



## WSSDA Boards of Distinction Application

### GENERAL INFORMATION

1. Applications are due by **September 21, 2017**. Submit the application as a single Word or PDF document to Connie Lauderdale at [C.Lauderdale@wssda.org](mailto:C.Lauderdale@wssda.org).
2. The date range for this year's application is 9/1/16 – 9/1/17.

### TIPS

You will be asked to submit two written sections (hereafter referred to as “essays”) with accompanying evidence: one on the opportunity gap and one you select. The optional topics are benchmarks from three different WSSDA School Board Standards.\* Guiding questions for the judging, and therefore recommended for the essays, are:

1. What decisions did the board make?
2. What is the evidence of the results?
3. How this evidence fits the standard?

We suggest approaching the application in the following order:

1. Identify the evidence of your board's success from the past year.
2. Select the benchmark option your board will address in this application, based on what your evidence supports best.
3. As a board, assign tasks to complete the application, such as:
  - a. Who writes each of the two essays
  - b. Who fills out the application
  - c. Who edits and or checks the content

*\*Each of the five school board standards has several benchmarks. Each benchmark has a number of indicators for success. All are in the standards document accessible from the link on the Boards of Distinction webpage.*

### ESSAYS & EVIDENCE INSTRUCTIONS

Essays may be in the form of narrative, bullet points, or a combination of the two, and should reflect the work/decisions of the board. For each essay & evidence (opportunity gap plus one of your choice):

- Please submit an essay of no more than 300 words explaining up to three ways in which the board supports the topic.
- Please consider mentioning whether this is an initial decision made by the board or if you are monitoring progress towards goals.
- Please identify supporting documents by name within each essay, e.g. “Appendix A.”

***Immediately after each essay, insert no more than three pages of the evidence selected to support that essay*** (e.g., portions of board meeting minutes, protocols, policies, evaluation tools, communications, etc.).

- Evidence demonstrates the impact of your actions or outcomes relevant to the essay topic.
- The same piece of evidence may be used to support more than one essay.

### SECTION I: DISTRICT INFORMATION

School District Name: Quincy School District

Street Address or PO Box: 119 J. St. SW Quincy, WA 98848

City: Quincy

State: WA

ZIP: 98848

Student enrollment:  1 – 1000  1001 – 9000  9001 and over

Board Chair: Tricia Lubach

Superintendent: John Boyd

## SECTION II: BOARDSMANSHIP

1. What was the date of your most recent superintendent evaluation? 07/11/17
2. What is the date of your most recent board self-assessment? 09/17/17
3. Do you have a current strategic/district improvement plan?  Yes  No
4. What years does it cover? 2015-2018

## SECTION III: PROFESSIONAL DEVELOPMENT

Professional development is a common element among highly successful boards. **In a short paragraph or a few bullets, please describe one professional development activity your board completed together, and the outcome.**

Enter your answer below this line.

Quincy School District's Board of Directors obtains professional development from multiple sources through the year. The board attends WSSDA's Annual Conference with our district's administrators annually, and led a breakout session in 2016 about the path QSD took to pass our \$108 M construction bond. The board attends spring and fall WSSDA regional meetings and hosts them frequently.

For the past two years, QSD's Board of Directors has attended WSSDA/WASA/AWSP's Annual Equity Conference with our district administrators and building principals to build shared knowledge. Every board member has had the opportunity to engage in this outstanding PD opportunity. Using knowledge gained at the Equity Conferences, the Board of Directors has resolutely committed to developing equitable practices throughout the district and has designed a process to effect this change systemically throughout our system. See below for details about our Access and Equity for All initiative. To kick off this effort, we brought Erik Jensen, an internationally recognized expert on engaging students of poverty, into the district to provide three full days of professional development with the board, administrators and all teaching staff just before the start of this school year.

