From Quincy

Proud of Quincy

I’m a Jack

16 Sixth Avenue SE
Quincy, Washington 98848
Telephone: (509) 787-3501
FAX: (509) 787-8989

STUDENT HANDBOOK
2018-2019

NAME: ____________________________ GR _____
ADDRESS: __________________________
PHONE: ___________________________
# TABLE OF CONTENTS

Principal’s Message ........................................................................... 3
School Fight Song ............................................................................. 3
Mission Statement ............................................................................ 4
School Calendar .............................................................................. 5
Bell Schedule ................................................................................... 6
Quincy High School Staff ................................................................. 7
ASB Officers/Activities/Organizations ............................................. 8
Fee Schedule ................................................................................... 8
Bulletin Boards/Poster/Flyers ........................................................ 8
Checks ............................................................................................. 8
ASB Cards ....................................................................................... 8
Telephone ....................................................................................... 8
School ID ......................................................................................... 8
Conduct at off Campus School Sponsored Events ......................... 8
Student Insurance ............................................................................ 8
Locker & Lock Information .............................................................. 8
Attendance and Closed Campus ..................................................... 10
Visitors and Student Guests .......................................................... 12
Dances ............................................................................................ 12
Student Rights & Responsibilities ................................................... 12
Electronic Devices .......................................................................... 12
Hall Pass ......................................................................................... 12
Academic Honesty .......................................................................... 12
Academic Expectation / Probation Policy ........................................ 12
Student Discipline Procedures ...................................................... 13
Student Vehicle Rules .................................................................... 15
Saturday School .............................................................................. 15
Gang-Related Behavior .................................................................. 15
Dress Code ...................................................................................... 16
Report Cards and Grading ............................................................... 17
Student Education Records ............................................................ 17
Directory Information ..................................................................... 17
Parent and Student Skyward access ............................................... 17
Course Registration ........................................................................ 18
Schedule Change ............................................................................ 18
Withdrawing From School .............................................................. 18
Library Procedures ......................................................................... 18
Graduation Requirements ............................................................... 19
Harassment/Bullying/Discrimination Policy ..................................... 20
Technology Acceptable Use Policy ................................................. 22
Jack PRIDE Expectations ............................................................... 23
Handbook Receipt .......................................................................... 24
Greetings Jacks,

Welcome to a new school year! I am beyond excited to be joining you as the interim principal of Quincy High School. I am relocating to Quincy from Southwest Seattle where I spent fourteen years as a music teacher and three as an assistant principal at the middle and high school levels. I am honored to be starting my first principal assignment with you at Quincy High School.

Taking full advantage of the education you are offered here at Quincy is a first step towards unlocking your unlimited potential and realizing your best future. Borrowing on the words of a mentor of mine, “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. From your studies here you will leave us fully-equipped to investigate the world, to see through multiple perspectives, and to act in support of your ideas.

Please do not hesitate to speak to me or any trusted adult if there is anything we can do to support you in your educational endeavors. We believe in you. We care very much about you. And we are committed to your ultimate success.

Sincerely,

Dr. Marcus J. Pimpleton
Principal

**Quincy High School 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

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!
### QUINCY SCHOOL DISTRICT 144
### 2018-2019 CALENDAR

#### August/September 2018

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
</tbody>
</table>

#### October 2018

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### November 2018

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### December 2018

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### January 2019

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### February 2019

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

#### March 2019

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>

#### April 2019

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### May/June 2019

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>

---

**Aug 27** Required District Staff Day

**Aug 29** First Day of School

**Sept 3** Labor Day - NO SCHOOL

**Oct 19** Professional Day - NO SCHOOL

**Nov 2** End of 1st Quarter

**Nov 12** Veteran's Day - NO SCHOOL

**Nov 6-9** 1/2 Days - Parent Conferences

**Nov 21** 1/2 Day Early Release

**Nov 22-23** Thanksgiving - NO SCHOOL

**Dec 19-Jan 1** Winter Break - NO SCHOOL

**Jan - 2** School Reconvenes

**Jan - 21** Martin Luther King Day - NO SCHOOL

**Jan 24** End of 1st Semester

**Jan 25** Record's Day - NO SCHOOL

**Feb 15** Winter Break/Snow Day

**Feb 18** President's Day - NO SCHOOL

**Mar 22** End of 3rd Quarter

**Mar 26-29** 1/2 Days - Parent Conferences

**Apr 1-5** Spring Break - NO SCHOOL

**May 24** 1/2 Day - Early Release

**May 27** Memorial Day - NO SCHOOL

**Jun 7** Graduation - QHS

**Jun 10** Graduation - HTH

**Jun 11** Last Day of School - Early Release

**Jun 12** Record's Day

---

**LATE START ON MONDAY OF EACH WEEK**

In the event of school closure due to inclement weather or for other reasons, the following dates will be used: February 16, June 15, and June 18 with the last day of school for students being adjusted accordingly.
Quincy High School Mission Statement

