

# Home Works!

## Handbook

### 2026-2027 School Year

Home Works! Cheney School District  
12414 South Andrus Road  
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## Welcome to Home Works!

Home Works! is a 'Learning Options' program within the Cheney School District. Our certificated teachers coordinate with parents regarding the course curriculum, conduct progress assessments, and report progress evaluation. Home Works! is operated by the Cheney School District and serves students in grades K-10.

Home Works! is governed by WAC 392-121-182, also known as the Alternative Learning Experience WAC or ALE WAC. This law requires that students in programs like Home Works! have a Written Student Learning Plan (WSLP) that outlines learning goals and tracks the student's progress. In addition, students are required to be in weekly contact with a certificated teacher and, according to student enrollment, take an approved state assessment. The classes we offer do count towards learning at home or on your Written Student Learning Plan.



## Home Works Vision Statement

Home Works! prepares confident, capable students who are academically and emotionally equipped for high school and beyond.

Through deliberate partnership, we focus on:

- Fostering collaborative learning opportunities
- Developing skills that are transferable across subjects
- Equipping our students to adapt and be competitive in any future educational setting

Home Works! recognizes parents/guardians in their child's instruction. Our staff includes certificated teachers and community-based facilitators that teach a variety of enrichment classes throughout the school year. Each family is assigned a certificated teacher. The teacher helps to develop the student's written learning plan, oversees the required assessments, and meets monthly with parents and students to review students' progress.



## Requirements for our Program

### Alternative Learning Experiences (ALE)

Home Works! parents should be familiar with Washington State Law governing alternative learning experiences (WAC 392-121-182)

### Public School Enrollment

Home Works! students are public school students. This allows the state to provide funding for their education needs in the form of classes, teachers and resources to support the students' learning plan.

**Before a student can start classes at Home Works! (ALE program), their parent/ guardian must sign and return the following forms:**

- Choice paperwork (out of district families only)
- Required Registration Forms (Vaccination and/or Exempt form)
- Approved Written Student Learning Plan (WSLP) with certificated teacher
- Parent/Student Contract
- State Assessment Form
- Declaration of Intent to provide home-based instruction (if less than full time)

The WSLP will be developed, entered and approved by your certificated teacher, with parent input using our online data management system called schooldata.net.

- Students are required to have weekly **contact\*** with certificated teachers
  - All new students must register for at least one (1) in-person class on the HomeWorks campus
  - If a student is not on campus during the week, the parent must send in notes to their mentor teacher
- Students are required to meet minimum educational requirements at home:  
**27.75 hours weekly for K – 8<sup>th</sup> grade**
- **Student/Parent** attend scheduled progress review meetings **each month\***
- If a student does not meet adequate progress for 3 consecutive months, an alternative learning environment will be suggested for the student.

**\*Contact between the parent and the teacher does not meet this requirement; the contact must be between the student and the teacher and be face to face, this must be completed weekly by attendance and then once a month for progress review.**

According to the law, contact is “for the purposes of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the written student learning plan...” This contact can take several forms and can include email or telephone contact if you are not able to attend class for the week or your scheduled monthly meeting.

**Students who do not attend class (taught by a certified teacher) will need to contact their consultant/office by email for that day or they will be marked as “no contact” for that week.**

## Information about our Program

*This section details some of the specific Cheney School District procedures that you will need to understand throughout the year.*

*To help you focus on your student, we strive to keep the paperwork as minimal as possible while also maintaining state-required accountability measures.*

### **Academic Calendar**

The school year begins in August and goes through mid-June. While the Home Works! calendar is similar to the Cheney School District calendar, weekly contact and monthly progress review requirements necessitate certain modifications.

### **Assessment (Appendix A)**

Home Works! students are required to participate in and report a result for a personalized assessment twice each year. Students in grades 3-10 take the State Assessment (SBA). In addition, students take the MAP Assessment. (K-10) twice a year. Testing will take place at Home Works!

### **Athletics Eligibility**

According to the Washington Interscholastic Activities Association (WIAA) handbook (rules 18.5.2, 18.5.3 and 18.5.4), students enrolled in an ALE program or home-based students, may participate in sports at their school of local residence within Cheney School District. For more information please see the WIAA handbook available at [www.wiaa.com](http://www.wiaa.com).

### **Attendance (Appendix B)**

Students participating in the Home Works! Program are expected to make weekly contact requirements with a certificated teacher. ***Attendance in class (certificated) satisfies this requirement.*** Please call, send an email or note to the office if your student will be absent.

### **Behavioral Expectations**

It is expected that all Home Works! students, siblings and parents will abide by all Home Works! expectations while attending classes or any event. All Home Works! staff have the authority to redirect behavior; specific concerns shall be addressed.

