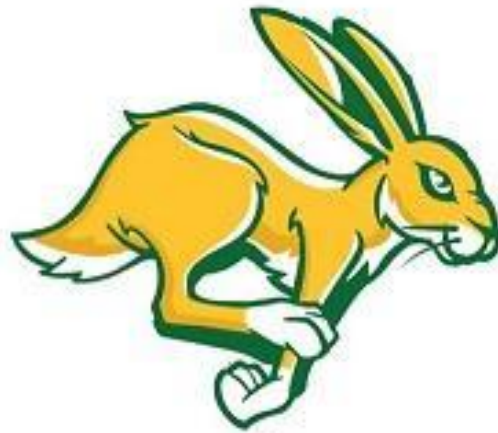


QUINCY HIGH SCHOOL

STUDENT HANDBOOK

2023-2024



GO JACKS

403 Jackrabbit St. NE
Quincy, Washington 98848
Telephone: (509) 787-3501
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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

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 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

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	-Sign in and out with name and times -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	-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	-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.



2023-2024 Academic Calendar

August '23							2
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 '23							20
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	

October '23							21
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					

November '23							19
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			

December '23							11
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	

January '24							20
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			

February '24							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	29			

March '24							21
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	

April '24							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 '24							22
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		

June '24							9
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 '24							0
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			

- August 21-24 – 1st – 4th Cert. LID Days
- August 28 – Required District Staff Day
- August 30 – First Day of School
- September 4 – Labor Day – No School
- October 20 – 5th Cert LID Day – No School
- November 3 – End of 1st Quarter
- November 14-17 – 1/2 Days Early Release – Parent Conferences
- November 10 – Veterans Day – No School
- November 22 – 1/2 Day Early Release
- November 23-24 – Thanksgiving – No School
- December 18 – January 1 – Winter Break – No School
- January 2 – School Reconvenes
- January 15 – Martin Luther King Day – No School

- January 25 - End of 1st semester
- January 26 – Records Day – No School
- February 9 – 6th Cert LID Day – No School
- February 16 – Mid-Winter Break/Snow Day Make-Up
- February 19 – President's Day - NO SCHOOL
- March 21 – End of 3rd Quarter
- March 26-29 – 1/2 Days - Parent Conferences
- April 1-5 – Spring Break - NO SCHOOL
- May 24 – 1/2 Day Early Release
- May 27 – Memorial Day - NO SCHOOL
- June 8 – QIA/QHS GRADUATION
- June 13– End of Semester
- June 13 – Last Day of School - Early Release
- June 14 – Record's Day
- June 19 – NO SCHOOL – Juneteenth Holiday (non-work)

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 2023-2024

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

QUINCY HIGH SCHOOL STAFF

ADMINISTRATION

Ms. Felicie Becker-Levine – Principal

Elizabeth Averill—Assistant Principal	Brett Fancher – Athletic Director/Assistant Principal
Stephen Wallace - Assistant Principal	Curt Schutzmann – Dean of Students

COUNSELING/STUDENT SUPPORT SERVICES

ADMINISTRATIVE ASSISTANTS

Ameiy Trujillo- 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
Maria Grimaldo - Parent Liaison	Jeannie Gates – ASB/Athletics Administrative Assistant
Dylan Kling – Student Support Professional	Lacey Jones – Admin Assistant/Test Coordinator

CAREER AND TECHNICAL EDUCATION:

Alicia Sanchez - Migrant Specialist	Mike Wallace
Nubia Ramirez - Migrant Specialist	Rodney Cool
Carrie Harris - Nurse	Cade Wallace
Shelley Story - Nurse	Joanna Santana
Abel Guzman - School Resource Officer	Madeline Maden
Jessica Diaz – School Resource Officer	Kurtis Wood

ENGLISH DEPARTMENT

Joseph Engle	Londa VanKirk
Xochitl Espinoza	Tanya Rollins
Yaneth Lopez	Ross Kondo
Susan Rose, ELA Instructional Coach	Conner Burton
Dauphnie Gosselin	Reed Hyer
Samantha Mitchell-Brantner	Nicholas Heuker