Joining together for
Academic achievement in a
Caring environment, while
Keeping a focus on lifelong learning for
Success

Quincy High School List of Beliefs

• Students learn in different ways and should be provided with a variety of instructional approaches.
• Challenging expectations increase student performance.
• Students learn best when they are actually involved in the learning process and are able to apply their learning in meaningful contexts.
• Because each student is a valued individual with unique physical, social, emotional and intellectual needs, special services and resources may be required.
• Assessment activities should provide students with varied opportunities to demonstrate their mastery of essential learning.
• Positive relationships and mutual respect among students and staff strengthen the learning community.
• A safe and physically comfortable environment promotes learning.
• Schools must stress the importance of integrity, responsibly, accountability and quality in both the classroom and the world of work.
• Schools must be committed to continuous improvement in order to stay current with advances in technology, developments in curriculum and research on learning.
• Schools should develop self-directed, lifelong learners.
• Schools should develop students who are able to think critically, problem-solve, adapt to change and effectively access and utilize information.
• Students, teachers, administrators, parents, and community members share the responsibility for advancing the school’s mission.
### Monday Collaboration

<table>
<thead>
<tr>
<th>Period</th>
<th>Begins</th>
<th>Ends</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9:30</td>
<td>10:08</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>10:12</td>
<td>10:54</td>
<td>42</td>
</tr>
<tr>
<td>Lunch A</td>
<td>10:54</td>
<td>11:25</td>
<td>31</td>
</tr>
<tr>
<td>3A</td>
<td>10:58</td>
<td>11:36</td>
<td>38</td>
</tr>
<tr>
<td>Lunch B</td>
<td>11:36</td>
<td>12:07</td>
<td>31</td>
</tr>
<tr>
<td>3B</td>
<td>11:29</td>
<td>12:07</td>
<td>38</td>
</tr>
<tr>
<td>4</td>
<td>12:11</td>
<td>12:49</td>
<td>38</td>
</tr>
<tr>
<td>5</td>
<td>12:53</td>
<td>1:31</td>
<td>38</td>
</tr>
<tr>
<td>6</td>
<td>1:35</td>
<td>2:13</td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>2:17</td>
<td>2:55</td>
<td>38</td>
</tr>
</tbody>
</table>

### Tuesday, Thursday & Friday

<table>
<thead>
<tr>
<th>Period</th>
<th>Begins</th>
<th>Ends</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:05</td>
<td>8:55</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>8:59</td>
<td>9:53</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>9:57</td>
<td>10:47</td>
<td>50</td>
</tr>
<tr>
<td>Lunch A</td>
<td>10:47</td>
<td>11:18</td>
<td>31</td>
</tr>
<tr>
<td>4A</td>
<td>10:51</td>
<td>11:42</td>
<td>51</td>
</tr>
<tr>
<td>Lunch B</td>
<td>11:42</td>
<td>12:13</td>
<td>31</td>
</tr>
<tr>
<td>4 B</td>
<td>11:22</td>
<td>12:13</td>
<td>51</td>
</tr>
<tr>
<td>5</td>
<td>12:17</td>
<td>1:07</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>1:11</td>
<td>2:01</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>2:05</td>
<td>2:55</td>
<td>50</td>
</tr>
</tbody>
</table>

### 70 Min HSAB/Wednesday

<table>
<thead>
<tr>
<th>Period</th>
<th>Begins</th>
<th>Ends</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:05</td>
<td>8:45</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>8:49</td>
<td>9:30</td>
<td>41</td>
</tr>
<tr>
<td>HSAB</td>
<td>9:34</td>
<td>10:44</td>
<td>1:10</td>
</tr>
<tr>
<td>Lunch A</td>
<td>10:44</td>
<td>11:15</td>
<td>31</td>
</tr>
<tr>
<td>3A</td>
<td>10:48</td>
<td>11:28</td>
<td>40</td>
</tr>
<tr>
<td>Lunch B</td>
<td>11:28</td>
<td>11:59</td>
<td>31</td>
</tr>
<tr>
<td>3 B</td>
<td>11:19</td>
<td>11:59</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>12:03</td>
<td>12:43</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>12:47</td>
<td>1:27</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>1:31</td>
<td>2:11</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>2:15</td>
<td>2:55</td>
<td>40</td>
</tr>
</tbody>
</table>

