



*"A Commitment in Excellence"*

# **Cheney High School**

## **Student Handbook**

**2025-2026**

**Cheney High School**

460 N. 6th Street  
Cheney, WA 99004

Main Office	(509) 559-4000
Athletic Director	(509) 559-4103
Attendance	(509) 559-4002
Business Office	(509) 559-4009
Health Room/Nurse	(509) 559-4014
Security/Safety Officer	(509) 559-4096
FAX	(509) 559-4005

**District Contact Information**

District Office: (509) 559-4599  
Toll-Free 1-877-224-3639  
Superintendent: Ben Ferney  
Assistant Superintendent: Tom Arlt  
District Website Address: [www.cheneysd.org](http://www.cheneysd.org)

**Table of Contents**

Contact Info, Administration	1
Nutrition Services	2
Health Services, Immunization Requirements	3-4
Attendance Procedures	4-6
General Information	6-8
Homeless Assistance	6
Student Records and Directory Information	8
School Climate and Discipline Philosophy	8
Behavior Code	9-19
General Academic Information/Graduation Requirements	19
Counseling and Career	20
Extra-Curricular Activities	20
Head Coaches/Club/Class Advisors	20
Cheney High School Floor Plan	24

**Administration**

Principal, Brett Hale  
11<sup>th</sup> /12<sup>th</sup> Grade Assistant Principal, Coretta Hoffman  
10<sup>th</sup> Grade Assistant Principal, Tim Kennedy  
9<sup>th</sup> Grade Assistant Principal, Ryan Goodwin  
Athletic Director, Ken Ryan

**Guidance and Counseling Staff**

9 <sup>th</sup> Grade, Jeff Ward	<a href="mailto:jward@cheneysd.org">jward@cheneysd.org</a>	(509) 559-4023
10 <sup>th</sup> Grade Transition, Sara DeBeaumont	<a href="mailto:sdebeaumont@cheneysd.org">sdebeaumont@cheneysd.org</a>	(509) 559- 4124
11 <sup>th</sup> Grade, Nicole Starkey	<a href="mailto:nstarkey@cheneysd.org">nstarkey@cheneysd.org</a>	(509) 559-4107
12 <sup>th</sup> Grade, Tyler Neely	<a href="mailto:tneely@cheneysd.org">tneely@cheneysd.org</a>	(509) 559-4020
College and Careers, Ericka Rodriguez	<a href="mailto:erodriguez@cheneysd.org">erodriguez@cheneysd.org</a>	(509) 559-4017
Career/Counseling Secretary, Shannon Ryan	<a href="mailto:sryan@cheneysd.org">sryan@cheneysd.org</a>	(509) 559-4019
Registrar, Melissa Knapp	<a href="mailto:mknapp@cheneysd.org">mknapp@cheneysd.org</a>	(509) 559-4008

### ASB Officers

President	Austin Brett
Vice President	Bella Adaszewski
Secretary	Hayleigh Copher
Treasurer	Eolt Singeo
Assistant Treasurer	Kayanna Pemberton
Upperclassman Representative	Allie Burton
CHS Media Manager	Hayden Bowdish
CHS Spirit Director	Molly Luttermoser

### NUTRITION SERVICES

**Mr. LJ Klinkenberg, Director (509) 559-4506**

#### New School Breakfast/Lunch Prices for 2025-2026

Secondary School Breakfast	No Charge
Reduced	No Charge
Secondary School Lunch	No Charge
Reduced	No Charge
Milk or Juice	\$.75
Extra entrée (Lunch/Breakfast dish)	\$1.75/\$2.00
Adult Breakfast	\$5.00
Adult Lunch	\$6.50
Extra entrée Lunch/Breakfast	\$2.50/\$1.75
Milk or Juice	\$.75

Students are encouraged to pay ahead for meals. Please make checks payable to Cheney High School and include your child's name on the check. As a convenience, parents can securely add money to their child's food service account any time of day through the Skyward Family Access parent portal. It only takes a few minutes to add money using a VISA, Discover or MasterCard credit or debit card. A link to Family Access can be found on the school district's website at <http://www.cheneysd.org>.

If your child has a food allergy, it must be listed on the child's school health form and a note sent to the district nurse. A physician's note or signature is required for diet modifications.

### Safe Celebrations

Cheney Public Schools has a district policy regarding classroom parties and school-wide events. Under this policy, treats that are high in sugar and calories will not be offered to students during school hours. Examples of treats that will not be consumed as part of classroom celebrations include candy, cake (including cupcakes), regular fat potato chips, soda and other sugar-based drinks.

In addition:

- Food designated for group consumption by students during the school day must be free of nuts, nut products, and must not be manufactured in a plant that processes nuts.
- All food brought into the school for group consumption by students during the school day must be commercially prepared and clearly labeled with ingredients. **Please read labels carefully before bringing them to school.**

***Please be assured we support celebrations. We simply need to ensure our students remain safe at school. Thank you for your understanding and cooperation.***

## Health Services

### Required Immunizations for School Year 2025-2026

Grade	Hepatitis B	DTaP/Tdap (Diphtheria, Tetanus, Pertussis)	Polio	MMR (Measles, Mumps, Rubella)	Varicella 1 & 2 (Chickenpox)
Kindergarten- 5 <sup>th</sup> Grades	3 Doses	5 Doses	4 Doses	2 Doses	2 Doses OR Healthcare provider verifies child had disease
6 <sup>th</sup> – 12 <sup>th</sup> Grade	3 Doses	5 Doses DTaP AND 1 Dose Tdap	4 Doses	2 Doses	2 Doses OR Healthcare provider verifies child had disease

Each student must have a completed Certificate of Immunization Status form on file at school or present one prior to admission. The month, day, and year of each dose of Diphtheria-Tetanus-Pertussis (DTaP-Td-Tdap), either oral or injected trivalent Polio Vaccine (OPV or IPV), Varicella, Hepatitis B, MMR (measles, rubella [German Measles], and mumps) is required. If you have questions regarding where to receive vaccinations, please contact the Cheney HS Health Room at (509) 559-4014.

