

# ***QUEENS TECHNICAL HIGH SCHOOL***



*A Solid Foundation for the Future*

(718) 937-3010

[www.queenstechhs.org](http://www.queenstechhs.org)

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**School of Exploration & Discovery (SED)**

*Our 9<sup>th</sup> Grade Academy*

**School of Entrepreneurial Studies (SES)**

*Barbering, Cosmetology, Graphic Arts, and Multimedia*

**School of Skilled Building Trades (SSBT)**

*Electrical Installation and Plumbing*

**School of Computer and Electronic Engineering Technologies (SCEET)**

*Cisco, Computer Technology, and Pre-Engineering Electronics Technology*

Updated September 2019

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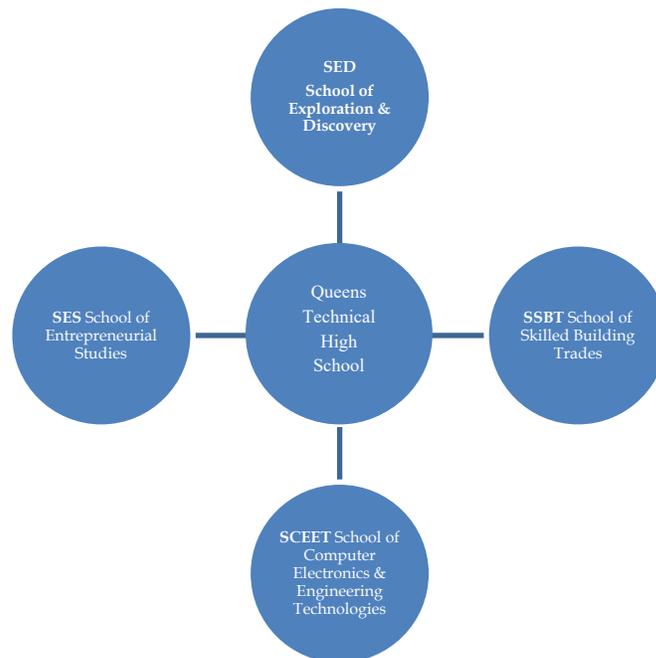
# Table of Contents

<b>Understanding CTE and SLC schools .....</b>	<b>pg. 3</b>
<b>School Administration .....</b>	<b>pg. 4</b>
<b>Additional School Offices .....</b>	<b>pg. 5</b>
<b>Attendance Protocols &amp; Procedures.....</b>	<b>pg. 6</b>
<b>NYC Discipline Code .....</b>	<b>pg. 9</b>
Dress Code	
Behavioral Expectations	
<b>Electronic Device and Cell Phone Policy .....</b>	<b>pg. 11</b>
<b>Security.....</b>	<b>pg. 12</b>
Suspensions	
Harassment	
Due Process	
<b>Academic Requirements.....</b>	<b>pg. 14</b>
Course/Major Expectation	
CTE Endorsements	
<b>Student Organization .....</b>	<b>pg. 16</b>
<b>School of Exploration and Discovery .....</b>	<b>pg. 17</b>
Core Values	
9 <sup>th</sup> Grade Academic Program	
Grading Policy / Report Cards	
<b>Graduation Requirements.....</b>	<b>pg. 21</b>
<b>School of Exploration &amp; Discovery Community Contract .....</b>	<b>Pg. 23</b>

## What is Career & Technical Education (CTE)?

Career and Technical Education schools (CTE) integrate rigorous academic study with workforce skills in specific career pathways. Students participate in programs that meet business and industry standards. Students receive instruction in an industry-related area such as computer graphics, computer repair (A+ certification), electronics/ robotics, business enterprise, electrical installation, cosmetology, or plumbing. They have the opportunity to graduate from high school with industry-specific competencies and skills that lead to postsecondary education. Through these programs, students can earn a Regents Diploma with a New York State Career and Technical Endorsement. Our SLC's are divided according to their CTE programs.

It is imperative that our students become aware of the great opportunities at Queens Technical H.S. Our faculty is ready to assist students and their parents on the rigorous journey which will yield, in effect, a dual diploma.



## What is a Small Learning Community (SLC)?

Queens Technical High School is organized into Small Learning Communities (SLCs). We have small academic communities of about 400 students within our larger comprehensive school. Each small learning community has a dedicated group of administrators, teachers and staff, all focused on providing students with a challenging curriculum and helping them graduate on time, prepared for college or the workplace. All students in an SLC have the same lunch period and same teachers throughout their final 3 years of high school and will all follow the same courses of sequence (that is your major). Students in SLCs receive increased personalization, a sense of belonging, and high expectations from a dedicated staff. Students and their families can benefit from an SLC school because it allows teachers, counselors, students, and parents to develop close, personalized, and effective relationships to cultivate a successful academic career.

