QUINCY HIGH SCHOOL

STUDENT HANDBOOK

2026-2027



403 Jackrabbit St. NE
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PRINCIPAL'S MESSAGE

Greetings Jacks,

Welcome to a new school year. It's an honor to be returning this year as your principal at Quincy High School. I am looking forward to a great year filled with new opportunities and challenges for us to tackle together.

Preparing the next generation of leaders is a responsibility I don't take lightly. It is my hope that your experience at QHS will equip and empower you to investigate the world, to see through multiple perspectives and to take positive action towards a better tomorrow. But getting there will require more than passive engagement on your part. Success in high school, college, career, and life is going to require you to demonstrate readiness, responsibility, respect, and resilience. You will have to come to school each and every day with a focus on learning. Be intentional about arriving to class on time and getting every bit of the education you are entitled to. You have to own your own learning. Asking questions when you are confused, completing your home learning (homework) so that each day you come to class fully prepared for what your teachers have to offer you. Success requires that you be decent to one another. That you demonstrate class and character in every interaction, even when the other party behaves in ways that may be unworthy of it. Because the way you treat others says more about you than about them. And you must be resilient. When setbacks come, you have to dig your feet in and persevere. Get back up when you fall recognizing that every great success story has a series of setbacks, disappointments, and failures sprinkled along the way.

On the first day of school, everyone has perfect grades, attendance, and behavior. Each of you is smart enough, skilled enough, and responsible enough to keep your record perfect—if you choose to do so. I encourage all of you to rise to this challenge, to start the year strong, and to commit yourself to making this the best year of your academic career.

The staff at Quincy High School is committed to providing you with a beautifully diverse learning community, where you feel welcomed and supported, and where you are provided with the academic, social, and emotional tools needed to graduate high school prepared for the next step in your post-secondary pursuits. If at any point you are feeling like that support is not being provided, you are encouraged to reach out to me or some other trusted adult so we can work together to improve the situation and make sure you are getting what you need. The adults in this school believe in you. We care very much about you. And we are committed to your ultimate success. You got this! We are here to help!

Go Jacks!



Felicie Becker
Principal

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

THE JACKRABBIT WAY
POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS) MATRIX

Settings	Ready	Responsible	Respectful
Campus	-Know and follow the guidelines of the handbook -Be prepared to learn -Move straight to appropriate areas	-Be a positive example -Be present and engaged in all activities -Report any issues to staff	-Use all equipment and school property with care -Treat everyone with dignity and respect -Use appropriate language
Bathrooms	-Create a pass before leaving class -Return to class promptly -Use the closest bathroom facility	-Use bathroom for intended purpose -Flush and wash -Report all problems to staff	-Leave better than you found it -Honor privacy of others
Cafeteria & Eating Areas	-Be there to eat/drink -Eat a well-balanced meal	-Report all spills to staff -Eat in appropriate areas -Clean your area and dispose of trash	-Use appropriate language and tone of voice -Leave better than you found it
Hallways	-Keep moving -Arrive to class early	-Stay to the right -Take initiative to keep halls clean and clear	-Exhibit appropriate displays of affection -Allow people to pass -Use proper language and tone of voice
Classrooms	-Be on time -Be prepared to learn -Complete your homework on time	-Get help when needed -Do YOUR best work -Stay on top of work of when absent	-Respect the classroom space and others -Use respectful and appropriate language -Respectfully use materials and equipment as intended
Assemblies	-Arrive with your class on time -Sit in assigned section -Participate at your comfort level - Have all personal devices stored	-Manage your own behavior -Clean up after yourself and others -Respond positively and appropriately to staff members	-Display good sportsmanship at all times -Pay attention to the presenter or presentation -Positively represent our community
Fitness Areas Locker Rooms	-Go directly to locker -Change clothes promptly -Report to class promptly	-Report inappropriate actions -Secure all personal items in lockers -Use locker at appropriate times	-Use appropriate language -Respect others and their property and their personal space
Athletic Events	-Stay in designated areas -Participate at your comfort level	-Clean up after yourself and others -Arrive and leave in a timely manner -Report inappropriate Actions	-Positively support participants on all teams. -Manage your own behavior -Respond positively and appropriately to staff/adults members
Library/Maker Space	-Greet staff and sign in and out -Ask for help if needed -Use time productively	-Use internet appropriately -Return materials on time -Use school property as intended	-Practice academic honesty & integrity -Clean up after yourself -Use appropriate language
Office & Counseling Office	-Attend when needed -Arrive with a pass	-Use as a resource -Tell the truth	-Respect privacy -Maintain a quiet atmosphere -Use appropriate language
School Activities	-Arrive on time -Be an active member of QHS -Arrive prepared	-Attend regularly -Participate and encourage others to be involved -Manage your own behavior and time	-Be open to others' ideas -Represent self and community with pride -Display good character and sportsmanship
Chromebook Use	-Charge Chromebook nightly -Safely transport Chromebook and charger to and from school -Log in and get set for class	-Check Emails & Calendar -Check Google Classroom, and Skyward -Turn in Assignments consistently and on time - Keep Password secure	-Handle Chromebooks with care -Follow Digital Citizenship expectations -Only use Chromebooks for appropriate school use
Electronic Devices	-Use devices during approved times: before school, passing periods, after school, and lunch -Keep devices in secure space when not in use	-Report inappropriate actions -Keep track of your devices and accessories -Only take/share pictures/videos of others with permission	-Respect other people's devices -Respect everyone's privacy -Use devices for positive and appropriate interactions
Dress Code	-Wear clothing that is suitable for all classroom activities. -Always wear appropriate footwear	-Wear clothing and accessories that are completely free from advertising, displays, or suggestions of drugs, alcohol, sex, profanity, discrimination, or violence -Wear clothing that is free of gang associations	-Wear clothing that keeps private areas fully covered.