## SECTION IV: ESSAYS AND EVIDENCE ON OPPORTUNITY GAP (REQUIRED)

**For the opportunity gap content, please address numbers 1-4, below.**

1. What decisions did your board make this past year to positively change the opportunity gap?
2. What evidence of success resulted from previous decisions by the board?
3. Demonstrate how you analyze data and how you apply the results towards closing the opportunity gap.
4. Link your evidence to your decision-makers.

Enter your narrative (essay or bullets) below this line.

Quincy's Board of Directors directed the district to focus on fulfilling one of the five Foundational Strategies of our strategic plan that states our commitment to "Access and Opportunity for All: Foster equity, access and opportunity to support the whole child." For the 2017-18 school year, the Quincy School District is forming an Access and Equity Committee to focus on this work. The purpose of this committee is two-fold:

1. Identify where there are equity issues for the student population they serve that are resulting in academic achievement gaps and to address concerns about social-emotional well-being, including conducting an "equity data audit"
2. Develop a response (plan of action) to the issues identified through a district, family, and community engagement process and creation and approval of a board policy stating our commitment to equity.

This Access and Opportunity Committee will be representative of all sectors of the community to support inclusion, diversity, and civil engagement and provide guidance, transparency, and a community voice in address equity issues. One of the facilitators speaks Spanish and will be instrumental in engaging our Spanish-speaking parents and community members. The Annual Equity Conference paved the way for this board-initiated work.

Over the course of the 2016-2017 school year, Quincy School District's Board of Directors used the board-directed QSD Data Scorecard to guide the work, zeroing in on topics with the goal of supporting and sponsoring high leverage work related to positively changing the opportunity gap. The Board of Directors engaged in multiple side-by-side activities with school and district level administrators. These topics included:

- Administrative retreat to review district-wide data to identify areas of celebration and existing opportunity gaps (Aug)
- Work sessions to analyze Smarter Balanced Assessment (SBA) data with building principals to discuss how SBA data - both summative and formative - is used to inform and monitor school improvement plans. This was an opportunity for the school board to ask questions, provide feedback and offer support (Sept/Feb/June)
- Participated in a two board retreats to ensure school board priorities and action plans are aligned with the Quincy School District Strategic Road Map (Oct/May)
- Met with building principals to discuss how school improvement plans aligned to Quincy's Promise (the vision part of QSD's Strategic Road Map). The board offered suggestions and support for the work
- Held board meetings at each individual Quincy school in which principals shared how individual SIP plan strategies were being implemented and sustained throughout the school year
- Began discussions in the community about the needs of our students, including mental, social-emotional and physical needs (see more on this effort below).

### **Evidence of Closing the Opportunity Gap**

1. Quincy School District 6th grade students grew well beyond their state predicted student growth percentile. This grade level grew 3.4 times their expected SBA growth rate in Math and 2.2 times in ELA. Almost all categorical student groups, including low-income and ELL students, grew well over their state expected growth percentile.
2. In addition to the 6<sup>th</sup> grade demonstrating significant growth, 8<sup>th</sup> Grade ELA students grew 3.6 times their expected annual growth rate. Again, ELL and low income students demonstrated significant growth. Special Education Student growth percentile remains an opportunity for improvement that we will continue to monitor.
3. Our third piece of evidence is the Quincy School District Strategic Road Map (strategic plan) which calls out the board's, administrators' and staff's commitment to educational access and opportunity for all students.

**Insert up to three pages of opportunity gap evidence below this line.**

# 6<sup>th</sup> Grade SBA Data

## Smarter Balanced Story

How does my district compare to the rest of WA state?	Who is proficient in my district?	How much did students grow last year?	How many students Stayed Proficient, Turned Proficient, or Moved Up?	Is there a specific content area that needs focus?	Where can I find more resources?
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District	School	Grade	Total Students	ELA	Math
Quincy School District	Monument Elementary	04	170	-0.1	0.9
		05	220	0.9	0.3
		06	164	2.2	3.4

