Quincy High School was failing. It had a fractured but arbitrary separation of its vocational/technical and academic programs, creating two separate and unequal social groups. It was thought of as a “trade” school compared to North Quincy High, which was the more elite college preparatory school. And it had a combative relationship with its residential neighbors on one side and a struggling downtown on the other. Adjacent wetlands and a coastal flood plain complicated any architectural or urban design interventions.

Solutions
The decision was made to build a completely new adjacent school and remain in downtown Quincy, using the project as a catalyst for civic renewal. It would be nothing less than the reinvention of an educational model enabled by architecture and urban design. A conceptually powerful series of “Academies of Excellence” was envisioned: A STEM Academy; A Humanities Academy; A Fine Arts Academy; and a Freshman Academy. Adjacencies were programmed so that both students and faculty interact and forge cross-disciplinary alliances. By arranging public spaces like the gym, cafeteria, and auditorium near the courtyard and main entry, student interaction was invigorated. The separation of the academic and the vocational was erased, achieving true project-based learning in all disciplines.
RESULTS:

– A stanching of the years-long attrition of students out of Quincy High School

– A renewed focus on academic excellence: a record 200 students participating in the state science fair; several students achieving perfect SAT scores; a fourth place showing out of 51 teams in the Boston University Robotics Competition; the History Bowl team going to the national competition in Washington, DC.

– Teams taking on interdisciplinary projects that bridge subjects as diverse as earth science, marine science, biology, carpentry and plumbing.

– Demonstrably increased staff volunteerism and community use of school facilities after hours.

– A new high school contributing markedly to the revitalization of downtown Quincy.

An emergence of Quincy High School as the premier city high school.
“Because of the harsh environment we left, it was difficult for people to take pride in their environment, and be happy at work. As a result of this project, you walk around and everyone is so cheerful. And to me that makes a major difference.”

Frank Santoro, Principal
Quincy High School
In an evolving American economy, a simple vocational technical school was increasingly an anachronism.

Regardless of their anticipated career path, there is an imperative to provide students with a balance of social, academic, and vocational skills that will allow them to be competitive contributors in the 21st Century. The dramatically reprogrammed and redesigned Quincy High School achieves this goal through a combination of a conceptually powerful series of “academies” and a layout and design that not only supports the new educational mission but is a resource for the community as well. Quincy High School is now part of a civic renaissance in a post-industrial and traditionally working class northeastern city.
Before: A Fractured, Bifurcated Educational Community

After: A Cohesive, Inclusive Series of Academies

**Disjointed Additions:**
- Disrepair
- Antiquated

**Center for Technical Education:**
- Vocational
- Cold Building
- "Other side of the tracks"
- "Loathed"
- Oppressive

**Urban Core: Downtown Center**

**Major Thoroughfare**

**Transformation**
Transformation: After

6 • QUINCY HIGH SCHOOL
Quincy High School has been located at the heart of the city’s downtown since 1924, on a site with limited buildable area surrounded by extensive wetlands and bounded by busy streets. Quincy High’s physical plant developed to encompass a building for academic courses and a separate structure for vocational courses, the two separated by a heavily trafficked roadway linked only by an overhead pedestrian bridge. This pedagogical apartheid fractured the physical and social campus, exacerbated the cultural split between academic and technical learning, and undermined any natural interaction among academic and technical students, staff, and activity. This further distanced college-focused North Quincy High from Quincy High and marooned the vocational technical students in an outdated and increasingly irrelevant institution.

Transformation
In the late 1990s and early 2000s, Quincy High School leadership and faculty developed new educational paradigms that emphasize interdisciplinary learning and integration of theoretical and hands-on concepts combining, for example, students of science, physics, and metal fabrication to collaborate on robotics projects. While effective, a full redirection of focus toward a unified academic/vocational program was continually stymied by the layout and condition of the buildings and campus.

After a school-wide school facilities assessment, Quincy High was designated for renovation or replacement. The City embarked on an extended course of facility, site and educational planning evaluation over several mayoral administrations. These multiple cycles of study over a seven year period used several different architectural and planning professionals. Their varied conclusions, vetted in community meetings, eventually distilled into a general set of guidelines and wishes for the anticipated school as a building that could actively facilitate academic integration and realize a vision for a distinct new educational model, instead of obstructing a fresh vision as the old school had.

