



*"Curiosity, Connection, and Creation"*

# **WIN Academy**

## **Student Handbook**

### **2025-2026**

#### **WIN Academy Staff**

Principal: Stacy Delcour 559-4123  
HS Teacher: Hayley Rayburn 559-4416  
MS Teacher: Susan Brown 559-4589  
Secretary: Caryn Sweitzer 559-4587  
Counselor: Travis Weese 559-4512

#### **District Contact Information**

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

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## **NUTRITION SERVICES**

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

### **New School Breakfast/Lunch Prices for 2022-2023**

Secondary School Breakfast No Charge	Adult Breakfast \$3.75
Reduced No Charge	Adult Breakfast Reduced No Charge
Secondary School Lunch No Charge	Adult Lunch \$5.50 (salad bar \$5.00)
Reduced No Charge	Adult Lunch Reduced No Charge
Milk or Juice \$.75	Extra entrée (main dish) \$2.00
Extra entrée (main dish) \$2.00	Milk or Juice No Charge

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

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

### **Safe Celebrations**

Cheney Public Schools has a district policy regarding classroom parties and school-wide events. Under this policy, treats

that are high in sugar and calories will not be offered to students during school hours. Examples of treats that will not be consumed as part of classroom celebrations include candy, cake (including cupcakes), regular fat potato chips, soda and other sugar-based drinks.

In addition:

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

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

### **Health Services**

#### **Required Immunizations for School Year 2025-2026**

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

Each student must have a completed Certificate of Immunization Status form on file at school or present one prior to admission. The month, day, and year of each dose of Diphtheria-Tetanus-Pertussis (DTaP-Td-Tdap), either oral or injected trivalent Polio Vaccine (OPV or IPV), Varicella, Hepatitis B, MMR (measles, rubella [German Measles], and mumps) is required. If you have questions regarding where to receive vaccinations, please contact the Cheney Middle School Health Room at 559-4411

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

### **Medication**

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

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

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

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

The school will consider the symptomatic benefits of self-prescribed over the counter medications. These medications are "prescribed" by parents/guardians who desire to facilitate their children's medical recovery and return to the

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

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

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

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

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

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

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

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

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

### **Attendance Procedures**

The staff, administration, and parents of WIN Academy expect students to be in class every day. Teachers plan valuable and important lessons for our reduced in person academic time. ***When students are absent, they miss vital learning experiences make-up work cannot fully replace.***

If a student is going to be absent or late for any reason, the parent ***must inform the school of the reason for absence*** either in writing or by calling (509) 559-4587 before or preferably within 48 hours of the absence.

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

### **Arriving/Leaving Campus**

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

### **Absences**

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

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

Students who are absent from school are required to have written verification or a phone call to the attendance office (509) 559-4587 or an email to [csweitzer@cheneysd.org](mailto:csweitzer@cheneysd.org) from the parent or guardian. Parents should notify the attendance office the day of the student's absence to inform the school about the nature of the absence.

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

**Excused Absences:** Absences that fit within one of the following categories, and for which the parent/guardian has called (509) 559-4587 or provided written notification to the attendance office, preferably within 48 hours of the absence. The teacher will provide make-up work for excused absences.

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

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

### **Tardiness**

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

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

### **Unexcused Absence/Tuancy**

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

**RCW 28A.225.030:** The district shall no later than the fifth unexcused absence in a month: 1. Enter into an agreement with a student and parent that establishes school attendance requirements. 2. Refer a student to a community truancy board. The community truancy board shall enter into an agreement with the student and the parent that establishes school attendance requirements and take other appropriate actions to reduce the child's absences (WARNS); or  
3. File a petition with the juvenile court alleging a violation of RCW 28A.225.010.

## **General Information**

### **Bus Transportation**

Students are expected to ride their designated bus to and from school. Students are not allowed to ride another student's bus to or from school. Register on the Cheney school district [Transportation Department](#).

### **Homeless Assistance**

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

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

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

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

- Go to school, no matter where they live or how long they have lived there.
- Attend either the local school or the school of origin, if this is in their best interest; the school of origin is the school the child attended when he/she was permanently housed or the school in which the child was last enrolled.
- Receive transportation to and from the school of origin.
- Enroll in school immediately, even if they are missing records and documents normally required for enrollment, such as a birth certificate, proof of residence, previous school records, or immunization/medical records.
- Enroll, attend classes, and participate fully in all school activities while the school gathers records.
- Have access to the same programs and services that are available to all other students, including transportation and supplemental educational services.
- Attend school with children not experiencing homelessness; a school may not segregate a student because he or she is homeless.

