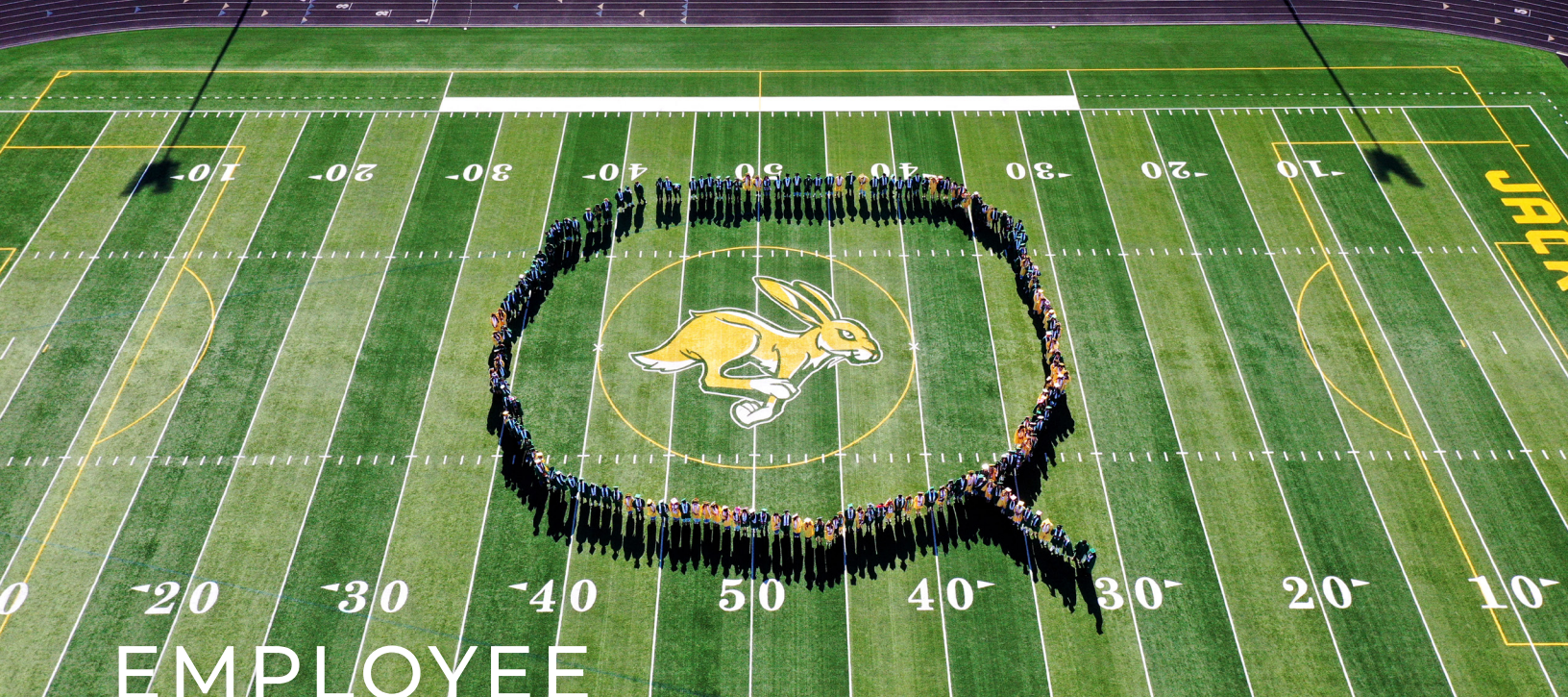




2026-2027

EMPLOYEE HANDBOOK

404 1st AVE SW Quincy, WA | 509.787.4571 | www.qsd.wednet.edu



EMPLOYEE HANDBOOK 26-27

Section:

DISTRICT INFORMATION

Contacts, Strategic Plan

1

TECHNOLOGY

<https://quincysd.gethelpss.com/>

2

PARENTSQUARE:

District Communication Platform

3

RED ROVER

Redrover@qsd.wednet.edu

4

VECTOR SOLUTIONS TRAINING

5

QSD SAFETY PROCEDURES

6

BUSINESS SERVICES CALENDAR

7

PAYROLL/HUMAN RESOURCES

Payroll@qsd.wednet.edu

8

PURCHASING

Purchasing@qsd.wednet.edu

9

EXPENSE REIMBURSEMENTS QUESTIONS

Purchasing@qsd.wednet.edu

10

FREQUENTLY ASKED QUESTIONS

11

POLICIES AND NOTICES

12

QUICK CONTACTS

- payroll@qsd.wednet.edu – all questions related to Payroll
- purchasing@qsd.wednet.edu – all questions related to Expense Reimbursements
- redrover@qsd.wednet.edu – all questions related to Red Rover

Dr. Nik Bergman Superintendent	nbergman@qsd.wednet.edu	x3116
Velma Flores Exec. Assistant to the Superintendent	vflores@qsd.wednet.edu TalentEd, Board Liaison & General Questions	x3102
David Garza Jr. Assistant Superintendent	dgarza@qsd.wednet.edu	x3120
Tia Stoddard Finance Director	tstoddard@qsd.wednet.edu Clock Hour Approvals, Placement, Paper Contracts	x3107
Mariana Ramirez Fiscal Specialist	mramirez@qsd.wednet.edu	x3117
Lara Snyder Payroll Officer	lsnyder@qsd.wednet.edu Payroll & Benefit Questions	x3103
Robin Mauro HR/Payroll Specialist	rmauro@qsd.wednet.edu Payroll & Benefit Questions	x3109
Tina Olson Accounts Payable Specialist	tolson@qsd.wednet.edu Purchasing & Credit Cards	x3101
Karla Lopez Brizuela Accounts Payable Assistant	klopez@qsd.wednet.edu Purchasing, Reimbursements	x3105
Shawn Fuller Technology Director	https://quincysd.gethelpss.com/	x3111
Alicen Gaytley Director of Teaching and Learning	agaytley@qsd.wednet.edu Curriculum, Assessment, Instructional Support & PD	x3108
Michele Gonzalez Exec. Assistant to the Director of Teaching & Learning	mgonzalez@qsd.wednet.edu QSD Clock Hours, Limited Certificates	x3110
Victoria Hodge Director of Support Services and Programs	vhodge@qsd.wednet.edu Migrant, ML, Title 1 programs	x3484
Sunshine Pray Director of Special Education and Health Services	spray@qsd.wednet.edu Special education, nurses, psychologists	x3479
Colleen Frerks Director of the Whole Child	cfrerks@qsd.wednet.edu QIA principal, Tuancy, Social Workers	x3920
Jessica Blancas Communications Coordinator	jblancas@qsd.wednet.edu ParentSquare, Website, Social Media	x3106
Tom Harris Facilities Director	tharris@qsd.wednet.edu	x3998
Raul Maceda Transportation Director	rmaceda@qsd.wednet.edu	x3390
Krystal Swafford Food Service Director	kswaffor@qsd.wednet.edu	x3680



2026-2027

Academic Calendar

August '26							4
S	M	T	W	T	F	S	

						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
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30	31						

November '26							18
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29	30						

February '27							18
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28							

May '27							20
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30	31						

September '26							21
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December '26							14
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27	28	29	30	31			

March '27							22
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28	29	30	31				

June '27							7
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October '26							21
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January '27							18
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April '27							17
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July '27							0
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18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

August 17-19 – 1st–3rd Cert. LID Days
 August 24 – Required District Staff Day
 August 26 – First Day of School
 September 7 – Labor Day – No School
 October 16 – 4th LID Day – No School
 October 30 – End of 1st Quarter
 November 3-6 – 1/2 Days Early Release – Parent Conferences
 November 11 – Veterans Day – No School
 November 25 – 1/2 Day Early Release
 November 26-27 – Thanksgiving – No School
 December 21 – January 1 – Winter Break – No School
 January 4 – School Reconvenes
 January 18 – Martin Luther King Day – No School
 January 21 – End of 2nd Quarter/1st Semester

January 22 – Records Day – No School
 February 5 – 5th Cert LID Day – No School
 February 15 – President's Day – No School
 March 5 – Mid-Winter Break/Snow Day Make-Up
 March 26 – End of 3rd Quarter
 March 30-April 2 – 1/2 Days – Parent Conferences
 April 5-9 – Spring Break – No School
 May 28 – 1/2 Day Early Release
 May 31 – Memorial Day – No School
 June 4 – QIA/QHS Graduation
 June 9 – End of Semester
 June 9 – Last Day of School – Early Release
 June 10 – Record's Day – No School
 June 18 – Juneteenth – Non work day

LATE START ON MONDAY OF EACH WEEK

In the event of school closure due to inclement weather or for other reasons, the make-up days will be at the end of the school year.



Strategic Plan 2022-2026

**SUCCESSFUL STUDENTS
TODAY, **BRIGHT**
FUTURES TOMORROW**





Mission Statement

Together we create a culture of belonging that empowers every student to achieve academic excellence and graduate prepared for a successful future as an engaged and productive citizen.

Core Beliefs

- We believe it is our collective responsibility to create an environment where all students are safe, seen, heard, celebrated and culturally accepted.
- We believe all staff share responsibility to support the whole child.
- We believe that learning experiences should be reflective of our student population.
- We believe that learning should be engaging and meaningful to our students.
- We believe all students can achieve at high levels.
- We believe in lifelong personal growth through embracing challenges, self-reflecting, and learning from all experiences.
- We believe that when students, families, community, industry, and schools partner together to support students, all students will succeed in learning.

QSD Vision for Equity and Excellence

Each student and their families feel a sense of belonging in our schools.

We know this is true because...

Students...

- are culturally accepted, safe, seen, heard, and celebrated in all school spaces.
- are valued partners who use their voice to take risks, ask questions, advocate for themselves, take pride in and contribute to a positive learning community.
- are engaged in collaboration and rigorous discussion in every classroom.

Families...

- are culturally accepted, safe, seen, heard, and celebrated in all school spaces
- are valued as partners in their child's learning.
- use their voice to take risks, ask questions and advocate for their child.
- are authentically engaged in collaboration and decision-making.

All staff members, as educators, build a culture of belonging by:

- being culturally accepted, safe, seen, heard, and celebrated in all school spaces.
- Contributing to a welcoming, safe, and positive learning culture for all students, families and colleagues.
- inviting, listening to and valuing family voice, creating avenues for families to partner and lead.
- communicating with families and students in ways that are consistent, reliable, and accessible.
- intentionally ensuring our students see themselves reflected in all facets of their education.





QSD Vision for Equity and Excellence

We believe that every student can do and be anything.

We know this is true because...

Students...

- understand their strengths and needs and make decisions to support their next steps in learning.
- are engaged in rigorous learning opportunities that connect to the real world and their futures.
- achieve high levels of academic success to support their desired futures.

Families...

- understand their child's strengths and needs and make decisions to support their next steps in learning.
- are engaged with the rigorous learning opportunities happening at school that connect to the real world and their child's future.
- are empowered to support their child to achieve high levels of academic success to support their desired future.

All staff members, as educators...