Exemptions from the requirements are medical, religious, or personal. For information about immunizations, please call the Spokane County Health Department at 324-1600.

### Medication

Students are not allowed to self carry/administer medication unless one of the following requirements are complete:

#### **Medication to be Administered at school:**

If a student is to receive medication of any kind at school or school sponsored events, **the parent/guardian and the licensed healthcare provider (LHP) must complete the "Request for Medication" form #955, available online, from the school health room aide or the secretary.** The form must accompany the medication, and be signed by both the LHP and the parent/guardian. Parents/guardians are responsible for providing medication in the original container labeled with the student's name, the LHP's name, medication, time and dosage to be given. Please obtain a second bottle for this purpose that can be sent to school. **Medication sent to school in a baggie or lunch box is unacceptable.**

#### **Parent/Guardian Prescribed Over-the-Counter Medication:**

The school will consider the symptomatic benefits of self-prescribed over the counter medications. These medications are "prescribed" by parents/guardians who desire to facilitate their children's medical recovery and return to the school setting. In accordance with the American Academy of Pediatrics Committee on School Health recommendations: students will be allowed to self-medicate at school with over-the-counter medications, when the parent/guardian has provided an appropriate note to the school specifying the medication, the amount to be taken, the time it is to be taken, and the reason. The note must include a statement relieving the school of any responsibility for the benefits or consequences of the medication when it is parent prescribed and self-administered and acknowledges that the school bears no responsibility for assuring that the medication is taken. (A template is available on the district website: under health forms)

The school will retain the note as a permanent part of the student's health record and the student must carry a copy of the note with the medication. Students will be allowed to have no more than a one-day supply of the requested medication on hand, in the original container. The note authorizing self-medication can cover a period of time of not more than 2 weeks. The school reserves the right to require a LHP statement for continued use of any medication. The school will restrict the availability of the medication from other students, with immediate confiscation of the medication and loss of privilege to self-medicate if the policy is abused or ignored.

### **Guidelines for Children with Life-Threatening Conditions**

Prior to attendance at school or school related activities each school year, each child with a life-threatening health condition will present a medication or treatment order addressing the condition. A life-threatening health condition means a condition that will put the child in danger of death during the school day if a medication or treatment order providing authority to a registered nurse and nursing plan are not in place. Following submission of the medication or treatment order, a nursing plan will be developed.

It is vital to your child's safety during the school day that if your child has a life-threatening health condition that may require medical services to be performed at school, you must immediately notify your school's principal or school nurse. The necessary forms will be provided and a time will be arranged for you to meet with your child's school nurse.

Students may not attend/begin attending school until a health care plan is in place. Examples of life-threatening conditions are: diabetes, severe allergies, heart conditions, asthma, seizures, etc. with emergency medication. More information and assistance is available from the building nurse or health assistant at 509-559-4014.

### **When to Keep Your Child Home from School**

In the school environment, students have increased physical contact with each other. Germs can spread rapidly under these conditions. Parents are asked to keep students home that have the following conditions:

- A fever at or above 100 degrees in the last 24 hours. Your child may return to school if their temperature is below 100 degrees without taking fever-reducing medication in the last 24 hours.
- A consistent, goopy, runny nose that your child cannot control or take care of by themselves.
- White, yellow or green drainage from the eye, crusty eyes and/or redness of the eyelid, white part of the eye (sclera) or skin surrounding the eyes.
- A bad cough- one that you wouldn't want your well child around.
- A sore throat, especially with a fever or swollen glands in the neck.
- Shortness of breath or problems with normal breathing.
- A child that is acting ill-unusually tired, pale, difficult to wake, headache, body aches, confused or irritable. And/or lack of normal appetite.
- An unidentified rash whether or not it is associated with a fever/itching. A spreading rash.
- If your student has an upset stomach with abdominal cramping, nausea, or persistent vomiting or diarrhea.
- Your child will need to remain home for at least 24 hours after starting antibiotics. Your healthcare provider may require more time.
- A child with chickenpox may return to school after all the sores have crusted over and there are no new eruptions or sores. (usually a minimum of 5 days)
- Live lice

### **Attendance Procedures**

The staff, administration, and parents of Cheney High School expect students to be in class every day. Teachers plan valuable and important lessons daily. ***When students are absent, they miss vital learning experiences make-up work cannot fully replace.***

If a student is going to be absent or late for any reason, the parent ***must inform the school of the reason for absence*** either in writing or by calling 559-4002 before or preferably within 48 hours of the absence.

Washington State Law specifies that parents have primary responsibility for ensuring their children attend school regularly and punctually. Regular attendance is essential for school success. Please see Cheney Public Schools Policy [No. 3122](#) for further details regarding student absences. This policy is available on the district website.

### **Arriving/Leaving Campus**

CHS is a closed campus during the school day. 11<sup>th</sup> and 12<sup>th</sup> grade students who are eligible based on attendance, grades and behavior will be able to apply for a Lunch License to leave campus during lunch. Applications will be available in September.