The Quincy High School Administration, Superintendent, and the Educational Programmer/Architect selected to design the new school focused the final planning effort, incorporating a decade of public discussions and decisions from the City’s past initiatives, the city’s stipulation that the school remain at its downtown location, and priorities from the faculty’s 21st Century education program.

Importantly, the concept of a “series of academies,” of blurring the lines between academic and vocational/technical study and of powerful adjacencies keyed to a model for 21st Century learning all emerged as a result of the client/architect collaboration.
Communication with the Architect went beautifully... we built on their experience but also had our eye on the prize of having an extraordinary building and that’s what we have.

Dr. Rick DeCristofaro, Superintendent
Quincy High School
With the election of Mayor William Phelan in 2003 the idea for a new Quincy High School remaining in the heart of downtown took shape. After nearly a decade of site studies that ended in partisan disagreement over land takings, contaminated soils, and environmental concerns, the mayor initiated a core team of the Quincy High School Administration and staff, Superintendent, and the Educational Programmer/Architect to design the new comprehensive high school focusing the planning effort by incorporating public discussions and decisions from the City’s past initiatives aligned with the singular goal to transform the academic culture of the once-proud school.

**Visioning Process**

9 • QUINCY HIGH SCHOOL
AN ASSEMBLAGE OF ACADEMIES

GOALS
- Reinvint the educational platform of the high school
- Protect and improve the local residential neighborhood
- Enhance the architectural character and urban design of downtown Quincy
- Overcome myriad site and environmental complexities
- MSBA provided 75% direct project reimbursement

STAKEHOLDERS AND MEETINGS
Over the course of two years, multiple user group stakeholder meetings and presentations were conducted to gather input and data for the educational program.
- Conceptual design meetings with department heads
- Schematic design meetings with all staff (two weeks)
- Informal meetings with student government leaders
- Detailed room and building layout meetings with all staff (two weeks)
- Phasing coordination meetings with administration and construction management
- Staff and student tours throughout construction

A.C.E. (ARCHITECTURAL, CONSTRUCTION + ENGINEERING) MENTOR PROGRAM
- The STEM Academy allowed for the client and architect to directly involve students from Quincy High School in the daily construction activities as well as introduction to design classes. The architect is a long time supporter of the A.C.E. Program.
As we move forward with a renewed education strategy, our Administration is increasing our focus and resources within the state’s Gateway Cities, including Quincy. In doing so, these efforts will help Massachusetts move towards our goal of closing the achievement gap among students, preparing students for the future workforce and driving regional economies across the state.

Timothy P. Murray
Massachusetts Lieutenant Governor
The High School has several sustainable features to inspire and enhance the learning environment for all building users:

- Energy-efficient strategies exceed the minimum code requirements by greater than 30%
- Sustainable “garden” and greenhouse connect to the science academy with hands-on programming
- Maintaining the downtown location close to existing mass transit means no school busing
- Daylighting and natural ventilation strategies were applied throughout
- Highly-efficient lighting systems with full nighttime shutoff

The sustainability features have been melded into the classroom work, particularly into the STEM curricula.

1 - Greenhouse/ Botany lab
2 - Displaced Ventilation in theater
3 - Rooftop 50 kW photovoltaics array
4 - Roofscape including: Greenroof at greenhouse, Energy Recovery Units, reflective white roof, Protected Wetlands
The learning programs at the new Quincy High School are unlike those found in most traditional public high schools, and reflect a surprising range of goals for the school’s various learner groups. The design team aimed to thoughtfully co-locate academic and technical programs, closely emulating real-life adjacencies and interactions.
Each Academy’s structure strengthens the curriculum and forges new bonds between staff and students by breaking down traditional departmental silos.

Integrated Learning
Multi-functional cultural “institutions” within the school strengthen the bonds to the academic programs – bringing and binding all students into the social and civic fabric of the school. At the middle of it all are the Student Commons (agora), Learning Commons (library), Theater (arts and culture), and athletics (stadia).