## Growth Profile

	Number of Students	Percent of Students	Math
All Students	163	100%	3.4
General Ed Students	143	88%	3.6
Special Ed Students	20	12%	-0.3
Non-Low Income Students	17	10%	3.6
Low Income Students	146	90%	3.4
ELL Students	76	47%	3.1

## Smarter Balanced Story

How does my district compare to the rest of WA state?	Who is proficient in my district?	How much did students grow last year?	How many students Stayed Proficient, Turned Proficient, or Moved Up?	Is there a specific content area that needs focus?	Where can I find more resources?
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District	School	Grade	Total Students	ELA	Math
Quincy School District	Monument Elementary	04	170	-0.1	0.9
		05	220	0.9	0.3
		06	164	2.2	3.4

## Growth Profile

	Number of Students	Percent of Students	ELA
All Students	164	100%	2.2
General Ed Students	144	88%	2.4
Special Ed Students	20	12%	-0.3
Non-Low Income Students	17	10%	2.1
Low Income Students	147	90%	2.2
ELL Students	76	46%	2.8

# 8<sup>th</sup> Grade SBA Data

## Smarter Balanced Story

How does my district compare to the rest of WA state?	Who is proficient in my district?	How much did students grow last year?	How many students Stayed Proficient, Turned Proficient, or Moved Up?	Is there a specific content area that needs focus?	Where can I find more resources?
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## Median Years of Growth (Value Add)

District	School	Grade	Total Students	ELA	Math
Quincy School District	All Schools	04	198	0.0	0.9
		05	220	0.9	0.3
		06	164	2.2	3.4
		07	203	0.8	-0.5
		08	170	3.6	1.3

## Growth Profile

	Number of Students	Percent of Students	ELA
All Students	170	100%	3.6
General Ed Students	159	94%	3.7
Special Ed Students	11	6%	-1.8
Non-Low Income Students	30	18%	3.5
Low Income Students	140	82%	3.6
ELL Students	35	21%	3.6

# QUINCY'S PROMISE

All students **graduate** from high school and are **prepared** for the next step in their post-secondary education, career, and life.



## FOUNDATIONAL STRATEGIES: Our Long-Term Priorities

Foundational strategies represent long-term areas of focus for the school district. They are considered pillars of the district's work. They help create priorities and provide direction.

### EFFECTIVE TEACHING:

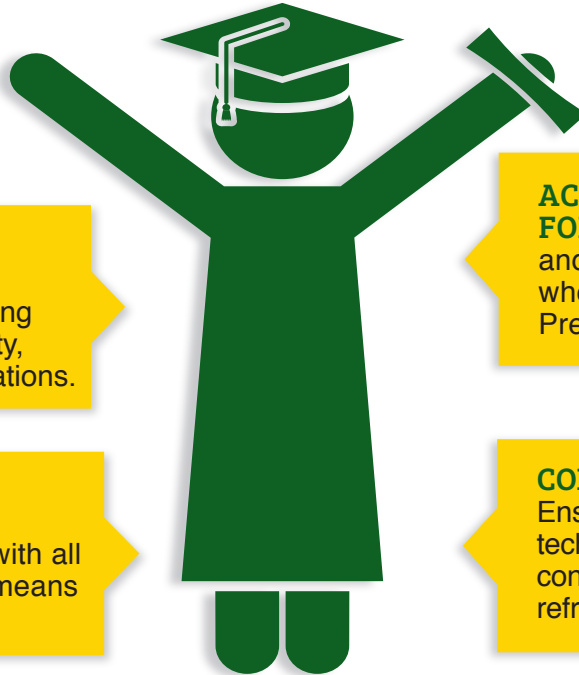
Prioritize high quality instruction in every classroom every day.

### PARTNERSHIPS:

Develop and sustain strong partnerships between and among schools, parents, the community, and community-based organizations.

### COMMUNICATION:

Provide on-going, two-way communication opportunities with all constituents utilizing multiple means and multiple languages.



### ACCESS AND OPPORTUNITY FOR ALL:

Foster equity, access, and opportunity to support the whole child through his or her Pre K-12 educational career.