For the safety and security of the students of Cheney High School, ***all students arriving after school begins or leaving campus before school ends are required to check in and out with the office staff.*** Students leaving without parent and school consent will be considered truant and may be subject to discipline. Students may not leave during a class period unless they have a dismissal slip from the office.

### **Absences**

**Definition:** Students are absent when they are:

1. Not physically present on school grounds; and
2. Not participating in the following activities at an approved location:
  - a. Instruction
  - b. Any instruction-related activity; or
  - c. Participating in district-sponsored sports or school activities.
3. A full day of absence is when a student is absent for 50 percent or more of their scheduled day.

Students who are absent from school are required to have written verification or a phone call to the attendance office (559-4002) from the parent or guardian. Parents should notify the attendance office the day of the student's absence to inform the school about the nature of the absence.

**Excessive Absences:** Absences, excused or unexcused, in excess of 15% of the total school days thus far in the current school year require a note from a doctor to be considered excused.

**Excused Absences:** Absences that fit within one of the following categories, and for which the parent/guardian has called (559-4002) or provided written notification to the attendance office, preferably within 48 hours of the absence. The teacher will provide make-up work for excused absences.

**Excused Absences, Continued:** Students must contact teachers about make-up work and complete it within a reasonable length of time. Students who fail to do so will forfeit the opportunity for make-up work. At CHS, a reasonable length of time means one day for each day absent. For example, a student who is absent for two days has two school days after he/she returns to make up the work, including a review prior to a test or quiz. Students may appeal to the principal or assistant principal for exceptions.

**Pre-Arranged Absences:** Absences pre-arranged with the office. Prior to a pre-excused absence, students are expected to check in with their teachers to discuss make-up work. Failure to do so may result in the loss of credit for missed work.

### **Hall Passes**

*Students will be expected to remain in class the entire period.* Class time will not be spent at lockers, cars, restrooms, vending machines, drinking fountains, or in the halls. When a student is appropriately out of class during class time, *they must sign out in the classroom with the teacher and be carrying a visible hall pass.*

### **Tardiness**

**Definition:** Late arrival to class or school. Students are expected to be prompt in getting to school on time each morning and must report to each class on time. Tardiness will be recorded by the teachers. First interventions for tardiness will be implemented by the teacher. After teacher interventions, a student may be referred to the office.

**Discipline may include:** Parent Conference, Lunch ISI, or other administrator determined interventions.

### **Unexcused Absence/Truancy**

**Definition:** The student is absent from school without permission, or is absent from class without the teacher's permission. *Students who leave class or school without prior permission provided to the office by a parent or guardian will be considered truant.*

**RCW 28A.225.030:** The district shall no later than the fifth unexcused absence in a month:

1. Enter into an agreement with a student and parent that establishes school attendance requirements.
2. Refer a student to a community truancy board. The community truancy board shall enter into an agreement with the student and the parent that establishes school attendance requirements and take other appropriate actions to reduce the child's absences (WARNS); or
3. File a petition with the juvenile court alleging a violation of RCW 28A.225.010.

### **General Information**

#### **Bus Transportation**

Students are expected to ride their designated bus to and from school. Students are not allowed to ride another student's bus to or from school. Register on the Cheney School District [website](#) using the Travel Tracker Routing Parent Portal. You can register [here](#).

#### **Dances:**

The CHS Dance Guidelines will include the following information:

- Students cannot purchase tickets at door
- Dance infractions will follow progressive discipline procedures
- Once student goes into dance, they cannot leave and come back in
- No middle school students, or anyone 21 or over, are permitted at dance
  - All visitors will need to fill out a guest pass before purchasing a ticket. [Form Here](#)
- Students dancing inappropriately may be removed from the dance
- Exceptional misconduct or repeated offenses may result in the student not being able to attend the next school dance, even if it is the next school year
- School consequences may also apply

#### **Homeless Assistance**

If you lose your housing and live in a shelter, motel, vehicle, camping ground, or temporary trailer; on the street; doubled-up with family or friends; or in another type of temporary or inadequate housing, your child might be able to receive help through a federal law called the McKinney-Vento Act.

District Liaison: Kim Lefler (509) 559-4532.

State Coordinator: Melinda Dyer, (360) 725-6050.

Under the McKinney-Vento Act, children and youth in homeless situations have the right to:

- Go to school, no matter where they live or how long they have lived there.
- Attend either the local school or the school of origin, if this is in their best interest; the school of origin is the school the child attended when he/she was permanently housed or the school in which the child was last enrolled.
- Receive transportation to and from the school of origin.
- Enroll in school immediately, even if they are missing records and documents normally required for enrollment, such as a birth certificate, proof of residence, previous school records, or immunization/medical records.
- Enroll, attend classes, and participate fully in all school activities while the school gathers records.
- Have access to the same programs and services that are available to all other students, including transportation and supplemental educational services.

- Attend school with children not experiencing homelessness; a school may not segregate a student because he or she is homeless.

### **ID Cards/ASB Stickers**

All students are issued an identification card free of charge. Students who lose their ID card may obtain a replacement from the business office for \$5.00.

Students are encouraged to take part in and/or attend school activities. ASB stickers are required for all students who participate in athletics or activities supported by ASB funds, as per the ASB Constitution. ASB stickers may be purchased at the business office before or after school. Revenue obtained from the sale of ASB stickers is used to finance activity and athletic programs. An ID card **with** an ASB sticker gains you admittance to all GSL League regular season events.