MATH DEPARTMENT

Christie Driskill	Michael Benedict
Halley Weber	Nicole Dreher
April Murray, Chair	Wade Petersen
	Andrew Schmitt
	Jessica Webley, Chair
	Annette Lembcke, Math Instructional Coach

PHYSICAL EDUCATION

Antonia Ronish

Kelly Wallace, Chair

WORLD LANGUAGES

Kimberly Avalos	Amanda Doncaster
David Stoddard	Trent Purcell

SOCIAL STUDIES DEPARTMENT	SCIENCE DEPARTMENT
Joseph Blalock	Tod Heikes, Chair
Alex Semmons	Valerie Neff
Patrick McGuire	Rob Stagg
Michael Mills - Chair	Chelsea Wallace

QUINCY HIGH SCHOOL STAFF	
Devan Chandler	SPECIAL EDUCATION DEPARTMENT
Cassie Marchbank, Co-Chair	Janet Dudley, Chair
Kylie Youngren, Co-Chair	Shannon Avila
CUSTODIANS	Melinda Burns
Brandon Day - Custodian	Jeffrey Gross
Yolonda Vasquez - Custodian	CLASSIFIED STAFF
Jared Kling- Custodian	Lisa Anderson - Instructional Aide
Alejandra Tovar Garcia - Custodian	Adriana Luna-Reyna - Library Technician
Oralis Barbosa - Custodian	Nathan Mead - Instructional Aid
Blanca Valle - Custodian	Shannon Kooistra - Instructional Aide/CTE
Juana Vasquez – Custodian	Marisela Grimaldo – Parent Liaison
LIBRARY/OTHER	Jennifer Miller - Instructional Aide
Jacque Rasmussen - Librarian	Eileen Dickey - Instructional Aide
Russ Elliott - Alternative Education	Kris Torgeson - Instructional Aid
Bella Cortez - Freshman Experience	Mikayla Wald - Instructional Aide
Kristen VanHoomissen - Freshman Experience/Leadership/ASB	Cecilia Garcia - Student Intervention Specialist
Kristine Torgeson – Title/LAP	Stephanie Estrada - Student Intervention Specialist

Quincy High School Associated Student Body (ASB)

ASB OFFICERS

President	Vice President	Secretary	Treasurer
Johanaly Torres	Juliza Herrera	Juan Ferreyra	Joselyn Velasquez
<i>School Board Reps:</i>	Johanaly Torres	Yanetzi Golzalez	Eliel Galicia
ASB Advisor- K. VanHoomissen		Principal – F. Becker	

SENIOR CLASS

President	Vice President	Secretary	Treasurer
Ariana Gonzalez	Anel Alvarado	Dulce Ferreyra	Beverly Granados
Senior City Council Rep – TBD		Advisors - Garcia, Grimaldo, Gates	

JUNIOR CLASS

President	Vice President	Secretary	Treasurer
Rosemary Pacheco	Adrian Baughman	Maritza Gil	Brooklynn Garcia
Advisors - VanHoomissen, Stagg, Doncaster			

SOPHOMORE CLASS

President	Vice President	Secretary	Treasurer
Kianna Acevedo	Emily Camacho	Lucina Valenzuela-Lopez	Diana Trujillo
Advisors - Jones			

FRESHMAN CLASS

President	Vice President	Secretary	Treasurer
Emiko Kondo	Diana Ramirez	Mia Lesure	Bella Bergman
Advisors - Torgeson			

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	Drama Club	Science Club	FFA	Skills USA: Fire Science
Knowledge Bowl	MeCHA	Art Club	FCCLA	Sills USA: Construction
Dance & Drill	Yearbook	Cheer	DECA	TSA
Gay Straight Alliance	Chess Club	Debate	FBLA	HOSA
National Honor Society	Leadership	Quincy Youth Action		
ASB/Class officers	Student Council	Sports Med		

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 787-3501 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 classroom interventions
- 3rd: Teacher will contact parent/guardian
- 4th: Teacher will submit a major referral to the office for repeated tardiness.

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). 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 10 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.

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).

Electronic Devices:

Electronic devices may be used respectfully and responsibly before school, passing periods, lunch, and after school. Teachers may choose to make an exception and allow electronic device use during class for educational purposes. 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.