DISTRIBUTION STRATEGIES: CENTRALIZED

First Floor

Second Floor

Third Floor

Fourth Floor

Key

- Health and Fitness
- Community
- Theater
- Commons
- Cafeteria
- Learning Commons
- Library
- Lecture Hall
- Mini-Theater

Integrated Learning
Adult to student relationships are critical for the positive experiences and outcomes in a large school environment. At QHS ample teacher planning centers are strategically located to foster greater interdisciplinary coordination among teachers as well as being visible and accessible to students.
ACADEMIES OF LEARNING
The classrooms for each academy are arranged with side-by-side or cross-hall adjacency so that students can easily team and interact with cross disciplinary intention. Large dedicated teacher planning rooms in each of the academies support cross-disciplinary faculty contact as well. Classrooms and corridors are designed for maximum spaciousness and light.

The 124,000 sf 1924 building is set for renovations that will allow for a number of Educational Strategies:
- STEM Middle School
- City-wide after-school programs
- QHS expansion

Academies of Learning
STEM ACADEMY

A rich complex program, vertically and horizontally interconnected to solve complex site and neighborhood concerns. The physical building is dynamic and encourages interdisciplinary opportunities for hands on learning and problem solving for vocational and college track students — educational democracy in action!

Academies of Learning: STEM

1 - Culinary Arts
2 - Automotive Technology
3 - Robotics
### STEM Academy Program Elements

<table>
<thead>
<tr>
<th>Flex Labs</th>
<th>Auto, Electrical, Plumbing, Metals and Robotics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific labs</td>
<td>Culinary Arts</td>
</tr>
<tr>
<td></td>
<td>- Student run restaurant open to the public</td>
</tr>
<tr>
<td></td>
<td>- Composting and herb gardens at rooftop greenhouse</td>
</tr>
<tr>
<td>Core Curriculum</td>
<td>Biology, Chemistry, Physics, Mathematics</td>
</tr>
<tr>
<td>Interdisciplinary linkage</td>
<td>- Math and Engineering throughout</td>
</tr>
<tr>
<td></td>
<td>- Patient/Health Care with Biology/Chemistry</td>
</tr>
<tr>
<td></td>
<td>- FLEX Labs can be repositioned for evolving technologies</td>
</tr>
<tr>
<td></td>
<td>- Sustainability Design studies – Rooftop gardens and greenhouse</td>
</tr>
<tr>
<td></td>
<td>- Hands-on PV’s, Solar Hot Water, Wind turbine, materials testing</td>
</tr>
<tr>
<td>S.T.E.A.M</td>
<td>Connected to Arts through Wood/Scene shop, Graphic Design, Fashion Technology, and student run businesses (2 school stores and restaurant)</td>
</tr>
<tr>
<td>After Hours Programs</td>
<td>Community and adult career track extension programs and Freshman exploratory.</td>
</tr>
</tbody>
</table>

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### Academies of Learning: STEM

![Diagram showing the integration of STEM Academy Program Elements with Technical and Academic programs, including Flex Labs, Patient Care/Health, Biochemistry, Engineering, Physics/Math, Automotive Tech, Culinary Arts, and more.](image)
Academies of Learning: STEM

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Cross curricular and community focused, the business department-student run restaurant and snack-bar enlivens the courtyard with open air dining. Live student music is provided by the Music department and a private function room is used to promote community and internal school connections. The 4,000 sf professional kitchen serves one of the largest programs in the school at over 150 students. After school the program serves food for Athletic and Theatrical productions in the Commons.
Engineering and welding at the S.T.E.A.M. academy

Academies of Learning: STEM
At the very center of the school and the core of the curricula, the Humanities Academy of English, Social Studies, Foreign Languages and Linguistics are directly connected to the Learning Commons Library/Media Center and strongly associated with the Fine and Performing Arts Academy through Drama and Music and the shared use of the main performance spaces in the Theater and Lecture Hall/Mini Theater.