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
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '26 — 21

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '26 — 21

S	M	T	W	T	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '26 — 18

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '26 — 14

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '27 — 18

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '27 — 18

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

March '27 — 22

S	M	T	W	T	F	S
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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 '27 — 17

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

May '27 — 20

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '27 — 7

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

July '27 — 0

S	M	T	W	T	F	S
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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 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 – ½ 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 –½ 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.

QHS BELL SCHEDULE
2026-2027

Monday Lunch based on 4th period			
1st	10:25	10:50	25
2nd	10:55	11:20	25
3rd	11:25	11:50	25
1st Lunch	11:50	12:20	30
4th **A**	11:55	12:20	25
2nd Lunch	12:20	12:50	30
4th **B**	12:25	12:50	25
5th	12:55	1:20	25
Adv.	1:25	2:10	45
6th	2:15	2:40	25
7th	2:45	3:10	25

Tuesday - Friday Lunch based on 4th period			
1st	8:25	9:14	49
2nd	9:19	10:10	51
3rd	10:15	11:04	49
1st Lunch	11:04	11:34	30
4th **A**	11:09	11:58	49
2nd Lunch	11:58	12:28	30
4th **B**	11:39	12:28	49
5th	12:33	1:22	49
6th	1:27	2:16	49
7th	2:21	3:10	49

Half-Day Schedule			
1st	8:25	8:49	24
2nd	8:54	9:20	26
3rd	9:25	9:49	24
4th	9:54	10:18	24
5th	10:23	10:47	24
6th	10:52	11:16	24
7th	11:21	11:45	24

2 Hour Delay Bell Schedule			
1st	10:25	10:58	33
2nd	11:02	11:35	33
1st Lunch	11:35	12:05	30
3rd **A**	11:39	12:12	30
2nd Lunch	12:12	12:42	30
3rd **B**	12:09	12:42	33
4th	12:46	1:19	33
5th	1:23	1:56	33
6th	2:00	2:33	33
7th	2:37	3:10	33

QUINCY HIGH SCHOOL STAFF	
ADMINISTRATION	
Ms. Felicie Becker – Principal	
Elizabeth Averill—CTE DIrector	Brett Fancher – Athletic Director
Susan Rose-Assistant Principal	Nadya Bush-Assistant Principal
COUNSELING/STUDENT SUPPORT SERVICES	**ADMINISTRATIVE ASSISTANTS**
Jane Turner- Last Names A - Ga	Alejandra Garcia – Executive Assistant to the Principal
Mike Lopez- Last Names Gb - P	Bereniz Reyes - CTE Administrative Assistant
Chris Trevino - Last Names Q - Z	Elena Ybarra – Attendance Administrative Assistant
Dylan Kling – Student Support Professional	Jeannie Gates – ASB/Athletics Administrative Assistant
Johan Farias – Migrant Specialist	Kelli McKay- Counseling Administrative Assistant
Nubia Ramirez – Migrant Specialist	Marisela Grimaldo – Admin Assistant/Test Coordinator
Alicia Sanchez - Migrant Specialist	**CAREER AND TECHNICAL EDUCATION:**
Carrie Harris – Nurse	Mike Wallace
Priscilla Medina- Nurse	Kendel Dowers
New Hire– School Security Officer	Cade Wallace
Will Halterman – School Resource Officer	Joanna Santana
Tessa Poortinga- QSD Social Worker	Madeline Maden, Co-Chair
ENGLISH DEPARTMENT	Kurtis Wood
Aaron George	Londa VanKirk
Jaclyn Holiman	Tanya Rollins
Christie Driskill, Co-Chair	Ross Kondo
Drake Johnson	Conner Burton
Dauphnie Gosselin	Reed Hyer
Samantha Mitchell-Brantner, Co-Chair	Nicholas Heuker, Co-Chair
	Christopher Quintero
	Camille Jones
TBIP	**MATH DEPARTMENT**
Yaneth Lopez	Annette Lembcke
Oscar Romero	Nicole Dreher
	Wade Petersen
PHYSICAL EDUCATION	Antonia Ronish
Kelly Wallace, Chair	Jessica Webley, Chair
Kimberly Avalos	Rollie Ronish
David Stoddard	
LIBRARY	**WORLD LANGUAGES**
April Murray - Librarian	Amanda Doncaster

	Trent Purcell
SOCIAL STUDIES DEPARTMENT	**SCIENCE DEPARTMENT**
Joseph Blalock	Tod Heikes
Alex Semmons	Valerie Neff, Co-Chair
Patrick McGuire	Chelsea Wallace
Michael Mills - Chair	Bailey, Rediger, Co-Chair

QUINCY HIGH SCHOOL STAFF	
Visual and Performing Arts	**SPECIAL EDUCATION DEPARTMENT**
Devan Chandler	Raul Garcia
Cassie Marchbank, Co-Chair	Anne Bowen
Kylie Youngren, Co-Chair	Shiloh Merriman
	Johnny Farver
CREDIT RECOVERY	**CLASSIFIED STAFF**
Rob Stagg	Odalys Gomez-Marquez - Instructional Aide
CUSTODIANS	Kim Lopez - Instructional Aide
Yolonda Vasquez - Custodian	Dala Hernandez-Carrillo - Instructional Aide
Blanca Valle - Custodian	Morgan Mason - Instructional Aide
Trevor Moloso- Custodian	Areli Velasquez-Hernandez
Alejandra Tovar Garcia - Custodian	Adriana Luna-Reyna – Parent Liaison
Juana Vasquez- Custodian	Maria Grimaldo – Parent Liaison
Isaac Winter– Custodian	Stephanie Estrada - Student Intervention Specialist
	Cecilia Garcia - Student Intervention Specialist
KITCHEN STAFF	Linda Rivera Mariscal- Student Intervention Specialist
Hermilia Espinoza	Leah Castro- Instructional Aide
Ahide Rodriguez-Hidalgo	Patricia Zamarron
Karla Morales	Shannon Kooistra - Instructional Aide/CTE
Brenda Leon	Kalysta Alvarez, Instructional Aide/CTE
Ahide Rodriguez-Hidalgo	Daniel Castillo – Instructional Aide
	Nathan Mead - Instructional Aid
	Jennifer Miller - Instructional Aide
	Teresa Hale - Instructional Aide