- partner with students in their learning and provide meaningful strength-based feedback that brings students closer to their goals.
- have high expectations for each and every student.
- provide rigorous learning opportunities for every child that connect to the real world and the child's future.
- commit to integrating inclusive, culturally sustaining, evidence-based instructional practices that lead to increased student achievement.
- value students' multilingual abilities as a strength and a foundation for learning.
- collaborate and take part in shared, data-informed decision-making.

Goals

Metrics

Outcomes

Start Strong

- WaKIDS
- SRSS-IE
- STAR
- SBA
- Unit Assessments
- WIDA ACCESS

Each student entering kindergarten will demonstrate social-emotional and academic readiness and meet or exceed grade-level standards in ELA and math by the end of third grade.

- Students will demonstrate social-emotional and academic readiness when entering kindergarten
- Students will meet or exceed grade-level standards in ELA and math by the end of third grade
- Students will be proficient in English language development standards by the end of third grade

Culture of Safety and Belonging

- Student surveys
- Empathy interviews
- SRSS-IE
- Interest Inventory
- Student data

Each student feels culturally accepted, safe, seen, heard, and celebrated so they will contribute to a positive learning community.

- All students feel physically & emotionally safe.
- Students feel confident in social-emotional skills to collaborate with others
- Students will feel culturally accepted, included, and celebrated

Rigorous and Relevant Learning Experiences

- Student surveys
- Digital Portfolios
- HSAB Plan
- Disaggregated Course enrollment

Each student experiences rigorous learning that connects to the real world and their futures.

- Students experience rigorous learning in all school spaces
- Students are engaged in authentic learning experiences that help them plan for their future by connecting with and contributing to their family, their communities, and the world
- Traditionally marginalized student groups are equitably represented in all programs, courses, and activities

Growth and Mastery of Priority Standards

- Data Notebooks
- STAR
- Common Assessments
- SBAC, WCAS, WIDA
- Performance Tasks
- Grades
- HYS Hope Report

Each student understands their strengths and needs to grow and achieve high levels of academic success to support their desired futures.

- Students can articulate and self-assess where they are in relation to priority standards
- Every student meets or exceeds proficiency in grade/subject content areas
- Students have hope and a vision to pursue their future

Pathways to Graduation and Beyond

- HS GPA
- Dual credit enrollment
- HSBP Plan
- CTE pathways
- SBA/SAT/ACT
- Algebra 1 and 2 achievement data
- 9th grade on track
- Student and parent survey data

Each student successfully navigates pathways to graduate from high school prepared for their next step in education, career, and life.

- **Rigorous academic preparedness** - Students have the academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences
- **Opportunity knowledge** - Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level
- **Student agency** - Students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, emotional, and professional knowledge and skills

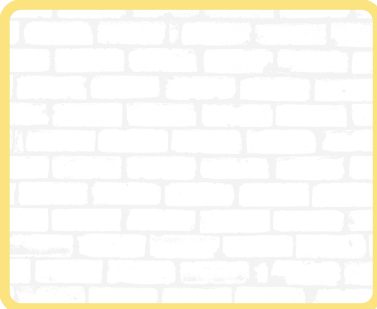
Foundations

Ongoing themes that support strategic goal areas



Family Partnership:

- Families are valued partners in their student's learning
- Families support their student's next steps in learning by understanding and advocating their strengths and needs
- Families are culturally accepted, safe, seen, heard, and celebrated



Communications:

- District staff are supported to share timely information safely, efficiently, and consistently
- Families and the Quincy community are informed, engaged, and take pride in our schools
- Students create and share school content with peers and the community

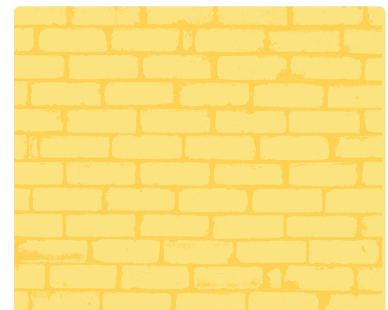
Teaching & Learning:

- Students experience engaging instruction and high levels of learning through evidence-based instructional practices in every classroom
- Students have equitable access to a guaranteed & viable curriculum that is culturally responsive and supports their growth and next steps
- District, school, and collaborative teams routinely use disaggregated, qualitative, and quantitative data to improve outcomes for each and every student



District Operations & Resource Stewardship (*Under Construction*):

- Fiscal/budgeting
- Facilities planning
- Safety
- Human Resources



THANK YOU!

[Back to Table of Contents](#)

Thank you to all the stakeholders who provided valuable input during the development of our new strategic plan!

We thank you for the commitment you made to attending our listening sessions, completing surveys, asking questions, and sharing your thoughts. We recognize the time you invested, and we value your contributions as an important part of the strategic planning process.

We look forward to moving into the implementation phase this fall and continuing to work together over the next several years to fulfil our collective commitment to equity and excellence for our students.

STRATEGIC PLAN DEVELOPMENT

By the Numbers

VISION STATEMENT FEEDBACK

216

Staff Survey Responses

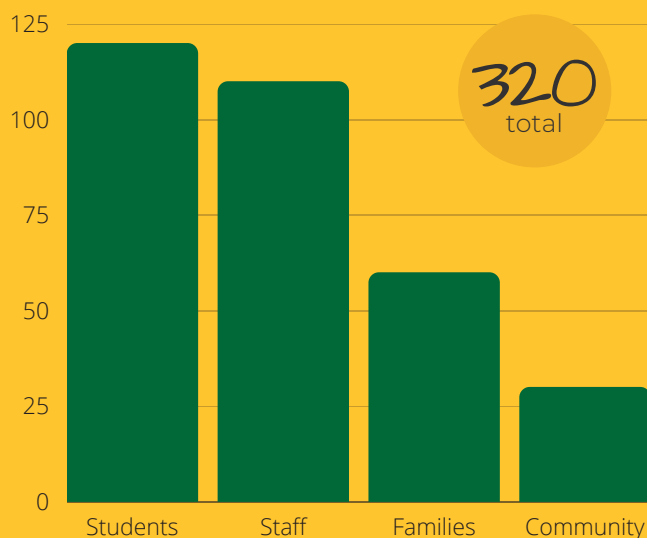
404

Family Survey Responses

1,439

Student Survey Responses

Listening and Learning Session Participants



GOALS AND STRATEGIES

55

QSD Teacher Leaders

TAGLINE

103

Staff Survey Responses

496

Student Survey Responses

DISTRICT LEADERSHIP TEAM FEEDBACK



Members: 37

STRATEGIC PLANNING LEADERSHIP TEAM

Members:

12

SCHOOL BOARD FEEDBACK OPPORTUNITIES



8



Welcome to the Quincy School District....

Technology support and resources consist of self-help via the [Digital Education Handbook](#), your [Building Technology Representative](#), the QSD Digital ED Leadership Team, and the [Technology Department](#). If you need support for a technology issue, please follow these steps:



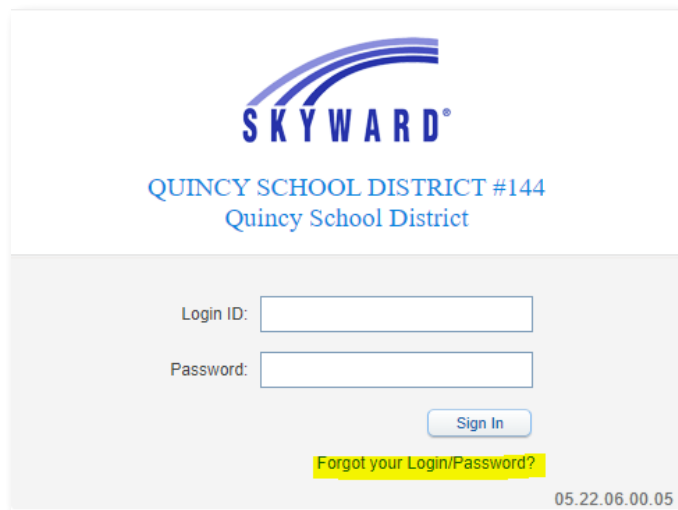
Accounts and Login Information

[QSD Network](#)[Skyward](#)[Office 365](#)[Google](#)[Wi-Fi](#)[Voicemail](#)

The Quincy School District utilizes single sign-on (SSO) technology for most accounts, including QSD Network, Office 365, Google, and Wi-Fi. This means you have the same username and password across accounts. Your email address/username will be the first letter of your first name and the first seven letters of your last name followed by @qsd.wednet.edu, and your default password is newpass24 (all lowercase). For example, Bob Robinson would have an email address/username of brobinso@qsd.wednet.edu. For more information about each account, please click on the above links.

If you forget any of these passwords (except for Skyward), please reset your password via the Password Reset link on the [QSD website](#): Staff > [Password Reset](#). Please remember that you need to set up a question-and-answer profile prior to having access to resetting your password, so do this as soon as possible by logging into [Office 365](#).

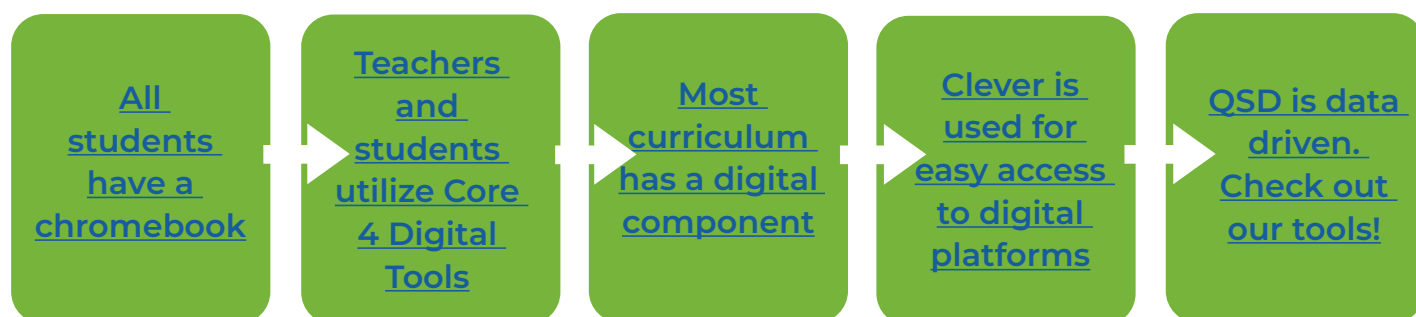
To obtain your Skyward Login ID or to reset your Skyward password, which is not part of SSO, use the “Forgot your Login/Password?” link located at the bottom of the login box. You will be emailed your Login ID and/or a link to reset your password.



The image shows a login interface for Skyward. At the top is the Skyward logo, which consists of a stylized rainbow arch over the word "SKYWARD" in blue capital letters. Below the logo, it says "QUINCY SCHOOL DISTRICT #144" and "Quincy School District". The login area has two input fields: "Login ID:" and "Password:". Below these fields is a "Sign In" button. At the bottom of the login area, there is a link that says "Forgot your Login/Password?". In the bottom right corner of the interface, the date "05.22.06.00.05" is displayed.

Student Centered Information

Quincy School District is focused on our students' success and provides you and them with a variety of tools, technologies, and curriculum. Please click on the links below for further information available on our [Digital Education Handbook](#) site.