### **Library**

The Cheney High School library is open from 7:30 a.m. to 3:30 p.m. every school day. The library staff is ready and able to help you find the materials you need for your various projects.

### **Lockers**

Students are responsible for the care and contents of lockers. Any change of locker assignment must be cleared through the attendance secretary. If your locker does not operate properly, contact the office. **Do not bring high value items to school.** Keep your locker locked at all times. Be sure to spin the dial when you close it. Only school issued locks may be used to secure lockers. You must immediately report damage done to your locker to the office. If you fail to report, you may be held responsible for compensation of any damage. Lockers are district property, subject to search or investigation.

### **Lost And Found**

Any articles found on the premises should be brought to the Counseling Office.

### **Media – Photo Information**

Photographs may be taken of students for use in school/district publications, news media, websites, and/or social media. If you **do not** want your child to appear in these publications, please notify your child's school in writing.

### **Non-Discrimination**

Cheney Public Schools 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, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX/Civil Rights Compliance Coordinator	Section 504/ADA Coordinator
Mr. Tom Arlt	Mr. Franklin Day
Associate Superintendent	Director, Student Support Services
12414 S. Andrus Rd.	12414 S. Andrus Rd.
Cheney, WA 99004	Cheney, WA 99004
Phone: (509) 559-4550	Phone: (509) 559-4507
Email: <a href="mailto:tarlt@cheneysd.org">tarlt@cheneysd.org</a>	Email: <a href="mailto:fday@cheneysd.org">fday@cheneysd.org</a>

### **Parking Regulations**

For security and safety, parking has been assigned to staff and students.



1. For the 25-26 school year, a Student Parking Permit will be required to park in the student parking lot. We will be issuing 225 permits. Students will be required to show a valid driver's license and proof of insurance to obtain a permit.
2. More information on Parking permits can be found [here](#).

### **Student Records and Directory Information**

Pursuant to the Family Educational Rights and Privacy Act, parents, guardians, or adult-age students (18 years of age or older) have the right to inspect and review student records, to request corrections of or amendments to such records, and to appeal any refusal of a request to change or amend such records.

Student records will not be released without the consent of the student's parent/guardian or of the adult-age student, except as provided by law or District policy. Specifically, directory information, as defined in District Policy No. 3231, and requests for records from schools where students have transferred will be released by the District without written consent. An example of a non-profit entity that requests such information is the United States military. Photographs may occasionally be taken of students for use in the news media or school district publications, as well. If you do not want any information released to any and all such non-profit organizations, or if you do not wish to have your child appear in a photograph, video, website, or social media page, please notify your child's school in writing. This written request can be placed on file at any time during the school year. Inquiries regarding compliance with the Family Educational Rights and Privacy Act may be directed to Mr. Tom Arlt, Assistant Superintendent, 12414 S. Andrus Rd., Cheney, WA 99004, Phone: 559-4550.

### **Student Valuables**

Students are requested not to bring large amounts of money, radios, cameras, or electronic devices to school. Students must keep track of personal belongings at all times. Students, not the school, are responsible for their personal property and liable if it is lost or stolen.

### **Textbook and Equipment Care**

Students are expected to use textbooks carefully, as they are expensive and difficult to replace. Fines may be levied by the teacher for improper care of equipment and/or books. Students who lose books will be required to pay replacement costs for them. ***Fines must be paid before report cards, records, transcripts, or diplomas will be released/issued.***

### **Visitors**

Bringing visitors to school during the school day is **prohibited**.

### **School Climate and Discipline Philosophy**

School districts in Washington are required to develop discipline policies and procedures that are consistent with Federal and State Laws. Washington discipline laws include statutes in the Revised Code of Washington (RCW) in the Washington Administrative Code (WAC). Washington State student discipline laws apply to all K-12 students. Additional protections apply for students receiving special education services. In accordance with state law. Cheney High School's discipline policy is designed to provide a safe and healthy environment for our students. Established standards of behavior protect the rights of all students to learn in an orderly, positive climate conducive to individual and group success. The student behavior we expect at Cheney High School is none other than the behavior demonstrated by good citizens at work, in the home, and in the community.

### **Dress Code**

Cheney Public Schools Policy and Procedure [No. 3224](#) Explains the general policy for student dress. For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's

conduct is inconsistent with any part of the educational mission of the District. Prohibited conduct will include, but is not limited to: 1. Use of lewd, violent, sexual, drug, tobacco or alcohol-related messages; or 2. Gang-related apparel. 3. Depictions of dangerous weapons.

### **Telecommunication Device Use Policy**

Cheney Public Schools Policy [No. 3245](#) and Procedure [No. 3245](#) Explains the general policy and procedure for telecommunication devices. For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the District.

### **Student Conduct, Expectations, and Reasonable Sanctions**

Cheney Public Schools Policy and Procedure No. 3240 explains the general policy of the district regarding student conduct, expectations, and examples of unacceptable conduct. It also describes disciplinary actions that may be imposed by Cheney Public Schools if a student violates district policy. Disciplinary action may include restorative discipline, suspension, expulsion, or emergency action. It may also include a recommendation for counseling, mediation, or other options. Policy and Procedure [No. 3241](#) describes conditions and limitations of school discipline, including parent notification procedures, grievance and appeal process and hearing rights, and the right to apply for readmission. District Policies are available online under "Our District," then "School Board," or a copy may be obtained in the school office. CSD's Discipline Matrix in alignment with State Law is below:

