3-3, out door to Coddington Street Parking Lot  
 C310 – Take left; go down stairway SC3-3, out door to Coddington Street Parking Lot  
 C311 – Take left; go down stairway SC3-3, out door to Coddington Street Parking Lot  
 C312 – Take left; go down stairway SC3-3, out door to Coddington Street Parking Lot  
 C314 – Take left; go down stairway SC3-3, out door to Coddington Street Parking Lot  
 C315 – Take left; go down stairway SC3-3, out door to Coddington Street Parking Lot  
 C316 – Take left; go down stairway SC3-3, out door to Coddington Street Parking Lot  
 C317 – Take left; go down stairway SC3-3, out door to Coddington Street Parking Lot

## **EVACUATION FOR WING D**

All of Guidance – Out D101 door, down Coddington Street towards So. Artery  
 All of Main Office – Out D101 door, down Coddington Street towards So. Artery  
 All of Administration – Out D101 door, down Coddington Street towards So. Artery  
 All of Special Education Office - Out D101 door, down Coddington Street towards So. A  
 D119 – Out door SD-1 to Coddington Parking lot  
 D120 – Out door SD-1 to Coddington Parking lot  
 D121 – Out door SD-1 to Coddington Parking lot  
 D123 – Out door SD-1 to Coddington Parking lot  
 D122 – Out door SD-1 to Coddington Parking lot  
 D150 - Out door SD-1 to Coddington Parking lot  
 D202 – Down Main stairway to Courtyard, up Coddington Street  
 D206 – Down Main stairway to Courtyard, up Coddington Street  
 D203 – Down Main stairway to Courtyard, up Coddington Street  
 D205 – Down Main stairway to Courtyard, up Coddington Street  
 D207 – Down Main stairway to Courtyard, up Coddington Street  
 D208 - Down Main stairway to Courtyard, up Coddington Street  
 D211 – Down SD2-1 stairway, out to Coddington Street Parking lot  
 D212 – Down SD2-1 stairway, out to Coddington Street Parking lot  
 D213 – Down SD2-1 stairway, out to Coddington Street Parking lot  
 D214 – Down SD2-1 stairway, out to Coddington Street Parking lot  
 D217 – Down SD2-1 stairway, out to Coddington Street Parking lot  
 D219 – Down SD2-1 stairway, out to Coddington Street Parking lot

D221 – Down SD2-1 stairway, out to Coddington Street Parking lot  
 D223 – Down SD2-1 stairway, out to Coddington Street Parking lot  
 D224 – Down SD2-1 stairway, out to Coddington Street Parking lot  
 D226 – Down SD2-1 stairway, out to Coddington Street Parking lot  
 D227 – Down SD2-1 stairway, out to Coddington Street Parking lot  
 D229 - Down SD2-1 stairway, out to Coddington Street Parking lot  
 D302 – Down Main stairway to Courtyard, up Coddington Street  
 D304 – Down Main stairway to Courtyard, up Coddington Street  
 D306 – Down Main stairway to Courtyard, up Coddington Street  
 D307 – Down Main stairway to Courtyard, up Coddington Street  
 D310 – Down Main stairway to Courtyard, up Coddington Street  
 D311 – Down Main stairway to Courtyard, up Coddington Street  
 D312 - Down Main stairway to Courtyard, up Coddington Street  
 D314 – Down SD3-1 stairway, out to Coddington Street Parking Lot  
 D316 – Down SD3-1 stairway, out to Coddington Street Parking Lot  
 D317 – Down SD3-1 stairway, out to Coddington Street Parking Lot  
 D320 – Down SD3-1 stairway, out to Coddington Street Parking Lot  
 D325 – Down SD3-1 stairway, out to Coddington Street Parking Lot  
 D326 – Down SD3-1 stairway, out to Coddington Street Parking Lot  
 D328 – Down SD3-1 stairway, out to Coddington Street Parking Lot  
 D329 – Down SD3-1 stairway, out to Coddington Street Parking Lot  
 D330 – Down SD3-1 stairway, out to Coddington Street Parking Lot  
 D331 – Down SD3-1 stairway, out to Coddington Street Parking Lot  
 D332 – Down SD3-1 stairway, out to Coddington Street Parking Lot  
 D333 - Down SD3-1 stairway, out to Coddington Street Parking Lot

## ***FIRE DRILL ASSIGNMENTS FOR STAFF***

### Administration:

E. Murray	Remain at Main entrance with principal
P. McGeady	Main door, up Coddington Street
R. McInnis	Outside Automotive
K. McPartlin	Woodward Ave
K. Carey	Russell Park
E. Sullivan	Coddington Street, across from YMCA
S. Johnston	Main door, up Coddington Street

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.