### Early Release

<table>
<thead>
<tr>
<th>Period</th>
<th>Begins</th>
<th>Ends</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:05</td>
<td>8:31</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>8:35</td>
<td>9:01</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>9:05</td>
<td>9:31</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>9:35</td>
<td>10:01</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>10:05</td>
<td>10:31</td>
<td>26</td>
</tr>
<tr>
<td>6</td>
<td>10:35</td>
<td>11:01</td>
<td>26</td>
</tr>
<tr>
<td>7</td>
<td>11:05</td>
<td>11:30</td>
<td>25</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:30</td>
<td>12:00</td>
<td>30</td>
</tr>
</tbody>
</table>

### Assembly Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Begins</th>
<th>Ends</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:05</td>
<td>8:48</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td>8:52</td>
<td>9:35</td>
<td>47</td>
</tr>
<tr>
<td>HSAB</td>
<td>9:39</td>
<td>9:59</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>10:03</td>
<td>10:46</td>
<td>43</td>
</tr>
<tr>
<td>Lunch A</td>
<td>10:46</td>
<td>11:17</td>
<td>31</td>
</tr>
<tr>
<td>4A</td>
<td>10:50</td>
<td>11:33</td>
<td>43</td>
</tr>
<tr>
<td>Lunch B</td>
<td>11:33</td>
<td>12:04</td>
<td>31</td>
</tr>
<tr>
<td>4B</td>
<td>11:21</td>
<td>12:04</td>
<td>43</td>
</tr>
<tr>
<td>5</td>
<td>12:08</td>
<td>12:51</td>
<td>43</td>
</tr>
<tr>
<td>6</td>
<td>12:55</td>
<td>1:38</td>
<td>43</td>
</tr>
<tr>
<td>7</td>
<td>1:42</td>
<td>2:25</td>
<td>43</td>
</tr>
<tr>
<td>Assembly</td>
<td>2:25</td>
<td>2:55</td>
<td>30</td>
</tr>
</tbody>
</table>

### 2 Hour Late Start

<table>
<thead>
<tr>
<th>Period</th>
<th>Begins</th>
<th>Ends</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10:05</td>
<td>10:38</td>
<td>33</td>
</tr>
<tr>
<td>2</td>
<td>10:42</td>
<td>11:17</td>
<td>35</td>
</tr>
<tr>
<td>Lunch A</td>
<td>11:17</td>
<td>11:48</td>
<td>31</td>
</tr>
<tr>
<td>3 A</td>
<td>11:22</td>
<td>11:57</td>
<td>35</td>
</tr>
<tr>
<td>Lunch B</td>
<td>11:57</td>
<td>12:28</td>
<td>31</td>
</tr>
<tr>
<td>3 B</td>
<td>11:52</td>
<td>12:27</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>12:31</td>
<td>1:04</td>
<td>33</td>
</tr>
<tr>
<td>5</td>
<td>1:08</td>
<td>1:41</td>
<td>33</td>
</tr>
<tr>
<td>6</td>
<td>1:45</td>
<td>2:18</td>
<td>33</td>
</tr>
<tr>
<td>7</td>
<td>2:22</td>
<td>2:55</td>
<td>33</td>
</tr>
</tbody>
</table>
Quincy High School Staff

Administration

Marcus Pimpleton...Principal
Felicie Becker....... Assistant Principal
Kaycie Tuttle ........ Asst. Principal/Athletics

Yaneth Lopez .......Secretary
Elena Ybarra ..........Secretary-ASB
Tara Miller ............Secretary-Attendance
Deborah See ............Secretary-CTE
Marisela De La Torre…Parent Liaison

Counseling Staff

Kayla McCormick ...Last Names A - Ga
Sydnie Gormsen .... Last Names Gb – P
Chris Trevino.........Last Names Q - Z
Alicia Infante ........ Secretary
Kelli McKay .......... Secretary
Alicia Sanchez ...... Migrant Specialist

Arturo Guerrero.....Migrant Specialist
Olga..................SOAR
Marvin................SOAR
Dylin..................SOAR
Juan ..................SOAR

Certificated Staff

English
Mrs. Murray
Mr. Engle
Mr. Fogle Song
Mrs. Hardiman
Mrs. Medano
Ms. Marotto
Mr. Ramos
Mrs. Rose

Mr. Murray
Mr. Engle
Mr. Fogle Song
Mrs. Hardiman
Mrs. Medano
Ms. Marotto
Mr. Ramos
Mrs. Rose

Math
Mr. Petersen
Mr. Benedict
Mrs. Dreher
Mrs. Webley
Mr. Aguilar
Mr. Gerst

Mrs. Monroe
Mrs. Averill
Mr. Clifton
Mr. Cool
Ms. Doncaster
Mr. Hyer
Mr. Kondo
Mrs. Reynolds
Ms. Sawyer
Mrs. Talley
Mr. Wallace
Mr. Wood