## **Cheney Public Schools Discipline Matrix - 2025-26**

### **Staff/Handbook Version**

<b>Type One Behavioral Violations</b>	<b>Best Practices</b>	<b>Classroom Exclusion</b>	<b>In School Suspension</b>	<b>Short Term Suspension</b>	<b>Long Term Suspension</b>	<b>Expulsion</b>	<b>School Referrals &amp; Protocols</b>
<b>Academic Dishonesty/Plagiarism</b>	<a href="#">A-C</a>	X	No	No	No	No	
<b>Disobedience, Defiance, Disrespect</b>	<a href="#">A-C</a>	X	No	No	No	No	If a student willfully disobeys the order of an administrator as described in <a href="#">RCW 28A.635.020</a> two or more times in a three-year period, the student may be long-term suspended or expelled.
<b>Disruptive Conduct Level 1</b>	<a href="#">A-C</a>	X	No	No	No	No	
<b>Inappropriate Language</b>	<a href="#">A-C</a>	X	No	No	No	No	
<b>Physical Contact</b>	<a href="#">A-C</a>	X	No	No	No	No	
<b>Property Misuse</b>	<a href="#">A-C</a>	X	No	No	No	No	
<b>Small folding knife</b>	<a href="#">A-C</a>	X	No	No	No	No	Turn into the office. Parent pick-up knife.



<b>Type Two Behavioral Violations</b>	<b>Best Practices</b>	<b>Classroom Exclusion</b>	<b>In School Suspension</b>	<b>Short Term Suspension</b>	<b>Long Term Suspension</b>	<b>Expulsion</b>	<b>School Referrals &amp; Protocols</b>
Destruction of property	<u>D</u>	X	X	X	X No K-4	X No K-4	A student may only be LT suspended or expelled for this conduct if there have been two or more incidents within a three-year period.
Disruptive Conduct Level 2	<u>D</u>	X	X	X	No	No	
Failure to Cooperate	<u>D</u>	X	X	X	No	No	
Inappropriate Language Level 2	<u>D</u>	X	X	X	No	No	
Physical Aggression	<u>D</u>	X	X	X	No	No	
Possessing or using Tobacco	<u>D</u>	X	X	X	No	No	Counseling/Prevention/ Intervention Referral
Sexually Inappropriate Conduct	<u>D</u>	X	X	X	No	No	
Toy guns and toy weapons	<u>D</u>	X	X	X	No	No	Consider school based threat assessment
<b>Type Three Behavioral Violations</b>	<b>Best Practices</b>	<b>Classroom Exclusion</b>	<b>In School Suspension</b>	<b>Short Term Suspension</b>	<b>Long Term Suspension</b>	<b>Expulsion</b>	<b>School Referrals &amp; Protocols</b>
Bullying	<u>E</u>	X	X	X	No	No	HIB compliance officer referral
Distributing Tobacco	<u>E</u>	X	X	X	No	No	Counseling/ Prevention/ Intervention Referral
Fighting without major injury	<u>E</u>	X	X	X	No	No	Consider school based threat assessment
Intimidation/Non-Sexual Harassment	<u>E</u>	X	X	X	No	No	Consider School based threat assessment
Possessing or using alcoholic beverages	<u>E</u>	X	X	X	No	No	Counseling/ Prevention/ Intervention Referral
Possessing or using Illegal drugs, controlled substances, prescription or over the counter drugs	<u>E</u>	X	X	X	X No-K-4	X No K-4	Counseling/ Prevention/ Intervention Referral
Possessing or using marijuana	<u>E</u>	X	X	X	X No K-4	X No K-4	Counseling/ Prevention/ Intervention Referral
Theft	<u>E</u>	X	X	X	No	No	
<b>Type Four Behavioral Violations</b>	<b>Best Practices</b>	<b>Classroom Exclusion</b>	<b>In School Suspension</b>	<b>Short Term Suspension</b>	<b>Long Term Suspension</b>	<b>Expulsion</b>	<b>School Referrals &amp; Protocols</b>
Arson	<u>E</u>	X	X	X	X No K-4	X No K-4	School based threat assessment referral