### CONTINUOUS RENEWAL:

Ensure that resources – facilities, technology, and human – are continually monitored, maintained, refreshed and upgraded.

## TARGETED STRATEGIES: Our 18-Month, High-Impact Priorities

Targeted, high-impact, strategies represent intense work within the district and are considered priority for focused work over an 18-month period.



**Facilities:** Plan, build and renovate schools according to our promises to the voters. Ensure that input for decisions about construction is inclusive of our whole community. Complete construction projects that are well-designed for instruction, maximize public use, and serve as a point of pride for the community. Provide ongoing and transparent communication about construction projects.



**Whole Child:** Increase support for the whole child, with a focus on partnerships with mental health, multi-tiered systems of support, school culture, and early learning opportunities for all students.



**Parent Partnerships:** Expand parent partnerships and engagement, with a focus on parent academy, parent voice and empowerment, and parental involvement.



**Instructional Improvement:** Improve student achievement, develop a clear vision for classroom instruction in the district, and pursue standards-based instruction with a focus on creating instructional maps.

# La promesa de QUINCY

Todos los estudiantes se **gradúan** de la escuela secundaria y se **preparan** para el siguiente paso en su educación post-secundaria, la carrera y la **vida**.



## ESTRATEGIAS FUNDAMENTALES: Nuestras Prioridades a Largo Plazo

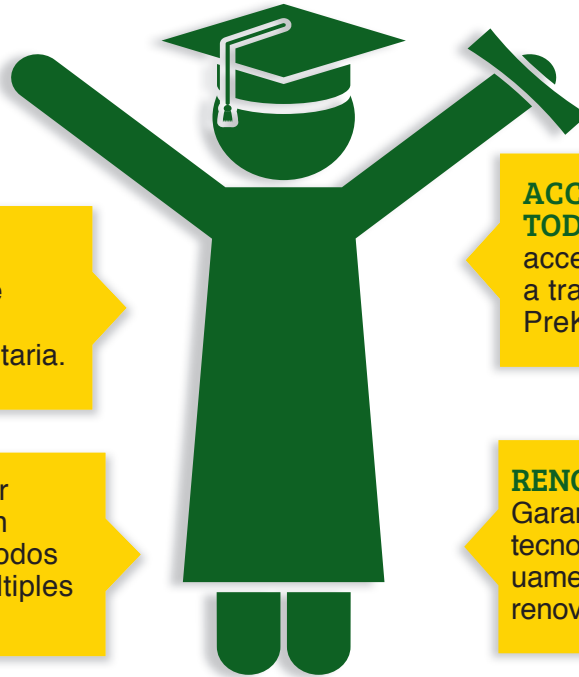
Estrategias fundamentales representan a largo plazo áreas de interés para el distrito escolar. Se consideran pilares del trabajo del distrito. Ayudan a crear prioridades y dirección.

### UNA ENSEÑANZA EFICAZ:

Dar prioridad a la instrucción de alta calidad en todos los salones cada día

**ASOCIACIONES:** Desarrollar y mantener alianzas sólidas entre escuelas, padres, comunidad y organizaciones de base comunitaria.

**COMUNICACIÓN:** Proporcionar oportunidades de comunicación bidireccional permanente con todos los componentes utilizando múltiples medios y múltiples idiomas.



**ACCESO Y OPORTUNIDAD PARA TODOS:** Fomentar la equidad, acceso y oportunidad para el niño a través de su carrera educativa de PreK-12.

### RENOVACIÓN CONTINUA:

Garantizar que recursos, instalaciones, tecnología y humanos – son continuamente monitoreados, mantenidos, renovados y actualizados.

## ESTRATEGIAS ESPECÍFICAS: Nuestras Prioridades de 18 meses, de Alto Impacto

Estrategias específicas de alto impacto, representan trabajo intenso dentro del distrito y se consideran prioritarias para el trabajo enfocado durante un período de 18 meses.