Quincy High School Associated Student Body (ASB)

ASB OFFICERS

President	Vice President	Secretary	Treasurer
Gerardo Guerrero	Emiko Kondo	Marely Gayosso	Hannah Welch

ASB Advisor- J. Santana | Principal – F. Becker

SENIOR CLASS

President	Vice President	Secretary	Treasurer
Ariana Lopez Mendez	Diana Ramirez	Andres Arenales	Summer Hobson

Advisors - Garcia, Grimaldo, Gates

JUNIOR CLASS

President	Vice President	Secretary	Treasurer
Amairy Cortes	Alessandra Gudino Aguilar	Brennan Bergman	Aaliyah Lopez

Advisors - Santana, Stagg, Doncaster

SOPHOMORE CLASS

President	Vice President	Secretary	Treasurer
Jessalin Flores	Krista Diaz	Tatiana Perez-Mendoza	Yannys Bucio

Advisors - Brantner

FRESHMAN CLASS

President	Vice President	Secretary	Treasurer
Allanah Longwill	Marlene Bolanos	Avyel Cortes	Saul Avina

Advisors - K. Avalos

Activities and Organizations

Quincy High School offers a variety of activities and organizations for students to participate in throughout high school!

Athletics:

Cross Country	Basketball	Softball
Football	Wrestling	Track
Volleyball	Tennis	Baseball
Soccer	Golf	Cheerleading

Clubs and Activities:

American Sign Language	Theatre	Science Club	FFA	Skills USA: Fire Science
Table Top Games	Color Guard	Art Club	FCCLA	Sills USA: Construction
Dance & Drill	Yearbook	Cheer	DECA	Sports Medicine
Gay Straight Alliance	Chess Club	Skills USA EMT	FBLA	HOSA
National Honor Society	Leadership	Quincy Youth Action	FCA	Destination Education
ASB/Class officers	Student Council	Sports Med	TSA	Photo Club

Fee Schedule

ASB Cards	$35	Replacement Parking Permit	$5
Replacement Card	$6	PE Shirt	$10
Yearbook	$40	School Accident Insurance	See Office

Bulletin Boards/Posters/Flyers

Bulletin boards for student use are in various locations on campus, however, all flyers and posters are to be **approved and signed by ASB Advisor** before they are placed on any bulletin board or wall. Posters and flyers are to be removed after the event.

Checks

Public schools, by State law, are not allowed to cash checks. Please ensure that checks are cashed before coming to school. Checks are accepted when school fees are to be paid, such as for a yearbook, student body card, etc. They should be made out to "Quincy High School" for the amount of the fee only.
A $12.00 fine will be charged for "insufficient funds" checks.

ASB Cards

To be a member of the Associated Student Body of Quincy High School, you must purchase a $35.00 ASB card. Your ASB card entitles you to the following benefits:

- Free admission to home games (except tournaments) = **$52.00 value;**
- Discounts at away games = minimum **$50.00 value.**
- Discount admission to dances, Homecoming and Prom = **Over $50.00 in savings.**
- Be eligible to hold ASB office, membership in school clubs, participate in athletics, and be a cheerleader = priceless.
- Besides the financial benefits, it should be understood that ASB equipment is purchased with these funds and are used to serve the student body.

ASB Telephone

The telephone has been provided by the Associated Students Body. Monthly charges, damages, etc., must be paid by the ASB. Please do not abuse this service. Office phones are reserved for school business calls ONLY**. The student phone is there for your convenience to be used outside class time**.

School ID

All students are always strongly encouraged to carry their school ID card on them. ID cards are needed to check out library books as well as to gain access to extracurricular school events.

Conduct at Off-Campus School Sponsored Events

Students must observe all standard school rules at off-campus school sponsored events. Violations of these rules will result in the student being asked to leave the event. Incidents will be reviewed for possible school discipline.

Student Insurance

The school DOES NOT insure any student or offer coverage. Insurance is the responsibility of each student or family. Personal items ARE NOT COVERED by any kind of insurance. The District does NOT insure student athletes while participating in practices or contests. The parent/guardian and/or student athletes must assume financial obligations due to injury or accident resulting from athletic participation.

Locker & Lock Information

Students are assigned lockers as part of the process of yearly registration. Students are responsible for all items in their lockers, so it is in their best interest to keep lockers secure by locking and by keeping combinations confidential. **Student lockers remain the property of the school district and school officials and staff have the right, authority and responsibility to inspect lockers.** Individual lockers may be searched any time there is reasonable suspicion by an administrator.

Attendance and Closed Campus

When students are not in class on time, it interrupts the teaching/learning process. When students are late, the class is disturbed, and teachers stop to correct their records. Tardiness and poor attendance are a major barrier to success. Punctuality teaches students organization and responsibility. It also gives a perception of caring, order on campus and dramatically reduces disciplinary referrals. When all students are in class on time, everyone benefits.

1. Policy:

It is the law in Washington State that students regularly attend school (RCW 28A.225.010).
When attendance or participation in class is related to the instructional standards of a particular course, teachers shall communicate to students and parents in writing (course syllabus or Standard Operating Procedures-SOPs), how attendance or participation will be used in course grades.

To include parents and guardians in resolving attendance problems, Quincy High School has established procedures for tardiness, absenteeism, and truancy of students; including Community Truancy Board and petitions to Truancy Court.

2. Types of Absences:

A. **Excused Absences** - Absences excused by the school with parental/guardian permission. Teachers will give students the opportunity to complete and receive credit for all work. Students are responsible to arrange with teachers for the completion of all make-up work.