Behavior that Adversely Impacts the Health and Safety of Other Students Level 1	E	X	X	X	X No K-4	X No	Consider school based threat assessment, Counseling /Prevention/ Intervention referral
Discriminatory Harassment	E	X	X	X	No	No	Civil Rights Coordinator referral
Distributing Alcoholic Beverages	E	X	X	X	No	No	Counseling/ Prevention/ Intervention Referral
Distributing Marijuana	E	X	X	X	X No K-4	X No K-4	Counseling/ Prevention/ Intervention Referral
Fighting with major injury	E	X	X	X	X No K-4	X No K-4	School based threat assessment
<b>Continuum of Responses</b>							
<b>Classroom Level Continuum of Responses</b>							
Gang/ Hate Group Activity	E	X	X	X	No K-4	No K-4	School based threat assessment
Type One Behavioral Violations	E	X	X	X	No K-4	No K-4	A student may only be long-term suspended or expelled for this conduct if there have been two or more incidents within a three-year period.
Level A – Type One behavioral violation initially occurs	E	X	X	X	No K-4	No K-4	
Teacher or school personnel:	E	X	X	X	No K-4	No K-4	
• Reteaches behavioral expectations (FBIS, classroom expectations, etc.)	E	X	X	X	No K-4	No K-4	
Physical Attack/Assault Level 1	E	X	X	X	No	No	
• Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation	E	X	X	X	No	No	
Sexual Harassment	E	X	X	X	No	No	Title IX Coordinator referral
• Selects and implements best practices and strategies as appropriate	E	X	X	X	No	No	
• Documents interventions and monitors effectiveness	E	X	X	X	No	No	
Level B – Type One behavioral violation involving unsuccessful Level A responses or repeated Type One behavioral violations within the same school day	E	X	X	X	No	No	School based threat assessment
Teacher or school personnel:	E	X	X	X	No	No	
Type Five Behavioral Violations	E	X	X	X	No	No	
• Reteaches behavioral expectations (FBIS, classroom expectations, etc.)	E	X	X	X	No	No	
• Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation	E	X	X	X	No	No	
Assault of teacher	E	X	X	X	No K-4	No K-4	School based threat assessment referral
• Modifies and implements best practices and strategies as appropriate	E	X	X	X	No K-4	No K-4	
• Documents interventions and monitors effectiveness	E	X	X	X	No K-4	No K-4	Classroom reassignment
Level C – Type One behavioral violation involving unsuccessful Level B and Level A responses or repeated Type One behavioral violations within the same school day	E	X	X	X	No K-4	No K-4	Consider school based threat assessment, Counseling /Prevention/ Intervention referral
Teacher or school personnel:	E	X	X	X	No K-4	No K-4	
Dangerous Weapons	E	X	X	X	No K-4	No K-4	School based threat assessment referral
• Decides whether to request classroom support from school support staff	E	X	X	X	No K-4	No K-4	
• Notifies and attempts to involve the parent in the resolution	E	X	X	X	No K-4	No K-4	A student may not be LT suspended or expelled unless this conduct adversely impacts the safety of other students or
• Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation	E	X	X	X	No K-4	No K-4	support Team, etc.)
• Modifies and implements best practices and strategies as appropriate	E	X	X	X	No K-4	No K-4	
• Confers with other school personnel as appropriate (PLC, ASIST Team, Building Student Support Team, etc.)	E	X	X	X	No K-4	No K-4	
Distributing/ Possession of Illegal Drugs, Controlled Substances, or over the counter drugs	E	X	X	X	No K-4	No K-4	Counseling/ Prevention/ Intervention Referral
Type Two Behavioral Violations	E	X	X	X	No K-4	No K-4	
Level D – Classroom and administrative continuum of responses	E	X	X	X	No K-4	No K-4	
Physical Attack/Assault Level 2	E	X	X	X	No K-4	No K-4	
• Teacher or school personnel implements Level C continuum of responses as appropriate	E	X	X	X	No K-4	No K-4	
• Administrator or school support staff provide classroom support	E	X	X	X	No K-4	No K-4	
Robbery	E	X	X	X	No K-4	No K-4	School based threat assessment
• Teacher or school personnel refers student and notifies administrator of behavioral violation	E	X	X	X	No K-4	No K-4	
• Administrator notifies and attempts to involve the parent in the resolution	E	X	X	X	No K-4	No K-4	
• Administrator confers with teacher or other school personnel and investigates evidence	E	X	X	X	No K-4	No K-4	
Sexual Assault	E	X	X	X	X	X	Title IX Coordinator

- Administrator invites the student to share their perspective and explanation regarding the behavioral violation
  - Use school referrals and protocols as appropriate
  - Attempt restorative justice practices and other forms of discipline
  - Consider in-school suspension as appropriate (if allowable)
- Document all referrals, other forms of discipline attempted, and actions

### **Administrative Level Continuum of Responses**

#### **Type Three Behavioral Violations**

##### ***Level E***

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
  - Follow mandatory school referrals and protocols
  - Attempt restorative justice practices and other forms of discipline
  - Consider behavior agreement
  - Consider suspension as appropriate
- Document all referrals, other forms of discipline attempted, and actions

#### **Type Four Behavioral Violations**

##### ***Level F***

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Notify and attempt to involve the parent in the resolution
- Confer with teacher or other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
  - Follow mandatory school referrals and protocols
  - Attempt or consider restorative justice practices and other forms of discipline
  - Consider behavior agreement
  - Consider suspension or expulsion (if allowable) as appropriate (Notify family member(s), teacher(s) & transportation coordinator of dates of suspension/expulsion)
- Document all referrals, other forms of discipline attempted or considered, and actions

#### **Type Five Behavioral Violations**

##### ***Level G***

- Attempt lower level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of behavioral violation and confer with other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
  - Consider restorative justice practices and other forms of discipline
  - Consider behavior agreement
  - Consider suspension or expulsion (if allowable) as appropriate (Notify family member(s), teacher(s) & transportation coordinator of dates of suspension/expulsion)
- Document all referrals, other forms of discipline attempted or considered, and actions

## **NON-DISCRETIONARY DISCIPLINE CHECKLIST**

1. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
2. Any of the following offenses listed in RCW 13.04.155, including:
  - a. any violent offense as defined in RCW 9.94A.030, including:
    - i. any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
    - ii. Manslaughter;
    - iii. indecent liberties committed by forcible compulsion;
    - iv. Kidnapping in the second degree;
    - v. Arson in the second degree;
    - vi. assault in the second degree;
    - vii. assault of a child in the second degree;
    - viii. Extortion in the first degree;
    - ix. Robbery;
    - x. drive-by shooting; and
    - xi. vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner
  - b. any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation Finding;
  - c. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280; or
  - d. unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW.
3. Two or more violations of the following within a three-year period
  - i. criminal gang intimidation in violation of RCW 9A.46.120;
  - ii. gang activity on school grounds in violation of RCW 28A.600.455;
  - iii. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
  - iv. defacing or injuring school property in violation of RCW 28A.635.060;
 and
4. Any student behavior that adversely affects the health or safety of other students or educational staff.