## PARENTAL NOTIFICATION LETTER IN REFERENCE TO SEXUAL EDUCATION

Dear Parent/Guardian:

This letter is to inform you of our school's grade 9 through 12 comprehensive health education curriculum. This program has been developed by our professional staff under the guidance of the community health education advisory council. The overall goal of the course is to continue efforts begun in earlier grades to promote the health and well-being of our students, and help them make wise and informed decisions during their teenage years and beyond.

Sex education is part of the health education curriculum in all grades, including topics such as: puberty, dating, relationships, communication skills, prevention of HIV/AIDS and other sexually transmitted diseases, and prevention of sexual abuse. If you would like to review the health education materials at the school, you are welcome to do so. Please call your school's principal to arrange a convenient time.

During the course, students will be able to ask questions which will be answered factually and in an age-appropriate manner. Material will be presented in a balanced, factual way so that each student's privacy will be respected, and no one will be put on the spot to ask or answer questions or reveal personal information.

The Quincy Public Schools will conduct a Risk Behavior Survey biannually. The survey will ask comprehensive health related questions relative to our health curriculum.

Under Massachusetts law and School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send your principal a letter requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized. We will provide an alternative assignment to students who are exempted.

We look forward to working with you to ensure that your child has a positive and educationally enriching experience this school year. If you have any questions about sex education or any other matter concerning your child's education, please ask your principal for assistance.

Sincerely,  
Richard DeCristofaro, Ed.D  
Superintendent of Schools



## QUINCY PUBLIC SCHOOLS' INTERNET ACCEPTABLE USE POLICY

### Introduction

This Acceptable Use Policy is enacted as of May 2013 by the Quincy School Committee to provide Quincy Public Schools (QPS) parents, students, staff, and guests with a statement of purpose and explanation of the use of technology within our learning community. This policy is reinforced by practice, acceptable use standards and an Acceptable Use Agreement Form which all users are required to read and sign before accessing Quincy Public Schools' computer resources, electronic resources, and network infrastructure.

### Purpose

Quincy Public Schools provides a wide range of technology resources to support and enhance our schools' academic offerings. Ultimately, familiarity with technology will provide our students with preparation for college and careers and provide access to lifelong learning. Technology resources are also utilized to provide relevant school information to the community through the Quincy Public Schools website and social media platforms.

All computers and electronic devices used in the Quincy Public Schools are to be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to this Acceptable Use Policy and guidelines for the use of the Quincy Public Schools Networks (including QPS Wireless Guest Network) as contained herein, will result in the revocation of access privileges.

### Definitions

Active Directory is a directory service created for Windows domain networks. It authenticates and authorizes users and computers in the network—assigning and enforcing security policies for all computers and installing or updating software. For example, when a user logs into a computer on the Quincy Public Schools network or remotely accesses email, Active Directory checks the submitted password and determines whether the user is a system administrator or normal user.

BYOD or Bring Your Own Device is allowing staff and students to bring their personal electronic device(s) (smart phones, tablets, laptops, etc.) onto a school site and connect them to the Quincy Public Schools' Wireless Guest Network.

Use of personal devices by students is subject to the permission and supervision of the individual classroom teacher.

Cyber-bullying - is defined in Chapter 92 of the Massachusetts Acts of 2010 as bullying through the use of technology or any electronic communication, which includes but is not limited to any transfer of signs, signals, writing, images, Quincy Public Schools Acceptable Use Policy/revised May 2013 Page 3

sounds, data or intelligence of any nature transmitted in whole or in part by such things as electronic mail, internet communications, instant message, text message or facsimile. For more information on Cyber-bullying please see the Quincy Public Schools Anti-Bullying Prevention/Intervention Plan

[http://quincypublicschools.com/qpsinfo/download/district/supportservices/Antibullying\\_Prevention\\_and\\_Intervention\\_Policy \(2\).pdf](http://quincypublicschools.com/qpsinfo/download/district/supportservices/Antibullying_Prevention_and_Intervention_Policy%20(2).pdf)

Digital information or digital media is any data that is created, transmitted, or accessed by digital technology. Digital technology is any device that creates, transmits, or accesses digital information, whether connected to the network or used in a stand-alone situation.