Arts/Music/Spanish
Ms. Marchbank
Mr. Purcell
Mr. Gordon
Mrs Youngren

Mrs. Rose
Mr Ramos
Mrs. Rasmussen

Career & Technical Education
Ms. Monroe
Mrs. Averill
Mr. Clifton
Mr. Cool
Ms. Doncaster
Mr. Hyer
Mr. Kondo
Mrs. Reynolds
Ms. Sawyer
Mrs. Talley
Mr. Wallace
Mr. Wood

Special Education
Ms. Dudley
Mrs. Mc Kee
Mr. See

Science
Mr. Heikes
Mrs. Neff
Mrs. Rediger
Mr. Stagg
Mr. Talley

Social Studies
Mr. Blalock
Mr. McGuire
Mr. Mills
Ms. Shinn

Physical Education
Mrs. Wallace
Mr. Frost
Mr. Stoddard

Nurse
Mrs. Bush
Mrs. Low

Classified Staff

Mrs. Anderson...........Instructional Aide
Mrs. Beckemeier .....Library Technician
Officer Mancini......School Resource Officer
Mr. Castro .............Custodian
Mr. Chittim ............Custodian
Mrs. Esparza .........Instructional Aide
Mrs. Fogle Song ......Instructional Aide
Mr. Garcia .............Head Custodian
Mrs. Gates .............Instructional Aide
Mrs. Jones .............Instructional Aide
Mrs Kooistra ...........Instructional Aide/CTE
Ms. Aguilar .............Instructional Aide/ISS

Mrs. Miller.......... Instructional Aide
Ms. Cortez ...........Instructional Aide
Mrs. Mireles........ Instructional Aide
Mrs. Ornelas ........ Instructional Aide
Mrs. Torgeson ........ Instructional Aide
Mr. Trautman........ Custodian
Quincy High School Associated Student Body (ASB)

ASB Council:
President – 
Treasurer – 
Social/Publicity – 

ASB Elections will be held in September.
Vice President – 
Co-Treasurer – 
Sr School Board – Cynthia Diaz
ASB Advisor – A. Murray

Secretary – 
Social/Publicity Manager – 
Jr School Board – Taylor Thomsen
Principal – M. Pimpleton

Senior Class:
President – Lurdes Guzman
Treasurer – Daisy Ramirez

Vice President – Melissa Aguilar
Publicity – Paige Lubach

Secretary – Ashli Arellano
Advisors –

Junior Class:
President – Rafael Vazquez
Treasurer – Aileen Perez

Vice President – Daisy Buenrostro
Asst. Treasurer – Ben Bazan

Secretary – Heriberto Silvas
Publicity – Susan Chavez
Advisors – R. Stagg, C. Trevino, A. Doncaster

Sophomore Class:
President – Chase Schuler
Treasurer – Kianna Gomez

Vice President – Lilybeth Flores
Publicity – Dayanara Partida

Secretary – Karla Mader
Advisors – J. Engle, J. Blalock, M. Shinn

Freshman Class:
President – Daisy Ramirez
Treasurer – Daisy Medina

Vice President – Gloria Ramirez
Publicity –

Secretary – Stephanie Agurrie
Advisors – K. Torgeson, J. Gates

Activities and Organizations

Quincy High School offers a variety of activities and organizations in which to participate during your high school career. Get involved!

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

Clubs & Organizations:
American Sign Drama Club Science Club FFA Quincy Youth Action
Knowledge Bowl MECHA Bible Club FCCLA Robotics
Dance & Drill Yearbook Cheer DECA Drone Club
Gay Straight Alliance Chess Club Debate FBLA Envirothon
National Honor Society Card Club Link Crew TSA Imagine Tomorrow
Skills USA

Fee Schedule

ASB Cards................................. $35
Replacement Card........................ $5
Yearbook .................................. $40, $45, $50

PE Shirt .................................... $5 - $10
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 an administrator before they are placed on any bulletin board or wall. Posters and flyers are to be removed after the event.

7
Checks

Public schools, by State law, are not allowed to cash checks. Please insure 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 strongly encouraged to carry their school ID card on them at all times. 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 has the right, authority and responsibility to inspect lockers and inappropriate posters.** Posters in poor taste and/or causing paint damage inside or outside the locker will be removed. Individual lockers may be searched any time there is good reason to believe they should be searched in the best interest of the district and the student body.
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 is 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-SOP’s), 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

   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 ten school days can be made using a pre-arranged absence form. Such prearranged requests must be made NO LESS THAN 5 DAYS PRIOR TO ABSENCE. Students will take prearranged 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 their grade level 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 truancy. On the third unexcused tardy, the student will be assigned thirty minutes of detention. On the fourth unexcused tardy, students will be referred to the office and assigned a 60-minute detention. Students with more than five tardies shall be subject to progressive discipline procedures.