- 1st - 2nd: Teacher will provide classroom interventions
- 3rd: Teacher will contact parent/guardian
- 4th: Teacher will submit major referral to office

Hall Pass:

When a student is in the hallway and not accompanied by a staff member, the student must have a visible Quincy High School approved Hall Pass or Office Pass.

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 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?

- 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

TIER 3 Administrator-Managed Protocols Might Include

- Parent contact (required)
- Out of School Suspension
- In-school suspension
- Restorative conference
- Drug/alcohol assessment
- Threat assessment and/or implementation of a behavior plan

<ul style="list-style-type: none"> ● Outright defiance including refusal to give up electronics or other prohibited item harming learning environment ● Gang Conduct ● Theft, Property Damage, Property Destruction, or Arson ● Behavior posing an immediate hazard to the safety of others 	<ul style="list-style-type: none"> ● Family conference ● Mediation / Restitution
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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.

<p>Is this repeated behavior or is there a concern about the relationship?</p> <ul style="list-style-type: none"> ● 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 	<p>TIER 2 Restorative Interventions may include:</p> <ul style="list-style-type: none"> ● 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)
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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 (including family contact) take place prior to the behavior(s) being considered as TIER 2.

<p>Is the behavior disruptive to student learning?</p> <ul style="list-style-type: none"> ● 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 	<p>Try these Classroom-Based Interventions</p> <ul style="list-style-type: none"> ● 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
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POSSIBLE INTERVENTIONS

- 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

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

QUINCY HIGH SCHOOL 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

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.

Prohibition of Harassment, Intimidation, Bullying and Discrimination

Annual Nondiscrimination 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: Nik Bergman, Superintendent, 119 J Street SW, Quincy, WA 98848, (509) 787-4571.

Section 504/ADA Coordinator: Victoria Hodge, Special Programs Director, 119 J Street SW, Quincy, WA 98848, (509) 787-4571.

Civil Rights Compliance Coordinator: David Garza Jr., Assistant Superintendent, 119 J Street 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 (see below). 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>

SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here: <https://app.eduportal.com/documents/view/392357>

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

Complaint to the School District

Step 1. Write Out Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI: **Email:** Equity@k12.wa.us | **Fax:** 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit our website, or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education 206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | OCR Website

Washington State Human Rights Commission 1-800-233-3247 | TTY: 1-800-300-7525 | Human Rights Commission Website

Technology Acceptable Use Policy

School work is the main purpose of computers at school. All use of the computers must be in support of education and consistent with the mission of the district. As a condition of using any type of computer related electronic media (including Internet), all users must agree to use the system in an acceptable manner as listed below:

1. The student will maintain the confidentiality of their user ID and password.
2. The student will not create, seek, observe, or use obscene, abusive, or offensive language and/or graphics. The Quincy School District reserves the right to determine the definition of each of these categories.
3. The student will respect other users and their rights.
4. The student will abide by all copyright laws and licensing agreements.
5. The student will not use the system for solicitation, advertisement, political, or other commercial purposes.
6. The student will not damage computer hardware and peripherals. They will not remove, alter, copy, or add unauthorized files and or software. They will not intentionally add, remove or alter any district computer hardware. They will not knowingly add any personal computer equipment to district computers that has not been authorized.

7. The student will not attempt to access areas or activities for which they are not authorized. If loopholes in computer security systems or knowledge of a special password are encountered, the student will not use them to damage computer systems, obtain extra resources, take resources from another user, gain access to systems or use systems for which property authorization has not been given as per RCW 9A.52.110, 9A.52.120, 9A.52.130, and 9A48.100. They will also report loopholes to school authorities.
8. The district networked computer system shall only be accessed for professional and educational use, and not inappropriate personal use.
9. Violation of the above policy may result in discipline up to termination or prosecution according to RCW's.

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 received, read and understand the expectations outlined in the 2022-2023 Quincy High School handbook.

Student Signature _____ Date _____

I, (parent/guardian name) _____ have received, read and understand the expectations outlined in the 2022-2023 Quincy High School handbook.

Parent/Guardian Signature _____ Date _____