**QUEENS TECHNICAL HIGH SCHOOL**

**ADMINISTRATION**

**Ms. Melissa Burg**

*Principal - Room 106*

**Mr. George Alikakos**

*Assistant Principal, Organization & Security - Room 108*

**Ms. Liseth Salas-Ocampo**

*Assistant Principal, Pupil Personnel Services - Room 155*

**Ms. Ramdeo**

*Assistant Principal, Building Trades, Technology, Physical Education & Health - Room 449*

*Director, School of Skilled Building Trades (SSBT)*

**Mr. Kevin Gallagher**

*Assistant Principal, English, Social Studies & Foreign Languages - Room 355*

*Director, School of Exploration & Discovery (SED)*

**Mr. Claudio Garcia**

*Assistant Principal, Graphic Arts, Visual Arts, Business Education & Cosmetology - Room 401*

*Director, School of Entrepreneurial Studies (SES)*

**Mr. William Gorman**

*Assistant Principal, Science & Mathematics - Room 413*

*Director, School of Computer Electronics & Engineering Technology (SCEET)*

**Ms. Lisa Martino-Alves**

*Assistant Principal, Testing & Data – Room 101*

**Ms. Jetaime Toliver**

*Coordinator, Instructional Support and Integrated Services - Room 312*

**QUEENS TECHNICAL HIGH SCHOOL**

***SCHOOL OFFICES***

**Guidance Office – Room 151**

*Ms. Mejia Juan, Ms. Mualem, Ms. Rodriguez, Ms. Vasquez*

**Parent Coordinator – Room 102**

*Ms. Baez*

**College Advisor – Room 143B**

*Ms. Karabalas*

**Coordinator of Student Activities – Room 143D**

*Mr. Vega*

**Dean’s Office – Room B31**

*Mr. Garafano, Mr. Mendez, Ms. Lupoli-Roberts, Mr. Rodriguez*

**School Based Support Team – Room 149**

*School Psychologist, School Social Worker*

**Additional Offices**

*Medical Office – Room 214*

*ID Cards – Room 236*

*Metro Cards – Room 236*

*Program Cards – Room 101 or 151*

*Working Papers – Room 153*

**School Website**

Our school website, [www.queenstechhs.org](http://www.queenstechhs.org), is a valuable resource to find out about school events, schedules, and other important information. It includes links to a variety of additional websites that students and parents may find useful.

# Attendance Protocol and Procedures

## **Attendance**

The purpose of attendance guidelines is to ensure that our students maintain a good record and comply with New York State school attendance laws. The state and QTHS recognize the positive relationship between good attendance and academic success. Consistent class attendance is considered to be the basic requirement for passing a subject and earning credit. Classroom instruction, activities, and the discussions that take place in class are critical parts of the educational process. When a student misses class, an important part of instruction cannot be replaced.

Regular school attendance is the responsibility of the parent and student; frequent absences disrupt the continuity of the educational process. Attendance is taken daily upon entrance into the building and throughout the school day in each class. Once students arrive at school they must use their school identification cards to swipe in and **are not permitted to leave school grounds** until the end of their day.

Parents are informed of students' absences by the following:

- Parent Notification system- Our BlackBoard Connect system sends out daily calls when a student is absent from the official attendance class. This system also sends out weekly calls when a student is cutting classes, indicating that the student has missed 2 or more classes throughout the week.
- Parents will have the opportunity to create a **Pupil Path** account and monitor their child's attendance online. Information regarding creating an account will be provided at the beginning of the school year.
- Phone calls, letters, or e-mails (only if teacher has set this up with the parent) from teachers.
- Department of Education generated letters when a student has been absent 5-9 days and 10+ days. The DOE will put your child on "Chronic Absentee List". As soon as we receive the notification the school will inform you that your child is on this list.
- Extended absences will result in a home visit from our attendance teacher and/or a referral to ACS (Agency of Child Services)
- If you need assistance with your child's attendance, please contact your child's guidance counselor or the attendance office.

## **Absence**

Absence is defined as not being present in the class. If a student is absent, he/she may not participate in any extra-curricular events (athletics and/or co-curricular) on the day of the absence unless excused by an administrator.

### **Excused Absence**

Students and parents should make every attempt to avoid any absence from school for other than legitimate reasons. Excessive absence from classes/school will have a negative impact on your academic success. Excused absences include but are not limited to:

- Personal illness
- Death in family
- An appointment with a health care professional that **MUST** be made during the regular school day (documentation may be requested)
- Observance of a religious holiday
- Previously approved educational trips/tours

Parental notification to QVTHS attendance office in room 102 will be required in all cases of legitimate student absence. On the day the student returns to school parent must provide a signed written note explaining the student's absence. This note must also be signed by each of the student's teachers. If verification is not provided within one week of the absence, a student will not receive an "excused" absence or be allowed to make up work.

### **Unexcused Absence**

Unexcused student absences are those that do not meet the criteria of an "excused" absence. Unexcused absences count toward loss of credit days and include transportation problems, baby-sitting, recreational activities, oversleeping, needed at home for non-emergency reasons, and employment.

### **Extended Absence**

When it becomes apparent that a student will be absent from school for an extended period of time due to illness or emergency circumstances, parents must contact their child's guidance counselor or SLC director to request homework assignments and/or make up work from the student's teachers.

In the event that the student is unable to attend school for an extended period of time due to a documented medical condition, parents may contact the school nurse and the guidance counselor to discuss tutorial services.

### **Early Dismissal**

All students must be signed out at the attendance office in room 102 by a parent, legal guardian or person listed on their emergency contact cards. Students may only be released to adults 21 and older who are listed in our system. The school will not release a student to any adult not listed on the emergency contact cards. Parental phone calls and/or written notes will not be accepted as permission for early dismissal.