D. Discipline for Truancy
Truant students (including those who leave campus) expose themselves to disciplinary action.

• First Offense: Detention
• Second Offense within the same month: Detention and staff personal contact with parent
• Third Offense in the same month: Attendance conference with parent
• Truancy petition procedures are used to correct truant behaviors

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 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 to school with all necessary supplies and school work. 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
Visitors and Student 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 2 (two) 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. The dance will be closed (LOCKED) 30 minutes after the dance starts. NO ONE is admitted after this.
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 to leave 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 is to report to class and get a hall pass from the teacher before going to a counselor, nurse, etc.
7. 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.
8. 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.
9. When assemblies are scheduled during the school day, all students are expected to report to attend.
10. Treat teachers and fellow students with respect.
11. Acquire and make up work missed during any absence from school. (See also: Making up Work).

Electronic Devices:
Electronic devices can only be used during class at the teacher’s direction and for school related purposes. Teachers will provide one general class reminder to put electronics away after which point, electronic devices used improperly may be confiscated and turned into the office. Administration may require that a parent come in to pick up the device.

Hall Pass:
When a student is in the hallway and not accompanied by a staff member, the student must have a 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. Students will be assigned to Saturday School.

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 DISCIPLINE SUPPORT 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, 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 for an escort and send the student with a paper referral to their grade level administrator. 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 HARRASSMENT, 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
- Behavior posing an immediate hazard to the safety of others

**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
- Family conference
- Mediation / Restitution

### 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 expected that a combination of classroom interventions (including family contact) take place prior to the behavior(s) being considered as TIER 2.

**Is the behavior disruptive to student learning?**
- Unexcused Tardies or Absences
- Disruptive Conduct/Disrespectful
- 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
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 Harm 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
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.

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 may be towed at the owner’s risk and expense. Students are not to park behind the school buildings (North and East). These restricted parking areas are to be free for emergency vehicles, buses and staff parking during school hours and athletic activities. All other student vehicle violations will receive the following consequences:

- **First Offense:** Verbal warning
- **Second Offense:** Parents notified (letter or phone call) and logical consequence as appropriate. 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.

Saturday School

Students assigned to Saturday School are expected to be present from 8 AM – Noon and families are to provide their own transportation. Late arrivals will not be admitted. Students who do not bring school work will be given other work to complete. Students whose behavior violates school rules will not receive credit for attending Saturday School. Students who do not complete Saturday School will be subjected to further discipline.

Gang-Related Behavior

In an effort to "enhance a safe, secure learning environment and to help foster an attitude of respect for the rights of others," Quincy High will not tolerate gangs or gang related behavior. Gangs and gang activities cause a substantial disruption of the educational process. Therefore, the policy prohibits gang membership and any gang-related involvement or activities on any school district property, during school-related functions or in any way connected to school.

QHS has identified gang activity and/or involvement as:

1. Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs, graffiti, or other items that are evidence of membership in or affiliation with a gang. Examples include jerseys with known gang insignia or numbers.

2. Committing any act or using any speech, either verbal or nonverbal (gestures, handshakes, whistle, etc.), showing membership in or affiliation with a gang.

3. Using speech or actions that further the interest of any gang or gang activity, including but not limited to:
   - Inciting other students to act with physical violence upon any other person
   - Engaging in concert with others in intimidating, fighting, assaulting, or threatening to assault others
   - Soliciting and/or initiating others for membership in any gang
   - Requesting any person to pay for protection or otherwise intimidating or threatening any person
   - Committing any illegal act or violation of school district policy
   - Organized sale or distribution of alcohol or other drugs
Parents and staff at Quincy School District believe that academic ability alone is not sufficient to build success in holding a desirable job. Knowledge regarding dress, which is appropriate in business and in social situations, is important. Students are expected to be neat and clean at all times. Expensive, sexually explicit or extreme clothing is not necessary and is discouraged as school wear. School climate is very important and clearly related to productivity in the classroom. The following guidelines apply to all students:

**Policy**
A student may not attend classes or school sponsored activities in a manner which:
- Creates a health or safety hazard
- Promotes drugs, alcohol or tobacco
- Causes a disruption of the educational process
- Otherwise violates the building standards

