

Cheney Middle School Student Handbook 2025-2026



**Pride in Ourselves
Pride in our Learning
Pride in our Community**

740 Betz Road, Cheney, WA 99004
Main Office – 509-559-4400
FAX – 509-559-4479

www.cheneysd.org/cms
www.facebook.com/cheneymiddleschool



Welcome to Cheney Middle School, Home of the Hawks!

Welcome to the 2025-2026 school year at Cheney Middle School, Home of the Hawks! We are excited to begin another school year. We thank our patrons for our beautiful, state of the art middle school. Your support for the education of Cheney students is truly appreciated. Cheney Middle School's mission is for all students and staff to show: Pride in Ourselves, Pride in our Learning, and Pride in our Community.

Our enthusiastic and highly-qualified teachers and support personnel continue their focused approach towards teaching and learning excellence. This strong focus will enable our students to develop intellectually, emotionally, and socially in a wide array of challenging academic and extra-curricular programs. We are confident that students and their families will find our school website www.cheneysd.org/cms and this Student Handbook helpful and informative as students advance through their middle school years.

Never hesitate to contact the teachers or principals whenever we can be of assistance to you in any way. We wish each of our students and their families a successful and enjoyable year at Cheney Middle School!

GO HAWKS!

Becky Parrill
Principal

Megan Smedley
Assistant Principal

Heather Zorroza
Assistant Principal/Athletic Director

CMS Directory

Administrators

Principal	Ms. Becky Parrill	509-559-4400
Assistant Principal	Ms. Megan Smedley	509-559-4400
Assistant Principal/Athletic Director	Ms. Heather Zorrozuva	509-559-4400

Counselors

6th - 8th Grade Last Names A-K	Ms. Pam Kidder	509-559-4414
6th - 8th Grade Last Names L - Z	Ms. Melissa Faulk	509-559-4448

Office Staff

Office Manager/Head Secretary	Mrs. Ashley Tolman	509-559-4400
Attendance/Athletic Secretary	Mrs. Gretchen Skipworth	509-559-4402
Registrar	Mrs. Luciana Izon	509-559-4405
ISI/Afterschool Detention	Mrs. Linda Pool	509-559-4450

CMS Website

Please refer to our website for staff contacts and school-related information at:

<https://cms.cheneysd.org>

District Services

Nutrition Services	12414 S. Andrus Rd.	509-559-4506
Transportation Services	2736 N. 6th	509-559-4523
District Office	12414 S. Andrus Rd.	509-559-4599
District Website	www.cheneysd.org	
Superintendent	Mr. Ben Ferney	
Assistant Superintendent	Mr. Tom Arlt	

ASB Officers

President	Ella Randal
Vice President	Evie Pemberton
Secretary	Jordan Chipato
Treasurer	Arianna Dancel
Assistant Treasurer	Lainie Tolman
Cabinet Chair	Jillian Syron



Cheney School District Mission Statement

Cheney Public Schools exist to guarantee a safe and caring environment where ALL students learn at high levels and graduate with options for post-secondary education, careers, and civic engagement.

CMS Mission Statement

Pride in ourselves, Pride in our learning, and Pride in our community.

This is the mission statement at Cheney Middle School which reflects our climate and culture.

Here are specific ways our staff lives this mission:

Pride in ourselves

- We collaborate with students, parents, and staff.
- We encourage students and staff to be responsible, productive, and respectful.
- We recognize differences in others while honoring positive intentions.

Pride in our Learning

- We commit to using the best instructional practices to reach each student.
- We celebrate learning accomplishments.
- We value lifelong learning.

Pride in our community

- We are stewards of Cheney Middle School.
- We give back to our community.
- We welcome community involvement.

At CMS, and throughout the entire school district, we are committed to three shared values to assure a climate and culture that is respectful of all individuals associated with our school.

Caring and Respect for Self and Others

- Relationships at CMS are characterized by genuine respect and caring for self and others.
- We are understanding, kind, and positive.
- We address misunderstandings and conflicts in a healthy manner.
- We recognize and respect differences.
- We appreciate, support and help one another, and serve those in need.

Integrity

- We exemplify integrity by setting a positive example for others.
- We take responsibility for our decisions, admit our mistakes, learn from them, and stand up for our beliefs.
- Relationships among community, staff, and students are built upon the foundation of commitment, confidentiality, honesty, and respect.

Pursuit of Excellence

- In the pursuit of excellence, we work collaboratively to enhance our effectiveness.
- We are well informed, well prepared, and committed to uphold high expectations and quality education for all Cheney Middle School students.

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GENERAL INFORMATION

NON-DISCRIMINATION

The Cheney School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, creed, religion, color, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy, familial status, marital status, the presence of any sensory, mental or physical disability, or the use of a trained guide dog

or service animal by a person with a disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities and district employment opportunities.

Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/ADA officer (Tom Arlt, Assistant Superintendent, Cheney School District, 12414 S. Andrus Rd., Cheney, WA 99004, Phone: 559-4550) and/or Section 504 coordinator (Franklin Day, Director, Student Support Services, Cheney School District, 12414 S. Andrus Rd., Cheney, WA 99004, Phone: 559-4507); or inquiries may be directed to the Director of the Office of Civil Rights, Department of HEW, Washington, D.C.

STUDENT RIGHTS AND RESPONSIBILITIES

The Cheney School District No. 360 policies and procedures concerning student rights and responsibilities (behavior, attendance, discipline, etc.) are available from each school principal, and can be viewed on the district website under "Our District" and the "Board of Directors" tab. There are also a large number of important notices that are printed in the annual notification pamphlet distributed at the beginning of the school year.

CMS ARRIVAL TIME, VISITORS, AND SAFETY PRECAUTIONS

The main entrances to CMS will be open to students at 7:20 a.m. Monday through Thursday, and at 8:20 a.m. on Fridays (due to district-wide teacher collaboration meetings). After classes begin all visitors must enter through the main office entrance. For the safety of all, visitors are required to sign in at the Main Office and receive a temporary I.D. badge upon entering the building. Students are not permitted to bring friends or same-aged guests to CMS during the school day.

CLOSED CAMPUS POLICY

For the safety of all students, CMS is considered a "closed campus" meaning that you may not leave the school grounds without permission from the time you arrive in the morning until school is dismissed for the day. If you use district transportation you are required to remain on school grounds upon your arrival to school. Students who choose to leave school property at any time without permission will be subject to disciplinary action according to CSD Policy 3240 as described in the Discipline Guidelines section of this Handbook.

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 ([link to 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@cheneydsd.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. 32 Review the district’s Nondiscrimination Policy [[5010](#)] and Procedure [[5010P](#)].

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 Coordinator: Mr. Franklin Day; Email: FDay@cheneysd.org; Phone: (509) 559-4525

Concerns about sex discrimination, including sexual harassment: Title IX Coordinator: Mr. Tom Arlt; Email: TArlt@cheneysd.org; Phone: (509) 559-4550

Concerns about disability discrimination: Section 504 Coordinator: Mr. Franklin Day; Email: FDay@cheneysd.org; Phone: (509) 559-4525

Concerns about discrimination based on gender identity: Gender-Inclusive Schools Coordinator: Mr. Tom Arlt; Email: TArlt@cheneysd.org; 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 34 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 35 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
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

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

- Website: <https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights>
- Email: 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
- Email: 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

- 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 [Cheney Public Schools](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Mr. Tom Arlt; Email: 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 9.

EMERGENCY SAFETY DRILLS

Unannounced safety drills - including fire, lockdown, building evacuation, secure the building, earthquake, and other such emergency situations - will be conducted monthly during the school year. Visitors and guests of CMS, as well as all students and staff, are expected to participate in these drills, and to follow any and all instructions given by teachers or other authorities. These regularly scheduled safety drills are mandated by the State of Washington.

LOCKERS

Each CMS student will be assigned a hall locker in which to keep books and personal belongings, as well as a separate P.E. locker in the gym. Because these lockers are the property of Cheney School District, they are subject to periodic inspection throughout the school year. *For your protection and security, please do not exchange lockers or locker combinations with any other student. Students are responsible for any and all contents of their assigned locker.*

Remember – you are strongly discouraged from bringing expensive items, such as iPods, cell phones, ear buds, laptops, etc., to school; if you choose to bring personal electronic devices to school you do so at your own risk. Administration will not investigate electronics lost, stolen or broken during class time.

PERSONAL SPORTS EQUIPMENT

All personal sports equipment needs to be put into students assigned gym lockers. All sports balls need to be in student lockers or gym lockers during the school day. It is the students responsibility to keep track of their sports equipment during the school day. Sport balls are not welcomed in the classroom or in the hallways. If issues continue to arise, students & family along with admin, counselors, and/or teachers will work to develop an acceptable and individualized sports equipment plan.

BACKPACKS

Backpacks should be moderate in size to fit in CMS lockers. Backpacks are NOT allowed in classrooms and must be kept in the students own locker. Small personal items like a fanny pack, sling bag are allowed in classrooms.