Electronic Device(s) - a term as used in this policy, which includes: all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, filtered or unfiltered connection to the Internet, but will not be limited to: laptops, netbooks, mobile cellular phones, smart phones, personal digital assistants, personal media devices (iPods, iPads, e-Readers, tablets, computers, and similar devices) and any other internet-enabled communication devices or other new technologies developed that are capable of connecting to the Quincy Public Schools Guest network or other independent mobile network.

User refers to staff members, administrators, students, or authorized guests who connect to the Quincy Public Schools' network, which uses digital technology belonging to the Quincy Public Schools, or who accesses our networks (secured and guest). Authorized guest users will be issued a password with which to access the Quincy Public Schools Guest Network at their school site.

**Acknowledgements** Sections of this document were adapted from the *Internet Acceptable Use Policy of Guilford County School Technology Services Policies, Procedures, and Standards*, Greensboro, NC; *Framingham Public Schools Acceptable Use Policy*, Framingham, MA; *Hanover Public Schools Internet & Computer Acceptable Use Policy*, Hanover, MA; *Burlington Public Schools School Committee Acceptable*

*Use Policy*, Burlington, MA; and the South Shore Educational Collaborative which also acknowledged: *The Net: User Guidelines and Netiquette*, Arlene Ranaladi, Florida Atlantic University; *The Lexington Public Schools Acceptable Use Policy*, Lexington, MA; *The Bellingham Public Schools District Internet and E-Mail Rules*, Bellingham, MA.

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### **Technology/Networks User Responsibilities**

#### **A responsible user shall:**

Understand that access to Quincy Public Schools technology and networks is a privilege, not a right.

Use appropriate language, respond or inquire politely, and consider what others may find hurtful or offensive when sharing content.

Be mindful that email, messages, or other original content can be shared without electronic restriction and not commit to writing that which might be better expressed in person.

Maintain privacy of user names and passwords and be responsible at all times for proper use of email or other accounts.

Utilize the official QPS e-mail address provided to staff to transact school related business, and follow all guidelines, including frequently changing passwords and using the web-based service provided to remotely access email (<https://mail.quincypublicschools.com>).

Use the QPS Technology/Networks to expand and enhance classroom curriculum, while conforming to copyright laws and giving appropriate source credit.

Observe safeguards around revealing personal information, only entering nonspecific personal data (for example, age or gender) in order to access educational information. Students should do this only under the supervision of Quincy Public Schools staff.

Understand the policies and procedures of the Quincy Public School Acceptable Use Policy. If the rules are violated or if you develop a record of unacceptable behavior, disciplinary action may be taken.

Understand that the information contained herein is not all-inclusive and that Quincy Public Schools reserve the right to notify a user of any other impermissible action regarding the use of the Quincy Public Schools Networks at any time.

Quincy Public Schools Acceptable Use Policy/revised May 2013 Page 5

#### **A responsible user shall NOT:**

Use Quincy Public Schools Technology or Networks for any illegal or inappropriate purposes, including but not limited to financial gain or commercial activity.

Use impolite or abusive language, cyber-bully, or access obscene or pornographic materials.

Violate the rules of common sense or etiquette. This includes forwarding emails, messages, or content that the originator may have intended to be private.

Delete or alter computer files that do not belong to the user.

Share a username or password with anyone else.

Vandalize Quincy Public Schools Technology or Networks. Users will be legally liable for any damage they might cause.

Create conditions which cause congestion of the networks or otherwise interfere with the work of others.

Violate any federal or state laws or regulations in regard to student record confidentiality.

Violate an individual's right to privacy.

Transmit any material in violation of local, state, and federal law or regulation. This includes copyrighted materials and copying licensed software in violation of copyright laws.

Bypass the Quincy Public Schools Internet content filters. This includes the use of SSH, proxy-sites, and remote desktop protocols.

Modify policies, machine settings, or infrastructure to gain unauthorized access to resources or to evade established security configurations.

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### **General User Reminders**

Because access to the internet provides connections to other computer systems located throughout the world, users (and parents of student users) must realize that neither the Quincy Public Schools nor any district staff member control the content of the information available on the Internet. Some of the information available is controversial and may be offensive. A filtering program is used in an effort to limit access to such materials and Staff/Administration will also monitor all student use.

Quincy Public Schools will not provide support for or guarantee the availability or suitability of any third party e-mail services (including Gmail, Hotmail, or Yahoo).

Quincy Public Schools reserves the right to examine all data stored on local machines, on servers, and on students' personal electronic devices to make sure that all users are in compliance with this Acceptable Use Policy.

All Quincy Public School computers are restricted using Microsoft's Active Directory policy manager and require a user name to log in to the network.