**Instalaciones:** Planear, construir y renovar las escuelas de acuerdo con nuestras promesas a los votantes. Asegurarse que la aportación para las decisiones sobre la construcción es inclusivo para toda nuestra comunidad. Proyectos de construcción completas que están bien diseñados para la instrucción, maximizar el uso público, y servir como un punto de orgullo para la comunidad. Proporcionar una comunicación continua y transparente sobre los proyectos de construcción.



**Para el Estudiante:** Aumentar el apoyo para el estudiante, con énfasis en las asociaciones con la salud mental, sistemas de varios niveles de apoyo, cultura escolar y aprendizaje temprano para todos los estudiantes.



**Las Sociaciones de Padres:** Ampliar las asociaciones de padres y el compromiso, con un enfoque académico del padre, empoderamiento y voz como padre, y participación de los padres.



**Mejorar la Instrucción:** Mejorar el logro estudiantil, desarrollar una visión clara para la instrucción en el salón en el distrito y buscar instrucción basada en estándares con un enfoque en la creación de mapas de instrucción.



## SECTION V: ESSAYS AND EVIDENCE (SELECT ONE OF THE OPTIONS BELOW)

Please select one of the options below and check the box next to your choice. Address the underlined benchmark in your essay and evidence. Indicators have been included for your convenience to identify areas of narrative content and evidence applicable for that benchmark.

- Standard 1/Benchmark C: Provide responsible school district governance by respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.

Indicators:

1. Does the board recognize the superintendent as an integral part of the governance team and model collaboration and commitment to a shared purpose?
2. Does the board delegate through written policy authority for the superintendent to manage district operations and implement policy?
3. Does the board provide the superintendent with a clear statement of its expectations for his/her performance which is used in the superintendent's evaluation?
4. Does the board honor the roles and responsibilities of the superintendent and staff?
5. Does the board thoughtfully consider recommendations of the superintendent and staff prior to making decisions?
6. Does the board establish and commit to written protocols for respectful internal and external interactions?

- Standard 4/Benchmark A: Hold school district accountable for meeting student learning expectations by committing to continuous improvement in student achievement at each school and throughout the district.

Indicators:

1. Does regular communication from the board to the staff and community reinforce its commitment to high levels of achievement for all students?
2. Does the board establish and follow a schedule for the timely review of the district plan?
3. Does the board ensure a high degree of coherence between the district's plan and individual school improvement plans?
4. Does the board annually review district and school improvement plans?
5. Does the board publicly recognize the efforts of individuals and schools in improving student learning?

- Standard 5/Benchmark C: Engage local community and represent the values and expectations they hold for their schools by ensuring district information and decisions are communicated community-wide.

Indicators:

1. Does the board ensure that a proactive communications system is in place to disseminate information and address issues in the schools and community?
2. Does the board identify and use key communicator groups to provide input and disseminate district information and decisions?
3. Does the board communicate district performance to the public in clear and understandable ways?

Enter your narrative (essay or bullets) below this line.

### Standard 5/Benchmark C:

Quincy's School Board has engaged in innovative and creative ways to communicate with our community and represent their values. The students in our district are 88% Hispanic/Latino, and many of their parents speak only or mostly Spanish. We follow the standard processes of printing all communication in both English and Spanish, including forms, newsletters and other communication. We wanted to deepen the conversation, however, from one-way communication to a dialogue. A couple local Hispanic leaders recommended that we hold an evening "Café con John," modeled after a casual conversation



over coffee and dessert. We invited Hispanic parents and community leaders to join the superintendent, school board members, teachers, and administrators at round tables for conversations about what is working well for them in our schools, what isn't, and what their dreams are for their children. The meeting was conducted in Spanish, with English translation available. Our families appreciated the effort to design an evening just for them, and we will be replicating the event on a regular basis during the current school year. These parents are a key communicator group for our system, and we focus on providing communication in their preferred ways, not ours. Delivering the program in Spanish also helped English-speaking attendees better understand the challenges and limitations of relying on translation during school meetings, including board members. The board president and superintendent also meet regularly with the Quincy Ministerial Association, comprised of the community's faith leaders, to share information about the schools and hear from them about the needs of families.