SCHOOL SUPPLIES

All teachers will communicate with their students the first week of school on what items they are required to have for classes. General school supplies include: water bottle, 3 ring binder, notebook paper, pencils and pens.

BOOKS AND OTHER SCHOOL PROPERTY

Any school property items, such as computers, flash drives, books, digital cameras, sports uniforms etc., which are used by students or checked out from any CMS teacher, coach, or the Media Center are to be treated with respect and care at all times. Proper care of textbooks and any other CMS property is YOUR responsibility and you may be required to pay a fine or fee for any lost or damaged items.

CELL PHONES AND OTHER PERSONAL ELECTRONIC DEVICES

On June 25, 2025, the Cheney Public Schools Board of Directors unanimously adopted revision to Policy 3245, Students and Telecommunications Devices, along with the accompanying Procedure 3245. The updated policy and adopted procedure will take effect at the beginning of the 2025-2026 school year.

Here's what you need to know for cell phone use at Cheney Middle School:

- CMS will be cell-phone free during school hours.
- Other mobile-based devices, such as smartwatches, air pods, etc., also will not be allowed.
- Exceptions to the policy/procedure may be made based on a student's individual educational, behavioral, or medical needs.

Click the QR codes below to access the full policy and procedure.

POLICY



PROCEDURE



Cheney Middle School assumes no responsibility for students' electronic items that are lost, stolen, or damaged, and strongly discourages you from bringing them to school. If unauthorized photos or videos are taken, the cell phone or electronic device can be confiscated for parent/guardian to pick up. Administration will not investigate electronics lost, stolen or broken during class time.

ELECTRONIC RESOURCES AND STUDENT SAFETY

To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

COMPUTER AND INTERNET POLICY

CMS students have access to the Internet as an integral component of their education. ***Parents may elect to contact Cheney Middle School stating that they do not wish their child to be allowed Internet access while at school.*** All Internet use is strictly monitored at all times at the district level through filtering software, as well as by CMS staff and governed by Cheney School District Guidelines. Students who misuse or abuse their school computer or Internet privileges may be subject to discipline as outlined in the Discipline Guidelines section of this Handbook. In

collaboration with families, a plan may be created to reassess student's access to technology and/or the internet.

LIBRARY/MEDIA CENTER

The CMS Library/Media Center is open Monday – Friday from 7:30am - 2:30 p.m. unless announced otherwise. The center provides student access to magazines, books, pamphlets, computers, flash drives, the Internet, and many other instructional materials necessary for class work or reading for pleasure. We are extremely proud of this resource and expect all students to ensure materials are cared for properly. Any damages or loss of any of these materials will be charged to the student responsible.

CHENEY MIDDLE SCHOOL WEBSITE/FACEBOOK

Please refer to our website which lists school-related information, including staff email addresses, school events, sports schedules, and other related information. Follow the links regarding activities and other information. www.cheneysd.org www.facebook.com/cheneymiddleschool

COMMUNICATION

Each morning announcements regarding school activities will be communicated to students in their classrooms. In addition, important announcements and events will be posted on the school website and sent via ParentSquare. Periodically, the ***CMS*** newsletter will be emailed listing major events and other important information for students and their families, and it will be posted on our web site as well. Please contact Ms. Izon, our Registrar, to add or update your email address in our system.

MEDIA – PHOTO INFORMATION FOR PARENTS

Photographs may occasionally be taken of students for use in the news media or school district publications, as well. If you ***do not*** want to have your child appear in a photograph, videotape, film or slide, please notify your child's school in writing.

SKYWARD FAMILY ACCESS

Parents/guardians can view information about their students, including grades, missing assignments, attendance, tardiness, discipline referrals, class schedules, etc. online. If you need a password or have forgotten it, please contact the CMS Registrar, at 509-559-4405.

CHANGE OF ADDRESS, PHONE NUMBER, OR SKYWARD FAMILY ACCESS INFORMATION

Students and/or parents are asked to speak personally with the Registrar at 509-559-4405 ***immediately*** to report changes in address, phone number, emergency contacts, or family access information. *FOR THE WELFARE AND SAFETY OF ALL STUDENTS, IT IS ***CRITICAL*** THAT CMS HAS A ***CURRENT*** EMERGENCY PHONE NUMBER FOR EACH AND EVERY ONE OF OUR STUDENTS!*

BIRTHDAYS, HOLIDAYS, AND OTHER SPECIAL CELEBRATIONS

Flowers, balloons, cards, and gifts are common items to give and to receive on special occasions; however, such items can be extremely disruptive in an educational setting. Parents and students should plan to give these special items to the person they are honoring outside of the school day. Items delivered to CMS during school hours by family or friends will not be delivered to the designated student until the end of the day just prior to the 2:30 dismissal bell.

ACADEMIC ACHIEVEMENT

The CMS community takes special pride in the academic achievement of all students. The grading scale can be found below.

<u>PERCENT</u>	<u>GRADE</u>	<u>GP</u>
92 - 100	A	4.0
90 - 91	A -	3.7
88 - 89	B +	3.3
82 - 87	B	3.0
80 - 81	B -	2.7
78 - 79	C +	2.3
72 - 77	C	2.0
70 - 71	C -	1.7
68 - 69	D +	1.3
61 - 67	D	1.0
0 - 60	F	0.0

ASSESSMENT

State Assessments

Each spring, all third through eighth grade students in Washington State will take an assessment called the Smarter Balanced Assessment (SBA). These assessments measure a student's progress toward college and career readiness in mathematics and English language arts. In addition, fifth and eighth grade students will take the Washington Comprehensive Assessment of Science (WCAS). These assessments are important because teachers and administrators use the results to make decisions regarding curriculum and instruction. In addition, these assessments determine whether or not public elementary and middle schools in Washington meet federal requirements.

Students and teachers work hard to prepare for success on the state assessments. Parents and guardians can help their children be successful in the following ways.

- Look for an announcement of testing days for your school and make sure your child attends school on these days.
- Make sure your child gets plenty of sleep the night before testing and that he or she eats a nutritious breakfast on testing days.

- Visit the Cheney School District website and look under Parent Resources to find information that will help you prepare your child for the state assessments.

Developmental Reading Assessment (DRA)

DRA is used by our educational staff to determine student strengths and areas of need as well as individual student growth over time in the area of reading. DRA testing can take place up to three times a year and results are shared with parents at Parent-Teacher Conferences.

HIGHLY CAPABLE PROGRAM

Cheney Public Schools welcomes nominations from parents, students, teachers and community members for the Highly Capable Program. Each year students new to the district and students currently enrolled may be nominated for the program. As a community member, if you know of a student you consider to be gifted, you are welcome to call one of our schools to nominate the child for consideration. 7th and 8th grade assessments of students nominated for the Highly Capable Program take place in fall, winter and spring. All 6th grade students will be screened in the fall. Cheney Middle Schools Highly Capable facilitator is Mr. Griffin Landis. You may contact him at 509-559-4400 or email glandis@cheneysd.org.

Cheney School District ensures that all teachers meet “Highly Qualified” federal and state certificate requirements. Parents may request the qualifications of their child’s teachers by calling Angela Moses, Human Resources Officer at 559-4509.

NATIONAL JUNIOR HONOR SOCIETY

National Junior Honor Society (NJHS) is an honorary school and community service organization. To become a member of NJHS, 6th grade students must have a cumulative GPA of 3.8 or higher after two quarters of classwork, and 7th and 8th graders must have a cumulative GPA of at least 3.5. Students wishing to participate in NJHS must complete an application packet that will be reviewed by a selection committee of five adults associated with the school. In order to maintain membership, students must not allow their GPA to drop below 3.5, must receive no discipline referrals, and must perform ten hours of school or community service during each school year.

GUIDANCE AND COUNSELING PROGRAM

The Cheney Middle School Guidance and Counseling program provides the resources for students to achieve age-appropriate personal growth, acquire positive social skills and values, set suitable career goals, and realize their full potential for the purpose of becoming responsible, productive, and respectful members of society. All students are encouraged to access and take advantage of the CMS comprehensive guidance and counseling program at any time during the school year.

Cheney Middle School’s counseling services fall into four main categories: *Guidance Curriculum*, *Responsive Services*, *Individual Planning*, and *System Support*.

The **Guidance Curriculum** consists of structured developmental experiences presented systematically through various classroom and group activities. **Responsive Services** include activities that help identify and remove barriers to learning, as well as create a safe environment for

all students to learn. This includes our supportive Talon Leadership/Mentoring Program. **Individual Planning** includes activities that encourage students to plan, monitor and manage their own learning as well as their personal, social, and career development. **System Support** consists of the management activities that establish, maintain, and enhance the overall guidance and counseling program.

TALON LEADERSHIP/MENTORING PROGRAM

Every 6th grade student will be matched with a 7th or 8th grade Talon Leader. Each Talon leader will be responsible for three to five 6th grade students to help them transition smoothly into middle school and to develop a supportive, encouraging relationship with them. Students may meet two to four times a month to participate in structured group activities as well as to participate in activities such as homework completion, tutoring, notebook organization, playing games, or talking about their lives.