**Truancy**

A student will be considered truant when he/she is absent from school and the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent or guardian. A student who skips more than three consecutive days will be considered truant and is then subject to the consequences of truancy. Students who are truant from school for part or all of a school day are subject to immediate disciplinary action.

The school will notify the parent, either by telephone or letter, of unauthorized absence from school or class(es). The school expects that parents will share in the responsibility of their child's attendance and academic achievement by active cooperation and communication with the school.

**Change of Address**

Any time a student changes his/her place of legal residence temporarily or permanently, he/she must inform the school immediately. Failure to notify the school of changes in address may result in parents and families not receiving school information or other pertinent information regarding the student. Please bring in a bill or other legal document with the new address and see our Parent Coordinator, Ms. Baez.

**Daily Announcements**

Each morning, daily notices concerning activities, special programs, schedule changes, and student messages will be read. It is important that all students and staff hear all messages. Students should be seated and silent in their third period classroom or homeroom during the announcements.

**Tardiness to Class**

Tardiness to class is one of the most disruptive intrusions to the daily schedule. Students must avoid being tardy to class.

Students who are legitimately detained by a teacher, staff member, or the office will request a pass from the person who has detained them to present to their next teacher. Late passes are NOT available from the office unless the office is directly responsible for the tardiness. Students will enter their next class with minimum disruption.

Students are considered late-to-class if they arrive after the late bell.

**Tardiness to School**

A student who arrives to school after 10:30 a.m. must report immediately to the attendance office to receive a late arrival pass. The student should then proceed to his/her assigned class.

# **New York City Discipline Code**

## **School Dress Code**

Students are expected to dress in a professional manner appropriate for an educational setting. Student attire should not disrupt the educational process or constitute a possible threat to the safety and health of the student or his/her peers. The school administration will make the final determination as to what constitutes proper attire. Please note the following general guidelines:

- Extremely tight or loose, revealing or see-through clothing is not permitted. This includes tank tops, open-back shirts, spaghetti straps, and bare midriffs.
- Underwear, including boxer shorts, lingerie, and bras, should not be visible.
- Clothing with inappropriate writing, images, or slogans is not permitted. These include clothing advertising or promoting alcohol, drugs, violence, tobacco, sex, or containing inappropriate messages that degrade others.
- Headwear, such as hats, caps, bandanas, and scarves, is not permitted, except for religious purposes or medical reasons.

The dress code will be effective during school hours and at all school functions. On a violation of the school dress code, a student may call home for proper apparel. If clothes cannot be brought to school, the student may be assigned to a restricted study area for the remainder of the day.

## **Behavioral Expectations**

Individual behavior is most often governed by self-regulation, common decency, common sense, and the mutual respect of students, staff, and administrators, so rules must specifically be stated and students informed of the consequences for infractions of the school's discipline expectations.

The infractions of school rules are outlined in the **NYC Discipline Code**. The Citywide Standards of Discipline and Intervention Measures (the Discipline Code) provides a comprehensive description of unacceptable behavior and the range of permissible disciplinary and intervention measures which may be used when students engage in inappropriate behaviors as well as a range of guidance interventions schools may use to address student behavior. The Code applies to all students, including those with disabilities. Infractions are grouped into five levels, which range from insubordinate behaviors to seriously dangerous or violent behaviors and provide a corresponding range of possible disciplinary responses. Clear distinctions are made for levels of behavior for grades K-5 and 6-12 so that the age and general maturity of the student are considered. Any student placed on suspension or expelled will not be allowed to attend any school activities on or off campus during the time of suspension or expulsion.

## **Computer Use Policies and Procedures**

The information networks represent powerful educational resources which allow students to find information anywhere in the world. Students can connect to businesses, major universities, national libraries, other schools and other students around the world. As more people travel this electronic highway, maps to find information and rules to keep traveling safe are vital to successfully completing the journey. The Internet provides access to a collection of many worldwide networks that support the open exchange of information. Students can look at (and print out) articles, documents, and

pictures that are for classroom work. Students can even get current facts about news, weather, and sports. Likewise, there are correct procedures and rules that govern the use of the information networks. Students that do not follow these guidelines and rules, may lose privileges to access the information highway.

Students may choose to use the computers in the library, room 455, lunch or free periods.

### **Computer Use Policy, Rules, and Consequences of Violation**

Computer information networks allow people to interact with many other computers and networks. It is a general policy that all computers are to be used in a responsible, efficient, ethical and legal manner. Unethical and unacceptable behavior in violation of the usage rules set forth below shall be cause for taking disciplinary action, revoking information network access privileges, and/or initiating legal action for any activity. The district provides computers for the use of staff and students. Guidelines have been established for the safe and appropriate use of school computers.

- Games should not be played or installed on any school computer unless specifically approved by the classroom teacher or building administration.
- Intentionally altering the files and/or hardware on the computers disrupts the appropriate use of equipment and applications. The school views inappropriate use or tampering as acts of vandalism.
- Vulgar or inappropriate language in the room, on documents or on file names will not be tolerated.
- Unauthorized copying of district software by students will be considered theft and is illegal.
- Student will be held responsible for the workstations that they use and will be responsible for damage.
- Use of administrative applications is strictly prohibited by students. Unauthorized access will carry maximum consequences. Students may be denied computer privileges completely.
- Students should immediately report any misuse or tampering of a computer to the classroom teacher upon detection.
- Consequences for inappropriate use, vandalism, and theft will be dealt with according to the district's policy regarding these matters.
- Internet – Students may use the Internet for legitimate research purposes only.