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

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

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

### **Lockers**

At WIN Academy, your backpack is your locker, and will be expected to be stowed according to Teacher direction. **Do not bring high value items to school.**

### **Media – Photo Information**

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

### **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@cheneysd.org](mailto:TArlt@cheneysd.org)) that supports prevention and response to HIB.

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

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation. Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

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

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

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

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

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

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

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

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

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

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

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

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



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

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

*Review the district's Nondiscrimination Policy [[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. Tom Arlt; Email: [TArlt@cheneysd.org](mailto:TArlt@cheneysd.org); Phone: (509) 559-4550

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Mr. Tom Arlt; Email: [TArlt@cheneysd.org](mailto:TArlt@cheneysd.org); Phone: (509) 559-4550

Concerns about disability discrimination:

Section 504 Coordinator: Mr. Franklin Day; Email: [FDay@cheneysd.org](mailto: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](mailto: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 exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

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

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

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

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

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

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

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

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

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

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

- Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](http://ospi.k12.wa.us/student-success/health-safety/school-safety-center)

- Email: [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us)

- Phone: 360-725-6068

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

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

- Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)

- Phone: 360-725-6162

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

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

- Website: [www.oeo.wa.gov](http://www.oeo.wa.gov)

- Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)

- Phone: 1-866-297-2597

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

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

- Website: <https://www.ed.gov/>

- Email: [ocr@ed.gov](mailto:ocr@ed.gov)

- Phone: 800-421-3481

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

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

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

To review the district's Gender-Inclusive Schools Policy [\[3211\]](#) and Procedure [\[3211P\]](#), visit [\[insert website\]](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Mr. Tom Arlt; Email:

[TArlt@cheneysd.org](mailto:TArlt@cheneysd.org); Phone: (509) 559-4550

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 9.

### **Parking Regulations**

1. Your vehicle is to be parked during the school day in the CMS lot and in appropriate slots. Slots are designated by parking blocks and lines.
3. Failure to comply with the above parking regulations shall constitute sufficient cause for discipline. Vehicle may be towed at the owner's expense. Student may lose parking privileges.

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

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

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

### **Student Valuables**

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

### **Textbook and Equipment Care**

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

### **Visitors**

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

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

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

### **Dress Code**

Cheney Public Schools Policy and Procedure [No. 3224](#) Explains the general policy for student dress. For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the District. Prohibited conduct will include, but is not limited to: 1. Use of lewd, violent, sexual, drug, tobacco or alcohol-related messages; or 2. Gang-related apparel. 3. Depictions of dangerous weapons.

### **Telecommunication device use Policy**

Cheney Public Schools Policy and Procedure [No. 3245](#) Explains the general policy for telecommunication devices. For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the District. Prohibited conduct includes, but is not limited to: 1. Recording video or taking pictures of students or staff. 2. Poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others.

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

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

# Cheney Public Schools Discipline Matrix Staff/Handbook Version

Type One Behavioral Violations	Best Practices	Classroom Exclusion	In School Suspension	Short Term Suspension	Long Term Suspension	Expulsion	School Referrals & Protocols
Academic Dishonesty/Plagiarism	<a href="#">A-C</a>	X	No	No	No	No	
Disobedience, Defiance, Disrespect	<a href="#">A-C</a>	X	No	No	No	No	If a student willfully disobeys the order of an administrator as described in <a href="#">RCW 28A.635.020</a> two or more times in a three-year period, the student may be long-term suspended or expelled.
Disruptive Conduct Level 1	<a href="#">A-C</a>	X	No	No	No	No	
Inappropriate Language	<a href="#">A-C</a>	X	No	No	No	No	
Physical Contact	<a href="#">A-C</a>	X	No	No	No	No	
Property Misuse	<a href="#">A-C</a>	X	No	No	No	No	
Small folding knife	<a href="#">A-C</a>	X	No	No	No	No	Turn into the office. Parent pick-up knife.
Type Two Behavioral Violations	Best Practices	Classroom Exclusion	In School Suspension	Short Term Suspension	Long Term Suspension	Expulsion	School Referrals & Protocols
Destruction of property	<a href="#">D</a>	X	X	X	X No K-4	X No K-4	A student may only be LT suspended or expelled for this conduct if there have been two or more incidents within a three-year period.
Disruptive Conduct Level 2	<a href="#">D</a>	X	X	X	No	No	
Failure to Cooperate	<a href="#">D</a>	X	X	X	No	No	
Inappropriate Language Level 2	<a href="#">D</a>	X	X	X	No	No	
Physical Aggression	<a href="#">D</a>	X	X	X	No	No	
Possessing or using Tobacco	<a href="#">D</a>	X	X	X	No	No	Counseling/Prevention/ Intervention Referral
Sexually Inappropriate Conduct	<a href="#">D</a>	X	X	X	No	No	
Toy guns and toy weapons	<a href="#">D</a>	X	X	X	No	No	Consider school based threat assessment