The Tip of the Iceberg

For more information on a variety of technology resources, including classroom hardware, Big 5, Positive Student Behavior tools, SEL, and more, please visit the [QSD Digital Ed Handbook](#).

ParentSquare is the Quincy School District's official communication platform for connecting with families, students, and the community. All school and district communications should be sent through ParentSquare to ensure messages are consistent, accessible, and reach the appropriate audiences.

A Staff Guide for Using ParentSquare

[+ Notifications](#)[+ Alerts](#)[+ Messages](#)[+ Signups](#)[+ Forms](#)

GETTING STARTED

1 Activate Your Account

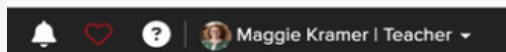


You should have received an invitation from ParentSquare in your school email asking you to activate your account.

Please follow the instructions in that email to activate your account.

If you didn't receive the email, be sure to check your Junk or Spam folder first. If you still can't find it, no worries! **Simply visit parentsquare.com/signin, (or scan the QR code) click **Register**, and activate your account using your district email address.**

2 Set Your Notification Preferences



While you may primarily use ParentSquare to send communications, it's important to set your notification preferences so you receive messages the way that works best for you. Click your name in the upper-right corner, then select **Manage Account > Notification Settings**. From there, you can choose how you'd like to receive notifications by email, text message, and/or the ParentSquare app.

You can also choose when to receive notifications:

- **Instant:** Receive notifications as soon as messages are sent.
- **Digest:** Receive one daily summary of all non-urgent messages, delivered each evening around 6:00 p.m.

READY TO START USING PARENTSQUARE

Posts and Direct Messages

There are two primary forms of communication you will use in ParentSquare.

- **Posts are used for communication to classes as a whole or other groups.**
 - Supply lists, upcoming exams, reminders, newsletters, and general announcements.
- **Direct Messages function similarly to a Remind text message or chat, usually one-to-one but can also be in small groups.**
 - Positive check-ins, individual student, progress notes, or private family conversations.

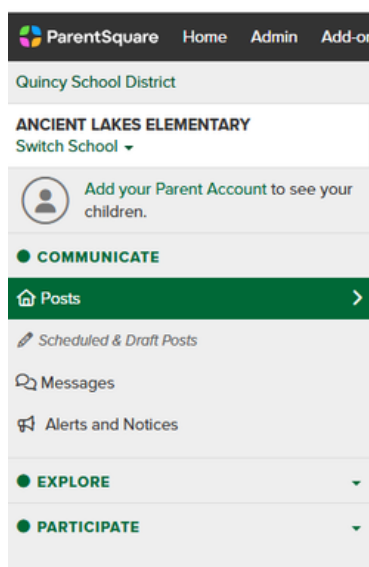
If you are at multiple schools, use the left-side navigation to toggle to the appropriate school.



A Staff Guide for Using ParentSquare

READY TO START USING PARENTSQUARE CONTINUED

Steps to Send a Post

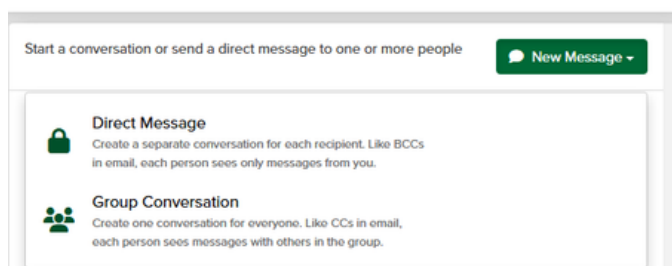


1. From **Home**, select **Posts** and then **New Post**
2. Click in the **To box** and **type or select** the name of a class/group/grade or school you have access to post to
 - a. **Groups:** If you would like to post to a group and do not have access, contact your building admin to discuss creating or providing access to a group. Classes rostered in Skyward should already be available to you.
3. Select the appropriate category or categories to post to under **Who Should See This - Parents, Staff and/or Students**
4. Compose your message. Optionally, attach files or use a built-in feature for asking for items, RSVP for events, or requesting volunteers
5. Select whether to send the message at the **user-preferred time**, **instantly** (overrides user preference), **or do not notify** (only posts in ParentSquare feed with no notification), then press **Post Now** or the **carrot icon ▼** and then **Schedule** to set a time to send in the future.

Steps to Send a Direct Message

1. From **Home**, select **Messages** on the left-side menu
2. Select the **New Message** button
3. At this time, select whether you would like to send a **Direct Message** or a **Group Message/Conversation**
 - a. **Direct Message** creates a separate conversation for each participant and they will only see messages from the sender. **Note: Direct messages override any digest preferences a user might have and notify recipients instantly.*
 - b. **Group Message/Conversation** creates one conversation for all participants.
4. Add recipients using **Quick Select** or **Recipients**
 - a. **Quick Select Recipients** will let you choose student and/or parent as the recipient
 - b. If you are not finding a recipient using **Quick Select Recipients**, jump to **Recipients** field further down and search a name.
5. Compose the message, use the paper clip to add photos or files (optional), then press **Send** to start the thread.

Messages



ParentSquare Quick Start Guide | When to Use ParentSquare Features

	Post	Alert	Direct Message	Auto Notice	Secure Document
Best For	Announcements to the entire district, school, classes), or group(s)	Limited to district & school admins Alerts and short reminders	Individual or small-group conversations	Limited to district & school admins Automated, student-specific notifications	Not currently available, launch TBD Student-specific electronic document delivery
Examples	General communications, newsletters, event RSVPs, forms, permission slips, volunteer/wish lists, appointment sign-ups	Smart Alerts - Reminders, school closures, delayed openings, early dismissals, after-school or activity cancellation Urgent Alerts - Natural disasters, critical threats	Student progress, classroom photos, behavioral issues, student absence	Attendance/lardy notices, lunch/book fees, Saturday school, truancy letters, transportation and bus route information	Report cards, assessment results, IEPs, certificates
Message Type	Everyday announcements and messages	Brief, important logistical updates	Messages to a single recipient or a few recipients	Student-specific notifications	Student-specific documents
View Duration	Viewable online for the school year	Viewable for 3 weeks	Viewable online	Viewable for 3 weeks	Viewable online as long as student remains at the school
Archived	At end of the school year	Not archived, always available to admins for reuse	Not archived, always available	Not archived, always available to admins for reuse	Not archived, template always available to admins for reuse
Attachment	Files, photos, and videos	No attachments	Files, photos, videos	No attachments	Only the single secure document
Delivery	Sent via recipient's notification method and frequency (can also be sent immediately)	Smart Alerts - Sender choice; defaults to text (voice fallback) Urgent Alert - Text, voice call, email, and app notification	Sent via recipient's notification method (default is email)	Sender chooses delivery method	Delivered to parents according to their notification preferences
Comments	Comments are hidden by default; individual posts can be made visible or disabled	No comments	No comments; message recipients are able to reply	Can have response note	No comments
Send to	Existing district, school, classes, and groups	Existing district, school, classes, groups, and/or CSV file of recipients	Individuals or selected users	All parents of the students whose student IDs are in the CSV file	All parents of students whose student IDs or state student IDs are in the PDF
Translation	Automatic translation for post body; may be edited before sending; not available for post add-ons	Automatic translation for message; may be edited before sending	Automatic two-way translation	Translations can be added manually	Translations can be added manually for notification title/message; no translation for the document PDF
Schedule	Can be scheduled	Smart Alerts can be scheduled; Urgent Alerts are sent instantly	Cannot be scheduled	Can be scheduled	Can be scheduled
Text/SMS Notification	Message truncated to 140 characters, with a link to view entire post	Limit of 300 characters	Message truncated to 140 characters, with a link to view entire message	Notification truncated to 300 characters with a link to view notice	Document subject truncated to 140 characters, with a link to view documents
When Delivered	Sender may send immediately or at recipients' preferred frequency (instant or digest)	Immediately or at scheduled day/time	Immediately; sender will be alerted if sending outside of the recipient's office hours	Immediately or scheduled; may be automated to send on a schedule for the year	At recipients' preferred frequency (instant or digest)
Message Options	Rich text formatting	N/A	N/A	Rich text formatting; merge fields for inserting information from CSV	N/A

Additional Resources and Training Options

Start with your school office.

If you have questions about using ParentSquare, contact your school's front office. They will connect you with your school's ParentSquare Site Lead for assistance

District Support

If you need additional assistance, you can also visit the [Quincy School District ParentSquare webpage](#) for staff resources, how-to guides, FAQs, and training materials. If your question cannot be answered through those resources, your school's ParentSquare Site Lead can work with the Communications Dept. to resolve more complex issues.

Use ParentSquare Help Resources

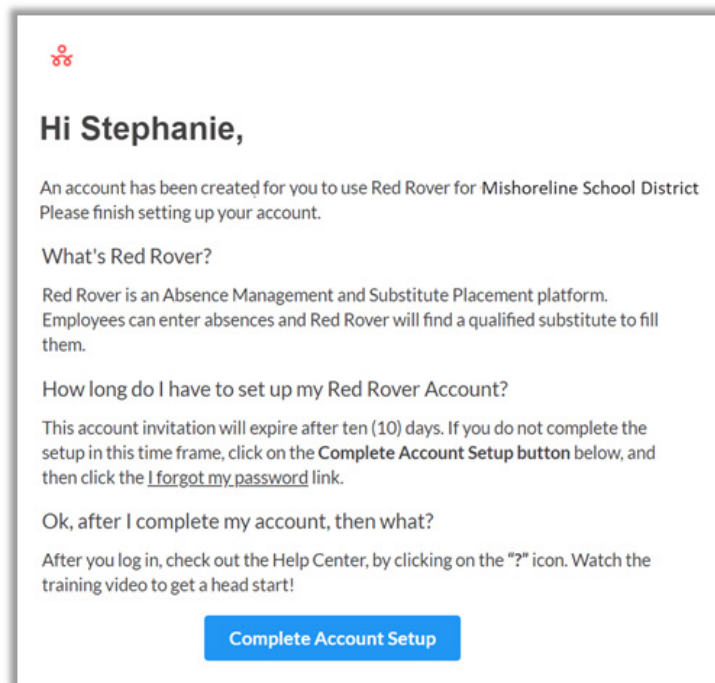
ParentSquare also offers a library of Help Articles and self-paced training resources. Click the **Help** tab within ParentSquare to search for answers, learn new features, and access training materials.



Hello Everyone,

Red Rover is a Absence Management & Sub Placement software. Red Rover is highly intuitive, user-friendly, and includes a wider range of capabilities that meet our needs.

1. As a new hire, you will receive an email from Red Rover directly. This email is your “account setup invitation”. Do NOT ignore this email. The email notification will look like this:



2. Once you receive the email, please click on the “Complete Account Setup” button at the bottom of the email, and log into Red Rover. You will have 10 days to set up your account, at which point your invitation will expire. You will be asked to setup your password.

3. *After you've logged in*, watch the [Employee Basic Training video](#) to get a high-level view of the system and what it can do. The video is only about six minutes long.