The following are valid excuses for absence and tardiness:

- Participation in school related activities
- Significant illness or emergencies
- Doctor and dental appointments should be prearranged with the office. Students are expected to attend school before/after the appointment on that day (when accompanied by a note from medical office)
- Court appearances (when accompanied by a note from the court)
- Religious or cultural observances
- Mental Health

B. Truancy - Truancy is not being where you are supposed to be, when you are supposed to be. This may be identified as “U” - unexcused absence, “W” - web absence, “T” - tardy, “L” - late.

The following are examples of unexcused absences:

- Sleeping late
- Staying home to finish homework
- Shopping or errands
- Hair Appointments
- Vehicle issues

3. Procedures:

A. **Reporting Absences** - **When a student is absent, the parent/guardian should phone (509)787-3501**, send an email to QHSattendance@qsd.wednet.edu or send a note to verify the cause of the absence. When parents do not make contact with the school, the attendance computer will call home. When parent/guardian communication has not been received within 48 hours of the absence, the absence shall be declared truancy. Any student who presents false evidence in order to qualify for an excused absence shall be declared truant and will receive disciplinary action.

B. Making up Work - If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits. Make-up work shall be completed on a date no later than the number of school days missed plus one; however, long-term assignments requiring a number of days to complete will be due on the date specified, especially since students will have had ample awareness of that due date. Special arrangements for any make up work may be made by teachers. If an assignment is such that it cannot be made up, the teacher may substitute another assignment and an equal amount of credit given.

C. Prearranged Absences - (Absences of five or more school days) Absences of more than five, but no more than nineteen school days can be made using a pre-arranged absence form. Students will take pre arranged absence forms to teachers for their consideration and signatures. Final approval is up to administration and based upon:

- Current passing grades
- Attendance

If the absence is approved, the student will complete school assignments and submit them to teachers within a reasonable time upon return for full credit. If the absence is not approved, the parents or guardian will be notified by the school and may request a conference with an administrator to discuss the rationale. In instances where an absence would harm a student's academic achievement, the student and parent or guardian shall bear the primary responsibility if such absences are still taken.

D. Tardiness

A tardy is an unexcused late arrival to class. Unexcused late arrivals of more than 10 minutes shall be considered truant.

- 1st - 2nd: Teacher will provide individual reminders
- 3rd: Teacher will contact parent/guardian and submit a major referral. Lunch detention will be assigned by the office.
- 4th: Admin call home with student
- 5th: Tardy workshop afterschool and tardy contract

E. Discipline for Truancy

Truant students (including those who leave campus) expose themselves to disciplinary action.

- First and Second Offense: Office assigned detention and parent/guardian contact

a. progressive discipline procedures will be applied for truancy

- Truancy petition procedures are used to correct truant behaviors

a. Third Unexcused Absence within 30 days: Attendance conference with student and parent/guardian contact
b. Fifth Unexcused Absence within 30 days: Attendance Agreement meeting with student and parent/guardian
c. Seventh Unexcused Absence within 30 days: Referral to Community Engagement Board (CEB)

4. Building Entrance

Arrival to the building during the school day should be through the main doors. This single point of entry is intended to support a safe campus allowing us to know who is on campus at all times. Students and staff are asked to refrain from opening, letting others into, or propping open locked doors.

5. Closed Campus:

Quincy School Board Policy 3242 states, **"Students shall remain on school grounds from the time of arrival until the close of school unless officially excused."** Examples of "officially excused" absences are described in the Excused Absence section of this handbook.

- Students are to arrive at school with all necessary supplies and schoolwork. Family members may bring missing items to the office to be delivered to students.
- Students are not to be excused to get food or do errands.
- The parking lot is off limits during the school day. Leaving campus without being excused will be considered a form of truancy

Student Vehicle Rules

The Quincy School District provides a parking lot as a convenience to students who drive. The District is not responsible for damage or theft to personal property.

Students will be required to have a Quincy High School Parking Permit visible in the front window of their vehicle. Students will be provided one complimentary parking permit. Replacement permits will be $5.

Students are not to park behind the school buildings (North and West) or in staff or guest parking. These restricted parking areas are to be free for emergency vehicles, buses and staff parking during school hours and athletic activities. All cars in the parking lot must be within marked spaces. NO reckless driving will be allowed. Speed on campus is 5 mph.

The parking lot is not to be visited during the school day except for doctor and dentist appointments, work experience or permission from the office. **The parking lot is off-limits to students during the school day** to protect student vehicles from possible theft or vandalism. ***Quincy High School is a closed campus***.

Consequences:
Improperly parked vehicles or vehicles without QHS parking permits may be towed at the owner's risk and expense. All other student vehicle violations will receive the following consequences:
- *First Offense:* Verbal or written warning
- *Second Offense:* Parents notified (letter or phone call) and appropriate discipline applied with possible denial of parking and driving on school property for the remainder of school term.
- *Third Offense:* Students face possible suspension and/or loss of parking and driving privileges.

Visitors and Guests

Due to potential disruption of the educational process we do not allow student visitors to attend our classes. Visitors to campus must check in at the office and be issued a visitor's sticker that is to be worn while on campus.

Dances

Dances, class activities and student body functions are sanctioned, supported and financed by the Quincy Associated Students. All dances except semi-formal and formal are limited to QHS students. Semi-formal and formal dances (Homecoming and Junior/Senior Prom) are limited to QHS students and their guests. Students bringing guests to an ASB dance must submit a "Request for Guest Admission to a Dance" form at least 5 days prior to the dance. Guests are subject to all rules and regulations of Quincy High School students while on campus. It is the responsibility of the host to inform the guest of this. For such events, students are limited to one guest for each event. Any guest must be a student in good standing of another high school, a local home school student, or a graduate of Quincy High School from a previous school year. **Guests over the age of 20 will NOT be admitted**. Only students with approved guests will be allowed to purchase tickets for the dance. Permission is not necessary for public performances, athletic contests, or similar events.