### **Usage Rules**

The Internet user is held responsible for his/her actions and activity within his/her account.

### **UNACCEPTABLE** uses are:

- Using the network for any illegal activity, including violation of copyrights, trademarks, distribution of stolen property or violation of other contracts
- Using the network for financial or commercial gain
- Degrading or disrupting equipment, software, or system performance
- Vandalizing the data of another user; infecting the computer with viruses or other destructive devices
- Gaining unauthorized access to resources or entities

- Invading the privacy of individuals
- Intentionally viewing or downloading, storing or printing files or messages that are profane, obscene, or that use language that offends or tends to degrade others
- **Harassing others and using abusive or obscene language on the information network (you may not use the network to harass, annoy or otherwise offend other people.)**
- Accessing or using any services on the Internet that impose fees or charges for such access

## **Electronic Device and Cell Phone Policy** **for the 2018-2019 School Year**

- When entering the building cell phones must be set to silent and remain that way at all times while in the building. No phone calls or texts are allowed at any time or for any purpose.
- Students may not use electronic devices in the halls, staircases, bathrooms or locker rooms at any time or for any purpose.
- No electronic devices may be used during fire drills or other emergency preparedness exercises.
- In their classes, teachers may allow the use of electronic devices for educational purposes providing no pictures or videos are posted on the Internet.
- Except for authorized educational use in the classroom, no pictures or videos may be taken.
- No electronic devices may be used during any quiz or test.
- No electronic devices may be brought into any state or national test.
- Students may use electronic devices in the cafeteria to listen to music, conduct research or to play games. Audio may only be played through headphones.
- Students who use electronic devices in violation of this policy, the Department of Education's Discipline Code or Internet Acceptable Use and Safety Policy will be subject to having their device confiscated and/or disciplinary responses set forth in the Discipline Code.
- If an electronic device is confiscated, the student's parent/guardian will be contacted and return of such item will be handled as follows: For first and second offenses, students can pick up the confiscated device from Mr. Alikakos in room 108, on Tuesdays and Thursdays, from 4:30 p.m. to 6:30 p.m. For a third offense or more, the student's parent or guardian will have to pick up the confiscated device from Mr. Alikakos, on Tuesdays and Thursdays, from 4:30 p.m. and 6:30 p.m.
- The school is not responsible for any lost or stolen electronic devices.

# **School Security**

## **Suspensions**

### **Due Process**

Queens Technical High School will protect the rights of the individual by providing students with appropriate due process protection. Prior to any student's suspension, unless a student's continued presence might endanger persons or property or threaten to disrupt the academic process, the student will be provided with oral or written notice of the charges against the student, an explanation of the evidence if the charges are denied, and an opportunity to present the student's version of the incident. A parent must come to the school for a meeting in the event of a student suspension.

### **Harassment, Assault, Battery, and/or Hazing**

Students are prohibited from engaging in physical or verbal harassment of and/or threats to students, teachers, other school personnel, and visitors, as it is a violation of the targeted individual's civil rights. Prohibited harassment includes but is not limited to intimidation or disparagement on the basis of race, color, sex, sexual orientation, national origin, religion, age, or disability. Prohibited harassment includes the sort of verbal abuse- name calling, use of profanity, ethnic or racial slurs, derogatory statements addressed publicly to others-that may precipitate disruption of the school program, incite violence, or otherwise interfere with an individual student's education or the school's educational mission. Unwelcome sexual advances, requests for sexual favors, and/or gestures and comments of a sexual nature are prohibited and will be construed as sexual harassment. Non-consensual touching, including physical fighting, will be construed as assault and battery. Students who are harassed, assaulted, and/or battered should report such occurrences to an administrator immediately. Disciplinary action for acts of harassment, assault, and/or battery may include suspension, expulsion, or legal action.

### **Fire Drills**

Twelve times a year, the school will hold fire drills as a necessary part of the safety outline. Students' reaction to the fire alarm is very important to our safety. Please follow these procedures when the alarm sounds:

Each room should have a "Fire Drill" sign posted near the classroom exit indicating the direction and staircase you should take when leaving the room. Rooms' without such a sign should be reported to the teacher or Administration immediately.

1. When the fire alarm sounds, students should leave all books and materials on their desk and move quickly and orderly from the room in the direction of the fire drill sign.
2. Students should remain with their classroom teacher at all times.
3. During drills, students will be expected to behave in an orderly manner. Pushing, running, playing games, shouting, or other inappropriate behavior will not be tolerated.
4. Do not go to your locker or delay in any way.
5. Do not talk or make excessive noise in case you need to hear instructions.
6. People in shop areas and science labs should turn off all motors, or other equipment that may create a hazard if left unattended. Lights should be turned off and doors locked.

7. Once exited, everyone should move away from the building as directed.
8. Everyone should remain outside of the building until instructed to return by a school official.

### **Weapons in School**

In an effort to ensure a safe environment for students and employees, all persons are prohibited from possession or use of any weapon and use of any object as a weapon on school grounds, in school buildings before, during, or after school or at any school -sponsored activity. Students who violate this policy may be expelled and face criminal charges.