### **Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)**

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

### **What is HIB?**

State law defines HIB in RCW 28A.600.477(5)(b)(i) as “any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010 (discrimination based on a protected class) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

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

HIB may involve an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

### **How can I make a report or complaint about HIB?**

**Talk to any school staff member** (consider starting with whoever you are most comfortable with!). You may use our district’s reporting form to share concerns about HIB ([HIB FORM](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer, (Mr. Tom Arlt; Phone: (509) 559-4550; Email: [TArlt@cheneysd.org](mailto:TArlt@cheneysd.org)) that supports prevention and response to HIB.

### **What happens after I make a report about HIB?**

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don’t experience retaliation.

### **What is the investigation process?**

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:



- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

### **What are the next steps if I disagree with the outcome?**

#### **For the student designated as the “targeted student” in a complaint:**

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

#### **For the student designated as the “aggressor” in a complaint:**

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s [HIB webpage](#) or the district’s HIB Policy [\[3207\]](#) and Procedure [\[3207P\]](#).

### **Our School Stands Against Discrimination**

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

### **What is discriminatory harassment?**

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

Review the district’s Nondiscrimination Policy [\[3210\]](#) and Procedure [\[3210P\]](#).

### **What is sexual harassment?**

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

Review the district's Sexual Harassment Policy [\[3205\]](#) and Procedure [\[3205P\]](#).

### **What should my school do about discriminatory and sexual harassment?**

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

### **What can I do if I'm concerned about discrimination or harassment?**

**Talk to a Coordinator or submit a written complaint.** You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Compliance Coordinator: Franklin Day, Director of Student Support Services  
12414 South Andrus Road, Cheney, WA 99004; Phone: (509) 559-4507

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Tom Arlt, Assistant Superintendent  
12414 South Andrus Road, Cheney, WA 99004; Phone: (509) 559-4550

Concerns about disability discrimination:

Section 504 Coordinator: Franklin Day, Director of Student Support Services  
12414 South Andrus Road, Cheney, WA 99004; Phone: (509) 559-4507

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Tom Arlt, Assistant Superintendent  
12414 South Andrus Road, Cheney, WA 99004; Phone: (509) 559-4550

**To submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

### **What happens after I file a discrimination complaint?**

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

### **What are the next steps if I disagree with the outcome?**

If you do not agree with the outcome of your complaint, you may appeal the decision to the School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure ([3210P](#)) and Sexual Harassment Procedure ([3205P](#)).

### **I already submitted an HIB complaint – what will my school do?**

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure ([3210P](#)) and the HIB Procedure ([3207P](#)) to **fully resolve your complaint**.

### **Who else can help with HIB or Discrimination Concerns?**

#### **Office of Superintendent of Public Instruction (OSPI)**

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- Email: [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us)
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: [ospi.k12.wa.us/policy-funding/equity-and-civil-rights](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)
- Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)
- Phone: 360-725-6162

#### **Washington State Governor's Office of the Education Ombuds (OEO)**

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: [www.oeo.wa.gov](http://www.oeo.wa.gov)
- Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)
- Phone: 1-866-297-2597

#### **U.S. Department of Education, Office for Civil Rights (OCR)**

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www.ed.gov/>
- Email: [ocr@ed.gov](mailto:ocr@ed.gov)
- Phone: 800-421-3481

### **Our School is Gender-Inclusive**

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211P], visit [[CSD Policy and Procedures](#)]. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Mr. Tom Arlt; Email: [TArlt@cheneysd.org](mailto:TArlt@cheneysd.org); Phone: (509) 559-4550

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 18.

### **General Academic Information**

Cheney High School is on the semester system.

- The school year is divided into 2 semesters of 18 weeks each.
- The regular school day is divided into six class periods of 55 minutes.
- A .5 credit is granted for the successful completion of each semester's work in a course.
- Grade point average is computed on the following basis:

A = 4.0	B- = 2.7	D+ = 1.3
A- = 3.7	C+ = 2.3	D = 1.0
B+ = 3.3	C = 2.0	
B = 3.0	C- = 1.7	F = 0.0

### **State Assessments**

Washington students are tested regularly by the state each spring to assess their progress as they move through school. Assessments align with learning standards in each subject. Families will receive specific information prior to state assessments. In addition to state testing, students will be given Classroom Based Performance Assessments (CPBA's) in Social Studies, Visual and Performing Arts and Health and Fitness to assess standards in those subject areas. Students who receive Special Education Services will have an assessment plan specific to their needs and abilities written in their annual Individual Education Plan (IEP).

The following are graduation requirements for each graduating class:

- 10th grade: English/Language Arts—Smarter Balanced Assessment or approved alternative
- 10th grade: Math – Smarter Balanced Assessment or approved alternative
- 11th grade: Science – Washington Comprehensive Assessment of Science

For more information on state assessments and a list of approved alternatives to the assessments listed above visit:

<https://www.k12.wa.us/student-success/testing/state-testing/assessment-resources>

### **Graduation Requirements, Grade Level Course Progressions, and Credit Information**

For information on Graduation Requirements Grade Level Course Progressions, and Credit Information please access our Counseling and Career Center page at [CHS Counseling and Career Center](#). We have provided all information by grade level in this location.

### **WITHDRAW FROM CLASS**

**A student has 10 days to withdraw from a class without penalty.** After 10 days, if a student withdraws or is taken out of a class for disciplinary reasons, the student will receive an F for that class.