Athletics or Similar Events

1. **Police officers will be hired for the mixer by the group putting on the dance**. The activity director will contact the police.
2. Entrance to the dance is based on purchase of a ticket- if your name is not on the list of purchased tickets you will not be allowed entry.
3. If you are bringing a guest, you are responsible for that person. **You will be required to show your student identification card or driver's license at the door**. Your guest will leave his or her driver's license/picture activity card at the door. If the guest or the student from Quincy High School is removed from the dance, the other party also will be removed. **(No guest more than 20 years old)**.
4. Chaperones are required. There must be a **minimum of six; two of which must be club or class advisors** and four parents from the members of the club or activity conducting the mixer. Activity approval forms must be submitted at least one week in advance and scheduled on the calendar.
5. **JUNIOR HIGH STUDENTS** are **NOT** to attend any high school dances.

Student Rights and Responsibilities

Students in Quincy Public Schools have rights as well as responsibilities that are outlined in the general policy of the district regarding student conduct. The Quincy School District has passed specific rules and regulations which describe these rights and responsibilities (QSD Policy 3200).

The rules and regulations describe the disciplinary actions which may be imposed by the district if the student should violate district policy of specific rules and regulations. Disciplinary action may include suspension, expulsion or emergency action. The due process rights of students regarding notice of intended discipline and hearing procedures are found in QSD Board Policies 3240 and 3241; Procedures 3240 P and 3241P.

Complete policies and related documents are available in the high school administrative office as well as the Quincy School District Office at 119 J Street. You may also view them on the Quincy School District webpage; www.qsd.wednet.edu under quick links, school board policies, series 3000.

Student Responsibilities:

1. Student will review the Student Handbook each year and receive instruction and guidance in school rules and regulations, code of conduct and their rights and responsibilities.
2. Be on time to classes and prepared to work.
3. Student will remain in classrooms for the duration of the period unless under the teacher's direction. Teachers will formally dismiss class each period. Under no circumstances are students leaving class without permission.
4. Student is to report to class and get a hall pass from the teacher before going to a counselor, nurse, etc.
5. Student will be expected to be orderly and display good social manners in school and at all school functions.
6. Student will understand that disciplinary action will be taken for those students involved in fighting on campus, physical hazing, intimidating other students, using foul language, inappropriate displays of physical affection and general rule violations.
7. Students who trespass private property to litter, loiter and/or disturb school neighbors on the way to school or on the way home from school, will be subject to discipline
8. When assemblies are scheduled during the school day, all students are expected to report to attend.
9. Treat teachers and fellow students with respect.
10. Acquire and make up work missed during any absence from school. (See also: Making up Work).

Student Privacy and Searches

In accordance with QSD board policy 3230, school personnel have the authority to conduct searches of personal belongings in an effort to protect students from exposure to illicit drugs, weapons and contraband.

Students have a right to privacy, **but not absolute**—especially in a school setting.
Searches must be based on reasonable suspicion, except in some administrative situations (e.g., locker inspections). Staff may search (with the assistance of a metal detecting wand):

- **Students' personal belongings** (backpacks, pockets, purses, phones).
- **Lockers, desks, and storage areas** (owned by the school).
- Vehicles on school property.

Electronic Devices:
Electronic devices may be used respectfully and responsibly before school, passing periods, lunch, and after school. You may not have devices out in the halls during class time. Students found using their devices outside of the classroom during instructional time will be asked to leave their device in the office and receive a major referral. Repeated improper electronic device usages or any refusal to put away electronic devices will result in a major referral. Electronic devices will be held in the office until the end of day by administration. Meta Glasses may not be used at school at any time. Students may not take pictures or videos of students without permission. Phones MUST be stored in backpacks in bathrooms and locker rooms at all times to preserve the privacy of all staff and students.

- Teachers will remind students of electronic device expectations at the start of class daily
- Any classroom use:Teacher will contact the office to have the cell phone confiscated for the remainder of the day, submit a major referral,
- 3rd offence: Contact parents/guardians to pick up devices.

Students are expected to check their phone into the office while meeting with Administrators and/or while using the calming room.

Dress Code:

GUIDELINES: Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the school district and staff. Quincy High School students are expected to come to school in attire that demonstrates that they are READY, RESPONSIBLE, and RESPECTFUL.

RESPONSIBILITIES: Parents have responsibility for seeing that their students are appropriately dressed for school. As such, student choices in matters of dress should be made in consultation with their parents and be consistent with the Quincy Way – Ready, Responsible, and Respectful. School personnel have the responsibility for maintaining and enforcing an appropriate dress code that is conducive to learning. School administration is the final authority in determining the appropriateness of dress.

EXPECTATIONS:

BE READY
- Wear clothing that is suitable for all classroom activities
- Always wear appropriate footwear.

BE RESPONSIBLE
- Wear clothing and accessories that are completely free from advertising, displays, or suggestions of drugs, alcohol, sex, profanity, discrimination, or violence.
- Wear clothing that is free of gang associations.

BE RESPECTFUL
- Wear clothing that keeps private areas fully covered.

CONSEQUENCES
If unable to resolve the dress code violation in the classroom, students will be sent to the office and provided clothing that meets the dress code or a parent/guardian will be contacted to have clothing brought to them. Repeated dress code violations will result in a major referral.
- 1st - 2nd: Teacher will provide classroom interventions
- 3rd: Teacher will contact parent/guardian
- 4th: Teacher will submit major referral to office

Hall Pass:

QHS will be using Hall Pass to help keep our halls running smoothly. Please make sure to use your teachers directions for exactly how they will use this in each class. However the universal expectations are:

- Students will ask the teacher if they can create a hall pass prior to creating a pass.
- Hall passes cannot be created for the first 10 minutes or last 10 minutes of class or during lunch, please plan accordingly.
- If you have a hard time creating or stopping your pass, inform the teacher.
- Do not start or stop a pass for another student.