Access varies according to the user identification and group.

Students may be assigned user names and passwords to access Quincy Public Schools-installed software. They may save created work to an external/virtual storage device.

Staff members have personal user names and passwords to access computers and email and have access to Quincy Public Schools-installed software. Staff members are allowed to download from the Internet and save data to their computers; however, they are not allowed to install software. Staff members may submit requests to have software approved by the Information Technology department and then installed through the Quincy Public School's Help Desk System ([helpdesk@quincypublicschools.com](mailto:helpdesk@quincypublicschools.com)).

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#### **Quincy Public Schools STAFF and GUESTS**

##### **BYOD (Bring Your Own Device) Policy**

Quincy Public Schools believes that the use of personal electronic devices in the classroom will provide innovative learning experiences for our students. With today's constantly changing technology landscape, our staff members will be able to use the devices they are familiar with to bring expanded access to content and educational enhancements to their classrooms.

The use of personal electronic device(s) on a school site is a privilege which the Quincy Public Schools grants to any staff member who is willing to assume the responsibility of abiding by the guidelines set forth in this **Quincy Public Schools' Information Technology Acceptable Use Policy**. Authorized users will be issued a password to access the Quincy Public Schools Guest Network.

Staff members are also responsible for physically securing their personal devices within their school site. Quincy Public Schools assumes no responsibility or financial liability for any damage staff member suffers, including but not limited to theft, physical damage and loss of data or software malfunctions of the personal electronic device. If a personal electronic device appears to have been stolen, the staff member should immediately report the incident to the Principal's office.

Staff members may connect wirelessly to the Quincy Public Schools Guest Network. Personal electronic devices may not be used for games, non-work-related messaging, social media, streaming movies, music, videos or other forms of entertainment while connected to the Quincy Public Schools Guest Network.

**Staff members are strictly prohibited** from using peer-to-peer file sharing software, such as Napster or LimeWire. The use of network monitoring software or applications considered invasive by Quincy Public Schools is considered to be a serious offense, and will result in disciplinary actions. If staff members are found to be in violation of the Quincy Public Schools Acceptable Use Policy, they may be directed to remove their personal electronic device(s) from the Quincy Public Schools Guest Network. Any Staff member who is suspected of violating the Acceptable Use Policies or other Quincy Public Schools Policies will be referred to the Quincy Public Schools Administration and may be subject to disciplinary action.

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#### **Quincy Public Schools STUDENT**

##### **BYOD (Bring Your Own Device) Policy**

The use of personal electronic device(s) on a school site is a privilege which the Quincy Public Schools grants to any student who is willing to assume the responsibility of abiding by the guidelines set forth in this **Quincy Public Schools' Information Technology Acceptable Use Policy**.

Any student who receives approval to bring an electronic device is also responsible for physically securing their device within the school site. Quincy Public Schools assumes no responsibility or financial liability for any damage the student or parent suffers, including but not limited to theft, physical damage, and loss of data or software malfunctions of the personal electronic device. If an electronic device appears to have been stolen, the student should immediately report the incident to the Principal's Office.

Students may connect wirelessly to the Quincy Public Schools Guest Network with the approval of a Quincy Public Schools staff member. Personal electronic

devices may not be used for games, messaging, social media, streaming movies, music, video viewing or other forms of entertainment while connected to the Quincy Public Schools Guest network.

Students must follow any additional guidelines which a classroom teacher or Quincy Public Schools staff member might impose. The use of the electronic device(s) may in no way disturb the learning environment.

**Students are strictly prohibited** from using peer-to-peer file sharing software and messaging programs. The use of network monitoring software or applications considered invasive is considered to be a serious offense, and will result in disciplinary actions. Network access is a privilege that may be revoked for any reason at the discretion of Quincy Public Schools Administration. Any student who is suspected of violating the Acceptable Use Policies will be referred to the Principal's Office. Students must yield their personal electronic device(s) to any Quincy Public Schools staff member or Administrator upon request. Authorized personnel may inspect the system to determine whether Acceptable Use or other Quincy Public Schools Policies have been violated.

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**QUINCY PUBLIC SCHOOLS  
INFORMATION TECHNOLOGY  
ACCEPTABLE USE POLICY AGREEMENT**

**Parental Consent for Students under 18 years of age**

*Please assist your child to read and comprehend the Quincy Public Schools Information Technology Acceptable Use Policy. The purpose of the Information Technology Acceptable Use Policy is to provide information on responsible use of technology.*

Signing below indicates that I have read the Quincy Public Schools' Information Technology Acceptable Use Policy and I understand the policies outlined in the document. Quincy Public Schools has my permission to allow my child to access the Quincy Public Schools networks and access technology for educational purposes, including the Internet. I have read and explained the Quincy Public Schools Acceptable Use Policy to my child.

