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Quincy School District Communicator

Opportunities
Unlimited for All!

Student theater program grows with its young artists

A new era has begun in the drama program at the Quincy School District.

No longer the domain of just the Quincy High School students, the program has expanded to Quincy Middle School students, grade 6-8.

Financed by monies from the last levy, the middle school's drama club has been making a big difference in students' lives and allowing them to find their niche.

Haliey Weber, director of the drama department at the high school said that it seemed unfair to make children wait until their high school years to have their first experience with theater.

"Not everyone has the resources to travel, so it just felt like, 'We have art classes, we have music classes, so what about the kids who don't have the opportunity to experience theater at an earlier age?'"

It takes a tremendous amount of planning and work to get a new drama program off the ground and to be ready for its first production.

An important cog was to have someone at the middle school during the school day. Quincy Middle School Counselor Elyse Goslin, who was already serving as assistant director to the high school drama program, made the seamless transition into becoming head of the middle school drama club.

"It felt right to have someone

who is at QMS be the connection for middle school kids," Weber said. "It's hard to get a program off the ground if you don't have someone that kids can go to and say, 'What is this, what's going on?' and who can advertise the program. That was a huge help." "It would not have been possible without Elyse," she added.

Weber said that QMS principal, Scott Ramsey, supported the idea of a middle school drama club from the start.

The first show was presented in the fall and generated more student interest than Weber expected, since a lot of students had no idea what theater was.

"A lot of kids don't know that they like this, or that this is a thing." Thirteen children came out for the first show, and the expectation is that the interest will increase as the program continues", she added.

With younger students a little more prone to get off track and distracted than older students, Goslin and Weber had to make slight concessions to their students' youth and let them learn at a slower pace, with opportunities to ask more questions.

At the same time, the expectations of how to treat others in the cast and crew, how well to learn your lines, how to behave safely, and how to be performance-ready, were the same as they would be with high school students. The



Photos by the Quincy Valley Post-Register

Student theater is back in the Quincy Valley, with works such as "A Christmas Carol" (above) being part of the annual schedule. The Drama program has expanded to include younger students.

reason was simple: These first-time thespians will someday be high school students, and it's better if they are ready now.

The show was a success, not just among the crowd but also with the students who participated.

"They were proud of their work, you could definitely tell," Weber said. "They were bought-in and you could tell that for some of them it really changed their lives. Elyse told me that some teachers came to tell her that kids who were involved in the play were starting to hang out with each other, and that normally they weren't really friends prior to the

play. Teachers could also see that they were kinder and more willing to help others. It looked like they had found their thing and felt more connected to their school."

Drama provides students an outlet beyond acting. There are positions in props and set design, costumes, make-up, sound, and lighting. Talents are discovered and fostered and the benefits are immense. There is a sense of belonging to a diverse student group, new friendships, performance skills that can lead into public performance/speaking skills, creative thinking and a building of

See *Theater* on page 4

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Superintendent's Message: Farewell, and thanks

Dear Quincy Community,

This will be my last message to the community as the proud superintendent of the Quincy School District.

As you may have heard by now, I have accepted a position as Interim Superintendent of the Evergreen Public School District in Vancouver, Washington.

Although I am excited about the challenge of leading the sixth largest district in the State of Washington, I am also heartbroken to leave so many friends and colleagues behind.

Leading the Quincy School District has been the honor of my life and I have enjoyed my time in this amazing community. I am so proud of the work we have done to improve the education of the students here in Quincy.

Together, with the support of QSD (Quincy School District) staff, students, families, and community we have accomplished some remarkable things for Quincy students:

- The execution of QSD's community-designed strategic plan



Superintendent John Boyd

"Quincy's Promise" in 2014-2021.

- Passage by the voters of \$108 million bond in 2016 that funded:
- Construction of a state-of-the-art high school, the first in 60 years
- Significant renovation of four elementary schools and the middle school, including full renovation of George and Ancient Lakes elementary schools
- Modernization of educational facilities throughout the district
- Hiring and development of skilled and experienced princi-

pals and district leaders, including many from within the community.