CMS INCENTIVES AND REWARDS

Periodically throughout the school year, special awards, recognition, and acknowledgment will be awarded to students for academic achievement, outstanding behavior, excellent attendance, and other related criteria. Students may also earn the privilege of attending special activities, all-school pep assemblies, 8th grade recognition day, the end-of-the-year Field Day, and other unique events by demonstrating positive behavior and satisfactory attendance.

IMMUNIZATIONS

Each student must have a completed Certificate of Immunization Status form on file at school, or present one prior to admission. The Spokane County Health Department offers immunizations and examinations to children for a minimal charge. Kindergarten students enrolling in Cheney Public Schools will be given a 30-day grace period to comply with state immunization requirements. Exemptions from the requirements are medical and religious. For information about immunizations,

please call the Spokane County Health Department at 324-1600.

Parents– Are Your Kids Ready for School?

Required Immunizations for School Year 2024-2025



Instructions: To see which vaccines are required for school, find your child's grade in the first column. Look at the matching row across the page to find the amount of vaccines required for your child to enter school.

	DTaP/Tdap (Diphtheria, Tetanus, Pertussis)	Hepatitis B	Hib (Haemophilus influenzae type B)	MMR (Measles, mumps, rubella)	PCV (Pneumococcal Conjugate)	Polio	Varicella (Chickenpox)
Preschool Age 19 months to <4 years on September 1st	4 doses DTaP	3 doses	3 or 4 doses* (depending on vaccine)	1 dose	4 doses*	3 doses	1 dose**
Preschool/Transitional Kindergarten 4 years of age or older on September 1st	5 doses DTaP*	3 doses	3 or 4 doses* (depending on vaccine) (Not required at 5 years of age or older)	2 doses	4 doses* (Not required at 5 years of age or older)	4 doses*	2 doses**
Kindergarten through 6th	5 doses DTaP*	3 doses	Not Required	2 doses	Not Required	4 doses*	2 doses**
7th through 11th	5 doses DTaP* Plus Tdap at age ≥10 years	3 doses	Not Required	2 doses	Not Required	4 doses*	2 doses**
12th	5 doses DTaP* Plus Tdap at age ≥7 years	3 doses	Not Required	2 doses	Not Required	4 doses*	2 doses**

*Vaccine doses may be acceptable with fewer than listed depending on when they were given. **Health care provider verification of history of chickenpox disease is also acceptable. Students must get vaccine doses at the correct timeframes to be in compliance with school requirements. Talk to your health care provider or school staff if you have questions. Find information on other important vaccines not required for school at: www.immunize.org/cdc/schedules.

To request this document in another format, call 1-800-525-0127.

Deaf or hard of hearing customers, please call 711 (Washington Relay) or email doh.information@doh.wa.gov

DOH 348-295 Dec. 2023



MEDICATION

Prescription Medication and Doctor-Prescribed Over-the-Counter Medication

If a student is to receive medication of any kind, the parent/guardian and the medical provider must complete the "Request for Medication" form #955, available from the school health assistant or online at www.cheneysd.org under Parent Resources and then Health Services. The form must accompany the medication, and be signed by both the medical provider and the parent. Parents are responsible for providing medication in the original container labeled with the student's name, the physician's name, medication, time and dosage to be given. Please obtain a second bottle for this purpose that can be sent to school. **Medicine sent to school in a baggie or lunch box is unacceptable.**

LIFE THREATENING HEALTH CONDITIONS

Students who have a diagnosed health condition that is considered "life threatening" (where the condition would put the student in danger of death during the school day), must have a medication or treatment order from their licensed health care provider and an Individual Health Plan in place **BEFORE** coming to school. Examples of life-threatening conditions are: diabetes, severe bee sting or food allergies, heart conditions, severe asthma, severe seizures, etc. More information and assistance is available from our building nurse or health assistant at 509-559-4411, or by calling one of the district nurses at 509-559-4507.

IN-SCHOOL HEALTH SERVICES

Report to any staff member immediately if you become sick or injured while at school. If necessary, he/she will give you a pass to go to the Main Office and/or Health Room, and for your safety, will have another student escort you there. Upon arrival, check in with the Main Office Secretary who will assist you and then contact our health assistant/ Nurse. The school nurse at his/her discretion will contact a parent/guardian.

SCHOOL BREAKFAST AND LUNCH

All CMS students receive their first reimbursable breakfast and first reimbursable lunch at no cost. Students are welcome to as many fruits and vegetables as they can eat. Students are also welcome to a second entrée at an additional cost. Prices are listed in the table below. A share bin will be available.

At breakfast, four (4) items are offered, a reimbursable breakfast consists of three (3) items, one item **must** be a ½ cup of fruit.

At lunch, five (5) components are offered, a reimbursable lunch consists of three components, one component **must** be ½ cup of fruit or vegetable. The five components are (1) grain, (2) meat/meat alternate, (3) fruit, (4) vegetable and (5) milk.

Money can be placed on a student's lunch account using cash, check, card or apple pay submitted to the office. Credit and debit cards can be used with the online payment portal option through the Cheney School District website at <https://wa-cheney.intouchrecepting.com/>. Money is not accepted in the lunch line.

All food must be consumed in the café and students are responsible for cleaning up after themselves and for following directions of cafeteria staff and lunch supervisors at all times. Politeness, respect, and good manners are essential! Students wishing to go to a classroom during lunchtime must obtain a signed pass from a teacher and show a lunch supervisor.

Parents and/or Guardians are welcome to enjoy lunch with their child(ren). Guests eating meals need to pay in exact change or by credit/debit at the school's office. Please take your receipt to the Nutrition Services cashier when going through the service line.

School lunch is a federally funded program and prices are subject to change.

<u>Meal Prices</u>	<u>Breakfast</u>	<u>Lunch</u>
Student Full Pay	\$2.10	\$3.70
Milk/Juice	\$.075	\$.075
Extra entree (main dish)	\$1.75	\$2.00
Adult	\$4.75	\$6.50

TAKING OR LIMITING MEALS

Cheney School District believes that it is in the best interest of students to provide nutritious meals that will maximize learning. Students are invited to enjoy as many fruits and vegetables as they can eat. Cheney School District employees and volunteers **will not** take a meal away from a child.

FOOD DELIVERY POLICY

Please do not send food deliveries to your students. Parents are welcome to drop off food to students throughout the school day. We will not accept food deliveries from outside sources.

FOOD FOR GROUP CONSUMPTION – SAFE CELEBRATIONS

To ensure the safety of students with food allergies, Cheney School District has policies and procedures that change past practices involving classroom parties and school-wide events.

Under this policy, treats that are high in sugar and calories will no longer be offered to students during school hours. Examples of treats that will no longer be consumed as part of classroom celebrations include candy, cake (including cupcakes), regular fat potato chips, soda and other sugar-based drinks.

Your child's classroom teacher has established his/her own classroom policy for recognizing student birthdays and celebrating holidays. Please check with your child's teacher for more specific ideas on how you can contribute to these fun and time-honored celebrations. In addition:

1. All food and/or beverages intended for group consumption during the school day will be screened by school personnel in the health room before distribution in the classroom.
2. Food designated for group consumption by students during the school day shall be free of nuts, nut products, and shall not be manufactured in a plant that processes nuts.
3. All food brought into the school for group consumption by students during the school day will be commercially prepared and clearly labeled with ingredients.

Please read labels carefully before bringing them to school.

Please be assured we are not against celebrations. We simply need to ensure our students remain safe at school. Thank you for your understanding and cooperation.

P.E. PHILOSOPHY

Attitude = Choose the right attitude. "We can't always choose the work we need to do, but we can choose the way we do it."

Play = This is about following the rules, playing fair on teams, playing hard, not necessarily playing to win, and having fun.

Be Present = It doesn't mean you are in class just for attendance. It means you are focused on the activity, doing your best, being "all in" and alert. "The past is history, the future a mystery, but today is a gift, that is why we call it the present." Use your gift every day.

Make Their Day = It is about good sportsmanship, being a good teammate/coach, and giving others a helping hand or encouragement when needed. "There is no exercise better for the heart than to reach out and give someone a hand."

P.E. TA's = Our Student Teaching Assistants (TA's), are a hand- selected group of CMS students who have agreed to help guide you in P.E. class. Their job is to help teachers run the class efficiently and safely. Please honor and respect them as you would any other facilitator in P.E. and remember, they are here to help you.

The dress code for P.E. class is a gray rounded crew neck t-shirt with sleeves and loose fitting black athletic shorts (no spandex), preferably without pockets. Length must meet school dress code. The clothing may not be altered and we do have uniforms available for purchase at the school business office.