Academic Honesty:
Students can expect no credit for work that is not their own. Students who cheat on a test, or help others cheat, will face consequences which may include failure on the test as well as additional disciplinary action. Plagiarism, the use of material produced by someone else (or AI) without acknowledging its source, is a serious academic violation. This includes copying and purchasing materials and papers off the Internet. Students who submit plagiarized work will receive no credit for the plagiarized submission and may have to repeat the assignment.

Academic Expectations:
When a student fails a class at Quincy High School, they are at risk of not being on track to graduate. When a student is in danger of failing a class, a teacher will contact the family. If the student continues to struggle, a meeting will be held to determine the best course of action. Interventions may include:

- Participate in after-school-tutoring
- Weekly progress monitoring
- Credit Retrieval
- Alternative placement

STUDENT BEHAVIOR SUPPORT PLAN AND PROGRESSIVE DISCIPLINE

At QHS, strong peer and student-adult relationships are nurtured through a restorative approach that engages all affected parties in helping students to understand the impact of their behaviors and to work to repair harm caused. When behavior is severe and involves a combination of offenses, or persists despite previous restorative interventions, more severe sanctions shall be imposed.
See Quincy School Board Classroom Management Discipline and Corrective Action Policy-3241 Procedure-3241P

TIER 3 – Behaviors Requiring IMMEDIATE Administrator Support

For Tier 3 behaviors requiring immediate administrator support, call the main office to determine if an administration escort is needed. Wherever possible, please send classwork with the student. Anytime a student has been asked to leave a class or has chosen to leave a class in the course of a discipline issue, teachers are urged to contact the family that same school day (ideally before the student gets home).

Does the situation require immediate attention?	**TIER 3 Administrator-Managed Protocols Might Include**
● All forms of HARASSMENT, INTIMIDATION, OR BULLYING ● Fighting, assault, aggressive contact (this includes actively supporting, promoting, encouraging or filming fights). ● Suspected drug/alcohol use and/or possession ● Abusive Language/Defiance ● Outright defiance including refusal to give up electronics or other prohibited item harming learning environment ● Gang Conduct ● Theft, Property Damage, Property Destruction, or Arson	● Parent contact (required) ● Out of School Suspension ● In-school suspension ● Restorative conference ● Drug/alcohol assessment ● Threat assessment and/or implementation of a behavior plan ● Family conference ● Mediation / Restitution

● Behavior posing an immediate hazard to the safety of others	

TIER 2 – Behaviors Requiring Administrator Support

Tier 2 behaviors are managed in the classroom with administrator support or a restorative conference. Teachers or students write a referral or make a request for a restorative conference. Family contact is coordinated between the teacher and the administrator.

Is this repeated behavior or is there a concern about the relationship? ● Non-compliant behaviors interfering with the student's own learning despite multiple teacher redirection. ● When a student-teacher relationship is strained and both parties would like to repair it. ● Potentially unsafe choices requiring regular reminders	**TIER 2 Restorative Interventions may include:** ● Teacher or student-initiated request for a restorative conference ● Administrative team initiated mandatory mediation between students ● Restoration time assigned by an administrator (during lunch or after school) ● Teacher-initiated referral to a student support team (CARE Team)

TIER 1 – Classroom Managed Behaviors *- Always try a TIER 1 intervention*

Tier 1 behaviors are addressed in the classroom by the classroom teacher. Scholars should not be sent to an administrator. It is required that a combination of classroom interventions (<u>including family contact</u>) take place prior to the behavior(s) being considered as TIER 2.

Is the behavior disruptive to student learning? ● Unexcused Tardies or Absences ● Disruptive/Disrespectful Conduct ● Side conversations ● Sleeping in class ● Prohibited electronics use ● Minor property damage ● Public Displays of Affection/Sitting on laps ● Dress Code Violation	**Try these Classroom-Based Interventions** ● Private Check in or Reminder ● Reflection sheet ● Revisit norms ● 1 on 1 conference with student (admin covers class while you chat in hall) ● Call/email home ● Seat Change/Cool off time/buddy room ● Lunchtime or afterschool conference with teacher ● Classroom consequence focused on repairing harm ● Behavior Contract or Daily Point Sheet

<u>POSSIBLE INTERVENTIONS</u>

- Reminder/Verbal Correction
- Do-It Again/Positive Reframing
- Call/Email Parent to request support
- Parent Conference
- Modifying Task/Assignment
- Proximity
- Private Check-In (Connect, then correct)
- 1 on 1 Conference
- Buddy Room/Cool Off Time
- Reflection Time or Reflection Sheet
- Revisit Norms
- Classroom Circle
- Hall Pass to see a trusted adult
- Contract/Agreement with incentives
- Seat Change
- Lunchtime or Afterschool Conference
- Daily Point Sheet/Behavior Tracking Sheet
- Consultation with colleagues (grade level team, counselor, Ell staff, IEP case manager

WAYS SCHOLARS MIGHT REPAIR HARM

1. Community service
    a. Constructive and educational
    b. Meets community needs
    c. Scholar is involved and engaged
    d. Scholar has sense of accomplishment when project is done
2. Tutoring/academic support
3. Counseling
4. Written/verbal apology
    a. Take account of what the action was
    b. How did my actions harm others and myself?
    c. Apology for our impact, explain how you are making things better
5. Essay or written reflection on harm caused
    a. What was I hoping when I caused this harm?
    b. How did my actions harm others and myself?
    c. How can I prevent this harm from happening again?
6. Service that is directly related to harm caused
    a. Presentation to peers
    b. Poster or artwork to be displayed
    c. Assist school staff
7. Participate in an educational session related to harm caused
    a. Group educational session
    b. Reading/reflection educational session
    c. Interview/speak with others to learn a different and new perspective
8. Restitution (working to pay back the victim)
9. Mentoring
10. Involvement in community or after school program
    a. Sports
    b. Music
    c. Drama
    d. Writing
11. Creation of contract or agreement to avoid the behavior in the future
12. Restorative conference with others involved
    a. Scholar/teacher medication
    b. Peace Circle
    c. Peer Mediation
    d. Re-entry Circle