Our district puts unusual emphasis on organizing all of our focus and initiatives around the goals in our strategic plan, which our community and board helped design. Posters with the five Foundational Strategies of our strategic plan blanket the district, reminding staff, students and parents of our primary mission and vision. The board's agenda items are color coded to each of our five strategic areas to ensure we are spending our time on the things that make the most difference for students. We communicate the vision, mission and goals to the community in multiple ways. Our quarterly Communicator, in both Spanish and English, is a high-quality, beautifully designed newspaper is mailed to every household in our school district. Articles are designed to help all community members – not just parents – understand what our schools are doing, provide them with opportunities to be involved and share successes of current and former students. Additionally, every school in the district provides parent newsletters in English and Spanish to keep parents informed about their child's school.

Another communication piece mailed to every household and business is our annual calendar. As part of the board's commitment to communicating with the whole community, it describes our district's mission, vision, goals and commitments to the community and includes school events and photos of students and staff.

In passing a large construction bond in February 2016, our community showed its strong support for our local educational system. The board has continued to keep them updated on the progress of the projects and the value of their investment in our schools through a robust Facebook presence, a redesigned district web page, regular newspaper articles, and open houses.

**Insert up to three pages of evidence below this line.**

**Insert Facebook, School Calendar, and Construction Communicator**

Café Con John being promoted on the Quincy School District Facebook page. Over the course of a week, this social media platform can reach 29,000 people.

The screenshot shows the Quincy School District Facebook page. The main post is for 'Café Con John', an event for parents. The post features a graphic with a coffee cup, pencils, and a calendar. The text on the graphic includes: 'Café Con John', 'UN EVENTO PARA PADRES', 'Coffee with John', 'AN EVENT FOR PARENTS', 'FEB. 2 A LAS 6 PM | QUINCY CENTRO COMUNITARIO QUINCY COMMUNITY CENTER', 'Padres están invitados a conversar y hacer preguntas al Superintendente del Distrito Escolar John Boyd y los directores de las escuelas de Quincy y hablar sobre asuntos de e studiantes, metas y más.', 'Parents are invited to talk & ask School District Superintendent John Boyd & school principals questions about student issues, goals & more.', 'ACOMPANENOS PARA PAN DULCE, CAFE Y OTROS REFRESCOS', and 'JOIN US FOR MEXICAN SWEET BREAD, COFFEE & OTHER REFRESHMENTS'. The post has 1,737 people reached and a 'Boost Post' button.

Quincy School District  
@QSD144

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Try Posting a Short Video  
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Easily Manage Your Page From Anywhere  
Get the Pages Manager app to post and respond to Page visitors on the go.

See All Page Tips

2,450 likes +9 this week  
David Beaudine

2,524 follows

See Pages Feed  
Posts from Pages you've liked as your Page

5 were here 0 this week

5,339 post reach this week

35 video views this week

Community See All

Invite your friends to like this Page

2,450 people like this

2,524 people follow this

5 people have visited

David Beaudine likes this or has visited

# Quincy's Promise

All students graduate from high school and are prepared for the next step in their post-secondary education, career, and life.

## OUR LONG-TERM PRIORITIES:

### 1. EFFECTIVE TEACHING:

Prioritize high quality instruction in every classroom every day.



AUGUST 2017

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 2017

OCTOBER 2017

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				

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 QJHS Open House 5-7pm	2
SPORTS SCHEDULE: WWW.CWACATHLETICS.COM						
3	4 LABOR DAY NO SCHOOL	5	6 QJHS Student Picture Day	7 QJH Open House George Elem. Open House @ 5:30-7:30pm	8	9 FARMER CONSUMER AWARENESS DAY
10	11	12	13	14	15 QHS Fall Picture Day	16
17	18	19	20 QJHS Magazine Drive Kick off	21	22	23
24	25	26	27 High Tech High Open House 4-6pm	28	29 Mtn. View Color Run Fun Run	30





# Quincy School District Communicator

119 J Street SW Quincy, WA

Phone: 509-787-4571

[www.qsd.wednet.edu](http://www.qsd.wednet.edu)

Summer 2017 Vol. 8, No. 5

Opportunities  
Unlimited for All!