Student Conduct Policy and Procedure No. 3240 explain the general policy of the district regarding student conduct, general expectations, and examples of unacceptable conduct.

Policy No. 3241 describes the disciplinary actions that may be taken by Cheney Public Schools if a student should violate district policy. Disciplinary action may include restorative practice, 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 this policy. A student's rights, rights of appeal, and the appeal process are also outlined in this policy.

Policies are available online under the "Our District" "Board Policies and Procedures" tab, or in school offices.

## **Cell Phone Policy**

### **Updated Cell Phone Policy: Students and Telecommunications 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:

- Home Works! will be cell-phone free during school hours.
- Exceptions to the policy/procedure may be made based on a student's individual educational, behavioral, or medical needs.

Click the links to access the full [policy](#) and [procedure](#).

## **Certificated Teacher**

Your family will be assigned a Certificated Teacher who will work with each student in your family. Teachers will work with you to develop, review, and approve monthly progress on your students Written Learning Plan, assessments, and any curriculum questions.

## **Resource Library & Online Classes (Appendix C)**

Our library is designed to allow materials and resources to be selected for individual students based on the goals in their student learning plan. Each family has access to the curriculum library on Library World. Any online programs or classes must be approved through OSPI. A list of approved programs and courses is available at <http://digitallearning.k12.wa.us/>.

## **Enrollment**

### **Kindergarten and 1<sup>st</sup> Grade**

Children who are five years old by August 31<sup>st</sup> may enroll as kindergartners. A student must have 450 documented hours of kindergarten or be age six on August 31<sup>st</sup> to be eligible for first grade enrollment. **A birth certificate is required documentation and vaccination documents or signed exempt form must be provided at time of enrollment.**

### **All Grades**

All students are eligible to select up to 6 classes for enrollment each semester. Two classes are prioritized for each student. Due to class size limitations, we are unable to guarantee that each student will get all 6 classes each semester.

- All new students must register for at least one (1) class/semester.

### **Shared Enrollment (within district)**

Home Works! wants each student to pursue the educational opportunities most appropriate for them. To accomplish this, we allow shared enrollment so students may also enroll in classes at their school of local residence within the Cheney School District.

Please note that students can only be enrolled in a total of 6 hours of instruction between their home school and the Home Works! Program. For instance, if a student participates in band 2 days a week, the

student can take 4 Home Works! Classes. If a student takes a Social Studies class in middle school, that would be a 5 day class – which would allow the student to take 1 class at Home Works!

### **Immunizations**

You will find all required Immunization at [www.cheneysd.org](http://www.cheneysd.org) under “Parent & Student Resources” and “Immunizations.” You can also get a copy at the office.

### **Internet Accessibility**

Although you are not required to have home access to the internet to participate in Home Works!, it is strongly encouraged. The main office and our teachers routinely communicate via email to parents and students. If you DO NOT have regular access to email please inform the office. You are more than welcome to use our computer lab when classes are not being offered in the lab.

### **Monthly Progress Review (MPR)**

**Student(s)/parent will meet with their certificated teacher each month** for the scheduled progress review.

- Your student will need to bring in samples & notes of work completed.
- With your teacher, you will evaluate work completion and progress in complete student goals. Student/Parent and teacher will sign WSLP indicating adequate progress. If adequate progress is not made, an intervention plan will be agreed upon.

## Nutrition Services

### **Free Breakfast and Lunch for all students!**

#### A reimbursable breakfast

To qualify for a free, reimbursable breakfast, students **must take at least 3 items**, one of which must be **at least ½ cup of fruit**.

#### A reimbursable lunch

To qualify for a free, reimbursable lunch, students **must take at least 3 items**, one of which must be **½ cup of fruit or vegetable**.

### **Maximum allowed items for Breakfast & Lunch:**

1 entrée, 1 miscellaneous item OR 2 miscellaneous items, 1 milk, and up to 2 servings of fruit/vegetables — for a total of **no more than 5 items**.

**Unwanted items may be placed in the share bin for other students.** Students who are still hungry are welcome to take items from the share bin or return to the line for additional fruits and vegetables at no extra charge.

<b>2026-2027</b>			
<b>Student</b>	<b>Price</b>	<b>Adult</b>	<b>Full Price</b>
Reimbursable Breakfast/Lunch	FREE	Breakfast	\$5.00
Extra Breakfast Entree	\$1.75	Extra Entrée Breakfast	\$1.75
Extra Lunch Entree	\$2.00	Lunch	\$6.50
Extra Sides	\$1.00	Extra Entrée Lunch	\$2.50
Misc. Items	\$0.50	Extra Milk	\$0.75
Extra Milk	\$0.75		
<b>Student Lunch Helper</b>			
Milk, 1 Fruit, 1 Vegetable	FREE	<b>All guest meals are charged at the adult price.</b>	

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.

