



"A Commitment in Excellence"

Cheney High School

Student Handbook

2026-2027

Cheney High School

460 N. 6th Street
Cheney, WA 99004

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

District Contact Information

District Office: (509) 559-4599
Toll-Free 1-877-224-3639
Superintendent: Ben Ferney
Assistant Superintendent: Brett Hale
District Website Address: www.cheneyisd.org

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Administration

Principal, Caroline White
11th /12th Grade Assistant Principal, Coretta Hoffman
10th Grade Assistant Principal, Tim Kennedy
9th Grade Assistant Principal, Ryan Goodwin
Athletic Director, Ken Ryan

Guidance and Counseling Staff

9 th Grade, Tyler Neely	tneely@cheneyisd.org	(509) 559-4020
10 th Grade, Jeff Ward	jward@cheneyisd.org	(509) 559-4023
11 th Grade, Sara DeBeaumont	sdebeaumont@cheneyisd.org	(509) 559- 4124
12 th Grade, Nicole Starkey	nstarkey@cheneyisd.org	(509) 559-4107
College and Careers, Ericka Rodriguez	erodriguez@cheneyisd.org	(509) 559-4017
Career/Counseling Secretary, Cassie McDonald	cmdonald2@cheneyisd.org	(509) 559-4019
Registrar, Shannon Ryan	sryan@cheneyisd.org	(509) 559-4008

ASB Officers

President	Bella Adaszewski
Vice President	Henry Ayers
Secretary	Chloe Gawinet
Treasurer	Kayanna Pemberton
Assistant Treasurer	Klyde De Castro
Underclassmen Rep	Kawai Cano
CHS Media Manager	Molly Luttermoser
CHS Spirit Director	Klair Teeters

NUTRITION SERVICES**LJ Klinkenberg, Director (509) 559-4506****New School Breakfast/Lunch Prices for 2026-2027**

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

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

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

Safe Celebrations

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

In addition:

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

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

Health Services

Required Immunizations for School Year 2026-2027

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

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

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

Medication

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

Medication to be Administered at school:

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

Parent/Guardian Prescribed Over-the-Counter Medication:

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

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

Guidelines for Children with Life-Threatening Conditions

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

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

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

When to Keep Your Child Home from School

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

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

Attendance Procedures

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

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

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

Arriving/Leaving Campus

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

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

Absences

Definition: Students are absent when they are:

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

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

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

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

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

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

Hall Passes

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

Tardiness

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

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

Unexcused Absence/Truancy

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

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

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

General Information

Bus Transportation

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

Dances:

The CHS Dance Guidelines will include the following information:

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

Homeless Assistance

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

District Liaison: Kim Lefler (509) 559-4532

State Coordinator: Melinda Dyer (360) 725-6050

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

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

- Have access to the same programs and services that are available to all other students, including transportation and supplemental educational services.
- Attend school with children not experiencing homelessness; a school may not segregate a student because he or she is homeless.

ID Cards/ASB Stickers

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

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

Library

The Cheney High School library is open from 7:30 am to 3:00 pm every school day. The library staff is ready and able to help you find the materials you need for your various projects.

Lockers

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

Lost And Found

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

Media – Photo Information

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

Non-Discrimination

Cheney Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

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

Title IX/Civil Rights Compliance Coordinator	Section 504/ADA Coordinator
Mr. Brett Hale	Mr. Franklin Day
Associate Superintendent	Director, Student Support Services
12414 S. Andrus Rd.	12414 S. Andrus Rd.
Cheney, WA 99004	Cheney, WA 99004
Phone: (509) 559-4550	Phone: (509) 559-4507
Email: bhale@cheneysd.org	Email: fday@cheneysd.org

Parking Regulations

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

1. For the 26-27 school year, a Student Parking Permit will be required to park in the student parking lot. We will be issuing 225 permits. Students will be required to show a valid driver's license and proof of insurance to obtain a permit.
2. More information on Parking permits can be found [here](#).