## SCHOOL CONSTRUCTION UPDATE

*Quincy's Promise: All students graduate from high school & are prepared for the next steps in their post-secondary education, career & life!*



### OUR MESSAGE

Opportunities unlimited. That is the promise that has greeted Quincy residents and visitors entering our community for several decades now. The meaning of that promise has evolved over the years as the Quincy Valley has grown, added new industries and expanded into a thriving hub for agriculture and technology. In the Quincy School District, we've expanded

that promise to provide access and opportunity to education and a bright future for each and every one of our students. We believe it is a moral imperative to provide our community's children with what they need to be successful in their education, life and career.

Building and renovating our schools is a big part of the vision. Modern, up-to-date facilities will provide spaces that inspire students, allow teachers to advance their teaching and encourage the community to connect. Students and community members will have access to top-notch facilities for athletics, the arts and education in the realms of business and agriculture. Academic spaces will be light, bright and welcoming, with opportunities not currently available for grouping students to work together collaboratively and tackle the fields of STEM (Science, Technology, Engineering and Math) and CTE (Career and

Technical Ed) at younger ages.

Facilities aren't the only change in Quincy's schools. Students can now earn college credits without ever leaving the high school campus. They can explore a vast number of career options through courses, electives and clubs. Teachers and administrators are working hard to understand the challenges students face to help them to overcome those challenges. The school board continues to look strategically to the future to plan for continued growth and improvement in the years ahead.

With every new opportunity comes choice, and some of those choices are hard. We made a promise to voters, who overwhelmingly passed the bond more than a year ago, to renovate and build schools our community could be proud of while staying within our budget. More choices lie ahead, as we determine what will be included at the new high school, redraw attendance districts to allow for the transition to five K-5 elementary schools, move some teachers to accommodate the changes, and settle into new schools and traditions.

Change can be difficult and unsettling. But it is also exciting. And through change, growth and wise decisions, we can continue to offer students – our future community members – and the whole community “opportunities unlimited.”

Tricia Lubach  
President, Quincy School District Board of Directors

### OUR GUIDING DESIGN PRINCIPLES:

In renovating and designing school facilities, our goal is to ensure that they are well-designed for instruction, maximize public usability, and serve as a point of pride for the community while staying within the budgetary guidelines we promised our voters. We are committed to the guiding principles the community shared with us to create spaces that:

- Inspire
- Motivate students to achieve future goals
- Provide freedom to move and explore; dream and think
- Offer learner-centered spaces
- Warmly welcome use by students, staff and community
- Appear light, bright and inviting
- Allow for flexible, functional and creative uses
- Meet physical, social and emotional needs
- Strengthen connections between kids, families and community
- Foster student, staff and community ownership and pride
- Connect indoor and outdoor spaces

Non Profit BULK RATE  
US POSTAGE PAID  
QUINCY WA 98848  
PERMIT NO. 2

Carrier Route  
Postal Patron

QUINCY SCHOOL DISTRICT  
#144-110  
119 J ST SW  
QUINCY WA 98848



119 J Street SW Quincy, WA

Phone: 509-787-4571

[www.qsd.wednet.edu](http://www.qsd.wednet.edu)

Verano 2017 Vol. 8, No. 5

# Quincy School District Communicator

Oportunidades Ilimitadas  
para Todos

## ACTUALIZACION DE LA CONSTRUCCION DE LA ESCUELA

*Promesa de Quincy: Todos los estudiantes se gradúan de la escuela secundaria y están preparados para los próximos pasos en su educación, carrera y vida post-secundaria.*