Academies of Learning: Humanities
### Humanities Academy Program Elements

<table>
<thead>
<tr>
<th>Academic Programs Flexible Classrooms</th>
<th>English, Social Studies, Languages (Students from over 81 nations are represented including a large Chinese immersion program serving the City’s 25% Asian population)</th>
</tr>
</thead>
</table>
| Specific labs                        | - Writing Laboratory  
- Language Lab                                                                                                                                                                                  |
| Core Gathering space                | Learning Commons Library Media Center  
- Overlooks Center courtyard                                                                                                           |
| Interdisciplinary linkage            | Learning center and English language learners  
- Drama and Music  
- Students use the Culinary Arts spaces for world foods study                                                                                                                                  |
FLEXIBLE CLASSROOM LAYOUTS

Classroom Studio

Classroom Seminar

Classroom Collaboration

Classroom Lecture

General Classroom

- Roof Level Ventilation & Skylight
  Improve cross ventilation & daylighting opportunities
- High Corridor Ceilings at Classroom Wing(s)
- Sloped Acoustical Ceiling
  To allow greater daylighting
- Perimeter Ceiling Radiation Panels

Classroom Entrance Portals
- Doors & frames with sidelights/vision panels
- Operable transom for cross ventilation
- Display board at corridor signage

Control Panel
- Clock, Fire Alarm, Telephone, Thermostat, Lightswitches

Teacher Podium Technology

Academies of Learning: Humanities
Downtown Quincy’s only live performance space required that extra attention be paid to this heavily used public and community use space. Excellent acoustics, lighting and a full fly-loft stage create the professional level environment. Fine and Performing Arts students were often underserved in the old QHS—by centering the academy around an Arts Common the student body’s most creative and expressive students have the resources to develop cross curricular programming that is both hands on and deeply academic in nature.
Academies of Learning: Fine Arts

1 - Chorus Room
2 - Fine Arts Commons
3 - Wood and Scene Shop
4 - Fashion Lab
**Fine Arts Academy Program Elements**

| Performance Spaces                                                                 | - State of the Art Theater with 825 seats  
|                                                                                     | - Mini Theater with 250 seats  
|                                                                                     | - Band and Choral rooms for recording  
|                                                                                     | - TV Broadcasting Studio for student and professional grade programming  
|                                                                                     | - Drama Classroom is a small Black Box Theater  
| Vocations/Certificate programs                                                     | - Graphic Design  
|                                                                                     | - Fashion Design Lab  
|                                                                                     | - Broadcasting and editing  
|                                                                                     | - Carpentry  
| Art at the Heart                                                                   | - Ample student display throughout the school  
|                                                                                     | - Critique and display area at commons  
|                                                                                     | - Student Commons is a “Living Room”  
|                                                                                     | - Students are allowed to be free and messy!  
| Interdisciplinary linkage                                                          | - Fine Arts Studios  
|                                                                                     | - Wood/Scene Shop is also the Carpentry program with outdoor mock-up area  

---

**Academies of Learning: Fine Arts**

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The 825-seat Theater with balcony has a displacement ventilation system delivered through thousands of perforations at each side of the space. The Air Conditioned room is silent, comfortable and energy efficient compared to similar spaces.
To create a focused and engaging introduction to the high school experience, the Freshman Academy consists of three houses of one-hundred students focused and organized around a core curriculum of English, Social Studies, Mathematics, and General and Biological Sciences. Students branch off and explore in depth STEM and Vocational opportunities as a team through the exploratory program. 75% of a student’s day is within the Freshman Academy with its own Commons area. The remaining 25% of a freshman’s time is with the myriad of specialist programs that will deeply enrich the remaining three years of each student’s high school career.
Freshman Academy Program Elements

| Academic Programs | - English  
| - Social Studies  
| - Mathematics  
| - General and Biological Sciences  
| - Special Education and Remedial |

| Vocations/Certificate programs | Exploratory Program for testing all introductory Vocations |

| Teacher Planning | Large planning center focused on the specific academic and social transition needs of the ninth grade student. |

| The Commons | 2,500 sf informal open space for social and interactive/interdisciplinary project work |

Middle School to High School Transition Model

- Academic Planning  
- Guidance Counselors  
- Resource Center  
- Attendance and Security Control
Freshman Commons

Academies of Learning: Freshman
The design of the new Quincy High School enables and encourages athletic excellence.