**Guidelines**
The following are not permitted on campus:
- Hats, beanies or other head/face coverings (hats are allowed in after school athletic events)
- Shoulder straps showing undergarments (straps are to be at least the width of a dollar bill)
- Low cut or revealing shirts or tops – undergarments should not be visible
- Transparent blouses that show undergarment
- Bare midriffs or clothes that show the stomach
- Clothes with holes more than 3 inches above the knee which shows the body or underwear
- Dresses and shorts, which are no shorter than 3 inches above the top of the knee. (This can be measured by the width of a dollar bill)
- Clothing that is excessively tight
- Sleepwear such as pajamas or slippers
- Clothing that is lewd, contains profanity or vulgarity or promotes violence or discrimination.
- Clothing or accessories which are sexually provocative
- Alcohol, tobacco, or drug advertising of any sort
- Hanging belts – belts must be worn in the belt loops
- Oversized pants (by 2 sizes)
- Sagging pants or shorts that show the undergarments
- Length of pants must not drag on the ground; pants cannot be tacked or nailed to shoes
- Clothing or accessories which identify a student with gangs or prison culture by name, insignia or color. The following are some examples: Compton, Los Angeles, Raiders, New York or clothing with calligraphy style writing, Ben Davis, oversized white t-shirts, baggy shorts with high socks.
- Bandanas
- Jerseys (except Quincy Jack attire)
- Hanging overall straps, hanging suspenders, chains
- Trench coats or blanket/full cut ponchos

**Responsibilities:**
Parents have the responsibility for seeing that students are dressed properly for school. School personnel have the responsibility for maintaining and enforcing an appropriate dress code that is conducive to learning.

**Consequences:**
Violators of the dress code will result in consequences ranging from changing clothes and turning the clothes into the office, to a temporary suspension pending parent conference, to short term suspension.
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>100 – 92.5</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>92.4 – 89.5</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>89.4 – 86.5</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>86.4 – 82.5</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>82.4 – 79.5</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>79.4 – 76.5</td>
<td>2.50</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>76.4 – 72.5</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>72.4 – 69.5</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>Below Average</td>
<td>69.4 – 66.5</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>66.4 – 59.5</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing (no credit)</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Employability Skills

Reflecting quality employee expectations, skills such as attendance, punctuality, team work, 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 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/](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

Students who are transferring or must withdraw Quincy High School are to report to the office or counselor. All students must show evidence of parental or guardian approval for the withdrawal. Once provided the proper form for withdrawal, the student is to return all school books 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 office for final approval.

Library Procedures

- Enter library quietly with a pass and sign in at the circulation counter with your first and last name.
- Be prepared to complete tasks. When disruptive or not following expectations, you will be sent back to class.
- You must check out all materials at the circulation counter before leaving the library. 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. All students are expected to pay for lost or damaged items.
- Respect library staff, others, and library materials.
- Clean up table or work area and push in chairs before leaving.
- Ask librarians for help when you need it.
- If you bring food or drink in the library, you are to store it on the workroom counter until you leave the library.
- Print only with permission.
**Quincy High School Graduation Requirements**

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Classes of 2018</th>
<th>Class of 2019 and 2020</th>
<th>Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WA ST History*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior SS Elective</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 2*</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag or Gen Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag Bio or Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1 Lab)</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Health and Fitness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardio or Weights</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Occupational</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>World Languages</td>
<td>0.0</td>
<td>2.0 (OR 2.0 PPR*)</td>
<td>2.0 (OR 2.0 PPR*)</td>
</tr>
<tr>
<td>High School &amp; Beyond Plan</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Electives</td>
<td>6.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>23.0</td>
<td>25.0</td>
<td>25.0</td>
</tr>
</tbody>
</table>

**Washington State Testing Requirements**

- **ELA SBAC**
- **Math EOC or Math SBAC**
- **Biology EOC**

- WA ST History from Junior High does not earn High School credit, but does meet graduation requirements
- Algebra 1 or 2 and Geometry required. Algebra 2 can be substituted by Personal Finance or Accounting.
- Algebra in 8th may be given high school credit.
- Maximum number of PE credits is four. The first credit must be from a formal PE class.
- Visual & Performing Art is defined as music, art, drama, or qualifying CTE courses.
- Spanish 1 and 2 credits may be earned by passing a challenge test.
- PPR – Personalized Pathway Requirement (PPR) are determined by your High School & Beyond Plan
Prohibition of Harassment, Intimidation, Bullying and Discrimination

Annual Nondiscrimination Notification

The 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: 504 Coordinator- Victoria Hodge, Title IV- John Boyd, Civil Right Coordinator- John Boyd

To File a Complaint

Anyone can file a formal complaint about discrimination in a Washington K-12 public school, including parents, students, teachers, administrators, and advocates.

This complaint procedure applies to allegations of discrimination based on sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression, gender identity, honorably discharged veteran or military status, or the use of a trained dog guide or service animal.