4. You can also check out the Red Rover Help Center to learn more about the system on your own.

As always, if you need assistance or have any questions, **please email** redrover@qsd.wednet.edu **or call (509) 787-4571.**

How to log in to Red Rover

You will receive an email invitation from your Red Rover administrator at your district. If you have trouble receiving the email, please check your spam folder. If you still do not see the Red Rover welcome email, contact your administrator. They will be able to resend the email invitation to you.

The email will look like this:

Hi Employee,

An account has been created for you to use Red Rover for Quincy School District. Please finish setting up your account

What is Red Rover?

Red Rover is an Absence Management and Substitute Placement

How long do I have to set up my Red Rover Account?

This account invitation will expire after ten (10) days. If you do not complete the setup in this time frame, please go to <https://app.redroverk12.com>

Ok, after I complete my account, then what?

Complete Account Setup

To set up your Red Rover account, click the **Complete Account Setup** button in the email. This button will allow you to create a new account and password with Red rover.

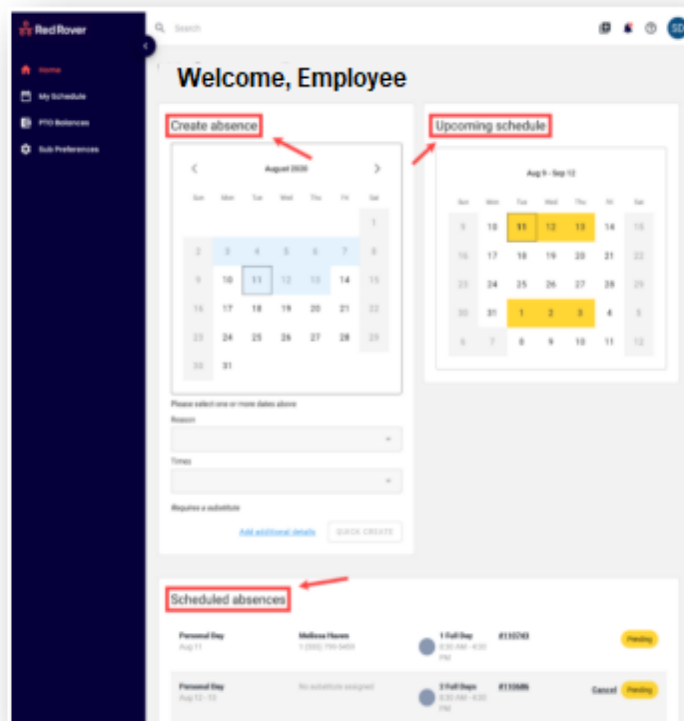
Your Red Rover login ID will be your email address.

After you have created your account, you may access the system at any time at the following address.

<https://app.redroverk12.com>

Employee Home Page

On your **Home** page, you will be able to create absences, view your upcoming schedule, and see any scheduled absences in the future.



How to Create an Absence

1. Click on the date of your absence. If the absence spans several days, click on each date the absence should include.
2. Below the date picker, click the **Reason** dropdown box, and select the reason for your absence.
3. Choose if your absence is for the Full Day, Half Day AM, Half Day PM, or a custom Hourly absence.
4. Choose whether your absence will require a substitute.
5. Finally, click **Quick Create** to submit your absence.
6. If this absence requires extra notes you'll see the "More details are required" message.
7. If you chose **Quick Create**, that's it. You will receive your absence confirmation number and Red Rover will take it from there!

Your absence has been saved. We'll take it from here.

Confirmation # 101016

NOTE: ALL Para Educators must have a prepared schedule for the substitute to follow. You may use the instructions below to update in Red Rover. If you prefer, have a written schedule available in your substitute binder. A copy of your schedule will be requested by for reference. *

2.

Policies

Paragraph **B I U** **¶** **☰** **☷** **🔗**

List here the guidelines substitute para educators should know. Listing expected student behaviors, playground rules/safety concerns.

VECTOR SOLUTIONS TRAINING

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What is Vector Solutions Training

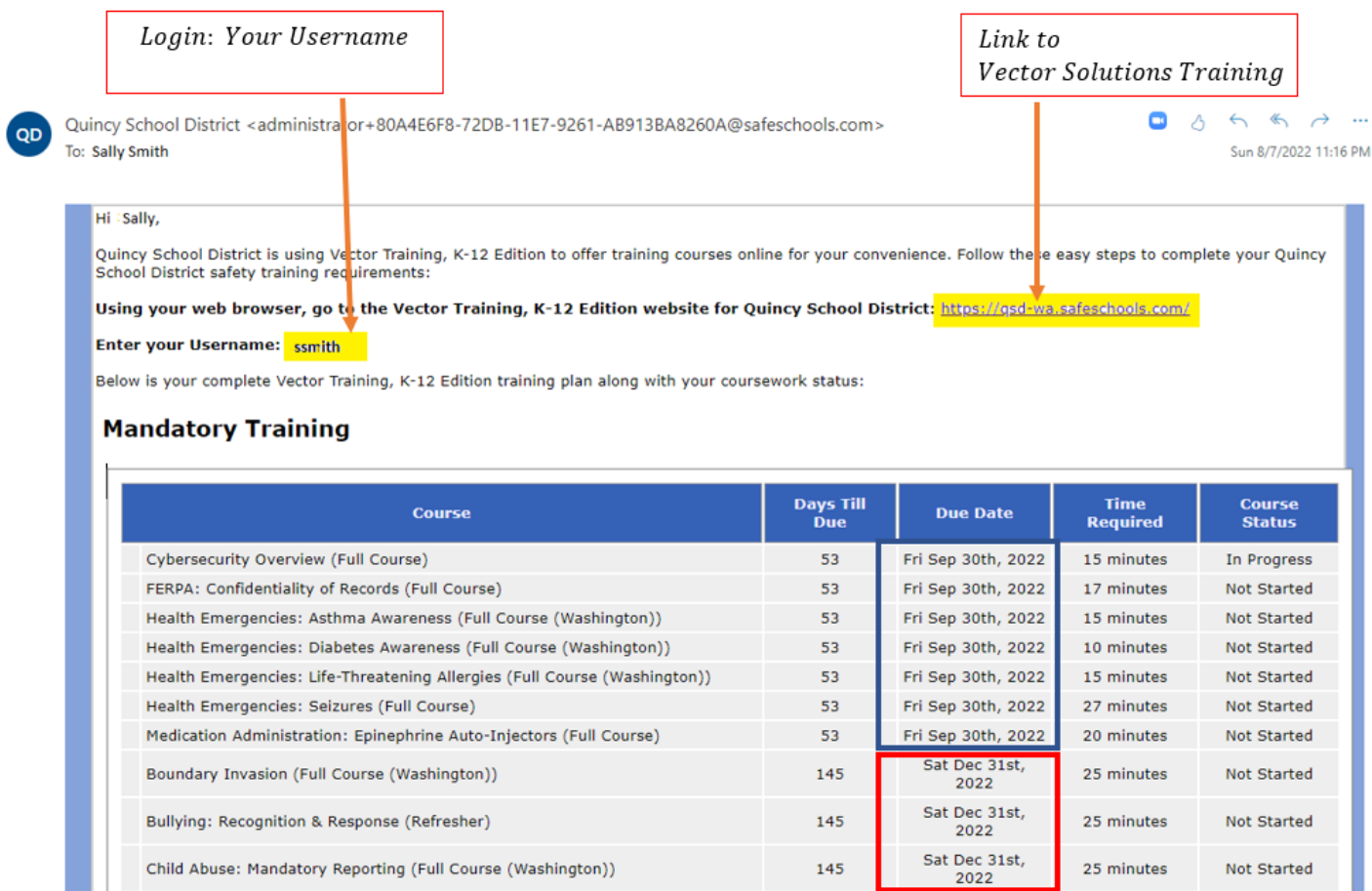
All employees are required to complete Vector Training. Washington State RCW 28A.320.125 “requires all public-school districts and public schools to have current school safety plans and procedures in place”.

The School Safety Center is a component of Student Support and works in close collaboration with System and School Improvement, and other departments of OSPI.

You will receive instructions, through your school email, your username and the link to access the Vector Training site. Use your username to access your training.

Login: Your Username

Link to Vector Solutions Training



Quincy School District <administrator+80A4E6F8-72DB-11E7-9261-AB913BA8260A@safeschools.com>
To: Sally Smith

Sun 8/7/2022 11:16 PM

Hi Sally,

Quincy School District is using Vector Training, K-12 Edition to offer training courses online for your convenience. Follow these easy steps to complete your Quincy School District safety training requirements:

Using your web browser, go to the Vector Training, K-12 Edition website for Quincy School District: <https://qsd-wa.safeschools.com/>

Enter your Username: **ssmith**

Below is your complete Vector Training, K-12 Edition training plan along with your coursework status:

Mandatory Training

Course	Days Till Due	Due Date	Time Required	Course Status
Cybersecurity Overview (Full Course)	53	Fri Sep 30th, 2022	15 minutes	In Progress
FERPA: Confidentiality of Records (Full Course)	53	Fri Sep 30th, 2022	17 minutes	Not Started
Health Emergencies: Asthma Awareness (Full Course (Washington))	53	Fri Sep 30th, 2022	15 minutes	Not Started
Health Emergencies: Diabetes Awareness (Full Course (Washington))	53	Fri Sep 30th, 2022	10 minutes	Not Started
Health Emergencies: Life-Threatening Allergies (Full Course (Washington))	53	Fri Sep 30th, 2022	15 minutes	Not Started
Health Emergencies: Seizures (Full Course)	53	Fri Sep 30th, 2022	27 minutes	Not Started
Medication Administration: Epinephrine Auto-Injectors (Full Course)	53	Fri Sep 30th, 2022	20 minutes	Not Started
Boundary Invasion (Full Course (Washington))	145	Sat Dec 31st, 2022	25 minutes	Not Started
Bullying: Recognition & Response (Refresher)	145	Sat Dec 31st, 2022	25 minutes	Not Started
Child Abuse: Mandatory Reporting (Full Course (Washington))	145	Sat Dec 31st, 2022	25 minutes	Not Started

NOTE: It is important that employees complete the trainings within the timelines given. The program will continue to send emails for all uncompleted trainings.

EVACUATION

1. Alarm signals all building evacuation.
 2. Teachers shall organize students for departure.
 - Prepare your students to exit the building being aware of their surroundings in case a new threat presents itself.
 - Take "Go Kit " (grade book/class roster, Red/Green Card)
 - Close the classroom door upon departure.
 - Students do not to go to lockers.
 - Leave the building via your standard exit or the closest and safest exit
 - Line up in the evacuation assembly area.
 - Conduct a roll call and display Red-Green Card towards Evacuation Leader.
- RED – Need Help GREEN – All here and OK.**
- When signaled to re-enter school account for all students back in classroom.
 - Check room and report anything amiss to the Principal and debrief students.
 3. Staff w/ students from ancillary classes will reunite them with the teachers, then report to the Evacuation Team Leader for assignment.
 4. Staff without students report to the Evacuation Team Leader for assignment.