I release the Quincy Public Schools and all other organizations related to Quincy Public Schools technology access from any liability or damages that may result in any way from my child's use of the technology access provided. In addition, I will accept full responsibility and liability for the results of my child's actions with regard to the use of this technology. I release Quincy Public Schools and any related organizations from any liability relating to consequences resulting from my child's use of the technology.

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Student Last Name First Name

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School Name Grade/Homeroom

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Parent/Guardian Last Name First Name

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Parent/Guardian Signature Date

**(See next page for Student Consent Form for students over 18 years of age.)**

Quincy Public Schools Acceptable Use Policy/revised May 2013 Page 10

**QUINCY PUBLIC SCHOOLS  
INFORMATION TECHNOLOGY  
ACCEPTABLE USE POLICY AGREEMENT  
for Students over 18 years of age**

Signing below indicates that I have read the Quincy Public Schools' Information Technology Acceptable Use Policy. I realize that the primary purpose of technology access is educational, and that as such, educational purposes shall take precedence over all others. I know that if I follow the stated policies, I may have access to the Quincy Public Schools technology services, including Internet access.

I release the Quincy Public Schools and all other organizations related to Quincy Public Schools technology access from any liability or damages that may result in any way from my use of the technology access provided. In addition, I will accept full responsibility and liability for the results of my actions with regard to the use of this technology. I release Quincy Public Schools and any related organizations from any liability relating to consequences resulting from my use of the technology.

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Student Last Name First Name

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Signature Date

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School Name Grade/Homeroom

Quincy Public Schools Acceptable Use Policy/revised May 2013 Page 11

## CHAPTER 285 OF THE ACTS OF 1988

### **AN ACT PROVIDING FOR THE DISTRIBUTION OF INFORMATION TO CERTAIN PARENTS OF CHILDREN ENROLLED IN ELEMENTARY AND SECONDARY SCHOOLS.**

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

#### **Chapter 71: Section 34H. Non-custodial parents; receipt of information for child enrolled in public elementary or secondary schools; notice to custodial parent.**

(Subsections (a) through (c) as amended by 2006, Sec.1 effective July 12, 2006.)

Section 34H.(a) Each public elementary and secondary school shall provide student records, including, but not limited to, the following information, in a timely and appropriate manner to the parents of a child enrolled in the school if the parents are eligible for information under this section and request the information in the manner set forth in this section: report cards and progress reports; the results of intelligence and achievement tests; notification of a referral for a special needs assessment; notification of enrollment in an English language learners program established under Chapter 71A; notification of absences; notification of illnesses; notification of any detentions, suspensions or expulsion; and notification of permanent withdrawal from school. Each school shall also make reasonable efforts to ensure that other written information that is provided to the custodial parent but not specified in the preceding sentence be provided to the requesting parent if that parent is eligible for information under this section. All electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent shall be removed from information provided under this section. Receipt of this information shall not mandate participation in any proceeding to which notification pertains, nor shall it authorize participation in proceedings and decisions regarding the child's welfare which are not granted through the award of custody. For purposes of this section, any parent who does not have physical custody of a child shall be eligible for the receipt of information unless: (1) the parent's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the information described in this section; or (2) the parent is denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation. All such documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.

b) A parent requesting under this section shall submit a written request to the school principal.

c) Upon receipt of a request for information under this section, the school shall review the student record for any documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district and shall immediately notify the custodial parent of the receipt of the request. Notification must be made by certified mail and by first class mail in both the primary language of the custodial parent and in English. The notification shall also inform the custodial parent that information requested under this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information referred to in this section or which is a temporary or permanent order issued to provide protection to the child in the custodial parent's custody

from abuse by the requesting parent unless the protective order or any subsequent order which modifies the protective order, specifically allows access to the information described in this section.

(Subsection (d) effective until July 12, 2006. Deleted by 2006, 62, Sec.2.)

(d) At any time the principal of a school is presented with an order of a probate and family court judge which prohibits the distribution of information pursuant to this section, the school shall immediately cease to provide said information and shall notify the requesting parent that the distribution of information shall cease.

(e) The principal of each public elementary and secondary school shall designate a staff member whose duties shall include the proper implementation of this section.