- Hiring bilingual teachers and paraeducators to serve Quincy's Spanish speaking students.
- Expansion of programming for school enrichment opportunities for students funded by levy funds approved by the voters
- Reconfiguration of the grade bands and new boundaries throughout the district's schools, eliminating student transitions between schools from four transitions to two over the course of their K-12 education.
- One-to-one Chromebook implementation and 98% internet connectivity rate for
- QSD students during the pandemic funded by levy funds approved by the voters
- Closing of High Tech High and the development of a new alternative learning model and new school location at Quincy Innovation Academy.
- Quincy School District Board of Directors honored six consecutive times as a Board of

Distinction, including Board of the Year in 2017.

As proud as I am of the successes we accomplished together over my tenure, there is much work to be done.

The Quincy School Board recognized this when they hired Dr. Nik Bergman to replace me as Superintendent. Dr. Bergman is nothing short of outstanding.

He has the background, experience, and the passion for the community, and his leadership will guide towards a continuation of improvement in the Quincy School District.

I want to thank you for embracing me when I first arrived in Quincy eight years ago, and for your ongoing support of all children here as well.

I have no doubts that this community will continue to support Dr. Bergman, the school board, and staff to keep moving forward for Quincy's children.

I also would like to remind you to please remember to vote in the February 8th Levy election.

District nurses during the pandemic, rolling with the changes

COVID-19 has brought about a slew of changes to how nurses do their jobs. That's true whether you work in a hospital, a clinic or as part of a school district, the way Ellen Bush and Lenore Low do.

A big part of it is staying on top of the requirements and mandates issued by the state and county, and figuring out how to implement them in our schools.

"No sooner do we get something implemented that we get a new recommendation from the department of health," she said. "It's a constantly moving scenario."

Still, Ellen takes it in stride, knowing that nearby stands a great big group of people who had it tougher than she did when it comes to enduring change.

"When we compare what

nurses have had to go through with what teachers had to go through, we are really fortunate," Ellen said.

Quincy Superintendent of Schools, John Boyd says the load upon the nurses' shoulders is considerable as well.

"For the past 22 months, our nurses have been doing amazing work related to all the COVID interventions, all the testing protocols, all the quarantine," he said. "Taking the guidance from the health department and helping us make sense of it so we can communicate it to our staff, our community and our families. And on top of their regular duties that they normally have to do, we have a lot of our students who have health and safety plans because they have diabetes or other situations that

require them to be supported and monitored by our nursing staff."

On top of that, the nursing staff has to manage all the non-COVID-related vaccinations for students, and take care of everyday injuries.

"You can imagine that in addition to their regular responsibilities, having all the things I just mentioned related to COVID, they've had to work extra hard and have risen to the occasion," Boyd said.

Ellen says that the pandemic has shifted the focus of a nurse's job from a more traditional standpoint to one where COVID-19 is the overwhelming focus.

"It's been a real shift of duties," she said. "A lot of what we had been doing, our medical assistants are doing for us to free us up so we can stay on top of what's going on

with COVID."

In past years, a normal slice of the day would involve spending time at the schools, helping out at the health room, ensuring that the needed medications are supplied and documented, taking care of injuries and illnesses. Nowadays, a lot more time is spent on the phone answering questions from people.

"We spend a lot more time on the phone, walking people through what they need to do with each circumstance," she said.

This year, the full re-opening of schools brought about a broad gamut of logistics and plans, in order to get the district ready for legions of students in person full-time.

See Nurses on page 3

Enrichment program impacts students in and out of classroom

A program that teaches lessons that go beyond the classroom is leading students to thriving academic careers within the Quincy School District.

The STEAM Enrichment program (Science, Tech, Engineering, Art and Math), is the direct result of funds obtained from the last levy vote.

Pauline Baughman (Boff-man) teaches enrichment at Monument Elementary and also serves as the enrichment leader for the district, says the levy money is vital for the existence of the program.

"It's all that drives the program," she says. "We don't get state money for STEAM as much as the other programs (do) because Enrichment is kind of an afterthought."

Ms. Baughman added, "(Enrichment) is not part of the reading and math curriculum so it's not something that all schools across the state have access to. It's a need for our students but it's not a need thought of at the state level, so it's not thought of as important as reading and math."