Report Cards and Grading

Report cards are issued 5 to 7 days after the end of each semester. Grades become part of the permanent record of each student. The following grading procedure will be followed:

A	Superior	100 – 92.5	4.00	
A-		92.4 – 89.5	3.70	90%
B+		89.4 – 86.5	3.30	
B	Above Average	86.4 – 82.5	3.00	
B-		82.4 – 79.5	2.70	80%
C+		79.4 – 76.5	2.30	
C	Average	76.4 – 72.5	2.00	
C-		72.4 – 69.5	1.70	70%
D+		69.4 – 66.5	1.30	
D	Below Average	66.4 – 59.5	1.00	60%
F	Failing (no credit)	0.00		
P	Passing	1.00		
I	Incomplete	(grade becomes an “F” when work is not completed within ten days).		
NC	No Credit			

A **Grade Check** can be done on students anytime through Skyward.

Employability Skills

Reflecting quality employee expectations, skills such as attendance, punctuality, teamwork, leadership and conduct will be assessed in CTE (Career and Technical Education) courses.

Student Education Records

This is notification to parents/guardians that the Quincy School District, upon legitimate request, will transfer to the requesting school, educational institution, or educational agency those records identified as student education records. Parents/guardians may inspect their child's records and challenge information contained in the record they believe is inaccurate, misleading or in violation of the privacy or other rights of the student. A request to review a student's records and/or the District records policy is to be made by the parent/guardian to the student's building principal. If requested, translators will be made available for non-English speaking parents.

Directory Information

Directory Information about students may be released. This information is not generally considered harmful or an invasion of privacy. The following categories are designated as Directory Information: Student's name; date and place of birth; participation in officially recognized sports and activities; weight and height of athletic team members; dates of attendance; degrees and awards received; most recent previous school or program attended. Directory information also includes a student's address, telephone number or photograph. Parents may refuse to have directory information released by writing a dated letter stating such to the student's school principal.

Parent and Student Skyward Access

Skyward enables parents and students to access school records through the internet. These student records are confidential and your unique username and password will allow only you to access your student records. http://www.qsd.wednet.edu/ will lead you to the district website. You then need to go to the "Parents and Students" menu and then "Skyward Access", to log-in for the grading system. Student username and passwords are available from their advisory teacher.

Parent username and passwords are available from the counseling office. When you log on, you will be able to see your student's attendance, grades and access class assignments. If you ever have questions or concerns, please feel free to contact the student's teacher.

Course Registration

Registration takes place in the spring of each school year. Registration is conducted by the counseling department. The High School and Beyond Plan is used to help a student plan a schedule. Student or parent-initiated schedule changes may occur during the first three days of a semester. After this, schedule changes for the current term may only be initiated by QHS staff.

Request a Schedule Change

Schedule changes may be requested during the first three days of each semester. The change forms are available in the counseling office. No schedule change requests are accepted after the third day of class.

Withdrawing from School

All students must provide evidence to the counseling office of parental/guardian approval for a transfer or withdrawal from Quincy High School. Once provided with the proper form for withdrawal, the student is to return all schoolbooks and property

to the teachers and the library. The kitchen and each instructor must sign the form. The completed withdrawal form is then returned to the counseling office for final approval.

Library Procedures

- Enter with a pass and sign in at the circulation counter.
- Be prepared to complete tasks. When disruptive or not following expectations, you will lose the privilege of being in the library.
- Check out materials at the circulation counter. Freshmen may check out 2 books, sophomores may check out 3, juniors may check out 4, and seniors may check out 5 books.
- You may not borrow items if you have overdue items or a library fine.
- Students are expected to pay for lost or damaged items.
- Respect library staff, others, and library materials.
- Clean up your area and push in chairs before leaving.
- Ask librarians for help if you need it.

Quincy High School Graduation Requirements

1. High School Credit Requirement
2. Meet standard on the current State Testing Requirements (SBA Graduation Pathway)
3. High School & Beyond Plan (State Requirement)

Subject	Class of 2022 and Beyond
English	4.0
Social Studies	3.0 (And must pass WA History 0.5 credits if taken in HS, 0 credit if taken in Jr. High)
Math	3.0
Science	3.0
Health and Fitness	2.0 (Family Health and 3 PE classes)
Fine Arts	2.0 (OR 1.0 Art and 1.0 PPR)
CTE	1.0
World Languages	2.0 (OR 2.0 PPR)
High School & Beyond Plan	1.0
Electives	4.0
Total	25 Credits
State Testing Requirement	ELA and Math Graduation Pathway

- WA ST History from Junior High does not earn High School credit, but does meet graduation requirements
- The following classes can be substituted for Algebra 2: Personal Finance, Accounting, or AP Computer Science.
- PPR - Personalized Pathway Requirements (PPR) are determined by your High School & Beyond Plan.

Our School Protects Students from Harassment, Intimidation, and Bullying (HIB)

Our Schools Protect Students 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.

Parent Square APP

Download the app that will allow you to communicate with the school district and your student's teacher.

Download the **ParentSquare App** today!

Stay involved with your student's learning and activities at school. From anywhere.



Features include:

- Receive messages from your child's school and teachers by text, email, or app
- Send and receive direct messages with staff
- Communicate in your preferred language with automatic two-way translation (190+ languages)
- View school announcements and calendar events all in one place
- Sign forms and permission slips digitally
- Schedule meetings
- RSVP to school events
- Choose how and what time you receive messages (text, email, or app)

ParentSquare has replaced Remind, our former communication tool.