Step 1: School Administrator or Superintendent
Step 2: Appeal to School District
Step 3: Complaint to OSPI

Distrito escolar de Quincy- Notificación de No Discriminación

El distrito escolar de Quincy no discrimina en base de raza, religión, credo, color, origen nacional, sexo, orientación sexual, incluyendo la expresión de género o la identidad, la presencia de alguna discapacidad sensorial, mental o físico, o el uso de un perro entrenado a guiar o de un animal para brindar servicio a una persona con una discapacidad, o edad en sus programas o actividades. El distrito escolar de Quincy también proporciona un acceso igualitario a los Boy Scouts y otros grupos juveniles designado. El distrito escolar de Quincy ofrece clases en técnica y carrera en muchos programas de educación. Falta de dominio del idioma de inglés no será una barrera para la admisión y participación en los programas de técnica y carrera educacional. Preguntas referentes al cumplimiento de normas deben ser dirigidas a la oficina título IX-John Boyd o Coordinador de sección 504-Victoria Hodge, el distrito escolar de Quincy, 119 J Street SW, Quincy, WA, 98848, 509-787-4571.

Harassment, intimidation and bullying are intentional written, verbal, or physical acts, including but not limited to one shown to be motivated by any characteristic in RCW 9a.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school?

Any activity that might fall under the definition of harassment, intimidation and bullying should be immediately reported to the principal. Parents or guardians who believe their child has been or is a victim of harassment, intimidation or bullying on the bus or at the bus hub, should contact the bus driver, hub supervisor, and building principal as soon as possible. Depending upon the frequency and severity of the conduct, intervention, counseling, correction, discipline and/or referral to law enforcement will be used to remediate the impact on the victim and change the behavior of the perpetrator. This includes appropriate intervention, restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy. Copies of the Quincy School District harassment, intimidation and bullying policy may be obtained at the District Office or any school office.

Sex Discrimination

In compliance with Title IX of the Education Amendment of 1972, no student at Quincy High School shall, on the basis of sex be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any education program or activity. Any individual alleging noncompliance on the part of any program or activity may submit a grievance in writing to the building principal. This includes any act or threatened action done to any male or female, such as language, printed materials, dress, or comments.
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, such as a school-sponsored field trip.

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

How do I report sexual harassment?
You can report sexual harassment to any school staff member or to the district's Title IX Officer: John Boyd, 509-787-4571

For a copy of your district’s Sexual Harassment policy and procedure, contact your school or district office.

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.

How do I report sexual harassment?
Step 1. Write Our 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 www.k12.wa.us/Equity/Complaints.aspx, 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 | www.ed.gov/ocr

Washington State Human Rights Commission
1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