### **Honor Roll**

Students who attain a 3.5 GPA or above each semester will be recognized and placed on the CHS honor roll. The staff and administration believe that it is very important to honor students who perform at a high level of academic excellence.

### **Career and Counseling Center**

All students have access to Cheney High School's comprehensive Guidance and Counseling Program. If you have questions or concerns, you can reach us by phone, email or in person. We encourage students to schedule an appointment through individual Counselors Calendly link (found on our webpage) to ensure availability. Students are encouraged to sign up for an appointment but can be seen on a walk-in basis if in crisis.

Students and parents can visit the Career and Counseling page on our Cheney School District website, Cheney High School page. Counselors will assist students in educational areas, career awareness/opportunities, and personal/social development.

9 <sup>th</sup> Grade, Jeff Ward	<a href="mailto:jward@cheneysd.org">jward@cheneysd.org</a>	(509) 559-4023
10 <sup>th</sup> Grade Transition, Sara DeBeaumont	<a href="mailto:sdebeaumont@cheneysd.org">sdebeaumont@cheneysd.org</a>	(509) 559-4124
11 <sup>th</sup> Grade, Nicole Starkey	<a href="mailto:nstarkey@cheneysd.org">nstarkey@cheneysd.org</a>	(509) 559-4107
12 <sup>th</sup> Grade, Tyler Neely	<a href="mailto:tneely@cheneysd.org">tneely@cheneysd.org</a>	(509) 559-4020
College and Career, Ericka Rodriguez	<a href="mailto:erodriguez@cheneysd.org">erodriguez@cheneysd.org</a>	(509) 559-4017
Counseling Secretary, Shannon Ryan	<a href="mailto:sryan@cheneysd.org">sryan@cheneysd.org</a>	(509) 559-4019
Registrar, Melissa Knapp	<a href="mailto:mknapp@cheneysd.org">mknapp@cheneysd.org</a>	(509) 559-4008

### **Student Government**

The Student Government is organized into two branches:

1. The Executive Board - which is composed of A.S.B. Officers.
2. The Student Council - which is composed of one representative from each Homeroom and each club organization.

The purpose of student government is to provide the student body with a democratic process to effect change and to manage student body affairs.

### **Extra-Curricular Activities**

#### **Philosophy**

Extra-curricular activities are an integral part of the total educational experience. These activities enhance the academic experience with far-reaching and life-long skills such as leadership, cooperation, discipline, organization, sacrifice, hard work, determination, and the ability to handle competitive situations. Participation in extra-curricular activities increases a student's unique individual talents and builds self-confidence and self-esteem. Extra-curricular activities develop sportsmanship, social skills, and a sense of responsibility which enable students to be productive members of society.

The Activity/Athletic Code can be found on our [website](#) or by stopping by our Business Office.

### Head Coaches

<u>SPORT</u>	<u>NAME</u>
Athletic Director	Ken Ryan
Athletic Secretary	Lynda Ford
ASB Bookkeeper	Chelsea Lawrence
Athletic Trainer	Kyle Loughery
Athletic Trainer	Shea Romero
Baseball	Rob Beamer
Basketball (Boys)	Travis Peevey
Basketball (Girls)	Bryce Currie
Cheer	Tyler McBride
Cross Country (Girls)	Camille Moseley
Cross Country (Boys)	Derek Slaughter
Football	John Graham
Golf (Boys)	Justin Fayant
Golf (Girls)	Gerald Morton
Gymnastics	Melissa Bradley
Marching Band	Josh Wisswell
Soccer (Boys)	Noah Prophet
Soccer (Girls)	Nels Radtke
Softball (Slow/Fastpitch)	Makayla Shay
Special Olympics/Unified	Brian Baxter
Special Olympics/Unified	Gregg Smith
Strength/Conditioning	Justin Maxwell
Swim/Dive (Boys/Girls)	Jennifer Hochwalt
Tennis (Boys)	Dan Estock
Tennis (Girls)	Linnea Love
Track & Field (Boys/Girls)	Derek Slaughter
Volleyball	Briget Duncan

### Club/Class Advisors

Class of 2026 Advisors	Ms. Ortega Ms. Love
Class of 2027 Advisors	Mrs. Burford Ms. Delaney
Class of 2028 Advisors	Mr. Marsh Mrs. Franklin

Class of 2029 Advisors	Ms. Tamura Mrs. Hatcher
All Things Mountain Club	Mr. Barlow
Art Club	Mrs. Dempsey
Bowling Club	Mr. Hamblet
BSU	
Chess Club	Mrs. Barker
DECA	Mrs. Byrd Mike Cagle
Drama Club	Mrs. Knight
FBLA	Mrs. Gubler Mr. Graham
FCCLA	Mrs. Burford Ms. Green
FFA	Ms. H Nelson Mr. Skoog
Gaming/DND Club	Mr. Whitehead
H <sup>3</sup>	Mrs. Franklin
HOSA	Mr. Collins Mr. Barlow
Nesian Hawks	Mrs. Wilcox
National Honor Society	Ms. Symons Mr. Marsh

Key Club	Mr. Short
Link Crew	Ms. Starkey Mrs. Day Ms. Hatcher
Pride Club	Mrs. DeBeaumont
ProStart Culinary	Ms. Green
Red "C"	Mrs. Ford
First Robotics	Mr. Zeski
Skills USA Club	Mrs. Nocis
Sports Medicine Club	Mr. Loughery
Yearbook Club	Mr. Wyborney
All Things Mountain Club	Mr. Barlow
Art Club	Mrs. Dempsey

**Cheney High School Floor Plan**