(Subsection (g) effective until July 12, 2006. Deleted by 2006, 62, Sec. 3.)

(f) The department of education shall promulgate regulations to implement the provisions of this section. Said regulations shall include provisions which assure that the information referred to in this section is properly marked to indicate that said information may not be used to support admission of the child to another school.

Dear Parent,

Recently, some changes were made in the regulations dealing with student records. As you know, in cases where parents have divorced or separated, there are different rules set by the state for which parent can see and get copies of his/her child's student records. The parent(s) who have physical custody, as identified in the custody agreement or order, has the right to see and get copies of his/her child's student records with no limitation. However, the parent who does not have physical custody of the child (non-custodial parent), even if he/she has legal custody or visitation rights, may or may not have access to his/her child's student records.

A non-custodial parent is eligible to see and get copies of his/her child's student records unless the school or district has been given documentation that:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student, and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of probate and family court judge which prohibits the distribution of student records to the parent.

It is necessary for divorced or separated parents to submit a copy of the custody agreement or order so that the school system may identify which of the parents has physical custody of the child, and then to determine if one of the conditions above exists. The non-custodial parent must request in writing that he/she be permitted to look at or copy his/her child's student records. However, the school can allow the non-custodial parent to have access to the child's records only after the school has notified the custodial parent and twenty-one (21) days has elapsed from this notification. During that twenty-one day period, the custodial parent can obtain a court order restricting access to the child's records or can submit a copy of any outstanding protective orders; if such orders are provided to the school system, then the school cannot release records.

## **TITLE VI, TITLE IX, AND SECTION 504**

- I. Students or Parents who wish to discuss issues of possible discrimination or limited educational access should contact their guidance counselor and/or the Principal of the school.

Students or parents may also directly contact the following:

1. Quincy Public Schools Title VI Coordinator for Students:

Maura Papile  
Director of Pupil Personnel Services  
Quincy Public Schools  
34 Coddington Street  
Quincy, MA 02169  
1-617-984-8898

2. Quincy Public Schools Section 504 Coordinator for Students:

Erin Perkins  
Director of Special Education  
34 Coddington Street  
Quincy, MA 02169  
1-617-984-8743

3. Quincy Public Schools Title IX Coordinator of Students:

Kevin Mahoney  
Athletics Director  
Quincy Public Schools  
100 Coddington Street  
Quincy, MA 02169  
1-617-376-3348

- II. Student Grievance Procedure:

Any student and/or parent of a student who has reason to believe that illegal harassment or discrimination has occurred should avail themselves of the Grievance Procedure outlined below:

Step 1 – The student and/or parent should contact the Principal of the school, either orally or in writing, stating the basis for the allegation of illegal harassment or discrimination. The Principal will promptly review all the facts of the case, including interviewing witnesses, and make a determination. If the Principal determines that illegal harassment or discrimination has occurred, he/she will immediately take all steps necessary to eliminate the offending conduct, and where it is appropriate, will impose disciplinary action against the offending party or parties.



Step 2 – If the student or parent is dissatisfied with the results of Step 1, he/she may directly contact the appropriate Director listed above, who will promptly investigate all aspects of the case and make recommendations for possible further action.

Step 3 – If the student or parent is dissatisfied with the results of Step 2, he/she a prompt and thorough investigation conducted personally or by a designee, will make a final determination may appeal directly to the Superintendent of the Quincy Public Schools, who, after as to whether the alleged harassment or discrimination has in fact occurred, and as to what further actions will be taken.

## ANTI-BULLYING POLICY

### Definition of Terms:

**BULLYING:** The repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

**CYBER-BULLYING:** Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

**HOSTILE ENVIRONMENT:** A situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

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The Quincy Public Schools is committed to creating a safe and nurturing learning environment in which students may achieve their individual maximum potential. The Quincy Public Schools expect all members of our community to treat each other with dignity and respect. It is the policy of the Quincy Public Schools to strictly enforce a prohibition against bullying, including cyber-bullying and all forms of violent, harmful, or disruptive behavior throughout the school system. Bullying by a student against another student may occur outside of the school setting and concerns or evidence may be brought to the attention of teachers or school staff. Bullying occurs across all geographic, racial and socio-economic segments of society. There is not just one typical profile of a student who is bullied as any student can be singled out for any reason.

The Quincy Public Schools is aware of the effects of bullying on the school system and community and is committed to establishing both policies and educational programs to address this serious issue. Recognizing that education is an important component of any effort to combat bullying, school-based initiatives that are designed to keep students safe and teach them to act responsibly are encouraged and supported by district administrators. In addition, professional

development activities designed to train school personnel to recognize, respond to, and report instances of bullying have been implemented.