FIRE

1. If you discover smoke or fire, pull fire alarm as you leave the building.
2. Use standard evacuation procedure for any fire or suspected fire.
3. Leave room lights on.
4. Close classroom door as you leave. Do not lock!

SECURE AND TEACH

1. The Incident Command Team will alert the school.
2. This team will coordinate the locking and signing of all perimeter doors and windows.
3. **If outside, staff and students will quickly move into available rooms.**
 - Teachers during class time:
 - Classroom teachers must lock any exterior room doors/windows.
 - No student leaves the room unless authorize by the Principal.
 - Students immediately return to their assigned classroom.
 - Conduct class as normal until the Principal announces the all clear.

LOCKDOWN (Inside Threat)

1. Lock all occupied room doors during normal class time.
2. If safe to do so, students outside of class shall immediately return to the nearest securable room.
3. Students under threat, unable to take shelter, or outside; should leave campus to a safe location.
4. If safe to do so, close, lock and cover all windows and glass panels
5. Move everyone to the door wall side of the classroom in a kneeling or prone position.
6. Room lights on or off and keep everyone quiet. Put all cell phones on vibrate or silent.
7. Do not open any doors, for any reason, for anyone. Barricade classroom door if safe to do so.
8. Lockdown concluded when police or principal enters the room, follow their directions.

SHELTER - IN - PLACE

1. When alerted all staff and students will immediately return to their classroom.
2. Teachers will close and lock all exterior classroom door(s) or window(s).
3. Teachers take their "Go Kits" and proceed, with their class to the buildings, pre-selected Shelter in Place location.
4. Upon arrival teachers will take attendance using the Red/Green Card, similar to Evacuations.
5. Everyone must follow the directions of the Evacuation Team Leader.
6. Maintain a calm atmosphere.
7. Provide for the emotional needs of the students.
8. Do not open exterior doors, for any reason, until the all clear is given.

EARTHQUAKE

DROP — To the floor.

COVER — Take cover under a sturdy piece of furniture. Against a load bearing wall is best. Protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors, or tall furniture.

HOLD — On to sturdy objects and be prepared to move with it. Hold until the ground stops shaking and it's safe to move.

EVACUATE -- When the shaking stops, leave the building via the closest safest exit and enter Evacuation Mode as described above.

ACTIVE THREAT (shooting, bomb, weapons)

1. May be delivered in writing, through social media, in person, over the telephone, or through a second party.
2. Immediately notify the Principal or designee.
3. The Principal or designee evaluates and notifies law enforcement.
4. If a bomb threat turn off cell phones and/or walkie-talkies.
5. Principal or designee activates the building Incident Management Team.
6. Follow standard evacuation procedures unless told otherwise.
7. If you see something suspicious REPORT IT--DON'T TOUCH IT.
8. Re-occupy buildings only when clearance is given by the Evacuation Team Leader.
9. If students are to be evacuated from school property to protect them from a bomb threat, allow no backpacks or packages onto the transporting busses. You want to leave the problem behind, not give it a ride.

• When safe to do so notify the Quincy School District Office.

BUSINESS SERVICES CALENDAR

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2026-2027 Business Services Calendar

Updated 08/04/2026

September						
Su	Mo	Tu	We	Th	Fr	Sa
		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			

October						
Su	Mo	Tu	We	Th	Fr	Sa
				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

November						
Su	Mo	Tu	We	Th	Fr	Sa
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					

December						
Su	Mo	Tu	We	Th	Fr	Sa
		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		

January						
Su	Mo	Tu	We	Th	Fr	Sa
					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						

February						
Su	Mo	Tu	We	Th	Fr	Sa
	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						

March						
Su	Mo	Tu	We	Th	Fr	Sa
	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			

April						
Su	Mo	Tu	We	Th	Fr	Sa
				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	

May						
Su	Mo	Tu	We	Th	Fr	Sa
						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					

June						
Su	Mo	Tu	We	Th	Fr	Sa
		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			

July						
Su	Mo	Tu	We	Th	Fr	Sa
				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

August						
Su	Mo	Tu	We	Th	Fr	Sa
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				

AP & Payroll Cut off Dates

AP Vendor & Payroll Pay Dates

Board Dates

Bank Holidays

Last Day of School

Absence Forms are due to payroll within 5 days of the absence.

Purchasing Year End Dates

April 2nd	Teacher- Purchasing & Reimbursements
	Admin/Admin Assistants/Grants (ASB/GF)
May 14th	Blanket PO Purchasing
	BMO Credit Card Final Purchase
	Return Building Credit Cards to DO
July 15th	DO, Curr, Tech, Food Svc, Trans, Maint

Purchasing open for new SY 27-28

Welcome to the Quincy School District!

THE BASICS

- **Payday** is the last working day of each month
- Employee salaries are divided into 12 equal payments (September through August)
- Timesheets are due by the 10th of the month
- Absence forms are due within 5 days of the absence

ELECTRONIC DEPOSIT IS MANDATORY FOR ALL STAFF.

The first month is always the pre-note month. Items transmitted are the employee name and necessary account information and are checked for accuracy, which means you will receive a check in hand. If all is processed through the banking institution, then the following month the money will be transmitted electronically. We no longer print earning statements (check stubs). Employees need to use Employee Access in Skyward to print their own earnings statement.

RETIREMENT

- All employees working approximately 3.5 hours per day will be eligible for Washington State Retirement.
- Enrollment into the Washington State Department of Retirement Systems – go to: <https://www.drs.wa.gov/choice>. If this doesn't work for you, then go to: www.drs.wa.gov and under Popular Links click Choose a Plan. Here you will find information to help you decide which plan you want.

HEALTH BENEFITS

- SEBB benefits run on a calendar year and will be effective September 1, 2026 for the 2026/2027 school year. These benefits include medical, dental, vision, basic life, and LTD (Long Term Disability). The School Employee Enrollment Guide for 2025 can be found using the following link: <https://www.hca.wa.gov/assets/pebb/20-0049-school-employee-enrollment-guide-2026.pdf>
- Employees have 31 days from the eligibility date to enroll in benefits.
 - New Hires have 31 days from employment start date.
 - Existing employees increasing hours to a benefits eligible position have 31 days from the effective date of the new position.
 - Qualifying Events are 31 days from the date of the event. For example: birth of child, marriage, divorce, loss of coverage.
- Dental and Vision are mandatory benefits meaning you must elect a plan. There is no cost for this coverage including family members.
- Open Enrollment occurs once a year and begins in October 2026 for a January 1, 2027 effective date. During Open Enrollment, employees can make any changes to their benefit elections without the need for a Qualifying Event.

TAX SHELTERED ANNUITIES (TSA'S)

- Deductions can be set up for payroll deduction for approved 403b and 457 Plans. For more information, please contact the Payroll Department.

Contacts: Lara Snyder 787-4571 ext 3103 & Robin Mauro 787-4571 ext 3109 or payroll@qsd.wednet.edu

EMPLOYEE ACCESS

Go to your districts Employee Access website: <https://www2.ncrdc.wa-k12.net/scripts/cgiip.exe/WServe=wquincys71/seplog01.w>

1. Login: Enter your User Name.
2. Password: Enter your Password.
3. Select "Employee Access" from the Login Area Menu.
4. Click "Sign In"

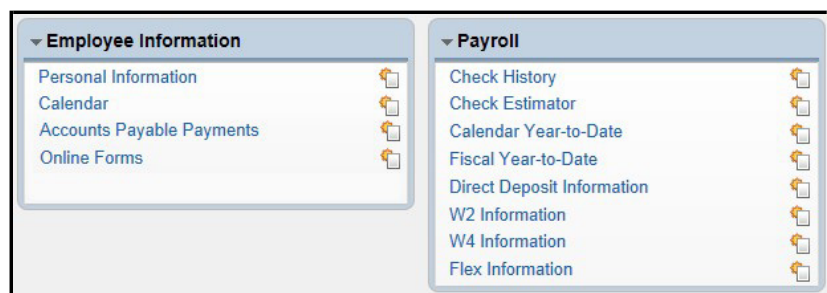


Employee Access is dedicated to the employee. Depending on district configuration and security access an employee can review their personal Demographic, Personnel, Payroll, Time Off, Insurance, AP Payment information and Attachments. Additionally, depending on configuration and modules that the District utilizes, employees can enter Time Off and Expense Reimbursement requests as well as Apply for Open Positions. Supervisors can also approve or deny Time Off and Expense Reimbursement Requests.

EMPLOYEE INFORMATION

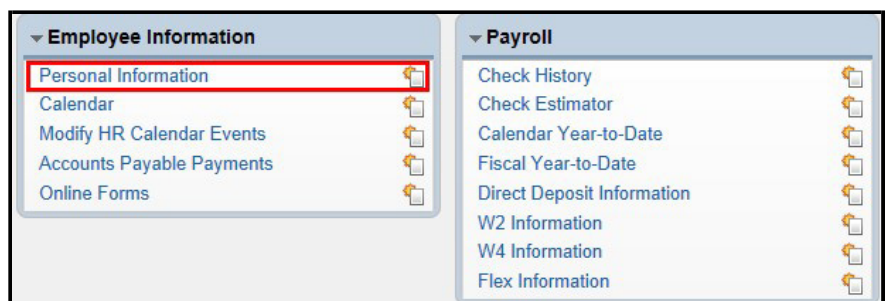
The Employee Information area includes Personal Information, Calendar and Events, Accounts Payable Payments, Online Forms and Payroll.

Click on Employee Information



PERSONAL INFORMATION

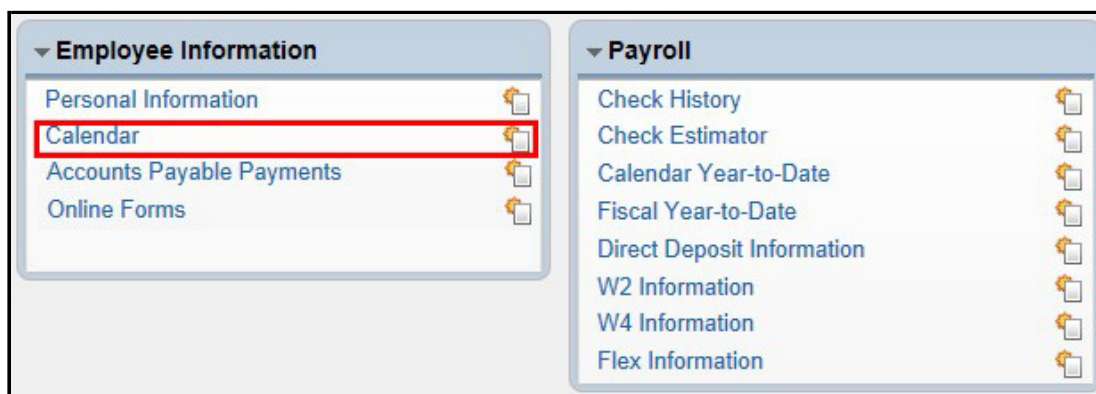
The Personal Information area includes Demographic, Personnel, Payroll, Time Off, Insurance, AP Payments and Attachments. Information displayed is contingent on District configuration.