RIDING A SCHOOL BUS

Bus transportation is a district-wide service provided to Cheney students and, in return, student cooperation and good behavior are expected at all times. The bus driver's primary responsibility is to keep students safe and drivers have the authority to discipline students in accordance with Cheney School District Bus Policy which is listed below. Students may be suspended from riding Cheney School District buses if their behavior warrants it.

GENERAL GUIDELINES FOR STEP-LADDER BUS DISCIPLINE PROGRESS FOR MINOR OFFENSES

- Step 1: Bus Warning
- Step 2: 1 day bus suspension
- Step 3: 3 day bus suspension and parent contacted by phone
- Step 4: 5 day bus suspension and parent contacted by phone
- Step 5: 10 day bus suspension and parent contacted by phone
- Step 6: Suspension of bus riding privileges for remainder of the term. A parent conference will be requested.

Discipline for incidents of exceptional misconduct will follow District procedure #6605.

Note: Students can progressively move down the stepladder 1 level for every 20 school days without instances of bus discipline.

RULES OF CONDUCT FOR STUDENTS RIDING SCHOOL BUSES

- The driver is in charge at all times. Students must follow general and safety instructions from the driver and any other staff assigned to the bus.
- Students must be at their bus stop 5 minutes prior to the pick-up time. The bus can not wait beyond the scheduled time of departure.
- Students may only get off the bus at their assigned stop. Students may only ride their assigned bus. Exceptions to these rules require a note from both party's parents, turned into the school office in exchange for a bus pass. Only then may a student get off at a different stop or ride a different bus.
- Students may be assigned a seat in which he/she will be seated at all times unless permission to change is given by the driver.
- No firearms, weapons, or explosives are allowed.
- Heavy, sharp, bulky or breakable items shall not be transported inside the bus.

- Students shall not be allowed to transport balloons, or animals, (dead or alive) including insects, on the bus. The only exception will be Service Animals as defined in Title II and Title III of the ADA. Emotional support animals do not qualify and will not be permitted on the bus.
- No matches, lighters or electric vaping devices. Students will not be under the influence, or in possession of: any controlled substance, alcohol, intoxicant, cigarettes, or any other nicotine items.
- **Fighting will not be tolerated, and may result in immediate suspension from the bus and/or school.** Students must keep their hands to themselves and be respectful of other students and adults. Bullying in any form, physical, verbal or cyber, will not be tolerated and may result in suspension as well.
- Large musical instruments are not allowed on the bus. This includes, but is not limited to, Guitars, Electric Guitars, Amplifiers, Cellos, String Bass, Tuba, Drums, Baritone Sax, Baritone Horn, or any other instrument of similar size. A full list of regulations is available on the district website under the Transportation tab.
- No skateboards, scooters, rip sticks, or any similar items.
- Students shall not open any windows on the school bus without first getting permission from the driver. Students may not at any time extend any part of their body out of the window. Even when the bus is at the school loading or unloading. Students will not yell or throw any items out the window.
- No food or drinks on the bus. Bottled water is allowed but must be kept in their bag. Trash must be deposited in the trash can.
- Yelling, screaming, using profanity, obscene gestures, or making any type of threat, verbal or otherwise will not be tolerated
- Sporting equipment must be kept in a sports bag or backpack. No loose balls of any type are allowed.
- The use of external speakers is prohibited at all times. Electronic devices, Headphones or earbuds are fine. If any of these items become a distraction to the driver, or a safety issue, they may be confiscated for the duration of the trip, and will be returned as the student exits the bus. Students may not take pictures or videos of other students while on school property.
- Kindergarten Students must be picked up from the bus stop by a parent/guardian. Parents/guardians MUST be prompt when meeting the bus. If a parent/guardian is not present when the bus arrives to drop off, the Transportation Dept. will call them. If all reasonable attempts to contact someone fail, the student will be returned to their school.
- Students that cause damage to any part of the bus may be required to reimburse the School District for the repairs.

GUIDELINES FOR BUS SAFETY

Students are required to stay back a minimum of 10 feet from the curb (off school ground) and behind the blue line in the CMS bus loop as the bus approaches. While waiting for the bus to arrive, students should refrain from horseplay, running, pushing, or shoving each other.

If it is necessary for a student to cross the road, either coming to or when getting off the bus, the following steps shall be taken each and every time, regardless of a student's age:

- Wait until the bus has stopped and the stop paddle has been deployed,
- Make eye contact with the Bus Driver, and wait for the driver to wave them across the road.
- Cross without stopping.

After boarding the bus, students must sit down, facing forward with both feet in front of the seat, and remain seated for the duration of the ride.

Backpacks must be placed on the floor directly in front of the student or on their lap. The center aisle shall be kept clear at all times, and no items may be carried in a way that they may become a hazard, should there be any type of emergency.

Each driver talks to their students twice a year, and instructs them on what to do in case of an emergency. Should there be any type of emergency, the students must remain seated and follow instruction.

Please keep voice levels at a minimum.

BUS PASSES

Bus stickers will ONLY be issued to student athletes and those participating in after school activities. "Bus" stickers will be placed on students ASB card by the athletic secretary (or designee) once ASB fees and conformation of participation are confirmed. Students may not ride home with friends afterschool on the bus. All students must ride their assigned bus.

RIDING YOUR BIKE TO SCHOOL

If you ride your bike to and from CMS you do so at your own risk and are expected to always obey traffic regulations and lock your bike while on school property to prevent theft. **For your safety, always wear a helmet!** If your student uses other ways to arrive at school ie. rollerblades, scooters, skateboards, and similar items they will need to check in with the main office before going to class. If you choose to not comply with these rules you may be subject to discipline as outlined in the Discipline Guidelines section of this Handbook.

EXCELLENT SCHOOL ATTENDANCE IS ESSENTIAL

Regular attendance is crucial to your child's success in school. Please plan appointments, vacations, and other activities outside the regular school day whenever possible. If your child is ill or experiences a family emergency, please call the attendance line at **509-559-4402** or **email to cmsattendance@cheneysd.org**. When calling, please be **specific regarding the symptoms that are occurring** e.g., high fever, sore throat, vomiting, etc. If you leave a message please be sure to include the student's full legal name.

A written excuse or phone call **is required** each time your child is absent in order to excuse an absence. Parent contact will be made if chronic absences and/or tardiness lead to disruption of your child's educational progress. Please see Board Policy No. 3122 for further details regarding student absences. A copy can be found online [here](#) or at www.cheneysd.org. If you plan to take your child out of school before the end of the school day, you can call the attendance line ahead of time and the office will have your student ready for your arrival. Your student must be signed out at the office by a parent or guardian before leaving the building.

PRE-ARRANGED ABSENCES

When you know ahead of time you will be missing school, please bring a signed note from your parent/guardian explaining the reason you will be gone and pick up a Pre-Arranged Absence Form in the Attendance Office at least one week in advance. Have each of your teachers' sign the form,

indicating any schoolwork you may miss, and return the form to the Attendance Office at the end of the day.

TARDINESS TO SCHOOL OR TO A CLASS

All students are expected to be present at school and in class on time, and to be prepared to commence work when the tardy bell rings or they will be considered tardy. Excessive tardiness may result in the following actions:

Tier 1 Intervention - PBIS On-Time Expectation. Lessons through Hawks Nest around the importance of being in class during class time.

Tier 2 Intervention -

- **1st Tardy** – Teachers will record in Skyward and have a conversation with the student regarding the tardy. Teachers will remind students of what is considered tardy and continued tardiness will result in a lunch detention given by an administrator. Teacher will contact the student's family if tardies (obtaining 3 or more in a week) persist within their class period.
 - During lunch detention, ISI supervisor will support students in creating a plan to get to class on-time and decrease the number of tardies they are earning.
- **3 or more Tardies in a week** – Teacher will record in Skyward. Students will be placed on the list (by ISI supervisor) for an administrators to assign lunch detention. Parents will be contacted by an administrators and reminded of the tardy plan and any further tardies will result in further intervention. Student tardy plan will be reviewed during lunch detention.
 - Each week a student is on the list with 3 or more tardies, an additional day of lunch detention will be given up to 4 days in a week. When a student has exceeded the 4 days of lunch detention, and continue to show up on the tardy list (having 3+ tardies in a week) they will be assigned an after school detention by an administrator.

Tier 3 Interventions- If tardies persist after the plan (multiple reviews of the plan), lunch detention, and after school detention, the student will have an in-person meeting to revise the plan with an administrator with the possibility of a class escort. A SIT referral will be made to best support the student.

Students: If you are tardy to school, check in at the Attendance Office immediately when you arrive to get a late pass and then proceed directly to your class.

A student will be considered tardy if one of the following occur and they do not have a note from the office excusing them:

- They show up to class after the 2nd (tardy) bell rings
- They show up to class up to 10 minutes after the 2nd (tardy) bell rings

A student will be considered absent if one of the following occur and they do not have a note from the office:

- They show up to class at least 10 minutes after the class has started
- They do not attend class

If a student walks out of class without permission, Student Safety and office staff will be informed and the student will be marked truant.