Despite its urban setting, the gymnasium and locker room facilities were strategically located to be an easy walking distance to the outdoor playing fields. The presence of wetlands lends a sense of being in a more bucolic environment.

The quality of the facilities at Quincy High School is helping attract highly qualified student athletes, even those with the opportunity to attend private schools. Local students, furthermore, with the opportunity to attend Quincy North High School are opting for Quincy High School because of the caliber of the facilities and the dedication of the athletics staff.

Academies of Learning: Athletics
Academies of Learning: The Hub

**FIRST FLOOR**
- Neighborhood and teacher entrance and lobby
- Informal gathering for awards, presentations, student shows

**SECOND FLOOR**
- 250 seat Lecture Hall and Mini-theater
- Multi-use space for performance and formal teaching

**THIRD FLOOR**
- 250 seat Lecture Hall and Mini-theater
- Vertically connects between floors

**FOURTH FLOOR**
- Flat floored multi-purpose Technology-laboratory space
- 2,500 sf

**THE HUB**

**DAYLIGHT TOP FLOORS**

**COURTYARD ENTRANCE**

**NEIGHBORHOOD BACK DOOR**
The rotunda became a critical physical and visual connector internally to the four academies and externally between the community and school. The literal demarcation between phases of construction the rotunda is a beautiful neighborhood entrance—a landmark where once was a loading dock and dumpsters. The four story Hub stacks formal and informal flexible environments that serve as links between all academies:
The south facing courtyard adjacent to the entrance acts as the school’s protected outdoor campus and natural gathering space for pre-and post-class socializing. This zone is easily monitored from the adjacent school administration office. The other key social spaces—school cafeteria, auditorium, gymnasium, and library—are all accessible from the main entrance, encouraging incidental student interaction during the school day. These spaces can be completely “secured” outside of school hours to allow ease of public use. The cafeteria and chef’s kitchen is staffed and run by students in the culinary arts program. 1,600 students comfortably gather in the courtyard without feeling overcrowded. The courtyard eliminates the danger of students spilling out onto the nearby busy Coddington Street.
COMMUNITY CONNECTIONS

“We” invite the community into the building. . .
The building is in use 24 hours a day. . .
We have become a Community High School.

Frank Santoro, Principal
Quincy High School
SITE CONSIDERATIONS

Historical Downtown Context
Wetlands/Coastal Flood Plain
Street Closing
Safety and Security
Single Family Residential Neighborhood
Urban Design

Community Connections
The design team configured the new 325,000 sf building at the center of the existing site adjacent to and incorporating the original academic building, demolishing the vocational building and closing the road that had subdivided the campus. Demolition and construction proceeded in phases while the school remained fully operational so that no students were relocated off site. The school's new entry is located where the cross-street once bisected the high school and now envelopes a welcoming exterior courtyard that eases the transition from the street to the heart of the school community. An undulating façade enlivens the space. Students arrive in a secure and open plaza, removed from the raw elements of the city but visually connected to the community on all sides.
The diverse student body of Quincy High School is a veritable rainbow of nationalities—81 countries at last count are represented. Celebrating this fact, a panoply of flags is on display in the Student Commons and Media Center.

Community Connections
ARCHITECTURAL CHARACTER
GATEWAY TO DOWNTOWN

Architectural Character
"THE CITY OF GRANITE"

1 - Facade detail
2 - Rotunda
3 - The Presidents Church
4 - Facade Detail
5 - Thomas Crane Public Library
PROGRAM OF REQUIREMENTS
## Program of Requirements

### Typical Spaces

<table>
<thead>
<tr>
<th>Space</th>
<th>SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Academic Classroom</td>
<td>38,800</td>
</tr>
<tr>
<td>Teacher Resource/Planning Room</td>
<td>3,500</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>2,400</td>
</tr>
<tr>
<td>Department Head Office</td>
<td>1,200</td>
</tr>
</tbody>
</table>