DEMOGRAPHIC		
	Employee Info	Name, phone, race and ethnicity information.
	Address	Primary and Mailing
PERSONNEL	Personnel Info	Employee Type, Hire and Start Date, Building, Check location, State ID
	Lane/Step History	Placement Tracker Information
	Prof Development	Degree and Credit History
	Assignments	Summary for the current year
	Certifications	Certification and Endorsement History
PAYROLL	Checks	Historical payroll records
	Check Estimator	Creates an estimation based on changes to payroll information.
	Calendar YTD	Calendar year-to-date payroll totals for the current or previous year(s).
	Fiscal YTD	Payroll fiscal-year-to-date (September- August) totals for the current or previous year(s).
	History Report	Allows a user to run payroll history reports
	Direct Deposit	List of direct deposit account(s) on file.
	W2 Information	Information for each year that a W2 statement exists.
	W4 Information	State and Federal Tax marital status as well as State and Federal tax exemption status.
	Flex Information	Yearly declared amount, as well as monthly payroll deduction.
TIME OFF STATUS		Historical time off transactions
AP PAYMENTS		Payments received through Accounts Payable.
ATTACHMENTS		Forms made available from HR

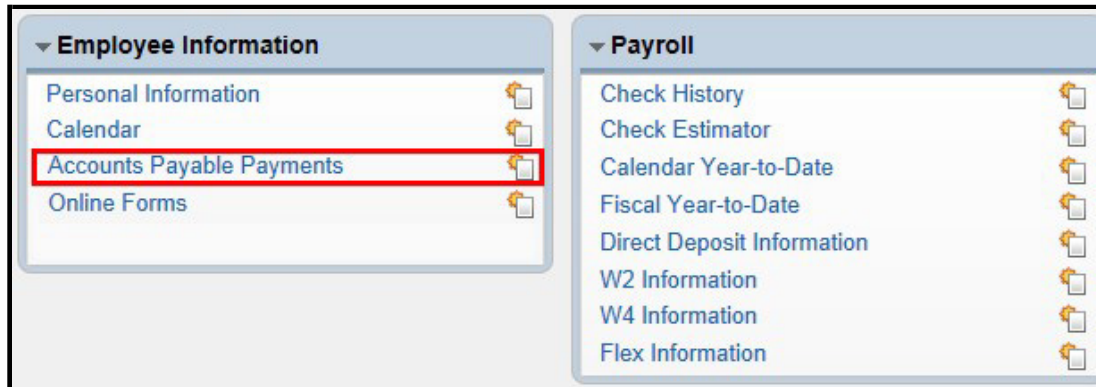
CALENDAR

The calendar tab allows an employee to view important payroll related dates and events. Time off transactions will also be displayed if this feature is being used by the district.



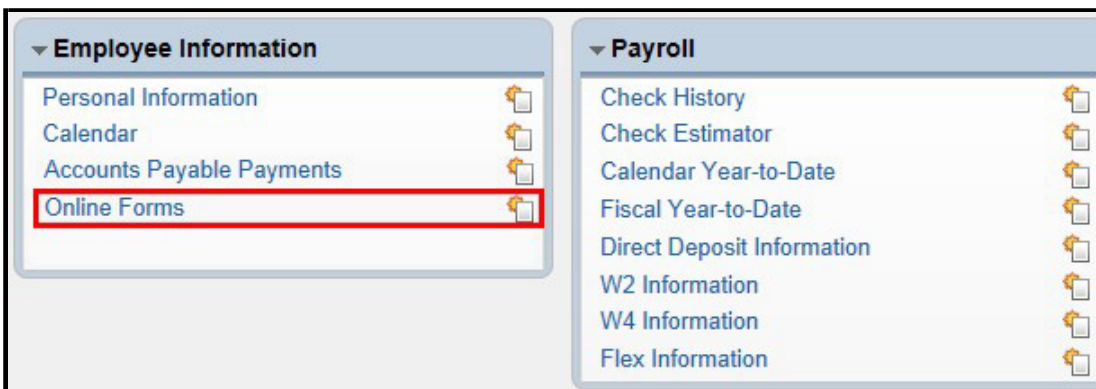
ACCOUNTS PAYABLE PAYMENTS

Displays payments made to the employee through Accounts Payable.



ONLINE FORMS

Displays custom forms set up by the district for employee use.



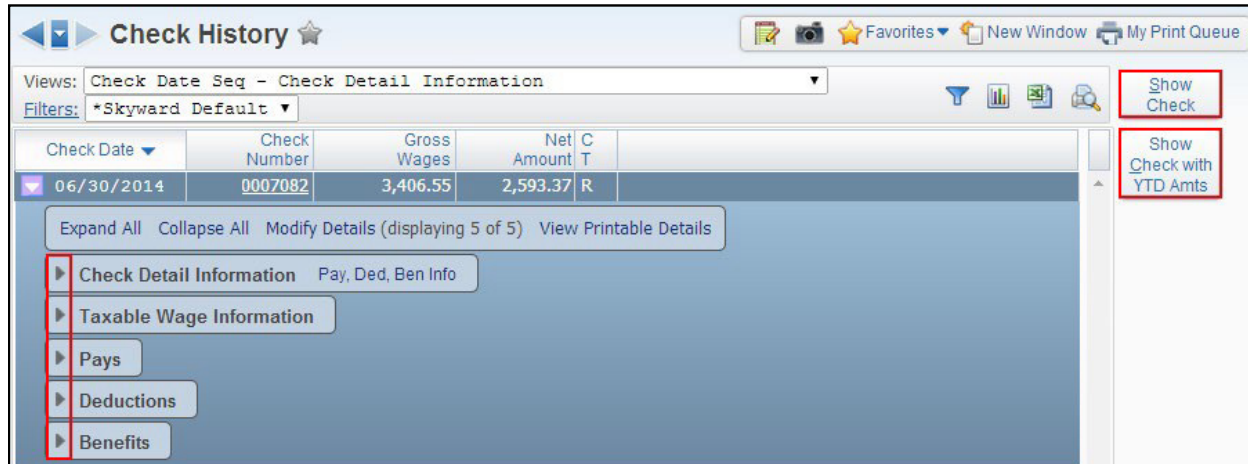
PAYROLL

The Payroll area includes detailed information about the employee's payroll such as Check History, Check Estimator, Calendar YTD, Fiscal YTD, Direct Deposit, W2, W4 and Flex information.

CHECK HISTORY

Check History displays an employee's historical payroll records in chronological order.

1. Select Check History
2. Click the  symbol to display Check History detail categories
3. Click on the individual category  –OR– Expand All –OR– Select Show Check to view detailed information for the highlighted record.
4. Select Show Check with YTD Amt's to display a view of the check with YTD amounts as of the date the check was printed.

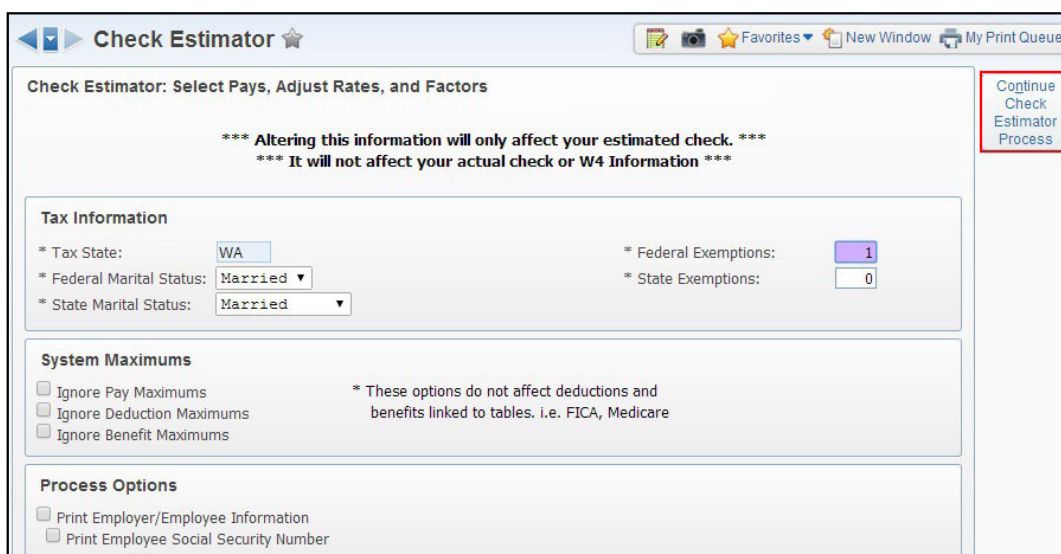


The screenshot shows the 'Check History' web application. At the top, there's a navigation bar with 'Check History' and a star icon. Below it, a 'Views' dropdown is set to 'Check Date Seq - Check Detail Information'. A 'Filters' dropdown is set to '*Skyward Default'. A table displays payroll data with columns: Check Date, Check Number, Gross Wages, Net Amount, and C/T. The first row shows '06/30/2014', '0007082', '3,406.55', '2,593.37', and 'R'. To the right of the table are two buttons: 'Show Check' and 'Show Check with YTD Amt's', both highlighted with red boxes. Below the table, there are links: 'Expand All', 'Collapse All', 'Modify Details (displaying 5 of 5)', and 'View Printable Details'. A sidebar on the left contains expandable categories: 'Check Detail Information', 'Taxable Wage Information', 'Pays', 'Deductions', and 'Benefits'. The 'Check Detail Information' category is expanded, and its sub-items are also visible.

CHECK ESTIMATOR

Check Estimator allows users to create an estimation based on changes to payroll information. The estimator process will not affect your actual payroll check or W4 information. It is for estimation purposes only. Any actual changes will need to be submitted to your payroll office.

NOTE: If you want to apply any of the changes that you used in this calculation to your actual payroll check, you need to contact your payroll office.

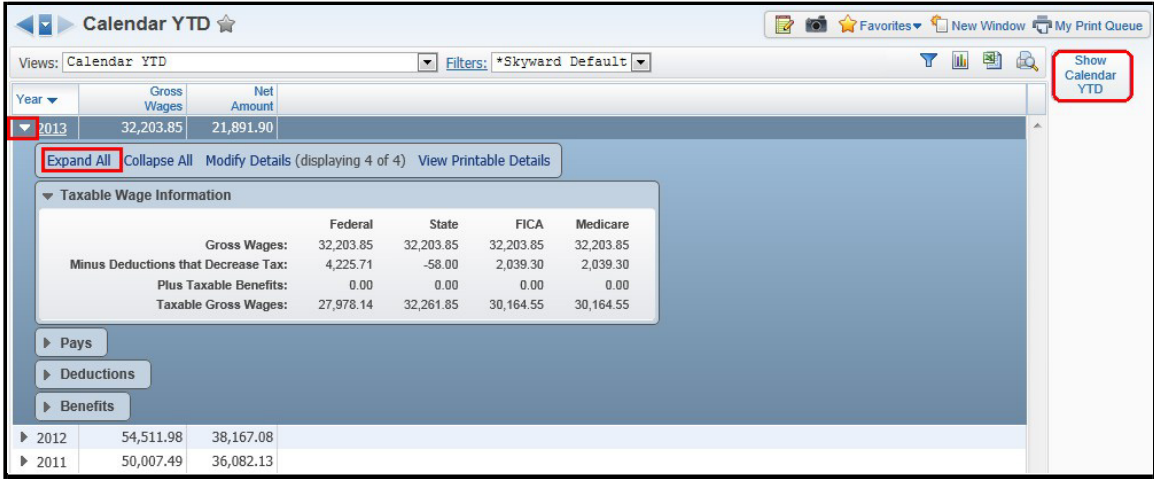


The screenshot shows the 'Check Estimator' web application. At the top, there's a navigation bar with 'Check Estimator' and a star icon. Below it, a 'Check Estimator: Select Pays, Adjust Rates, and Factors' section contains a warning: '*** Altering this information will only affect your estimated check. *** It will not affect your actual check or W4 Information ***'. The form is divided into three sections: 'Tax Information', 'System Maximums', and 'Process Options'. 'Tax Information' includes fields for 'Tax State' (WA), 'Federal Marital Status' (Married), 'State Marital Status' (Married), 'Federal Exemptions' (1), and 'State Exemptions' (0). 'System Maximums' includes checkboxes for 'Ignore Pay Maximums', 'Ignore Deduction Maximums', and 'Ignore Benefit Maximums'. 'Process Options' includes checkboxes for 'Print Employer/Employee Information' and 'Print Employee Social Security Number'. A 'Continue Check Estimator Process' button is highlighted with a red box on the right side of the form.