Afterschool Detention (ASD) will run from 2:30-5:00 PM on specific dates. Students who are assigned ASD can be picked up by parents at 5:00 PM or they can ride the activity bus home. Parents will be notified by phone call on the date of their students after school detention, students will be notified via note. Afterschool Detention will consist of make-up work, reflections, and/or other tasks to be determined. Should a student skip after school detention and/or refuse to follow expectations, additional discipline may result.

EARLY RELEASE FOR APPOINTMENTS DURING SCHOOL HOURS

You should bring a signed note from home, or parents/guardians should email cmsattendacne@cheneysd.org or phone Mrs. Skipworth our Attendance Secretary at **509-559-4402** as soon as possible on the date of your appointment. You will then receive a release slip to show to the teacher whose class you will be departing early from. For the protection of CMS students, parents, guardians, or official emergency contacts must ALWAYS sign you out IN PERSON at the Attendance Office before you will be allowed to leave the building.

COMPLETION OF MAKE-UP WORK

Make-up work is your responsibility. Whenever you are absent, your parent/guardian may request your school assignments from our **Attendance Secretary** by phoning **509-559-4402** prior to 10:00 a.m. on the day the work is to be picked up. Whenever you have an excused absence from school, your student is allowed one day for each day absent to make up school work.

BECCA BILL

In 1995, the Washington State Legislature passed a law known as the Becca Bill. Cheney Middle School is legally obligated under RCW 28A.225 to take the following actions regarding student absences:

- After 1 unexcused absence in a month, parents/guardians are informed by telephone by the Attendance Secretary that their student needs to bring a signed note to school excusing the absence.
- After 2 unexcused absences in a month, the school may ask parents to meet with a school counselor or an administrator to analyze the cause and possible solutions for the absences.
- After 3 unexcused absences within any month, a conference with the parent or guardian will be held.
- After 5 unexcused absences in one month or 10 unexcused absences during the entire school year, the district shall file a petition and supporting affidavit for a civil action with the juvenile court alleging a violation of RCW 28A.225.010: (a) by the parent; (b) by the child; or (c) by the parent and the child.
- **PURPOSE OF THE 20 DAY LETTER:** A courtesy letter will be sent to parents after 20 absences reminding them of their responsibilities as they pertain to compulsory school attendance in the State of Washington.
- **PURPOSE OF THE 27 DAY LETTER:** The Cheney School District will send a letter to parents after 27 total absences (excused or not) informing them that an official written notification

from a physician must accompany any further absences. Absences after 27 days will be considered UNEXCUSED unless accompanied by this note. Notes authorized by parents after the 27 days may not be used to excuse absences.

HOMELESSNESS

If you lost your housing and now 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, 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.

CHANGING SCHOOLS

Only a parent/guardian may withdraw you from CMS. Advance notice will assist in facilitating a smooth transition to the new location and will also ensure that all necessary school records arrive at your new school in a timely manner. Please contact your counselor immediately when you know you are moving to another school, and complete the necessary paperwork.

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS (PBIS)

Cheney Middle School operates using the Positive Behavioral Interventions and Supports Guidelines. These guidelines establish the framework upon which expectations are taught, appropriate behavior is celebrated, and inappropriate behavior is addressed. The following is our PBIS guidelines and expectations matrix:

1. Academic engagement and achievement are maximized for all students
 - a. Personal strengths are recognized and celebrated
 - b. Emotional and social growth are nurtured
2. Rule violating behaviors are minimized

3. Acts of respectful and responsible behaviors are expected, modeled, and encouraged by all members of the school community
4. Data drives decision-making process regarding program design
5. The school community functions in an efficient, effective, and relevant manner

STUDENT CONDUCT

Policy and Procedure No. 3241 explain the Cheney School District policy regarding student conduct, general expectations, and examples of unacceptable conduct. Procedure No. 3241 describes the disciplinary actions that may be imposed by Cheney Public Schools if a student should violate district policy. Disciplinary action may include restorative practice, individual systems & supports, suspension, expulsion, or emergency action. It may also include a recommendation for counseling, mediation or other options. Rights of students regarding notice of intended disciplinary action are included in Procedure No. 3241. A student's rights, rights of appeal, and the appeal process are also outlined in this Procedure. Policies are available on the Cheney School District website under the "Our District" "School Board" tabs, or in our school office.

Discipline Matrix

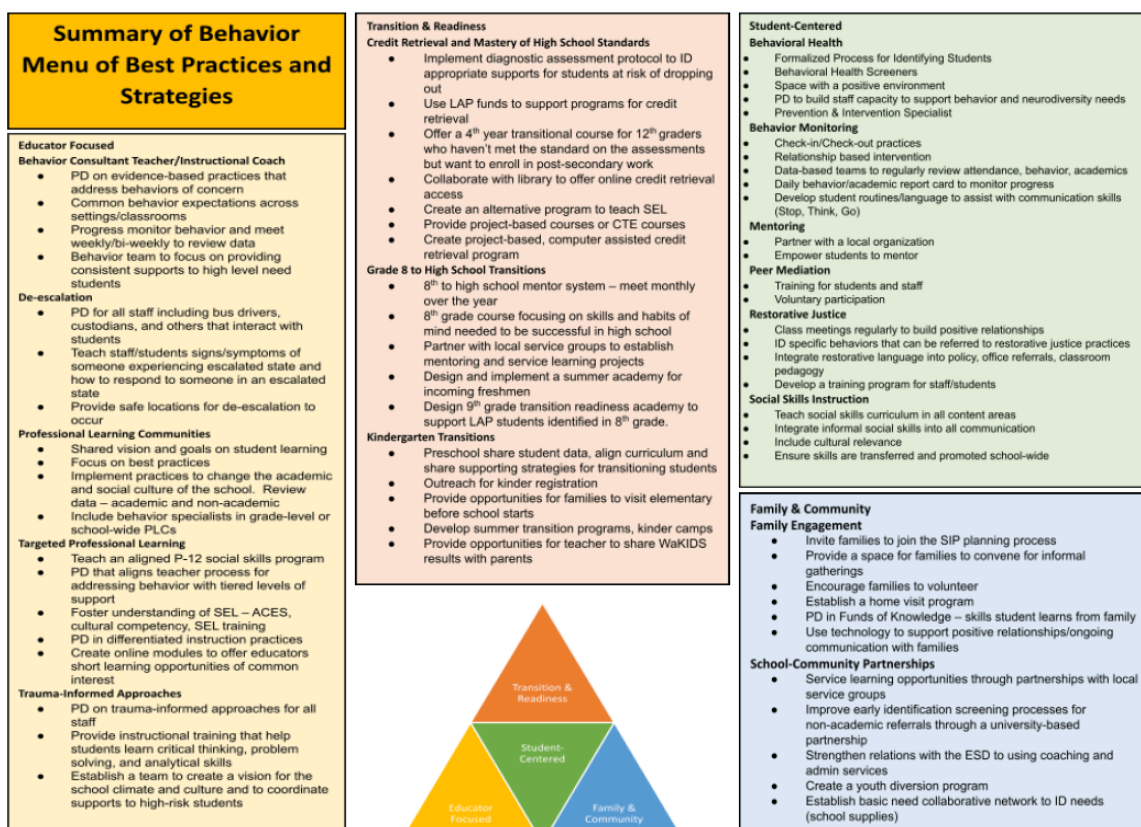
Behavior Code	Grade Level	Classroom/ School Response	In School Suspension	Short Term Suspension	Long Term Suspension	Expulsion	Additional Information
Assault of Teacher WAC 392-400-810 and RCW 28A.600.460 —which may include behavioral violations under WAC 392-172A-05149 , RCW 28A.600.460(2) , RCW 9A.36.011 , RCW 9A.36.021 .	Elementary	G	x	x	No K-4	No K-4	School based threat assessment referral Classroom reassignment
	Middle School	G	x	x	x	x	
	High School	G	x	x	x	x	
(Physical) Aggression/Physical Attack	Elementary	D	x	No	No	No	
	Middle School	D	x	No	No	No	
	High School	D	x	No	No	No	
Arson RCW 9A.48.020 or RCW 9A.48.030 .	Elementary	F	x	x	No K-4	No K-4	School based threat assessment referral
	Middle School	F	x	x	x	x	
	High School	F	x	x	x	x	
Behavior that Adversely Impacts the Health and Safety of Other Students RCW 28A.600.015(6)(d) , WAC 392-400-445	Elementary	F-G	x	x	x	x	Consider school based threat assessment, Counseling /Prevention/ Intervention referral
	Middle School	F-G	x	x	x	x	
	High School	F-G	x	x	x	x	
Bullying, Intimidation, Harassment RCW 28A.600.477	Elementary	E	x	x	No	No	HIB compliance officer referral
	Middle School	E	x	x	No	No	
	High School	E	x	x	No	No	
Dangerous Weapons RCW 9A.41.280	Elementary	G	x	x	No K-4	No K-4	School based threat assessment referral
	Middle School	G	x	x	x	x	
	High School	G	x	x	x	x	
Destruction of Property RCW 28A.635.060	Elementary	D	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.
	Middle School	D	x	x	x	x	
	High School	D	x	x	x	x	