In Quincy, every elementary in the district has an enrichment STEAM teacher. In addition, Camille Jones, who is the Highly Capable coordinator, oversees the

district-wide program.

What makes enrichment important for the Quincy students is the level of engagement it brings to the student body, Baughman said. Every Pre-K to 5th-grade student in the district has access to the enrichment program, with highly engaging activities meant to increase students' enjoyment of their school time.

"The program utilizes our current curriculum to help students make connections into science, technology, engineering, art and math. It helps make the lessons more interesting and student driven," Baughman said.

The program is taught at three different levels:

Whole-class Level: entire groups of students come in and participate in STEAM activities, twice a month.

Tier Two Level: aimed at students who are excelling in their classrooms and need "a little something extra," as Baughman put it, to get them engaged. "We bring them in to spike their interests even more, and give them some challenges that are outside of the regular reading and math curriculum."

Tier Three Level: for students who have been identified as highly capable. "They are students

that need an extra challenge, and the curriculum is based upon their interests," Baughman said.

None of the learning is done in what could be considered traditional book-learning. Even in cases where the subject is literature, the learning is always followed by a hands-on project of some sort.

"It's never going to be something that my students are going to be sitting down (for)," Baughman said. "For instance, some of my students are doing a unit on Mars, and we already have three interactive projects that have taken us out of our classroom."

To Baughman, if the district did not have the levy money, it would be extremely difficult to provide these hands-on projects.

"If we didn't have the levy money, I don't think the program would survive," Baughman said. "It takes a lot to spike students' interests and not just have a book in front of them."

As students grow past the fifth grade, the lessons from their days in the enrichment curriculum stay with them.

"We grow confidence in our students. Students are wanting to come to school so that they don't miss out on activities. The confidence that it builds when

they can remind themselves and their parents and peers that they have been a part of STEAM gives them the esteem to know that they are part of this program and this program is something advanced."

To Baughman, that belief goes on into the future with the students, and that's only part of the benefit.

"It provides them with so many other experiences that it allows them to have a broader idea of the world," she said. "It gives them the idea that the world is more than just our classroom."

"I am a former Quincy student myself, so I really see the benefit in these programs that are helping these students," she said. "I can feel the difference that it makes when we are able to provide our students with all these opportunities for success. And that's important to me, because my children go to school here, but this money impacts all students."

She then added, "As a teacher it impacts me, as an enrichment leader it impacts me, and also as a parent, so I see the benefit of it from every angle."

Nurses from page 2

"A lot more people in the same space that we have to keep safe," Bush said.

The district did the re-opening the best it could based on the knowledge it had, Bush said, praising her QSD coworkers for pulling it off safely, following the recommendations of health officials and striving to keep people safe.

"Nurses in other districts struggled with things we didn't have to struggle with, Lenore and I, because for our superintendent, safety was their primary concern, not necessarily the speed in which we got students back in school. We really



Submitted photo

Ellen Bush (left) and Lenore Low.

appreciated that," she said.

At the same time, dealing with the pandemic has made her a bet-

ter professional, in a sense. There's been a lot of learning-on-the-job as the pandemic progresses, and a lot of teaching-on-the-job as she becomes familiar with the ever-changing protocols.

"COVID is not going away, but our processes will become something that we are already used to, that we are familiar with," she said. "I think it will become a lot easier for everybody."

The one thing that the district has insisted upon to keep people safe, Ellen said, is proper mask-wearing. It hasn't

been everyone's favorite activity, but "now we know that since it's an airborne disease, it's the one thing we've done that has really minimized transmission in the schools. We have an extremely low rate of transmission in schools and that's because of the diligence of the mask-wearing."

To be a nurse, you have to first and foremost enjoy helping others. To be a school nurse, you have to put that into high gear.

"We are at schools to support the health of the kids, so they can learn," she said. "What is inspiring is being part of a process that is teaching kids. It's all about the kids"

QSD 2022 Replacement Levy FACTSHEET

ELECTION DAY: FEBRUARY 8, 2022

What is a School Levy?