Type Three Behavioral Violations	Best Practices	Classroom Exclusion	In School Suspension	Short Term Suspension	Long Term Suspension	Expulsion	School Referrals & Protocols
Bullying	E	X	X	X	No	No	HIB compliance officer referral
Distributing Tobacco	E	X	X	X	No	No	Counseling/ Prevention/ Intervention Referral
Fighting without major injury	E	X	X	X	No	No	Consider school based threat assessment
Intimidation/Non-Sexual Harassment	E	X	X	X	No	No	Consider School based threat assessment
Possessing or using alcoholic beverages	E	X	X	X	No	No	Counseling/ Prevention/ Intervention Referral
Possessing or using Illegal drugs, controlled substances, prescription or over the counter drugs	E	X	X	X	X No K-4	X No K-4	Counseling/ Prevention/ Intervention Referral
Possessing or using marijuana	E	X	X	X	X No K-4	X No K-4	Counseling/ Prevention/ Intervention Referral
Theft	E	X	X	X	No	No	
Type Four Behavioral Violations	Best Practices	Classroom Exclusion	In School Suspension	Short Term Suspension	Long Term Suspension	Expulsion	School Referrals & Protocols
Arson	F	X	X	X	X No K-4	X No K-4	School based threat assessment referral
Behavior that Adversely Impacts the Health and Safety of Other Students Level 1	F	X	X	X	X No K-4	X No	Consider school based threat assessment, Counseling /Prevention/ Intervention referral
Discriminatory Harassment	F	X	X	X	No	No	Civil Rights Coordinator referral
Distributing Alcoholic Beverages	F	X	X	X	No	No	Counseling/ Prevention/ Intervention Referral
Distributing Marijuana	F	X	X	X	X No K-4	X No K-4	Counseling/ Prevention/ Intervention Referral
Fighting with major injury	F	X	X	X	X No K-4	X No K-4	School based threat assessment
Gang/Hate Group Activity	F	X	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.
Physical Attack/Assault Level 1	F	X	X	X	No	No	
Sexual Harassment	F	X	X	X	No	No	Title IX Coordinator referral
Threats of Violence/Malicious Harassment	F	X	X	X	No	No	School based threat assessment
Type Five Behavioral Violations	Best Practices	Classroom Exclusion	In School Suspension	Short Term Suspension	Long Term Suspension	Expulsion	School Referrals & Protocols
Assault of teacher	G	X	X	X	X No K-4	X No K-4	School based threat assessment referral Classroom reassignment
Behavior that Adversely Impacts the Health and Safety of Other Students Level 2	G	X	X	X	X No K-4	X No K-4	Consider school based threat assessment, Counseling /Prevention/ Intervention referral



Dangerous Weapons	G	X	X	X	X No K-4	X No K-4	School based threat assessment referral A student may not be LT suspended or expelled unless this conduct adversely impacts the safety of other students or staff.
Distributing/ Possession of Illegal drugs, controlled substances, prescription or over the counter drugs	G	X	X	X	X No K-4	X No K-4	Counseling/ Prevention/ Intervention Referral
Physical Attack/Assault Level 2	G	X	X	X	X No K-4	X No K-4	
Robbery	G	X	X	X	X No K-4	X No K-4	School based threat assessment
Sexual Assault	G	X	X	X	X No K-4	X No K-4	Title IX Coordinator Referral
<b>Type Six Behavioral Violations</b>	<b>Best Practices</b>	<b>Classroom Exclusion</b>	<b>In School Suspension</b>	<b>Short Term Suspension</b>	<b>Long Term Suspension</b>	<b>Expulsion</b>	<b>School Referrals &amp; Protocols</b>
Firearms	N/A	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.

### **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
  - o Use school referrals and protocols as appropriate
  - o Attempt restorative justice practices and other forms of discipline
  - o 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.