Behavior Code	Grade Level	Classroom/ School Response	In School Suspension	Short Term Suspension	Long Term Suspension	Expulsion	Additional Information
Discriminatory Harassment	Elementary	F	x	x	No	No	Civil Rights Coordinator referral
	Middle School	F	x	x	No	No	
	High School	F	x	x	No	No	
Disobedience, Defiance, Disrespect	Elementary	A-C	No	No	No	No	If a student willfully disobeys the order of an administrator as described in RCW 28A.635.020 two or more times in a three-year period, the student may be long-term suspended or expelled.
	Middle School	A-C	No	No	No	No	
	High School	A-C	No	No	No	No	
Distributing Alcoholic Beverages	Elementary	F	x	x	No	No	Counseling/Prevention/ Intervention Referral
	Middle School	F	x	x	No	No	
	High School	F	x	x	No	No	
Distributing/ Possession of Illegal Drugs, Controlled Substances, Prescription or Over the Counter Drugs RCW 69.50	Elementary	G	x	x	No K-4	No K-4	Counseling/Prevention/ Intervention Referral
	Middle School	G	x	x	x	x	
	High School	G	x	x	x	x	
Distributing Marijuana RCW 69.50	Elementary	F	x	x	No K-4	No K-4	Counseling/Prevention/ Intervention Referral
	Middle School	F	x	x	x	x	
	High School	F	x	x	x	x	
Failure to Cooperate	Elementary	D	No	No	No	No	
	Middle School	D	No	No	No	No	
	High School	D	No	No	No	No	

Behavior Code	Grade Level	Classroom/ School Response	In School Suspension	Short Term Suspension	Long Term Suspension	Expulsion	Additional Information
Fighting Without Major Injury RCW 9A.04.110(4)	Elementary	E	x	x	No	No	Consider school based threat assessment
	Middle School	E	x	x	No	No	
	High School	E	x	x	No	No	
Fighting With Major Injury RCW 9A.04.110(4)	Elementary	F	x	x	No K-4	No K-4	School based threat assessment
	Middle School	F	x	x	x	x	
	High School	F	x	x	x	x	
Firearms RCW 28A.600.420(f)	Elementary	N/A	N/A	N/A	N/A	x	School based threat assessment A student who brings a firearm onto school property must be expelled.
	Middle School	N/A	N/A	N/A	N/A	x	
	High School	N/A	N/A	N/A	N/A	x	
Fireworks, Explosives, Chemicals and Incendiary Devices	Elementary	E-G	x	x	No K-4	No K-4	School based threat assessment A student may only be long-term suspended or expelled unless this conduct adversely impacts the safety of other students or staff.
	Middle School	E-G	x	x	x	x	
	High School	E-G	x	x	x	x	
Gang/Hate Group Activity RCW 9A.46.120 or RCW 28A.600.455	Elementary	F	x	x	No K-4	No K-4	School based threat assessment 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.
	Middle School	F	x	x	x	x	
	High School	F	x	x	x	x	
Inappropriate Language	Elementary	A-C	No	No	No	No	
	Middle School	A-C	No	No	No	No	
	High School	A-C	No	No	No	No	
Inappropriate Sexual Conduct	Elementary	D	x	x	No K-4	No K-4	
	Middle School	D	x	x	x	x	
	High School	D	x	x	x	x	

Behavior Code	Grade Level	Classroom/ School Response	In School Suspension	Short Term Suspension	Long Term Suspension	Expulsion	Additional Information
Intimidation/Non-Sexual Harassment	Elementary	E-F	x	x	No	No	Consider School based threat assessment
	Middle School	E-F	x	x	No	No	
	High School	E-F	x	x	No	No	
Plagiarism	Elementary	A-C	No	No	No	No	
	Middle School	A-C	No	No	No	No	
	High School	A-C	No	No	No	No	
Property Misuse	Elementary	A-C	No	No	No	No	
	Middle School	A-C	No	No	No	No	
	High School	A-C	No	No	No	No	
Possessing or Using Alcoholic Beverages	Elementary	E	x	x	No	No	Counseling/Prevention/ Intervention Referral
	Middle School	E	x	x	No	No	
	High School	E	x	x	No	No	
Possessing or Using Illegal Drugs, Controlled Substances, Prescription or Over the Counter Drugs RCW 69.50	Elementary	E	x	x	No K-4	No K-4	Counseling/Prevention/ Intervention Referral
	Middle School	E	x	x	x	x	
	High School	E	x	x	x	x	
Possessing or Using Marijuana RCW 69.50	Elementary	E	x	x	No K-4	No K-4	Counseling/Prevention/Intervention Referral
	Middle School	E	x	x	x	x	
	High School	E	x	x	x	x	
Robbery RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210	Elementary	G	x	x	No K-4	No K-4	School based threat assessment
	Middle School	G	x	x	x	x	
	High School	G	x	x	x	x	

Behavior Code	Grade Level	Classroom/ School Response	In School Suspension	Short Term Suspension	Long Term Suspension	Expulsion	Additional Information
Sexual Assault RCW 9.94A.030(47)	Elementary	G	x	x	No K-4	No K-4	Title IX Coordinator Referral
	Middle School	G	x	x	x	x	
	High School	G	x	x	x	x	
Sexual Harassment RCW 28A.640.020(2)(f) and WAC 392-190-056	Elementary	F	x	x	No	No	Title IX Coordinator referral
	Middle School	F	x	x	No	No	
	High School	F	x	x	No	No	
Small Folding Knife	Elementary	A-C	No	No	No	No	Turn into office
	Middle School	A-C	No	No	No	No	
	High School	A-C	No	No	No	No	
Theft	Elementary	E	x	x	No	No	
	Middle School	E	x	x	No	No	
	High School	E	x	x	No	No	
Threats of Violence	Elementary	D-F	x	x	No	No	School based threat assessment
	Middle School	D-F	x	x	No	No	
	High School	D-F	x	x	No	No	
Toy guns and Toy weapons RCW 9A.04.110	Elementary	D	x	x	No	No	Consider school based threat assessment
	Middle School	D	x	x	No	No	
	High School	D	x	x	No	No	
Using or Possession of Tobacco RCW 28A.210.310	Elementary	D	x	x	No	No	Counseling/Prevention/ Intervention Referral
	Middle School	D	x	x	No	No	
	High School	D	x	x	No	No	



School-Based Interventions for School Discipline

Supportive Relationships • Systematically integrate “getting to know you” activities into instruction (morning meetings, check-in/check-out, assign autobiographies or portfolios of student interests, skills, and accomplishments, teachers share about themselves) • Provide student opportunities to share any community-specific experiences such as info about students’ country of origin, neighborhood affiliation, and encounters with racism and other forms of bias • Identify student strengths and avoid defining students by their deficits ◦ Consistent and positive feedback to students in their classroom, including supportive critical feedback on how to reach high standards. ◦ Send positive notes home and pursue positive interactions with the families of youth. ◦ Seek to regularly attend student events outside the classroom. • Systematically reflect on how teacher actions create student reactions. (My Teaching Partner program) • Restorative practices aim to transform how peers and adults interact with one another. • Increasing educator “cultural competence” – the ability to connect with and respond respectfully and skillfully to students’ actual lived experiences – has been shown to be a key to good school-student relationships. Offer Academic Rigor • When student are deeply engaged in and excited about academic activities, school discipline referrals plummet. • High expectations for all ◦ To avoid conflicts in schools, high expectations must be communicated through access to high-level and engaging instruction which includes access to necessary learning supports. (flexible supports and remediation programming) ◦ If teachers are to become more supportive of their students, they in turn need support and resources offering motivating, relevant, and engaging instruction to classrooms that include diverse learners. Successful school take PD and teacher learning very seriously. One way to provide teacher support is through pairing teachers with coaches, who identify and expand specific ways teacher are already successfully motivating their students. Cultural Relevance and Responsiveness in Instruction and Interactions with Students • Classroom material and school-wide events reflect diversity • Self-reflection – Educators detect ways in which their practices understandably embody their own beliefs and customs. • Book discussion groups to learn about the experiences of students who have commonalities with groups of student in the school. • PD programming could include the Double-Check program, which uses a framework to help teachers self-assess on their culturally responsive teaching. • Train educators in culturally competent classroom management strategies Communicate Trust and Respect Throughout the School • Positive climate and proactive prevention are more effective in promoting safe and productive schools. • Many schools systematically aim to convey a general sense of adult support and fair and consistent application of rules. These schools tend to issue fewer suspensions across racial groups and foster a sense of safety and high “achievement.”	Principles of Intervention Inquiry Into the Causes of Conflicts • School discipline data can be used to help understand why and how discipline policies impact some student groups more than others. • Communities and families also need access to information • Student survey data can help understand student experiences of fairness, support and school discipline. Problem-Solving Approaches to Discipline • Helps people understand the greater context around any behavior or response, by inquiring in depth into the “why” of student behavior or teacher’s response and eliciting relevant information. • Inquiry into family or situational issues that may be aggravating behavior • Provision of a period of reflection for student and school staff member • Facilitation of a restoration process that allows for student voicing of their experience • Provision of appropriate services for those students suffering from traumatic events or other more serious mental health issues • Identify needs for vulnerable groups in the schools ◦ Understanding of the common underlying reasons driving behavior can lead to comprehensive and effective interventions to change behavior ◦ ID school-wide student and staff needs in SEL Recognition of Student and Family Voice • Conflict resolution programs and restorative justice programs systematically integrate student and family voice after an incident has occurred • Educators can establish forums with community organizing groups and families Re-integration After Conflict Systematically Bring Students Back Into a Community of Learners After Conflict has Occurred • After receiving punitive disciplinary action students can become increasingly alienated from the school community. • Students are often left on their own to figure out how to repair the harm and make up lost instructional time – A system for reintegration and support is needed to help students transition back to school.
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Continuum of Responses