Local school levies fund programs in our school district that are outside of the basic state-defined base education funding.

This is not a new tax, but a continuation of the enrichment, maintenance, and operations levy.

District Demographic Overview

Multilingual Learners

40.9%

Low Income

81.1%

Special Education

14.2%

Cost Per Household

Calculated at \$1.25/\$1000

For a home valued at \$300,000 Quincy homeowner would pay \$375 per year in a local levy or \$31.25 per month

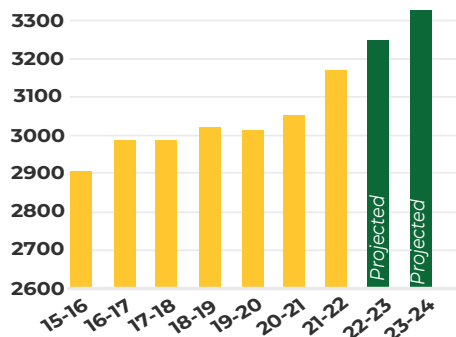


Wondering how much you will be paying? Use the formula below to obtain an estimate:

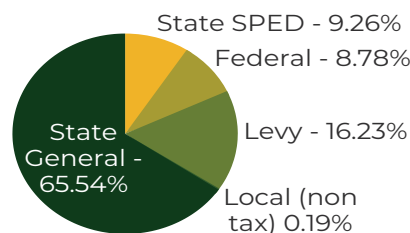
(Your home value) ÷ 1000 = (total)
(total) x \$1.25 = how much per year you would pay in local levy

District Growth

Enrollment Trends - 2015 - present
Current Enrollment - 3,171



Levy funds support 16% of budget



Levy Amounts and Estimated Tax Rates

Tax Year	Estimated Levy Rate per \$1,000 Assessed Value	Levy Amount
2021	\$1.52	\$7,998,462
2022	\$1.24	\$8,462,372
2023	\$1.25	\$8,359,000
2024	\$1.25	\$8,610,000
2025	\$1.25	\$8,868,000
2026	\$1.25	\$9,134,000

What does the QSD School Levy fund?

Programs that will be partially or fully funded are, but are not limited to:

- Athletics, including athletic training program
- Technology in education
- Safety, security & school resource officer
- Counseling & mental health services
- School nursing services
- Highly Capable/enrichment
- Arts & music
- Academic clubs
- Library programs
- Transportation
- Maintenance, grounds, & operations
- Special Education
- Textbooks & related instructional materials
- Early Childhood Education
- Access to rigorous course offerings such as College in the High School



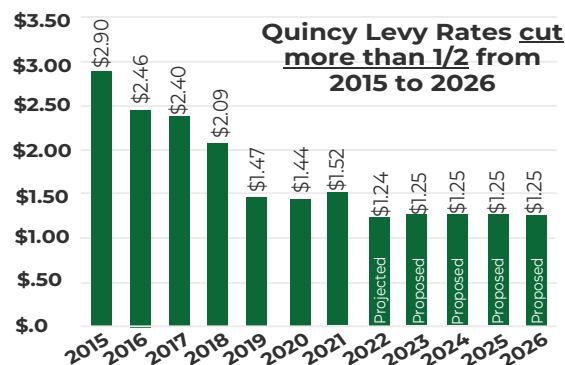
Data centers will pay more than 1/2 of the cost of the EP&O Levy

60.6%

Data centers in Quincy

39.4%

Citizens, farmers & other businesses



Quincy Levy Rates cut more than 1/2 from 2015 to 2026

Bond vs Replacement Levy



Bond = Buildings
(Requires 60% approval)



Levy = Learning
(Requires 50% approval)



Questions? Please contact the QSD at 509.787.4571

Visit our website



QSD144



@qsd_144

Theater from page 1

confidence.

"I'm really grateful for Mr.

Ramsey for allowing us to try and I'm grateful for that levy money that allows for a program to exist," Weber said. "I think it's re-

ally cool that we are expanding 6-12 and I'm really grateful to our district that is so willing to be open to new things and they al-

ways seem to put the students' interests first. I think it's really cool that we have leaders in our district like that."