---

**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. 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.
<table>
<thead>
<tr>
<th>Settings</th>
<th>P: Purposeful</th>
<th>R: Respectful</th>
<th>I: Involved</th>
<th>D: Driven</th>
<th>E: Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus</strong></td>
<td>Be on task&lt;br&gt;Know and follow the guidelines of the QHS handbook&lt;br&gt;Be prepared to learn</td>
<td>Use appropriate language&lt;br&gt;Wear appropriate attire&lt;br&gt;Treat everyone with dignity and respect&lt;br&gt;Demonstrate proper displays of affection&lt;br&gt;Use all equipment properly</td>
<td>Be present and engaged in all activities</td>
<td>Take initiative to keep campus clean and report any issues to staff</td>
<td>Be a good citizen&lt;br&gt;Use all equipment and school property with care&lt;br&gt;Lead by example</td>
</tr>
<tr>
<td><strong>Bathrooms</strong></td>
<td>Use bathroom for intended purpose (no electronic devices)&lt;br&gt;Leave no trace</td>
<td>Honor privacy of others&lt;br&gt;Use all equipment and supplies as intended</td>
<td>Flush and wash&lt;br&gt;Report all problems to staff</td>
<td>Return to class promptly&lt;br&gt;Use closest bathroom facility</td>
<td>Leave better than you found it</td>
</tr>
<tr>
<td><strong>Cafeteria &amp; Eating Areas</strong></td>
<td>Be there to eat/drink&lt;br&gt;Eat in appropriate areas&lt;br&gt;Leave no trace</td>
<td>Clean your area and dispose of trash in appropriate trash can&lt;br&gt;Use appropriate tone of voice</td>
<td>Report theft to staff&lt;br&gt;Report all spills to staff</td>
<td>Eat a well-balanced meal</td>
<td>Leave better than you found it</td>
</tr>
<tr>
<td><strong>Halls</strong></td>
<td>Keep moving&lt;br&gt;Stay to the right&lt;br&gt;Leave no trace</td>
<td>Maintain personal space&lt;br&gt;Use proper language and tone of voice&lt;br&gt;Exhibit appropriate displays of affection</td>
<td>Clean/clear halls at all times&lt;br&gt;Allow people to pass&lt;br&gt;Show kindness to others</td>
<td>Get to appropriate destination on time</td>
<td>Take initiative to help and clean up after others&lt;br&gt;Arrive to class early</td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
<td>Be on time&lt;br&gt;Be on task&lt;br&gt;Be prepared to learn&lt;br&gt;Use class time efficiently&lt;br&gt;Leave no trace</td>
<td>Use respectful and appropriate language&lt;br&gt;Support and encourage each other&lt;br&gt;Use materials and equipment as intended&lt;br&gt;Ask permission to use materials</td>
<td>Practice academic honesty&lt;br&gt;Complete all assigned work&lt;br&gt;Be a positive influence&lt;br&gt;Contribute to all classroom activities in a positive manner&lt;br&gt;Be an active listener</td>
<td>Study&lt;br&gt;Use resources&lt;br&gt;Get help when needed&lt;br&gt;Be proactive</td>
<td>Complete all assignments to the best of your ability&lt;br&gt;Honor timelines&lt;br&gt;Build a culture of learning</td>
</tr>
<tr>
<td><strong>Athletic Events &amp; Pep Assemblies</strong></td>
<td>Positively support and encourage participants</td>
<td>Pay attention to event&lt;br&gt;Leave no trace</td>
<td>Actively cheer&lt;br&gt;Be engaged in positive activities&lt;br&gt;Know and sing the school fight song</td>
<td>Show school spirit&lt;br&gt;Wear green and gold&lt;br&gt;Practice and participate with intensity</td>
<td>Display good sportsmanship at all times&lt;br&gt;Represent our community well</td>
</tr>
<tr>
<td><strong>Fitness Areas/ Locker-room</strong></td>
<td>Use locker room for intended purpose&lt;br&gt;Use locker room/fitness areas during appropriate activities/times</td>
<td>Walk around gym floor&lt;br&gt;Respect property of others&lt;br&gt;Honor personal space</td>
<td>Report inappropriate actions&lt;br&gt;Use appropriate language</td>
<td>Place valuables in lockers&lt;br&gt;Keep locker combination private</td>
<td>Leave no trace</td>
</tr>
<tr>
<td><strong>PAC</strong></td>
<td>Pay attention to presenter or presentation</td>
<td>Leave food or drink outside the PAC&lt;br&gt;Keep facility clean&lt;br&gt;Turn off all electronic devices</td>
<td>Talk quietly when appropriate&lt;br&gt;Applaud appropriately&lt;br&gt;Actively listen</td>
<td>Enter and exit at appropriate times&lt;br&gt;Attend and show support</td>
<td>Model appropriate behavior</td>
</tr>
<tr>
<td><strong>Assemblies</strong></td>
<td>Pay attention to presenter or presentation</td>
<td>Leave food or drink outside the PAC&lt;br&gt;Keep facility clean&lt;br&gt;Turn off all electronic devices&lt;br&gt;Walk around gym floor</td>
<td>Actively listen&lt;br&gt;Participate when appropriate</td>
<td>Enter &amp; exit at proper times&lt;br&gt;Attend and show support</td>
<td>Model appropriate behavior&lt;br&gt;Be a positive leader</td>
</tr>
<tr>
<td><strong>Camp Lab, CRC &amp; Lib</strong></td>
<td>Sign in and sign out&lt;br&gt;Return materials on time&lt;br&gt;Be on task&lt;br&gt;Stay focused</td>
<td>Maintain quiet atmosphere&lt;br&gt;Be polite&lt;br&gt;Use school property as intended</td>
<td>Demonstrate appropriate usage of the internet&lt;br&gt;Practice academic honesty&lt;br&gt;Use time efficiently</td>
<td>Practice academic integrity</td>
<td>Maintain academic integrity&lt;br&gt;Leave no trace</td>
</tr>
<tr>
<td><strong>Office &amp; Counseling Office</strong></td>
<td>Arrive with pass&lt;br&gt;Use as resource&lt;br&gt;Attend only when necessary</td>
<td>Respect staff and space&lt;br&gt;Respect privacy&lt;br&gt;Maintain quiet atmosphere&lt;br&gt;Be honest in all you do</td>
<td>Use resources appropriately&lt;br&gt;Follow electronic device rules&lt;br&gt;Lend assistance if needed</td>
<td>Focus on task at hand&lt;br&gt;Use to full potential</td>
<td>Leave no trace</td>
</tr>
</tbody>
</table>
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 class 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.

Handbook Receipt

I, (student name) _______________________________________________ have received, read and understand the expectations outlined in the 2018-19 Quincy High School handbook.

Student Signature _____________________________________________ Date __________________

I, (parent/guardian name) _______________________________________ have received, read and understand the expectations outlined in the 2018-19 Quincy High School handbook.

Parent/Guardian Signature _____________________________________ Date ________________