Download on the App Store

GET IT ON Google Play

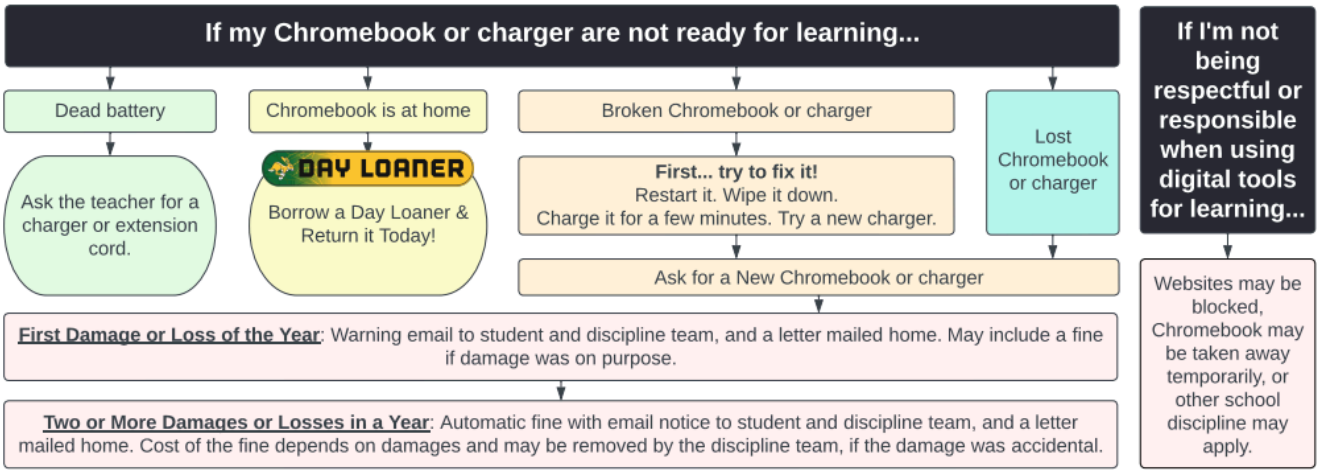
ParentSquare

Agreements for Chromebook Care & Use of Digital Tools for Learning

Students in Quincy School District regularly use digital tools, including district-provided Chromebooks, to support their learning. When using these tools, students must agree to be **Ready, Respectful and Responsible,** as defined below.

Ready		• I bring my Chromebook to school every day • I keep my Chromebook charged or plugged in • I only use my Chromebook for learning purposes
Respectful	**To My Chromebook**	• I keep it clean and stored safely
	To Myself	• I stay balanced by helping my family set media time limits that make sense, following them, & continuing to enjoy the other activities/people in my life • I listen to my gut and tell a trusted adult if anyone or anything online makes me feel uncomfortable or seems inappropriate • When I use artificial intelligence (AI) tools as a learning tutor, I think critically about the responses, reviewing them for mistakes or bias
	To Others	• I stay positive and kind online. I will not bully, humiliate, or upset anyone by sharing photos, videos, screenshots, rumors, gossip, or fake profiles. • I give credit to the authors or artists whose work I use, reference, or share
Responsible	**For My Safety**	• I keep my passwords private, or only share them with family • I keep my personal information off the internet, including my full name, date of birth, address, phone number, or photos of myself — unless I have my family's permission to share them • I only access safe and approved websites and activities. If I find a loophole in the security system on my school device, I will let my teacher know • I use AI tools responsibly, avoiding harm to myself or others
	For Solving Problems	• I send screenshots to the teacher or helpdesk about an issue, and • I use vocabulary of digital tools to communicate about it
	For My Choices	• I talk to trusted adults openly and honestly about what I do online, including if I'm feeling addicted to technology, have made a mistake, or need help • I use AI tools in the right way and make smart choices because I know AI can help me learn and it is important for my future • When I use AI as a learning tutor, I follow my teacher's instructions on when and how to use it, I will cite it honestly, and I will not turn in work that is fully created by an AI as my own • I tell my family if my device is broken, stolen, or lost, and come up with a plan together about the next steps or consequences

If I do not follow these agreements, consequences may apply as described in the chart below.



Quincy High School Compact

We believe that it is important that families and schools work together to help students achieve high academic standards. A compact is a written agreement that outlines how students, parents, and school staff will share in the responsibility of improving student achievement. The following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school.

Student Pledge— I pledge to:

- Come to school ready to learn, work hard, show respect, and do my best.
- Treat all people, including myself, with respect and kindness.
- Be on time to school and to all of my classes.
- Complete and return assignments on time, including classwork and homework.
- Follow school and district rules and expectations.

Family Pledge— We pledge to:

- Make sure that our children attend school every day, ready to learn.
- Communicate with school on a regular basis.
- Monitor our children's progress using Skyward if possible.
- Set aside a study area/reading space for our children.
- Celebrate our children's success, and partner with the school to make sure our children remain successful.

School Pledge— We pledge to:

- Provide a safe, caring, rigorous, challenging learning environment.
- Communicate regularly with the family and the student.
- Regularly update grades using the online grading system in order to facilitate communication.
- Be available throughout the day for families to visit with us to talk about their children's success.
- Provide opportunities for families to come in and check student progress.

We will work as partners to make sure all our students learn.

OUR FIGHT SONG

We're loyal to you Quincy High, We're loyal to you Quincy High.
We'll ask you to stand, You're the best in the land,
For we know you will win, Quincy High, Rah Rah!

So bring out the ball Quincy High. And roll up the score to the sky.
For we are your fame protectors. So Jacks, do we expect a
Victory from you Quincy High, Rah Rah! Q-U-I-N-C-Y
GO-O-O-O QUINCY!

Handbook Receipt

I, (student name)_____ have read and understand the expectations outlined in the 2026-2027 Quincy High School handbook. I will refer to the oline version of this handbook as needed.

Student Signature _____ Date _____