For purposes of this policy, the term *school* includes school buildings; school grounds; and school-sponsored and sanctioned activities such as social events, field trips, sports events, concerts, cultural events, and other similar functions even when held off school property. This policy also applies to school-sanctioned transportation and travel to and from school.

Bullying in the schools will not be tolerated by the Quincy Public Schools. The school system takes allegations of bullying seriously and will respond promptly to complaints and allegations of bullying. Where it has been determined that bullying behavior has occurred, the Quincy Public Schools will act promptly to eliminate the bullying and will impose corrective action, as necessary and appropriate to the circumstances. Such corrective action will be in accord with the judgment of the administration charged with resolving the issue and may range from mediation to counseling or educational approaches to formal discipline such as a reprimand, detention, suspension, or legal involvement.

Retaliation is forbidden against any person who has alleged or reported bullying, provided information, or participated in an investigation. Any allegation of reprisal will be subject to investigation and disciplinary action.

When a given situation is judged serious enough to require the attention of the superintendent/designee, he or she will be informed immediately and an incident report will be written, reviewed by the principal/designee and distributed to appropriate administrators within 24 hours of the incident. A hard copy, with the principal's/designee's signature, will be sent to the superintendent.

### **Possible Disciplinary Consequences**

1. Admonishment
2. Temporary removal from the classroom
3. Loss of privileges
4. Classroom or administrative detention
5. Referral to disciplinarian
6. In-school suspension during the school week
7. Out-of-school suspension
8. Report to Director of Security/Quincy Police Department

### **Possible Remedial/Supportive Measures**

1. Framing the bullying behavior as a failed attempt to solve a real problem or reach a goal; school personnel assist the misbehaving student to find a better way to solve the problem or meet the goal.
2. Restitution or restoration
3. Peer support group
4. Corrective instruction or other relevant service experience
5. Behavioral assessment or evaluation

6. Closely monitored behavioral management plan
7. Referral to guidance or outside counseling/therapy
8. Parent conference
9. Maintaining, as much as possible, the confidentiality of victims and offenders

**Possible Environmental (Building) Measures**

1. Modification of schedules
2. Adjustments in hallway traffic
3. Modifications in student routes or patterns traveling to and from school
4. Use of monitors (hallway, cafeteria, bus, dismissal, etc.)
5. Involvement in community youth organizations
6. School climate and culture awareness activities and changes
7. Law enforcement involvement (i.e. school resource officer)

With the above goal of eliminating Bullying in the Quincy Public Schools in mind, the Quincy School Committee adopted Chapter 92 of the Massachusetts Acts of 2010, entitled, “An Act Relative to Bullying,” as part of its School Policy.

## **Plagiarism**

Quincy High School believes that there is no greater violation of academic integrity than stealing the ideas of others. Our students must produce original work. We define plagiarism as the use of someone else's words, ideas, research, opinions, or evidence without giving proper credit to the source. Students who plagiarize will face a range of disciplinary and/or academic consequences. In all cases, a teacher who receives plagiarized work will complete a Plagiarism Report, which involves informing the offending student's parent(s)/guardian(s), guidance counselor, and dean of the violation. These forms will be kept on file for the duration of the student's time at Quincy High School.

In addition, the school and/or teacher may take any one of a number of academic or disciplinary steps in response to plagiarism. These options include, but are not limited to:

- (1) Allowing the student to rewrite the plagiarized assignment for reduced credit
- (2) Requiring a student to complete written assignments under supervision
- (3) Limiting or eliminating a student's chance to revise future assignments
- (4) Giving the student a zero on the plagiarized assignment
- (5) Failing the student automatically
- (6) Handing down detentions or suspensions, which are documented on the student's record

The selection of actions taken by the school will take into account factors such as the student's grade level, the scope of the assignment, the extent of the plagiarism, and whether or not the student has a prior plagiarism history.

## **SERVICE ANIMAL POLICY**

The Quincy School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The QPS will comply with Massachusetts and federal law concerning the rights of persons with guide or assistance service animals. With proof of current rabies vaccination, QPS will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.”

The federal regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that: assist individuals who are blind or have severe impairments as “seeing eye dogs” or “guide dogs;” alert individuals with hearing impairments to sounds; pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and assist mobility-impaired individuals with balance.

The QPS shall not assume or take custody or, or responsibility for, the care or feeding of any service animal. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up and stain removal.