### **Public Displays of Affection**

Queens Technical High School is a place of serious academic pursuits as well as a public building for everyone. Student behavior is expected to be appropriate and acceptable at all times.

### **School Property/Textbooks**

Students are expected to be respectful and considerate of school property, equipment, and textbooks. Students will be required to make restitution for school property that is damaged or lost during the school year.

A considerable amount of money is invested each year in textbooks. When students are issued a textbook for a given class, they are asked to sign a receipt for the book, describing the condition of the book at its issue. At the end of the year the student will receive this receipt back documenting the return of the book in the same condition as originally received. If the textbook has been damaged due to improper use or loss, the student will be charged for its replacement.

### **Searches**

1. School administrators may search an individual student and/or personal property in the student's possession as well as lockers, desks and any other items on school property when there are reasonable grounds to suspect that the student has violated or is violating board policies, school rules, and/or federal/state laws. Lockers are the property of the school and are subject to random as well as specific searches at any time.
2. Searches that disclose evidence a student has violated board policies or school rules will be addressed using the New York City Discipline Code. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.
3. Students who refuse to comply with a search will be disciplined according to the NYC Discipline Code for the infraction of which they are suspected.
4. The school administration may employ the use of law enforcement to conduct searches of the building

### **Substance Abuse**

The School District recognizes that the use of alcohol and other controlled substances on school grounds is illegal. This use has an adverse effect on the ability of all students of the school

community to achieve personal and school goals and is a major problem affecting young people. Often, it leads to chemical dependency, an illness requiring intervention and treatment. In order to insure for all students the highest standards for learning, the school will assist students in abstaining from the use of alcohol and other controlled substances, intervene early when use is detected, refer to appropriate source and provide support for students with chemical problems. Students will also receive support in coping with a parent, guardian, or significant person who has a chemical problem. The school recognizes these issues as legitimate concerns and wishes to address these needs of students as part of a comprehensive education program. QTHS adopts the position that students must be chemically free to learn and develop in the most productive and healthy manner. It is our policy to prevent and prohibit the use of alcohol and other controlled substances, to maintain a caring environment, and to intervene in situations when a student may be harmfully involved.

**Note: The use of any illegal or controlled substances is strictly prohibited on school property or at any school sponsored events.**

## **Academic Requirements**

### **Course Expectations**

All teachers at Queens Technical High School will provide students with a clear set of classroom/course expectations. Class procedures and instructional guidelines such as course goals, class rules, homework guidelines, evaluation procedures, grading, and student accountability will be reviewed at the beginning of the school year, or each semester for those courses that run by semester such as Health . Written copies of these expectations and procedures will be available to students and parents. The grading system used by the individual teacher shall be thoroughly and clearly explained in writing. Also, the weights attached to exams, quizzes, term papers, and classroom participation shall be specifically and clearly stated.

### **Course Failures**

Students who fail a course should meet with a guidance counselor to discuss options for repeating the course. Summer school enrollment, night school, or repeating a course to earn a passing grade may be required prior to continuing the program sequence.

### **Course/Major Sequence**

Once they have successfully completed their 9<sup>th</sup> grade year all students in Queens Technical High School **must** choose a major. There are 8 majors which students may choose from and receive certifications in at the end of their senior year. Those majors are: Electrical Installation & Design, Plumbing Design & Technology, Computer Technology & Information Systems, Pre- Engineering Electronic Technology, Cosmetology Careers/Salon Management, Barbering, Careers in Business and Graphic Arts.

Students enrolled in a Career & Technical high school must complete all New York State Graduation Requirements and must complete all the CTE requirements in order to receive an endorsed diploma.

## **CTE Endorsement**

Every CTE program follows a specific sequence of classes, and exams such as the NOCTI, Copper Network Specialist Test, NCCER, OSHA, A+ Computer Repair and Fiber Optics Networking Exam to be certified. Students must pass their CTE classes including Career and Financial Management, complete 60 hours of work based learning and pass all their certification exam(s) in order to be CTE endorsed. All students must meet with their guidance counselor a minimum of once a semester in order to check on their graduation or promotion status.

## **Career Portfolio**

It is a **New York State Requirement** that all students enrolled in a CTE educational program complete their senior year with a career portfolio. A career portfolio is a project that will prepare students for entry into the workplace. Students should see their guidance counselor for required documentation.

## **Special Education/Section 504 Referrals**

Anyone concerned about a student who may require a referral for Special Services or accommodations under Section 504 of the Americans with Disabilities Act may contact Queens Technical High School administration, guidance personnel or any member of the special education department. If you have any questions or concerns regarding the issuance of a 504 should contact Ms. Judge our 504 Liaison, in room 151.

## **Honor Roll**

Queens Technical High School honor roll consists of any student who has achieved an average of 90 or above with no failing grades. This is calculated every marking period. Students are recognized through the Small Learning Communities.

## **Honor Society**

Students are eligible for induction to the honor society if the cumulative average is 90 on their permanent transcript.

## **Homework**

The assignment of academic work to be completed outside of the regular school day is an integral part of the educational experience. Students who fail to complete homework hamper their success and the learning opportunities for their class. Homework can and will be given in all courses. The length of time a student will spend on homework will vary.