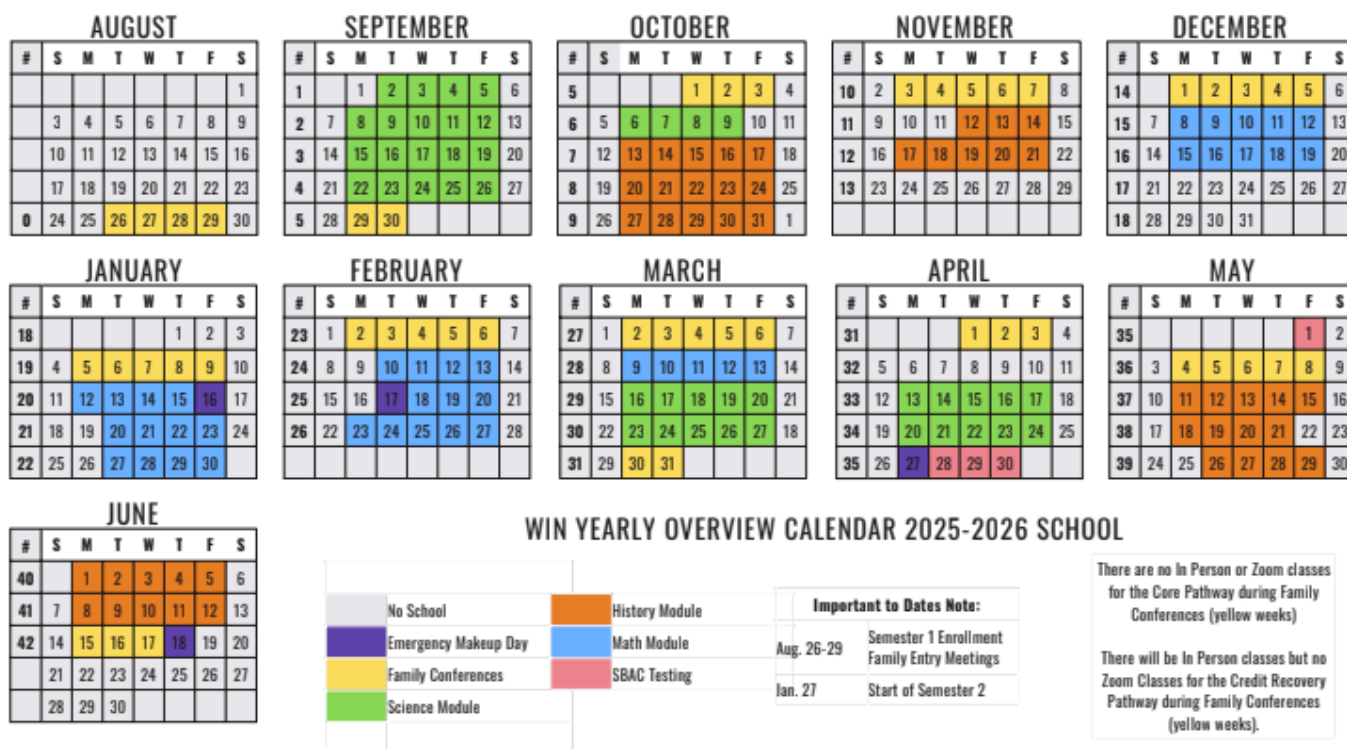
### General Academic Information

## WIN Academy Weekly Schedule 2025-2026

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<b>Morning Session In Person (7:50am-11am)</b>	6-8th Core & 9-10th Core	6-8th Core & 9-10th Core	11-12th Core	11-12th Core
<b>Lunch (11am-11:30am)</b>	<i>Optional</i>	<i>Optional</i>	<i>Optional</i>	<i>Optional</i>
<b>Afternoon Session In Person (11:30am-2:20pm)</b>	Student Support <i>(schedule as needed with teacher)</i>	Credit Recovery		Student Support <i>(schedule as needed with teacher)</i>
<b>Zoom Class (12:30pm-1pm)</b>	11-12th Core & Credit Recovery	11-12th Core	6-10th Core & Credit Recovery	6-10th Core & Credit Recovery

WIN Academy is on a module system:

- The school year is divided into 2 semesters.
- Each semester will consist of a science, history, and math module, with ELA running all semester.
- Students will complete their assigned classes within the appropriate module, earning 0.5 credits per passing class.
- A .5 credit is granted for the successful completion of each semester's work in a course.
- Grade point average is computed on the following basis:
  - A = 4.0 B- = 2.7 D+ = 1.3
  - A- = 3.7 C+ = 2.3 D = 1.0
  - B+ = 3.3 C = 2.0
  - B = 3.0 C- = 1.7 F = 0.0



## WIN Academy Yearly Schedule

### State Assessments

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

The following are graduation requirements for each graduating class:

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

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

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

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

For information on Graduation Requirements Grade Level Course Progressions, and Credit Information please connect with Hayley, Stacy, or Travis. These items will be part of all High School parent conferences starting at the 9th grade level.

### **Honor Roll**

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

## **Extra-Curricular Activities**

### **Philosophy**

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

### **WIN Student Participation**

WIN students are eligible and encouraged to participate in all activities that are offered to students at each grade level in the traditional programs here at Cheney. A comprehensive list of options can be obtained from your principal if interested.

WIN students/families are responsible for all transportation requirements to get to your school of participation for practices/competitions and must follow the athletic code of conduct as well as any fees associated with participation.