If your child's food service balance is low, it only takes a few minutes to add money to it 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.

### **Meal Education**

To help students, staff and parents better understand meal guidelines, we created an interactive Kahoot game. Click [here](#) to access the Elementary Kahoot game. Click [here](#) to access the Middle School and High school Kahoot game.

### **Safe Celebrations**

Cheney Public Schools has a district policy 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 their 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:

- All food and/or beverages intended for group consumption during the school day will be screened by school personnel in the school office before distribution in the classroom.
- 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.
- 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.**

### **School Closure**

When Cheney Public Schools are **closed** for any reason, **Home Works! will be closed** and when Cheney Public Schools are running a late-start, Home Works! **will** be running a late-start. **We will start at 10:30 a.m. with our 2<sup>nd</sup> class of the day.**

The district's **automated messenger system will notify all families** in the case of school closure or a late start. The **district website** is also **updated** to report any school closures.

- **Indoor Recess** will occur due to inclement weather. When the temperature is 20 degrees or lower including the wind-chill, we will have indoor recess.

### **School Website**

Our school website is a useful resource. You can find many forms, resource links, a school calendar and announcements there. Please visit the school website ([www.cheneysd.org](http://www.cheneysd.org)) and become familiar with the resources and information.

### **Special Education Services**

If a student wishes to access Home Works! and is eligible for IEP services those services will be provided at their neighborhood school. The Home Works! staff will partner with Student Support Services and the neighborhood school to establish a meeting at which time the team will discuss the best supports and services for the student.

If it is determined that a student qualifies and is in need of services, Home Works! will coordinate with Student Support Services and the home school of that student to provide the student access to the needed services. In order to serve students with IEPs (Individual Education Plan), Home Works! will coordinate with Student Support Services and the IEP team to determine the best method of meeting the student's needs.

### **Volunteering Opportunities**

We love to have help at lunch/recess if your time allows, please sign-up at the attendance table for available dates. We also have a parent group that volunteers their time to schedule field trips twice a month. Print and complete a [Volunteer Packet](#) in its entirety and return it to the office. If you need help with the application or prefer a paper copy, contact the building office staff.

- You will be required to provide valid ID upon submission that will be copied and attached to your completed packet.
- A separate Volunteer Packet must be submitted to each school in which you are requesting to volunteer.
- Volunteer approvals are good for only the school year in which they are approved.



### **Written Student Learning Plan (WSLP)**

The Written Student Learning Plan is the road map for your student's education for the year. It is completed at SchoolData.net. Parents/students work with their teacher to design it yearly for each child.

The WSLP should list any of the specific materials you intend to use as curriculum and must include the core curriculum:

- WSLP needs to include English-Language Arts, fine arts, history, science, math, and physical education. Electives and world language may be added.
- State law requires all full-time K-10 students to participate in PE each year (100 minutes each week).
- It is recommended that 4<sup>th</sup> and 5<sup>th</sup> grade students review Growth and Development & HIV/AIDS content
- State law also requires that students complete a Washington State History class between 7<sup>th</sup> and 12<sup>th</sup> grade. Many students choose to meet this requirement in their 7<sup>th</sup> or 8<sup>th</sup> grade year before transitioning to high school.

Your certificated teacher will work with you to determine how these requirements fit into your student's WSLP.

*NOTE: Religious Instruction may not be included in the WSLP or used to support the minimum education hours as these hours are considered "public school hours" (time in school funded by public funds). Families may purchase and use any materials they choose for hours not counted toward the minimum education hours each week.*



### **Non-Discrimination Policy**

Non-discrimination Cheney Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, economic status, pregnancy, familial status, marital status, disability, or the use of a trained guide dog or service animal, and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: -Title IX Officer/Civil Rights Compliance Coordinator/ADA Coordinator: Tom Arlt, Assistant Superintendent 12414 South Andrus Road, Cheney, WA 99004; Phone: (509) 559-4502 -Section 504 Coordinator: Franklin Day, Director of Student Support Services 12414 South Andrus Road, Cheney, WA 99004; Phone: (509) 559-4507

## **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 30 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) 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@cheneyisd.org](mailto:FDay@cheneyisd.org); Phone: (509) 559-4525

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

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

Concerns about discrimination based on gender identity: Gender-Inclusive Schools Coordinator: Mr. Tom Arlt; Email: [TArlt@cheneyisd.org](mailto:TArlt@cheneyisd.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](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- Email: [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us)
- Phone: 360-725-6068

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

- Website: <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 [Cheney Public Schools](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Mr. Tom Arlt; Email: [TArlt@cheneyisd.org](mailto:TArlt@cheneyisd.org); Phone: (509) 559-4550

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

## Appendix A



### **Assessments at Home Works!**

The Common Core State Standards require a practical, real-life application of knowledge preparing Washington students for success in college, work and life.