Student Records and Directory Information

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

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

Student Valuables

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

Textbook and Equipment Care

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

Visitors

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

School Climate and Discipline Philosophy

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

Dress Code

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

Telecommunication Device Use Policy

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

Student Conduct, Expectations, and Reasonable Sanctions

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

Cheney Public Schools Discipline Matrix - 2026-27 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-C	X	No	No	No	No	
Disobedience, Defiance, Disrespect	A-C	X	No	No	No	No	If a student willfully disobeys the order of an administrator as described in RCW 28A.635.020 two or more times in a three-year period, the student may be long-term suspended or expelled.
Disruptive Conduct Level 1	A-C	X	No	No	No	No	
Inappropriate Language	A-C	X	No	No	No	No	
Physical Contact	A-C	X	No	No	No	No	
Property Misuse	A-C	X	No	No	No	No	
Small folding knife	A-C	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	<u>D</u>	X	X	X	X No K-4	X No K-4	A student may only be LT suspended or expelled for this conduct if there have been two or more incidents within a three-year period.
Disruptive Conduct Level 2	<u>D</u>	X	X	X	No	No	
Failure to Cooperate	<u>D</u>	X	X	X	No	No	
Inappropriate Language Level 2	<u>D</u>	X	X	X	No	No	
Physical Aggression	<u>D</u>	X	X	X	No	No	
Possessing or using Tobacco	<u>D</u>	X	X	X	No	No	Counseling/Prevention/ Intervention Referral
Sexually Inappropriate Conduct	<u>D</u>	X	X	X	No	No	
Toy guns and toy weapons	<u>D</u>	X	X	X	No	No	Consider school based threat assessment
Type Three Behavioral Violations	Best Practices	Classroom Exclusion	In School Suspension	Short Term Suspension	Long Term Suspension	Expulsion	School Referrals & Protocols
Bullying	<u>E</u>	X	X	X	No	No	HIB compliance officer referral
Distributing Tobacco	<u>E</u>	X	X	X	No	No	Counseling/ Prevention/ Intervention Referral
Fighting without major injury	<u>E</u>	X	X	X	No	No	Consider school based threat assessment
Intimidation/Non-Sexual Harassment	<u>E</u>	X	X	X	No	No	Consider School based threat assessment
Possessing or using alcoholic beverages	<u>E</u>	X	X	X	No	No	Counseling/ Prevention/ Intervention Referral
Possessing or using Illegal drugs, controlled substances, prescription or over the counter drugs	<u>E</u>	X	X	X	X No-K-4	X No K-4	Counseling/ Prevention/ Intervention Referral
Possessing or using marijuana	<u>E</u>	X	X	X	X No K-4	X No K-4	Counseling/ Prevention/ Intervention Referral
Theft	<u>E</u>	X	X	X	No	No	
Type Four Behavioral Violations	Best Practices	Classroom Exclusion	In School Suspension	Short Term Suspension	Long Term Suspension	Expulsion	School Referrals & Protocols
Arson	<u>E</u>	X	X	X	X No K-4	X No K-4	School based threat assessment referral

Behavior that Adversely Impacts the Health and Safety of Other Students Level 1	E	X	X	X	X No K-4	X No	Consider school based threat assessment, Counseling /Prevention/ Intervention referral
Discriminatory Harassment	E	X	X	X	No	No	Civil Rights Coordinator referral
Distributing Alcoholic Beverages	E	X	X	X	No	No	Counseling/ Prevention/ Intervention Referral
Distributing Marijuana	E	X	X	X	X No K-4	X No K-4	Counseling/ Prevention/ Intervention Referral
Fighting with major injury	E	X	X	X	X No K-4	X No K-4	School based threat assessment
Continuum of Responses							
Classroom Level Continuum of Responses							
Gang/ Hate Group Activity	E	X	X	X	No K-4	No K-4	School based threat assessment
Type One Behavioral Violations	E	X	X	X	No K-4	No K-4	A student may only be long-term suspended or expelled for this conduct if there have been two or more incidents within a three-year period.
Level A – Type One behavioral violation initially occurs	E	X	X	X	No K-4	No K-4	
Teacher or school personnel:	E	X	X	X	No K-4	No K-4	
• Reteaches behavioral expectations (FBIS, classroom expectations, etc.)	E	X	X	X	No K-4	No K-4	
• Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation	E	X	X	X	No K-4	No K-4	
Physical Attack/Assault Level 1	E	X	X	X	No	No	
Sexual Harassment	E	X	X	X	No	No	Title IX Coordinator referral
• Selects and implements best practices and strategies as appropriate	E	X	X	X	No	No	
• Documents interventions and monitors effectiveness	E	X	X	X	No	No	
Types of Violence/Malicious Harassment	E	X	X	X	No	No	School based threat assessment
Level B – Type One behavioral violation involving unsuccessful Level A responses or repeated Type One behavioral violations within the same school day	E	X	X	X	No	No	
Teacher or school personnel:	E	X	X	X	No	No	
Type Five Behavioral Violations	E	X	X	X	No	No	
• Reteaches behavioral expectations (FBIS, classroom expectations, etc.)	E	X	X	X	No	No	
• Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation	E	X	X	X	No	No	
Assault of teacher	E	X	X	X	No	No	
• Modifies and implements best practices and strategies as appropriate	E	X	X	X	No	No	
• Documents interventions and monitors effectiveness	E	X	X	X	No	No	
Behavior that Adversely Impacts the Health and Safety of Other Students Level 2	E	X	X	X	No	No	
Level C – Type One behavioral violation involving unsuccessful Level B and Level A responses or repeated Type One behavioral violations within the same school day	E	X	X	X	No	No	
Teacher or school personnel:	E	X	X	X	No	No	
Dangerous Weapons	E	X	X	X	No	No	
• Decides whether to request classroom support from school support staff	E	X	X	X	No	No	
• Notifies and attempts to involve the parent in the resolution	E	X	X	X	No	No	
• Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation	E	X	X	X	No	No	
• Modifies and implements best practices and strategies as appropriate	E	X	X	X	No	No	
• Confers with other school personnel as appropriate (PLC, ASIST Team, Building Student Support Team, etc.)	E	X	X	X	No	No	
• Documents interventions and monitors effectiveness	E	X	X	X	No	No	
Distributing/ Possession of Illegal Drugs, Controlled Substances, or over the counter drugs	E	X	X	X	No	No	
Type Two Behavioral Violations	E	X	X	X	No	No	
Level D – Classroom and administrative continuum of responses	E	X	X	X	No	No	
Physical Attack/Assault Level 2	E	X	X	X	No	No	
• Teacher or school personnel implements Level C continuum of responses as appropriate	E	X	X	X	No	No	
• Administrator or school support staff provide classroom support	E	X	X	X	No	No	
• Teacher or school personnel refers student and notifies administrator of behavioral violation	E	X	X	X	No	No	
• Administrator notifies and attempts to involve the parent in the resolution	E	X	X	X	No	No	
• Administrator confers with teacher or other school personnel and investigates evidence	E	X	X	X	No	No	
Robbery	E	X	X	X	No	No	School based threat assessment
Sexual Assault	E	X	X	X	No	No	Title IX Coordinator