CALENDAR YTD

The Calendar YTD area displays the employee's calendar year-to-date payroll totals for the current or previous year(s).

1. Select Calendar YTD
2. Click the  symbol to display Calendar YTD detail categories
3. Click on the individual category  symbol –OR- Expand All –OR- Select Show Calendar YTD to view detailed information for the highlighted record.



Calendar YTD

Views: Calendar YTD Filters: *Skyward Default

Year	Gross Wages	Net Amount
2013	32,203.85	21,891.90
2012	54,511.98	38,167.08
2011	50,007.49	36,082.13

Expand All Collapse All Modify Details (displaying 4 of 4) View Printable Details

▼ Taxable Wage Information

	Federal	State	FICA	Medicare
Gross Wages:	32,203.85	32,203.85	32,203.85	32,203.85
Minus Deductions that Decrease Tax:	4,225.71	-58.00	2,039.30	2,039.30
Plus Taxable Benefits:	0.00	0.00	0.00	0.00
Taxable Gross Wages:	27,978.14	32,261.85	30,164.55	30,164.55

► Pays

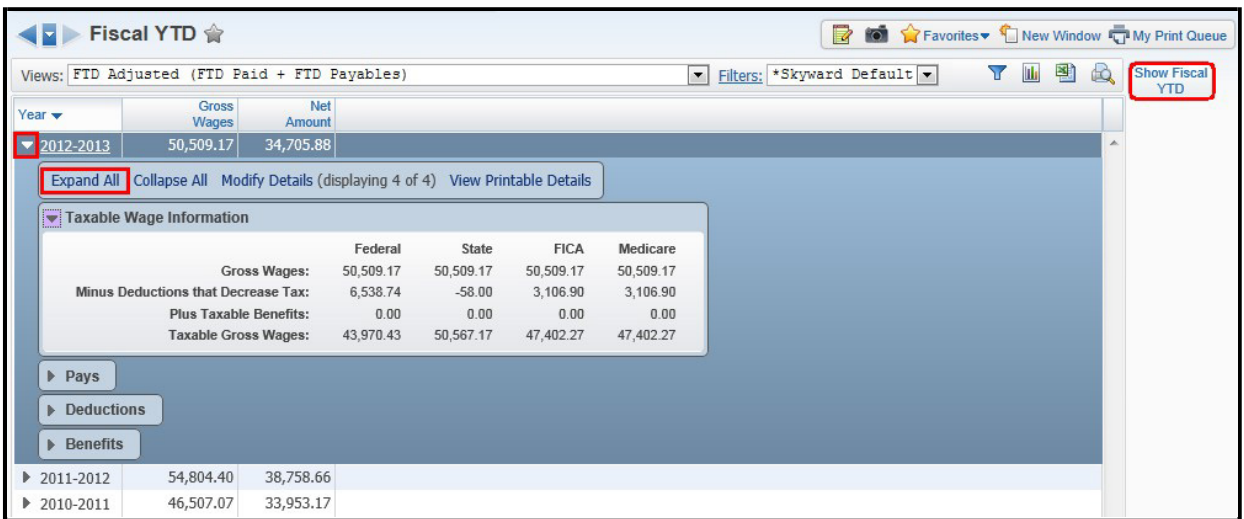
► Deductions

► Benefits

FISCAL YTD

Fiscal YTD shows the payroll fiscal-year-to-date (September-August) totals for the current or previous year(s).

1. Select Fiscal YTD
2. Click the  symbol to display Fiscal YTD detail categories
3. Click on the individual category  symbol –OR- Expand All –OR- Select Show Fiscal YTD to view detailed information for the highlighted record.



Fiscal YTD

Views: FTD Adjusted (FTD Paid + FTD Payables) Filters: *Skyward Default

Year	Gross Wages	Net Amount
2012-2013	50,509.17	34,705.88
2011-2012	54,804.40	38,758.66
2010-2011	46,507.07	33,953.17

Expand All Collapse All Modify Details (displaying 4 of 4) View Printable Details

▼ Taxable Wage Information

	Federal	State	FICA	Medicare
Gross Wages:	50,509.17	50,509.17	50,509.17	50,509.17
Minus Deductions that Decrease Tax:	6,538.74	-58.00	3,106.90	3,106.90
Plus Taxable Benefits:	0.00	0.00	0.00	0.00
Taxable Gross Wages:	43,970.43	50,567.17	47,402.27	47,402.27

► Pays

► Deductions

► Benefits

DIRECT DEPOSIT

The Direct Deposit Information tab displays a list of an employee's direct deposit account(s) on file.

NOTE: Contact your district's payroll department if changes are needed.

Select Direct Deposit Information.

Click on the  symbol to return to the main menu.



Type ▲	Code	Description	Account Type	Bank	Bank Account	Routing Number
Net		Net	Checking	WELLS FARGO BANK NW		

W2 INFORMATION

W2 Information displays employee W2 information for each year that a W2 statement exists.

1. Select W2 Information
2. Click the  symbol to display Wage and Tax summary information.
3. Click on the individual category  symbol –OR- Expand All to view detailed information for the highlighted record.
4. Select Show W2 Info to display detailed information for the highlighted record.
5. Select View W2 to view or save a W2 PDF file (Available depending on district configuration).



Year ▼	Federal Wages	Federal Tax	Social Security Wages	Social Security Tax	Medicare Wages	Medicare Tax	State 1 Wages	State 1 Taxes	State 2 Wages	State 2 Taxes
2012	47,589.44	6,439.87	51,309.18	2,155.02	51,309.18	744.00	WA			

Wage and Tax Amounts
Federal Wages: 47,589.44 Federal Tax: 6,439.87
Social Security Wages: 51,309.18 Social Security Tax: 2,155.02
Medicare Wages: 51,309.18 Medicare Tax: 744.00
State Wages 1(WA): State Tax 1(WA):
State Wages 2(): State Tax 2():
W2 Option: Paper

W4 INFORMATION

The W4 Information displays Tax State, Federal and State Marital Status as well as Federal and State Exemption status.

NOTE: Contact your district's payroll department if changes are needed in any of these fields.

1. Select W4 Information
2. Click on Show W4 Info to display detailed information.

W4 Information ☆

Views: W4 Information Filters: *Skyward Default

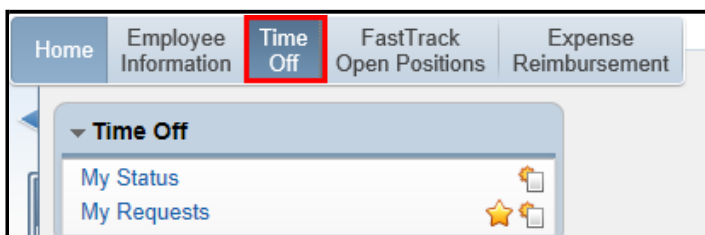
Tools: Favorites, New Window, My Print Queue, Show W4 Info

Tax State	Federal Marital Status	State Marital Status	Federal Allowances	State Allowances
WA	Single	Single	1	0

ACCESSING TIME OFF INFORMATION

Menu Path: Employee Access, Time Off

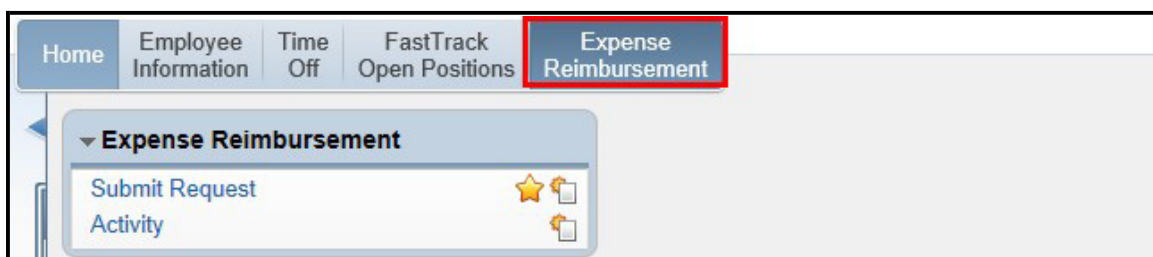
Allows employees to view time off history. Depending on District configuration, employees can enter time off requests as well as supervisors can approve and/or deny time off requests.



ACCESSING EXPENSE REIMBURSEMENT INFORMATION

Menu Path: Employee Access, Expense Reimbursement

Allows employees to submit expense reimbursement requests as well as view expense request activity. (Availability depending on District Configuration).

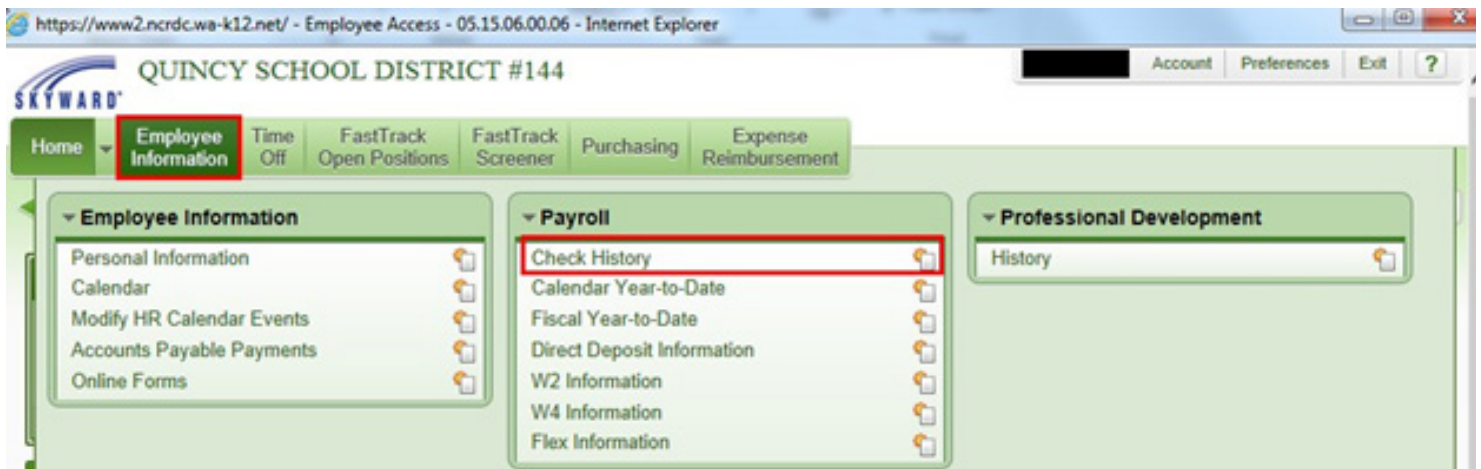


SKYWARD- VIEWING PAYROLL CHECK

1. To view your pay stub, you must follow the following path in Skyward:
Employee Access/Employee Information/Payroll/Check History



OR



2. Once you have clicked on Check History, you will see a list of all checks by date. You will need to highlight the desired check and click the 'Show Check' button to the right.