### Fine Arts Academy

<table>
<thead>
<tr>
<th>Subject</th>
<th>SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10,200</td>
</tr>
<tr>
<td>Social Studies</td>
<td>11,050</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>9,600</td>
</tr>
<tr>
<td>Fine and Applied Arts</td>
<td>6,340</td>
</tr>
<tr>
<td>Music/Drama</td>
<td>7,860</td>
</tr>
<tr>
<td>Fashion Technology</td>
<td>9,678</td>
</tr>
<tr>
<td>Auditorium</td>
<td>2,090</td>
</tr>
<tr>
<td>Education</td>
<td>1,400</td>
</tr>
</tbody>
</table>

### STEM

<table>
<thead>
<tr>
<th>Subject</th>
<th>SF</th>
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</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>10,350</td>
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<tr>
<td>Sciences</td>
<td>15,215</td>
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<tr>
<td>Construction</td>
<td>16,109</td>
</tr>
<tr>
<td>Engineering</td>
<td>3,600</td>
</tr>
<tr>
<td>CADD Lab</td>
<td>1,200</td>
</tr>
<tr>
<td>Metal Fabrication</td>
<td>3,308</td>
</tr>
<tr>
<td>Transportation</td>
<td>5,675</td>
</tr>
<tr>
<td>Business</td>
<td>7,695</td>
</tr>
<tr>
<td>Information Technology</td>
<td>1,070</td>
</tr>
<tr>
<td>Patient Care and Health</td>
<td>4,250</td>
</tr>
</tbody>
</table>

### Non-Assigned Spaces

<table>
<thead>
<tr>
<th>Space</th>
<th>SF</th>
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</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>3,750</td>
</tr>
<tr>
<td>Special Education</td>
<td>8,635</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>5,878</td>
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<tr>
<td>Library and Media Center</td>
<td>8,225</td>
</tr>
<tr>
<td>Physical Education</td>
<td>35,685</td>
</tr>
<tr>
<td>Cafeteria and Kitchen</td>
<td>11,960</td>
</tr>
<tr>
<td>Large Group Instruction</td>
<td>4,650</td>
</tr>
</tbody>
</table>

### Administration

<table>
<thead>
<tr>
<th>Space</th>
<th>SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Suite</td>
<td>3,277</td>
</tr>
<tr>
<td>Deans</td>
<td>2,520</td>
</tr>
<tr>
<td>Guidance/Student Support Services</td>
<td>3,556</td>
</tr>
<tr>
<td>Nurse</td>
<td>1,235</td>
</tr>
<tr>
<td>Custodial</td>
<td>1,650</td>
</tr>
</tbody>
</table>

### Total Program Area (NSF)

| Total Program Area (NSF)             | 216,666 |
| Total                                | 325,000 |

### SF Per Pupil

| SF Per Pupil | 203 |

---

Program of Requirements
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Quincy High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Address</td>
<td>52 Coddington Street</td>
</tr>
<tr>
<td>City</td>
<td>Quincy</td>
</tr>
<tr>
<td>State, Zip Code</td>
<td>Massachusetts, 02169</td>
</tr>
<tr>
<td>School or District Phone</td>
<td>617-984-8700</td>
</tr>
<tr>
<td>District Name</td>
<td>Quincy Public Schools</td>
</tr>
<tr>
<td>Supt/President</td>
<td>Dr. Richard DeCristofaro, Superintendent</td>
</tr>
</tbody>
</table>

| Type of Project (New, Renovation/Modernization) | New |
| Type of School: Elementary, Middle, High, Higher Ed, Vocational, or Other | Other: Comprehensive (High+Technical) |
| Grades Housed         | 9 to 12             |
| Occupancy Date        | Fall 2010           |
| Capacity(Students)    | 1,500               |
| Site Size (acres)     | 18                  |
| Gross Area (sq. ft.)  | 325,000             |
| Per Occupant (pupil)  | 203                 |
| Gross/net please indicate | gross              |

| Project Cost:          | $126,500,000         |
| Site Development:      | $4,320,000           |
| Total Building Construction: | $110,540,000   |
| Fixed Equipment:       | $5,365,620           |
| Other:                 |                     |

| Total:                | $126,500,000         |
We felt [the architect] brought to the table flexibility and the skill of listening. We knew we’d get a high quality high school that reflected the needs of students and staff and that fit well within the community.

Dr. Rick DeCristofaro, Superintendent
Quincy High School