The parent/guardian of a student who believes the student needs to bring a service animal to school, or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 Coordinator or Director of Special Services, as appropriate, and the superintendent will determine whether or not to permit the service animal in the school. Before a service animal shall be permitted in school or on school property, the student’s parent or the employee must provide:

- A description of the function(s) the service animal is expected to perform in assisting the person with a disability;
- Documentation of liability insurance;
- A copy of the animal’s current license and tag identifying it as a service animal (if applicable);
- Current certification from a veterinarian that the animal is in good health;
- Proof of current rabies and/or other appropriate vaccination;
- Certification of the service animal’s training by a recognized agency or organization

- and/or demonstration of training; and
- Evidence that the student or employee can appropriately supervise, care for, and control the animal at school, or, depending upon the circumstances involved, that there is a plan for some other person (or a handler), other than school unit staff, to be present to care for and control the animal.

Parents or animal handlers who will be present in school for the purpose of assisting a student with his/her service animal will be required to submit to a criminal background check pursuant to CORI regulations. In addition, parents and handlers must comply with all standards of conduct that apply to school employees and volunteers. The school unit may impose additional conditions on the presence of a service animal, depending upon the circumstances.

If, in the opinion of the building principal or his/her designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. In addition, the building principal may remove or exclude a service animal from the school or school property, if:

- The presence of the animal poses a direct threat to the health and safety of others;
- The animal significantly disrupts or interferes with the instruction program, school activities, or student learning;
- The presence of the animal would require a fundamental alteration of any school program;
- The student, employee, or handler is unable to fully control the animal;
- The student, employee, or handler fails to appropriately care for the animal, including feeding, exercising, taking outside for performance of excretory functions, and cleaning up;
- The parents or employee fails to provide the required documentation; and/or
- The animal fails to consistently perform the function(s)/service(s) for which it has been trained and brought to school.

The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from the QPS premises immediately. A parent or employee whose service animal has been removed or excluded may appeal the decision to the superintendent.

Individuals with disabilities may be accompanied by their service animals to events or activities open to the public that are held in schools or on school property. The use of a service animal may not be conditioned on the payment of a fee or security deposit, but the individual is liable for any damage done to the premises or facilities by such an animal.

The building administrator may revoke or exclude the service animal only if the animal poses a direct threat to the health and safety of others, the use of the animal would result in substantial physical damage to the property of others, or would substantially interfere with the reasonable enjoyment of the event or activity by others.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal may be required to remove the animal to a different location designated by the building principal

or his/her designee until an alternative plan can be developed with appropriate QPS staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom or the reassignment of the person having the allergic reaction. If an individual on school transportation suffers an allergic reaction to a service animal, an alternate transportation plan will be developed in coordination with appropriate QPS staff and the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other QPS facilities on a regular basis, the staff member assigned to the student's classroom, the student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal, will be required to sign a document stating that they have read and understood this policy.

The Director of Student Services and the Director of Special Education or their designee shall be responsible for developing procedures to accommodate a student's use of guide or assistance service animal in QPS facilities and on school transportation vehicles.

***“No School” information is broadcast over the following Radio/TV stations at approximately 7:00 A.M.: WHDH, WEEI, WCVB-TV (Channel 5), WBZ, and WBZ-TV (Channel 4). Check cable TV channels. Please refer to Quincy Access Channel 22, Instant Message Alerts and our Quincy High School web-site for important information.***



# **QUINCY HIGH SCHOOL**

## ***SCHOOL SONG***

Words by Edith L. Cole  
Music by Francis B. Raymond

**March down the field to the music;  
Quincy is out for VICTORY  
Up with the blue and white banners  
Cheer for our team triumphantly.**

**Fight for the honor of Quincy  
That's where our hope and glory lies  
So we'll play – play – play  
At the game today  
And we'll cheer for QUINCY HIGH.**

## **Quincy School Committee**

The Honorable Thomas P. Koch  
*Chair*

Emily A. Lebo  
*Vice-Chair*

Anthony J. Andronico  
Paul L. Bregoli  
James V. DeAmicis  
Douglas S. Gutro  
Kathryn E. Hubley

Dr. Richard DeCristofaro  
*Superintendent of Schools and  
Secretary to the School Committee*

The Quincy Public Schools does not discriminate  
on the basis of race, color, sex, sexual orientation,  
gender identity, religion, national origin, or handicap,  
in its education activities or employment practices.

[www.quincypublicschools.com](http://www.quincypublicschools.com)