### NUESTRO MENSAJE

Oportunidades ilimitadas. Esa es la promesa que han recibido los residentes de Quincy y los visitantes que entran en nuestra comunidad hace varias décadas. El significado de esa promesa ha evolucionado con los años que el valle de Quincy ha crecido, nuevas industrias y amplitud en un próspero centro para la agricultura y la tecnología. En el distrito escolar de Quincy,

hemos ampliado esa promesa para proporcionar acceso y oportunidades a la educación y un futuro brillante para todos y cada uno de nuestros estudiantes. Creemos que es un imperativo moral para proporcionar a los niños de nuestra comunidad lo que necesitan para tener éxito en su educación, vida y carrera.

Construcción y renovación de nuestras escuelas es una parte importante de la visión. Instalaciones modernas y actualizadas proporcionarán espacios que inspiran a los estudiantes, permitir a maestros en promover su enseñanza y animar a la comunidad en conectarse. Estudiantes y miembros de la comunidad tendrán acceso a las instalaciones de primera categoría para el atletismo, las artes y la educación en los ámbitos de negocios y la agricultura. Espacios académicos serán ligeros, luminoso y acogedor, con oportunidades que no están disponibles actualmente para los estudiantes de la agrupación para colaborar juntos y hacer frente a los campos de STEM (ciencia, tecnología, ingeniería y matemáticas) y CTE

(carrera y Ed técnico) a edades más jóvenes.

Las instalaciones no son el único cambio en las escuelas de Quincy. Los estudiantes ahora pueden ganar créditos universitarios sin tener que abandonar el campus de la High School. Pueden explorar un vasto número de opciones de carrera a través de cursos, electivos y clubes. Maestros y administradores están trabajando duro para entender los desafíos que enfrentan los estudiantes para ayudarles a superar los. El consejo escolar sigue buscando estratégicamente hacia el futuro para planificar un crecimiento continuo y la mejora en los próximos años.

Con cada nueva oportunidad viene opción, y algunas de esas decisiones son difíciles. Hicimos una promesa a los electores, que aprobaron el bono de impuestos hace más de un año, para renovar y construir escuelas de que nuestra comunidad podría enorgullecerse durante su estancia dentro de nuestro presupuesto. Más opciones quedan por adelante, como determinar lo que se incluirá en la nueva escuela, hacer cambios a la asistencia del distrito para la transición a las cinco escuelas primarias de K-5, mover algunos maestros para adaptarse a los cambios y asentarse en nuevas escuelas y tradiciones.

Cambio puede ser difícil e inquietante. Pero también es emocionante. Y a través de cambio, crecimiento y decisiones sabias, que podamos seguir ofrecer a los estudiantes – los miembros de la comunidad futura – y toda la comunidad “oportunidades ilimitadas”.

Tricia Lubach  
Presidente, Junta Directiva del distrito escolar de Quincy

### NUESTROS PRINCIPIOS DE DISEÑO:

En renovación y diseño de instalaciones de la escuela, nuestro objetivo es asegurar que estén bien diseñados para la instrucción, maximizar la utilidad pública y servir como un punto de orgullo para la comunidad durante su estancia dentro de las orientaciones presupuestarias que prometimos a nuestros electores. Estamos comprometidos con los principios rectores de la comunidad compartida con nosotros para crear espacios que:

- Inspirar
- Motivar a los estudiantes para alcanzar las metas futuras
- Libertad para moverse y explorar; soñar y pensar
- Ofrecen espacios centrados en el alumno
- Una bienvenida a estudiantes, personal y a la comunidad
- Aparecer claro, luminoso y acogedor
- Permiten usos flexibles, funcionales y creativos.
- Necesidades físicas, sociales y emocionales
- Fortalecer las conexiones entre niños, familias y comunidad
- Promover estudiantes, propiedad personal y la comunidad y orgullo
- Conectar los espacios interiores y exteriores