1. Homework guidelines will be outlined by teachers in their course expectation handout.
2. If a student repeatedly fails to complete homework, a parent will be notified and a meeting will be held at the teacher's or parent's request.
3. Every effort will be made to ensure that the student completes homework assignments.
4. Homework assignments will be evaluated and returned by each teacher in a timely manner.

## **Student Organization**

### **Lockers**

Student lockers are to be used for the storage of books, school-related materials, and coats or jackets. Students are responsible for their own personal property while in school. This responsibility includes not leaving items unattended and properly securing personal items.

Lockers are the property of Queens Technical High School and are on loan to students for appropriate storage of school related materials. Students are responsible for lockers assigned and will be asked to pay a yearly rental fee for the use of school lockers. Do not mark lockers or put stickers on the lockers. Students must purchase a school-issued combination lock for use with their locker. Any other lock will be clipped. Damaged locks and lockers should be reported to the office as soon as damage occurs.

Lockers are provided for the convenience of students and are not to be shared between students. Large sums of cash or items of personal value should not be brought to school. All valuables must be stored in secured lockers until they are needed. The school is not responsible for personal property or cash. School administrators have the authority to search lockers at any time for any reason with or without notification as part of a specific or random search.

Students are responsible for cleaning out their lockers at the end of the school year, removing all belongings, and returning all books. Students interested in renting a locker for the year must see Mr. Vega in the Student Organization Office to pick up a parental consent form, in room 147.

## 9<sup>th</sup> Grade Small Learning Community

### **SCHOOL OF EXPLORATION & DISCOVERY**

Kevin Gallagher, *Director*  
Assistant Principal, Humanities

## **CORE VALUES**

The School of Exploration and Discovery is committed to maintaining a supportive and orderly school environment in which students may receive and staff may deliver a quality education without disruption or interference. To achieve this goal, the SED community has established a Community Contract which explains our expectations. These expectations are based on values identified by the community as essential to ethical and responsible behavior. This Student Handbook includes a student copy of the Community Contract. All students will receive another copy of the Community Contract which will be signed and returned to the student's Social Studies teacher.

## **9<sup>th</sup> GRADE ACADEMIC PROGRAM**

Students in the *School of Exploration & Discovery* begin a rigorous academic program in 9<sup>th</sup> grade designed to prepare them to meet the demands of the 21<sup>st</sup> century. Several courses taken during 9<sup>th</sup> grade include a New York State Regents Exam, which is administered in June. These exams assess students' knowledge of the course over the entire year. Passing these exams is a requirement for graduation in New York State. During 9<sup>th</sup> grade, students build a strong foundation which will lead to success throughout high school and beyond. Students who achieve at high levels in their 9<sup>th</sup> grade academic courses will be selected for Honors classes in 10<sup>th</sup> grade. Students also have the opportunity to take several *Advanced Placement* courses in the upper grades, including World History, United States History, Government, English Language & Composition, English Literature & Composition, Calculus, Physics, and .

### **COMMON CORE ALGEBRA I**

This course is designed to prepare students to succeed on the Common Core Regents Exam in Algebra administered at the end of 9<sup>th</sup> grade. Students will develop their skills in understanding mathematical expressions, including equations, polynomials, and inequalities. Students also learn about functions and how to use function notation. In addition, students learn how to construct and compare linear, quadratic, and exponential models. The *Standards of Mathematical Practice* is utilized in order to help students develop fluency in these concepts. Students are expected to apply a variety of concepts and perform multiple steps in order to solve mathematical problems. Daily practice of the concepts learned in class, through homework assignments, is essential. Students who demonstrate mastery of the standards will be recommended for the Honors Geometry course in 10<sup>th</sup> grade.

## **ENGLISH LANGUAGE ARTS**

This course is designed to begin preparing students for the Common Core Regents Exam in ELA, which will be administered to students in a later grade. Students will engage in strategies such as close reading and annotating text in order to improve reading comprehension and academic vocabulary. Students will learn to identify and explain how authors use literary devices and techniques to effectively express their ideas. Students will learn writing strategies to support essay writing, with a focus on writing arguments. In addition, students will receive support for the literacy and writing skills needed to achieve on the New York State Regents Exams administered at the end of 9<sup>th</sup> grade. We encourage students to strive for high levels of achievement, including meeting the *NYS College & Career Ready* benchmark of scoring a 80 or higher on the Common Core Regents Exam in ELA. Students who achieve at high levels may be interested in enrolling in our *Honors Journalism* or *Advanced Placement English Literature* courses in later years.

## **LIVING ENVIRONMENT**

This course is designed to prepare students to succeed on the Living Environment Regents Exam administered at the end of 9<sup>th</sup> grade. Students will learn about the foundations of scientific inquiry, including the scientific method. Students also learn the defining characteristics of living and nonliving things. In addition, students explore concepts of genetics, adaptation, reproduction and development. The interactions between plants, animals, and the physical environment, are also explored. One day each week is dedicated to the Laboratory component of this course. Students who do not fulfill the Lab requirement cannot receive a passing grade for the course and will not be eligible to sit for the NYS Regents Exam in June.