Classroom Level Continuum of Responses

Type One Behavioral Violations

Level A – Type One behavioral violation initially occurs

Teacher or school personnel:

- Reteaches behavioral expectations (PBIS, classroom expectations, etc.)
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Selects and implements best practices and strategies as appropriate [Behavior Menu.docx](#)
- Documents interventions and monitors effectiveness

Level B – Type One behavioral violation involving unsuccessful Level A responses or repeated Type One behavioral violations within the same school day

Teacher or school personnel:

- Reteaches behavioral expectations (PBIS, classroom expectations, etc.)
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation [Behavior Menu.docx](#)
- Notifies the student's parent
- Modifies and implements best practices and strategies as appropriate [Behavior Menu.docx](#)
- Documents interventions and monitors effectiveness

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

Teacher or school personnel:

- Decides whether to request classroom support from school support staff
- Notifies and attempts to involve the parent in the resolution
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Modifies and implements best practices and strategies as appropriate [Behavior Menu.docx](#)
- Confers with other school personnel as appropriate (PLC, ASIST Team, Building Student Support Team, etc.)
- Documents interventions and monitors effectiveness

Type Two Behavioral Violations

Level D – Classroom and administrative continuum of responses

- Teacher or school personnel implements Level C continuum of responses as appropriate
- Administrator or school support staff provide classroom support
- Teacher or school personnel refers student and notifies administrator of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel and investigates evidence
- 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.

Additional Definitions:

"Behavioral violation" refers to a student's behavior that violates Example District's discipline policy. In accordance with [WAC 392-400-110\(f\)\(a\)](#), Example District's policies and procedures must clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW 28A.600.015(6) as well as grade-level conditions and limitations under WAC 392-400-440(4) and WAC 392-400-445(4) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW 28A.600.015(6) as well as conditions and limitations under chapter 392-400 WAC and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure the district's discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community consistent with WSSDA policy 3241 and WAC 392-400-110(2). State laws establish the minimum substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.

"Best practices" refers to best practices and strategies the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with [WAC 392-400-110\(f\)\(e\)](#). Refer to "3241P

"Bullying" refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under [RCW 28A.600.477\(5\)\(b\)\(i\)](#)—excluding Type Four behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

"Civil Rights Coordinator referral" refers to the school district personnel designated to be responsible for monitoring and coordinating the district's compliance with state nondiscrimination laws under chapters 28A.640 and 28A.642 RCW, and chapter 392-190 WAC.

Continuum of Responses: Within this matrix the Type One category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the Type Two category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the Type Two through Type Five categories in this matrix, in accordance with WAC 392-400-430(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

"HIB Compliance Officer referral" refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW 29A.600.477—which may coincide with other responses such as a school-based threat assessment referral.

"Possession of a weapon" refers to behavioral violations that meet the definition of an offense under RCW 9A.12.020.

"Prevention/intervention referral" refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.

"School-based threat assessment referral" refers to policies and procedures under WSSDA policies 3225 and 3225P.

"Title IX Coordinator referral" refers to the school district personnel designated to coordinate the district's compliance with Title IX of the Education Amendments of 1972, as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters 28A.640 RCW and 392-190 WAC.

"Tobacco distribution" refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.

"Tobacco possession or use" refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.

SCHOOL CLIMATE AND DISCIPLINE PHILOSOPHY

CMS is totally committed to maintaining a safe and secure school environment at all times, and we rely on each of our students to serve as positive role models of acceptable and responsible behavior. CMS students who repeatedly violate school rules may be subject to more severe consequences, which may include suspension or expulsion, and may be subject to additional disciplinary measures as outlined in the Discipline Guidelines section of this Handbook.

DISCIPLINE FOR WEAPONS VIOLATION

Any violation of the Cheney School District weapons policy as described in full in School Board Procedure No. 3241 and Procedure No. 3241, constitutes grounds for disciplinary action up to and including expulsion from any of the Cheney School District's schools following RCW 28A.600.010. Additionally, any student who is determined to have carried a firearm onto, or to have possessed a firearm on school premises, public school-provided transportation, or into facilities being used by public schools, shall be emergency removed from school and long-term suspended for not less than one year according to RCW 28A.600.420, subject to appeal with notification to parents and law enforcement.

SEARCHES AND NOTIFICATION

According to RCW 28A.600.230, an immediate search of a student, the student's possessions, and the student's locker is mandatory if a school principal, assistant principal, or principal's designee has reasonable grounds to suspect that a student illegally possesses a firearm, dangerous weapon, or illegal substance. Also, under RCW 28A.600.230, school officials may search a student's locker if such a search may yield evidence of the student's violation of the law or school rules. School officials may, if necessary, notify law enforcement officials of suspected violations of this policy, and they shall also inform the student's parent/guardian regarding any allegation or indication of any violations of this policy, as explained in this Handbook.

PROHIBITED ILLEGAL SUBSTANCES

Cheney Middle School is concerned for the health, safety, and well-being of every one of our students. The use, possession, distribution, or sale of alcohol or dangerous, illegal, unauthorized over-the-counter drugs or controlled substances constitutes a hazard to students. It has a disruptive impact on the entire school as well as on the students involved. In addition, school policy prohibits the use of tobacco or tobacco products on school property by students, as well as by adults.

The use, possession, distribution, or sale of alcohol, tobacco, or dangerous, illegal, or controlled drugs or drug paraphernalia or any substance purported to be is prohibited in all schools, on all school grounds, at any school-sponsored activities or trips, or whenever students are transported in vehicles dispatched by CMS or any other school in Cheney School District. Students selling, in possession of, or under the influence of any of the above will be subject to immediate disciplinary action as defined in the Discipline Guidelines section of this Handbook. They will be reported to local law enforcement agencies.

USING OR POSSESSING PRESCRIPTION OR OVER-THE-COUNTER DRUGS AT SCHOOL

Medication of any kind - prescription as well as over-the-counter - can ONLY be administered at school following the return of a correctly completed Cheney School District form #914 by your doctor and parent/guardian. Forms are available in the Health Room and may be picked up by students or parents at any time throughout the school year. All medication sent to school to be administered by school personnel must be safely stored in the Health Room by the health assistant/school nurse, must be kept in the original container with the student's name on it, and must be taken under the direct supervision of a school nurse or other adult school employee.

WE ARE UNABLE TO MAKE ANY EXCEPTIONS TO THIS POLICY!

DRESS CODE

Parents/Guardians hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). CMS encourages school pride, spirit, and the responsibility of citizenship. CMS is responsible for ensuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

CMS believes that students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming. Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity. Students and staff are responsible for managing their distractions.

Students must wear:

- ◆ Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- ◆ Bottom (pants, shorts, skirt, dress, leggings, joggers, etc.); and

◆ Footwear

Students may not wear clothing, jewelry, or personal items that:

- ◆ Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- ◆ Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen through) material
- ◆ Demonstrate gang association/affiliation;
- ◆ Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose);
- ◆ Are sexually explicit images/references, contain threats, or promote illegal or violent conduct such as unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia.
- ◆ NO capes or clothing items that can be turned into capes.
- ◆ NO bandanas; cannot use a bandana as a face covering or headband.

CMS staff appreciate the support and assistance of parents/guardians in ensuring that their students are dressed appropriately for the school day.

Lunch Time Expectations

1. Please clean up after yourself in the commons.
2. Policy No. 3245, Students and Telecommunications Devices, still applies while at lunch.
3. No food or drink is allowed outside of the commons.
4. No running to the commons or in the commons.
5. No backpacks are allowed in the lunchroom, only personal items.
6. Use the bathroom in the 6th-grade wing during lunch.
7. Sports equipment can be checked out through the lunch supervisors.
8. When finished eating and your table colors have been dismissed, you may go outside to the back of the school on nice days.
 - a. Things to remember when going outside:
 - i. No wall ball, Tackle football, rough-housing, etc. Safety is our #1 concern.
9. If you cannot go outside, i.e., due to allergies, colds, or other sickness, you may choose a location in the commons to hang out.
10. During bad weather, the students must stay inside the building.
 - a. Areas they may go when they are finished eating:
 - i. Remain in the commons
 - ii. Walk the identified inside loop.
 - iii. Gym- students may participate in a variety of activities offered in one of our gyms. Students may walk the perimeter of the gym. If students choose not to

participate in these activities, they will need to remain in the commons for the whole lunch period.