#### **STATE ASSESSMENTS**

These assessments are important because teachers and administrators use the results to make decisions regarding curriculum and instruction. In addition, these assessments determine whether public elementary and middle schools in Washington meet federal requirements.

#### **Smarter Balanced Assessment (SBA) 3<sup>rd</sup> – 10<sup>th</sup> grade (ELA & Math)**

Each spring, third through eighth grade students in Washington State take an assessment called the Smarter Balanced Assessment. Tenth Grade students also take the SBA. These assessments measure a student's progress toward college and career readiness in Mathematics and English Language Arts.

#### **Washington Comprehensive Assessment of Science (WCAS) 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade (Science only)**

In addition, fifth, eighth, and eleventh grade students take the Washington Comprehensive Assessment of Science (WCAS).

#### **Measures of Academic Progress (MAP)**

MAP is used by our educational staff to determine student strengths and areas of need as well as individual student growth over time in the areas of reading and mathematics. MAP testing takes place up to three times a year and results are shared with parents at progress meetings.

#### **Developmental Reading Assessment (DRA) 2<sup>nd</sup> grade Reading Assessment**

DRA is sometimes used by our educational staff to determine student strengths and areas of need. This also helps to learn the individual's student growth over time in the area of learning. DRA testing can take place up to three times a year and the results are shared with parents at progress meetings.

#### **Cognitive Abilities Test (COGAT) Offered upon request**

This is an assessment to determine if your child qualifies for highly capable programming options. It can be administered at any time during the school year and takes about 2-3, 1-hour sessions. The assessment covers verbal, quantitative, and non-verbal skills. The results will be used to inform best strategies for teaching your child and enrichment opportunities offered in the district. *All 2<sup>nd</sup> Graders will be tested on the COGAT screener.*

## Appendix B



### **Attendance at Home Works!**

Students participating in the Home Works! Program are **expected to complete weekly contact requirements with a teacher.** However we understand that illnesses, emergencies, and other family situations will sometimes arise. Email or phone contact options can be utilized each week in which there is an emergency or extended absence, even if your student usually has fact-to-face contact with the certificated teacher.

- **It is the students responsibility** to make contact with their teacher each week.
- The second unexcused contact will result in a phone call from your teacher and an intervention plan will be put in place.
- The third missed contact will affect your students' monthly progress review.
- Four weeks of missed contact time will result in the student being withdrawn.

**If you know ahead of time that you will be gone, please email, send a note or call the office with the dates you will be gone.**



### **Monthly Progress Review**

#### **Satisfactory or Unsatisfactory**

The consultant will make a determination of overall satisfactory or unsatisfactory progress based on WSLP goals, accomplishments, samples of the students work and unexcused attendance. This will happen during the monthly progress review.

#### **Unsatisfactory Progress**

- **1 month:** If a student is determined to have made unsatisfactory progress for a month, the state requires an intervention plan to help the student meet progress within 5 days.
- **2 months:** If the student has unsatisfactory progress two months in a row, the consultant will evaluate the WSLP to see if further intervention will be put in place.
- **3 months:** If there is unsatisfactory progress on the consecutive third month, the student will be withdrawn from the program per state laws.

## Appendix C



### Curriculum Instructional Materials

In accordance with WAC 392-121-182, through Curriculum and Instructional Support, Home Works! provides materials “consistent in quality” with those available to the general population of students’ within the district. Instead of dictating the specific materials a student may use, Home Works! allows parents to work with the consultant to choose the materials most appropriate for their student. **Home Works! does not purchase consumables.**

#### **Religious Instruction**

Materials that require or include religious instruction may not be purchased with public funds. In addition, the time that each student spends in support of the written learning plan goals must be free of religious instruction, as these hours are considered “public school hours” (time in school funded by public funds). Families may purchase and use any materials they choose for hours not counted towards the minimum educational hours each week. These materials will not be included in the WSLP.

#### **Lost non-consumables**

Lost non-consumable items will be assessed a fee and need to be paid for with private funds. To comply with legal requirements, the parts of any broken non-consumable items need to be returned to Home Works!

<b>Consumables</b>	<b>Non-Consumables</b>
Workbooks	Teacher Edition of textbooks
Any books written in to enhance learning	Teach equipment (i.e.; microscopes, Math Shark)
Art Supplies	Reference books
Science kits with materials that are depleted	Math manipulative
	Electronic Curriculum/Providers