Check History

Views: Check Date Seq - Check Detail Information Filters: *Skyward Default

Check Date	Check Number	Gross Wages	Net Amount	C T
07/31/2015	900032246			R
06/30/2015	900031799			R
05/29/2015	900031331			R
04/30/2015	900030865			R
03/31/2015	900030390			R
02/27/2015	900029918			R

Show Check

Show Check with YTD Amts

3. Your paystub will then appear for you to view. In order to print it out, you will need to click the 'Print' button. It will then bring up a dialog box that asks you again if you want to print and gives you options as to what information that you want to print out on the paystub. You can make your choice and then click 'Print' again.

Check Number 900032246

Check Information for [redacted]

Employer Information
Name: QUINCY SCHOOL DISTRICT
Address: 119 J ST SW
QUINCY, WA 98848-1330

Employee Information
Name: [redacted]
Address: [redacted]

Check Detail Information

Print
Back

Print 07/31/2015 Check Information

07/31/2015 Check Information

☒ Don't print Social Security Number
☐ Print last 4 digits of Social Security Number
☐ Print full Social Security Number

You must enter the SSN for authentication in order to print the full SSN: [text field]

Print
Back

4. Once job has completed, click 'View Report' and a PDF version of your paystub will appear. You will then need to click the printer icon on the PDF to get it to print to your network printer.

Request Complete

07/31/2015 Check Information has finished processing.

View Report **Back**

The guide linked in this section is designed to acquaint you with information about the district's purchasing process and include 'how to' guides for your reference. All purchases are to be made with a purchase order, including when requesting the use of a district credit card and must follow school district purchasing procedures for expending public funds. The district's purchasing system has many vendors to help meet your needs from local vendors to large online vendors such as Amazon, Office Depot, KCDA and Staples.

Each school administrator may determine who functions as the purchasing agent for their building.

Please check in with your building's Administrative Assistant for specific information to your building if you have a purchasing need.

To access Purchasing Guide click [HERE](#).

For additional assistance please contact Tina Olson or Karla Lopez Brizuela at purchasing@qsd.wednet.edu



PURCHASING GUIDE

EXPENSE REIMBURSEMENTS

[Back to
Table of
Contents](#)

Expense Reimbursement Directions: [Expense Reimbursement Directions](#)

Tuition Reimbursement Directions: [Tuition Reimbursement Directions](#)

For additional assistance please contact Karla Lopez Brizuela at expenses@qsd.wednet.edu

Q: What's my schedule on early release days?

A: Classified Staff: Will work 1/2 of their normal schedule unless otherwise directed by their supervisor

Certificated Staff: Work day will end at noon.

Q: How often do I get paid?

A: See payroll calendar on page 20.

Q: Do I get vacation, personal or sick leave days?

A: Please review your contract [HERE](#). For leave of absence, see our Leaves page on the QSD website or click [HERE](#).

Q: How to report an absence?

A: Report your absence using the Red Rover Absence Management & Sub Placement system see page 16.

Q: What do I do if I'm injured on the job?

A: If injured on the job you must always notify your supervisor and complete an accident/incident report. If you seek medical attention, then it becomes an L&I Claim and you must complete a "Self-Insured Accident Report" at the Human Resources/Payroll office the same day as the accident whenever possible. Questions concerning Worker's Compensation/L&I Claims should be directed to payroll at 509-787-4571.

Q: Do I come to work during inclement weather ?

A: When our schools are closed due to snow, power outages, etc., an announcement will be made on most radio and television stations in the greater Quincy area, as well as on the district's website, social media pages and through our Remind text messaging platform. Before coming to work on days when there is a concern that weather might affect school being in session, you need to check these media sources for the status of the Quincy School District. If school is closed, you do not need to report to work unless otherwise directed by your supervisor. Days will be made up on a designated rescheduled day later in the year.

For more information, check out our [Inclement Weather Protocols](#).

Q: What is a probationary status?

A: All classified staff are placed into a "probationary status" for the first 90 calendar days of their employment in the same position. You will perform all your normal job duties during this time and once you successfully complete your probationary period, you will be subject to all the rights and duties contained in your collective bargaining agreement, retroactive to your hire date. Certificated staff is placed into a "provisional status" for three years.

Q: How do I get a copy of my collective bargaining agreement?

A: As a new employee, you will be contacted by your Association's Building Representative shortly after you start working. Your Building Representative will provide you with a collective bargaining agreement and can answer any initial questions that you have about the Association. Your collective bargaining agreement can also be found [HERE](#).

Required Notice: OSPI Model Student Handbook Language

Our Schools Protect Students and Staff from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

- HIB is any intentional electronic, written, verbal, or physical act of a student that:
- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([link to form](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer DJ Garza at qsdhib@qsd.wednet.edu that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This

response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s [HIB webpage](#) or the district’s HIB Policy [\[3207\]](#) and Procedure [\[3207P\]](#).

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a protected class, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A hostile environment is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

To review the district’s Nondiscrimination Policy 3210 and Procedure 3210P, visit <https://app.eduportal.com/documents/view/392416>.

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student’s educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district’s Sexual Harassment Policy 3205 and Procedure 3205P, visit <https://app.eduportal.com/documents/view/568747>.

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator:

DJ Garza, Assistant Superintendent, 404 1st AVE SW Quincy, WA 98848, dgarza@qsd.wednet.edu, 509.787.4571

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Nik Bergman, Superintendent, 404 1st AVE SW Quincy, WA 98848, nbergman@qsd.wednet.edu, 509.787.4571

Concerns about disability discrimination:

Section 504 Coordinator: Victoria Hodge, Director of Support Services and Programs, 404 1st AVE SW Quincy, WA 98848, vhodge@qsd.wednet.edu, 509.787.4571

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: DJ Garza, Assistant Superintendent, 404 1st AVE SW Quincy, WA 98848, dgarza@qsd.wednet.edu, 509.787.4571

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the Board of Directors and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to fully resolve your complaint.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender

- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P visit <https://app.eduportal.com/documents/view/476652>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: DJ Garza, Assistant Superintendent, 404 1st AVE SW Quincy, WA 98848, dgarza@qsd.wednet.edu, 509.787.4571

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 36.

End of OSPI Model Student Handbook Language

NON-DISCRIMINATION NOTIFICATION

Quincy School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

- Title IX Coordinator: Dr. NikBergman, Superintendent, nbergman@qsd.wednet.edu, 404 1st AVE SW, Quincy, WA 98848, (509) 787-4571.
- Section 504/ADA Coordinator: Victoria Hodge, Special Programs Director, vhodge@qsd.wednet.edu, 404 1st AVE SW, Quincy, WA 98848, (509) 787-4571.
- Civil Rights Compliance Coordinator: David Garza Jr., Assistant Superintendent, dgarza@qsd.wednet.edu, 404 1st AVE SW, Quincy, WA 98848, (509) 787-4571.

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint [\(HERE\)](#). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here: <https://app.eduportal.com/documents/view/533400>

STAFF REPORT A CONCERN

Vector Solutions Tip Reporting System:

This system allows you to quickly, easily, and anonymously report safety concerns to school officials 24/7/365.

Our District's Tip Reporting Service

Safety is one of our district's top priorities, that's why we're now using Vector Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration five different ways:

1. App: Search for "Vector Alert" in the App Store to download for free
2. Phone: 509.761.6009
3. Text: Text your tip to 509.761.6009
4. Email: 1522@alert1.us
5. Web: <http://1522.alert1.us>

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. Tips may be submitted anonymously too. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

[Vector Solutions Tip Reporting Flyer](#)

POLICY QUICKLINKS

[Prohibition of Harassment,
Intimidation or Bullying 3207](#)



[Sexual Harassment of District
Staff Prohibited – Personnel 5011](#)



[Maintaining professional staff
student boundaries -
Procedure - 5253P](#)



[Sexual Harassment of Students
Prohibited – Students 3205](#)



[Maintaining professional staff
student boundaries - Policy 5253](#)





CHILD ABUSE AND NEGLECT REPORT FORM

1-800-557-9671 (Reporting Hotline)

State Law (RCW 26.44) requires professional school personnel to report within 48 hours after there is reasonable cause to believe that a child or dependent adult has suffered abuse or neglect.

Complete the TOP portion of this form prior to making the phone report. Complete the BOTTOM portion of the form after the phone report.

Student _____ Home Phone _____

Address _____
First M.I. Last City State Zip

School _____ Grade _____ Age _____ Birth Date ____/____/____ Gender _____

Mother _____ Birth Date _____ Phone _____

Father _____ Birth Date _____ Phone _____

Language _____ Race _____

Does the child have a disability? Yes ☐ No ☐ _____

Do you know of any substance abuse issues in the home? Yes ☐ No ☐ _____

Do they have Native American heritage? Yes ☐ No ☐ _____

Other Children Living in the Home

Name	Date of Birth	School	Age

Others in the Household

Name	Relationship to Student	Name	Relationship to Student

STAY CONNECTED WITH US!



FOLLOW US AND
STAY UPDATED!



404 1st AVE SW Quincy, WA
Phone: 509.787.4571 | Fax: 509.787.4336



Visit our website
www.qsd.wednet.edu



Like us on Facebook
QuincySchoolDistrict144



Follow us on Instagram
@qsd_144



ACKNOWLEDGMENT OF RECEIPT AND REVIEW OF STAFF HANDBOOK

I acknowledge that I have received a copy of the 2026-27 Quincy School District Staff Handbook. I understand that it is my responsibility to read and familiarize myself with the contents of the handbook, including all policies linked within it.

I understand that the staff handbook contains important information about the Quincy School District's policies, procedures, and expectations. By signing below, I agree to adhere to the guidelines and policies set forth in the handbook and understand that failure to comply with these policies may result in disciplinary action.

If I have any questions about the contents of the handbook or the policies linked within, I will seek clarification from my supervisor or the Human Resources Department.

Employee Name (Print): _____

Employee Signature: _____

Date: _____