ASB INFORMATION

The CMS Associated Student Body (ASB) offers any interested student the opportunity to participate in and contribute to a democratic form of school government. ASB representatives are elected twice a year, and the meetings they attend allow CMS students a voice in making important decisions. Students are encouraged to nominate and elect officers and representatives who they feel demonstrate school spirit, good citizenship, and who have a strong desire to be of service to their school and community. Students in grades 6 and 7 will have the opportunity to run for office in the spring for the following school year. Rules of eligibility as described in the ASB charter will apply to all ASB officers and representatives. For further explanation, please refer to the ASB section of the Cheney Middle School website.

ASB Executive Officers

President – Ella Randall
Vice President – Evie Pemberton
Secretary – Jordan Chipato
Treasurer – Arianna Dancel
Assistant Treasurer – Lainie Tolman
Cabinet Chair - Jillian Syron

CABINET AND CLASS REPRESENTATIVES

Cabinet and Class Representatives help/assist the ASB Executive Council in events and assemblies where needed. Cabinet members will be appointed through an application process. The grade level core teachers will appoint Class Representatives for 6th, 7th & 8th grade.

SCHOOL PICTURES, ASB CARDS, AND YEARBOOKS

Student pictures will be taken at the beginning of each school year by Dorian Studios and will be used for the yearbook and/or ASB cards. Purchase of an ASB card is optional, but it is required for participation in an extracurricular activity or sports, use of activity buses. It is also necessary for nominations in ASB elections. ***Students in grades 6 - 8 will be issued an ASB card upon payment of the \$30.00 fee; replacement cards are available for \$5.00. Yearbooks are \$25, and must be ordered and paid for in advance.***

EXTRA-CURRICULAR ACTIVITIES

A variety of exciting and challenging extracurricular activities are available to students at CMS. Any interested students are encouraged to explore these activities, and to develop new interests and skills, meet new friends, and have fun through participation in baseball, basketball, cross country, football, tennis, peer mentors, science club, softball, track, volleyball, and wrestling. SAGA Club, helpers club, bipoc, Hawk Programmers, Hawks Music, Seaperch, color guard, drama, national junior honor society, yearbook, as well as student interest groups. An ASB card is required for ALL

after-school activities.

In addition, extra-curricular activity participants MUST:

- Pay \$30 ASB fee to the main office or [online](#)
- Complete [FinalForms Registration](#)
- Current [sports physical](#) examination (good for 24 months) on file

Students who choose to stay after regular school hours MUST be involved in a staff-supervised activity, and bus transportation will be provided ONLY to those students who have an Activity Bus sticker on their ASB card. Students who participate in CMS activities are encouraged to dress appropriately and to exhibit desirable conduct at all times. Those attending the event as spectator only will not be allowed to ride activity buses and must provide their transportation.

Activity Bus information can be found on the www.cheneysd.org under transportation or [here](#). Students riding an Activity Bus must have an Activity sticker on their ASB card from the school to ride the bus. It is up to the student to let the driver know where their stop is. Drivers do not have a list of their riders. Activity buses do not travel the same route as the regular route buses do. Please check the Activity Bus Maps (located on the Transportation webpage) for your student's closest stop. Activity Bus times are approximate due to the fluctuation of riders from evening to evening.

CMS INTERSCHOLASTIC SPORTS AND ACTIVITIES

Activities/Clubs

- Drama
- Student Voted Clubs
- BIPOC
- Helpers
- SAGA
- National Junior Honor Society
- Annual
- Drama
- Sea Perch
- Hawk Programmers
- Color Guard

Sports

- Football (7th & 8th)
- Softball (7th & 8th)
- Cross Country (7th & 8th, 6th intramural only)
- Volleyball (7th & 8th)
- Wrestling (All Grades)
- Boys Basketball (7th & 8th)
- Girls Basketball (7th & 8th)
- Baseball (7th & 8th)
- Track (7th & 8th, 6th intramural only)
- Tennis (7th & 8th)

Homework Club and Communities in School Clubs (no ASB card needed or grade eligibility requirements)

Sport Season		
2025-2026		
Sport Season	First Day of Practice	Last Contest Day
Football, 7th-8th	Tuesday, Aug. 26	Tuesday, October 14
Cross Country 6th-8th	Tuesday, Aug. 26	Tuesday, October 14
Softball	Tuesday, Aug. 26	Monday, October 13

Volleyball	Thursday, October 16	Tuesday, December 9
Wrestling	Thursday, October 16	Wednesday, December 10
Basketball, Boys 7th-8th	Monday, January 5	Thursday, February 19
Basketball, Girls 7th-8th	Monday, February 23	Thursday, April 2
Baseball	Monday, April 13	Wednesday, May 21
Tennis	Monday, April 13	Wednesday, May 21
Track and Field	Monday, April 13	Wednesday, May 21

The following requirements must be met and on file with the school office before your student may attend practice.

- Complete online ~~FinalForms~~ found [here](#).
- Pay ASB fee (\$30), [online payment portal](#) or in the main office with cash, check or credit card. Families who need this fee reduced or waived, fill out these two forms ([form 1](#) and [form 2](#))
- Current physical form signed by a Physician (good for two years) – needed for sports.

Sports and activity schedules are posted on our website under the Athletics and Activities heading. Because schedules are subject to change, please check our website frequently during the season for updates.

Our afterschool sports run Monday – Friday 2:30pm – 5pm. Transportation is provided for all afterschool activities but on a reduced route. Please call transportation at 509-559-4523 to verify specific drop off locations for activity buses or view the information [here](#).

ASB Activities and Athletics Grade Eligibility Policy (WIAA)

These are the WIAA rules regarding academic eligibility.

GRADES	PARTICIPATION
If a student has 2 or more F's at grade checks throughout the season, they will serve a probation period until they improve their grades to a D or higher.	With 2 or more F's, the student May not practice May not participate in games May not travel
If a student has 1 F at grade check and/or during the season, the student will not participate in games. The student can fix this by raising this grade and giving the Athletic Secretary a signed and dated note from the teacher stating that this F grade has been raised to passing.	With 1 F, student May practice May not participate in games May not travel

There are 8 grade checks throughout the school year (4 midterms and 4 quarters).

Grade Checks will occur throughout the season with the first grade check happening the week after the start of any athletic season. Grade checks will continue throughout the athletic season with supports in place to improve athletic eligibility.

FAN AND AUDIENCE EXPECTATIONS AT ACTIVITIES AND ASSEMBLIES

CMS students, their families, and friends are encouraged to show pride in their community by attending games and other activities at CMS, and to support student participants, teams, coaches, and referees by showing school spirit. ***For students to participate as spectators, they must have a parent with them for the duration of the event.*** Please remember to be quiet and respectful during the flag salute and/or national anthem, and remember that your actions reflect directly upon you and Cheney Middle School. Always make good choices as you support your friends. Students exhibiting harmful sportsmanship practices will be asked to leave the event immediately, and may also be subject to discipline as outlined in the Discipline Guidelines section of this Handbook. ***HAVE FUN AND PRACTICE GOOD SPORTSMANSHIP AT ALL TIMES!***

NON-DISCRIMINATION

Cheney Public Schools does not discriminate in any programs or activities based on sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, economic status, pregnancy, familial status, marital status, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, 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/Chapter 28A.640 Officer/
Civil Rights Compliance Coordinator/ADA Coordinator

Mr. Tom Arlt, Assistant Superintendent, Cheney School District
12414 S. Andrus Rd., Cheney, WA 99004
Phone: (509) 559-4550 Email: tarlt@cheneysd.org

Section 504 Coordinator
Director of Student Support Services
Mr. Franklin Day, Cheney School District
12414 S. Andrus Rd., Cheney, WA 99004
Phone: (509) 559-4507 Email: fday@cheneysd.org

CHENEY MIDDLE SCHOOL 2025-2026

STUDENT HANDBOOK INFORMATION FOR PARENTS/GUARDIANS

Cheney Middle School has implemented this Student Handbook as a communication tool between parents/ guardians, their students, and CMS teachers and counselors. Each student will be issued one copy of this Handbook via email and on the CMS website, and we strongly encourage parents/guardians to review the handbook together. Agendas will be given to all 6th and 7th-grade students to serve as a daily student progress report for parents, and students are asked to record their daily assignments, test dates, project due dates, etc. Classroom teachers will periodically confirm this is being done.

Handbook acknowledgement happens through your back-to-school forms in Skyward. Please ensure you have read and reviewed the handbook with your student(s).