## **GLOBAL HISTORY & GEOGRAPHY**

This course is designed to begin the preparation of students to successfully pass the Global History & Geography Regents Exam administered at the end of 10<sup>th</sup> grade. Students will learn strategies of “historical thinking” by analyzing historical documents, including primary sources. In this way, students learn to understand how point of view and bias influence historical arguments. In addition, students will learn to interpret history through a variety of sources, such as maps, graphs, data tables, timelines, political cartoons, photographs, and video. Students will learn about developments in world history from the beginning of civilization through the 1500s, with a focus on the influence of geography in the development and interactions of societies.

## **Career & Technical Education (CTE) - Exploratory**

The purpose of the Exploratory Program is for students to become acquainted with the diverse CTE programs in our school. They will have the opportunity to experience a different career/shop class every 6-8 weeks. During each of these rotations, students learn introductory skills which are essential for any career track. They will also learn about the requirements and opportunities offered by the specific program of the rotation. In the spring, the students and parents are invited to CTE Night. It is here that they will make their final decisions about what career/shop they will request for the remaining 3 years in high school. Student performance in the Exploratory program is taken into consideration during the selection process.

# **GRADING POLICY / REPORT CARDS**

In the *School of Exploration & Discovery* at Queens Technical high School, we are dedicated to the promotion of academic achievement and career development. Courses are designed to meet the required **New York State Learning Standards** and the national **Common Core Learning Standards**. These standards are created to ensure that when students graduate, they are **College & Career Ready**. The grades students earn are an indication of their progress towards meeting these standards. All students and parents have the opportunity to create a **Pupil Path** account to monitor progress throughout the year. The following factors contribute to a student's grade:

## **1. ASSESSMENTS**

Assessments are measurements of a student's ability to meet the standards. Assessments are the most important indication of a student's progress towards meeting the standards. Therefore, the greatest portion of a student's grade is based on the student's performance on assessments.

Assessments may include:

- Exams
- Quizzes
- Written Essays
- Project Assignments
- Multimedia Presentations

## **2. CLASS PARTICIPATION**

Participation in all class activities is essential to student success. Class participation may include:

- Attendance
- Punctuality
- Preparedness
- Compliance with School Policies
- Organization
- Note-Taking
- On-Task Behavior

## **3. HOMEWORK**

The opportunity to succeed does not end when the bell rings. Students are expected to continue working towards the standards outside the classroom. Regular completion of homework assignments is an important component of student achievement. Homework may include:

- Written Assignments
- Revising Written Assignments
- Reading Assignments
- Research
- Studying for Exams and Quizzes
- Preparation of Projects and Presentations

**\*\*Each teacher will provide students with the specific grading criteria for each course in writing.**

The school year is organized into two *semesters*, or *terms*. Term 1 begins in September and ends in January. Term 2 begins in February and ends in June. Students earn course credit for the successful completion of each term.

Each term is organized into two Marking Periods. Each Marking Period grade is an indication of the student's progress towards the standards. In January and June, the student receives a Marking Period 3 grade. This represents the Final Grade for the term. Students who earn a course grade of 65 or higher in Marking Period 3 earn course credit.

This chart illustrates how specific grades generally relate to a student's progress towards the standards:

<b>REPORT CARD GRADE OF:</b>	<b>INDICATION OF PROGRESS</b>
<b>90-100</b>	Student work consistently exceeds standards.
<b>75, 80, 85</b>	Student work consistently meets standards.
<b>65, 70</b>	Student work meets standards inconsistently. Tutoring is recommended.
<b>60</b>	Student work rarely meets standards but is showing effort towards improvement. Tutoring is strongly recommended.
<b>45, 50, 55</b>	Student work is consistently below standards. Academic Intervention Services are recommended.
<b>40</b>	Student has never reported to this class. Academic Intervention Services are recommended.

**\*If you ever have questions regarding report Card grades, please contact your Guidance Counselor.**

# **GRADUATION REQUIREMENTS**

## **CREDIT REQUIREMENTS**

The school year is divided into two terms. Each term is broken down into two marking periods. You receive course credit by earning a grade of 65 or above as your Final Grade for each term. The following is an example of credits you can earn in 9<sup>th</sup> grade.

<b>TERM 1 (Sept – Jan)</b>	<b>TERM 2 (Feb – June)</b>
English Language Arts – 1 Credit	English Language Arts – 1 Credit
Math – 1 Credit	Math – 1 Credit
Science – 1 Credit	Science – 1 Credit
Social Studies – 1 Credit	Social Studies – 1 Credit
Foreign Language – 1 Credit	Foreign Language – 1 Credit
Career & Technical Education – 1 Credit	Career & Technical Education – 1 Credit
Physical Education – 0.58 Credit	Physical Education – 0.58 Credit

This schedule would allow a student to earn a potential 13.16 Credits in 9<sup>th</sup> Grade. Students should earn at least 10 Credits in order to be promoted into 10<sup>th</sup> Grade. Students who failed courses during Term 1 have the opportunity to make up these credits in Extended Day classes during Term 2 and possibly in Summer School. Extended Day and Summer School enrollment is based on priority to those students closest to graduating. Ninth grade students, therefore, are not guaranteed space in Extended Day or Summer School.

Throughout high school, there are specific credit requirements you must meet in order to graduate:

<b>SUBJECT AREA</b>	<b>CREDIT REQUIREMENTS</b>
English Language Arts	8 Credits
Social Studies	8 Credits meeting the following: <i>4 Credits – Global History</i> <i>2 Credits – U.S. History</i> <i>1 Credit – Civics &amp; Government</i> <i>1 Credit – Economics</i>
Mathematics	6 Credits
Science	6 Credits <i>(2 Credits must be Life Science)</i>
Physical Education	4.06 Credits (7 Terms)
Health	1 Credit
Art / Music	2 Credits
Second Language	2 Credits
Career & Technical Education	10+ Credits: <i>The exact number will depend on your CTE major</i>
<b>TOTAL CREDITS REQUIRED</b>	<b>54+</b>

## NEW YORK STATE REGENTS EXAM REQUIREMENTS

In addition to earning course credit, New York State requires students to pass a number of NYS Regents Exams. This chart shows the requirements for a basic Regents Diploma and an Advanced Regents Diploma. A minimum of 65 is considered passing.

<b>Regents Diploma</b>	<b>Advanced Regents Diploma</b>
Common Core English	Common Core English
Global History & Geography <b>OR</b> United States History & Government	United States History & Government
Any 1 Science <i>(Living Environment, Earth Science, chemistry, Physics)</i>	Global History & Geography
Any 1 Math <i>(Common Core Algebra, Geometry, Algebra II/Trigonometry)</i>	2 Science <i>(1 Life Science – Living Environment) (1 Physical Science – Earth Science, Chemistry, or Physics)</i>
Any 1 of the following: One additional Social Studies, Science, or Math Regents Exam OR One NYS-approved certification exam in Art or CTE	3 Math <i>(Common Core Algebra, Geometry, Algebra II/Trigonometry)</i>
<b>**Please note that this represents the minimum requirement for graduation**</b>	CTE Sequence (This replaces the usual requirement of a Regents Exam in a Second Language)

**\*\* In order to meet College & Career Readiness Standards, students are expected to score at least a 75 on the Common Core English Regents and at least a 70 on the Common Core Algebra Regents. Students who do not meet this standard will be required to take remedial courses in college.**

## CTE ENDORSEMENT

As a CTE school, students are required to earn a CTE Endorsement, which includes the following:

- Complete the course sequence of your CTE major
- Pass all industry Certification Exams in your CTE major
  - Complete 60 hours of Work-Based Learning

# SCHOOL OF EXPLORATION & DISCOVERY

Kevin Gallagher, Director  
Assistant Principal, Humanities  
Caralyn Vasquez, 9<sup>th</sup> Grade Guidance Counselor

## COMMUNITY CONTRACT 2019-2020

**Student Name** \_\_\_\_\_

The ***School of Exploration & Discovery*** at **Queens Technical High School** is built upon five guiding principles: **Respect for All, Integrity, Responsibility, Academic Achievement, and Career Development.**

### **I. Student Agreement**

**I will act in ways that create a community of respect for all members. I agree to**

- Give courtesy and respect to all members of the community regardless of race, ethnicity, national origin, religion, gender, citizenship/immigration status, sexual orientation, disability, or age.
- Respect all personal and school property.
- Use appropriate language and behavior in the school building.
- Follow school regulations regarding headgear, electronic devices, appropriate dress, identification, food and beverages, and safe use of tools and equipment.

**I will act with integrity and responsibility. I agree to**

- Complete all class assignments, homework, projects, and exams honestly and to the best of my ability.
- Attend class regularly and arrive on time.
- Provide documentation for absences and make up missed work in a timely fashion.
- Be prepared to work every day by bringing all required supplies, including notebook, pens, pencils, and paper.
- Accept responsibility for my own learning.

**I will set high expectations for my academic and career success. I agree to**

- Fully participate in all class activities, individually and in groups.
- Understand the standards to be met for assignments, courses, and graduation.
- Produce and submit work that represents my best effort.
- Check my progress in my classes through <https://pupilpath.skedula.com> on a regular basis.
- Attend extra help sessions when necessary.

**Student Signature:** \_\_\_\_\_

## II. Teacher Agreement

**As faculty members of the *School of Exploration & Discovery* at Queens Technical High School, we will ensure the creation of an environment of respect, integrity, responsibility, academic achievement, and career development. We agree to**

- Respect our students and treat them fairly.
- Prepare and teach meaningful lessons which prepare students to meet course and graduation requirements.
- Provide students with feedback regarding their performance.
- Offer necessary instructional support to our students.
- Model professional behavior.
- Communicate with parents/guardians regarding student progress.
- Support and reinforce school policies.

## III. Parent/Guardian Agreement

**As a parent/guardian member of the *School of Exploration & Discovery* at Queens Technical High School, I understand that I am responsible for helping my child succeed. I agree to**

- Provide the school with accurate and current contact information such as address, home phone, work phone, cell phone numbers, and email address.
- Attend Parent-Teacher Conferences in the Fall and Spring semesters.
- Respond to any concerns raised in Progress Reports, Report Cards, letters or phone calls home.
- Attend a career planning meeting with my child and the guidance counselor once each semester.
- Become an active member of the Parents Association (dues \$5) and attend Parents Association meetings and/or workshops.
- Contact the Parent Coordinator if I have any questions or concerns about my child's education.
- Check regularly on my child's progress through <https://pupilpath.skedula.com>.
- Support and reinforce all school policies with my child.

**Parent/Guardian** \_\_\_\_\_  
**(print full name)**

\_\_\_\_\_  
**(signature)**