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

Administrative Level Continuum of Responses

Type Three Behavioral Violations

Level E

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

Type Four Behavioral Violations

Level F

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

Type Five Behavioral Violations

Level G

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

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

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

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

What is HIB?

Our School Protects Students from Harassment, Intimidation, and Bullying (HIB)

We strive to make our school a safe and inclusive environment 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 explains what HIB is, what to do when you see or experience it, and how our school responds to it.

What is HIB?

State law (RCW 28A.600.477(5)(b)(i)) defines HIB 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 status) 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 often involves one student having, or appearing to have, more power than another student. While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.

HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

How can I make a report about HIB?

Talk to any school staff member, start with whoever you feel most comfortable with, such as a teacher, counselor, coach, or other school staff. You can report HIB by telling school staff in person or in writing (written reports can be made in your home language; please ask your school or district for support with translation). You can make your report anonymously/without giving your name or confidentially (asking that your name not be shared with other students or parents/caregivers involved). No student will be disciplined based only on an anonymous or confidential report.

If a staff member learns about, sees, or hears HIB happening, they must act quickly to stop the behavior(s) and keep it or them from happening again. Our district also has a HIB Compliance Officer, Brett Hale, who helps prevent and respond to HIB. He can be reached at 509-559-4559 or at his email address of bhale@cheneysd.org.

What happens after I make a report about HIB?

When you report HIB, school staff must act quickly to stop the behavior and prevent it from happening again. If you and the school agree the problem is resolved, then no further action may be needed. But, if you feel that you or someone you know is facing HIB that is unresolved, severe, or keeps happening, you should ask for an official HIB investigation by completing an Incident Reporting Form, which can be found at: <https://www.cheneysd.org/health-safety-student-well-being/harassment-intimidation-bullying>

The school must also make sure that students who report HIB are not treated badly for speaking up. This is called retaliation, and it is not allowed.

What is the investigation process?

The HIB investigation begins if you submit the HIB Incident Report Form (<https://www.cheneysd.org/health-safety-student-well-being/harassment-intimidation-bullying>) and the incident meets the definition of HIB toward a student. When you submit the Incident Reporting Form, the HIB Compliance Officer or the staff member leading the investigation must notify the families of the students involved that a complaint was received. They must make sure a prompt and thorough investigation takes place. The investigation is usually finished within five school days. If it takes longer, the school will keep you updated, generally once a week, until it is done.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must share the results with you within two school days.

This response should include:

- A summary of what the investigation found
- A decision about whether the HIB was substantiated (found to have happened) • Any steps the school will take to address the problem
- Clear information about how you can appeal the decision

If HIB is confirmed, the school will address it.

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

For the student named as the “targeted student” in a complaint:

If you disagree with the school district’s decision, you may appeal. To appeal, send a written request asking the superintendent (or the person they’ve assigned) to review the investigation. They will send you a written decision.

For the student named as the “aggressor” in a complaint:

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

What information may I have about other students?

Student privacy laws limit what the school can tell you about any intervention or discipline given to another student. You will be told whether HIB was found to have happened and that steps were taken, even if the details of those steps impacting all students involved cannot be shared.

For more information about the HIB complaint process, including important timelines, please see the district’s HIB webpage (<https://www.cheneysd.org/health-safety-student-well-being/harassment-intimidation-bullying>) or the district’s HIB Policy 3207 and Procedure 3207P.

How do I make a HIB complaint about a staff member?

This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff member’s behavior, ask your school for information on how to report it.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because of a **protected status**, including their race, ethnicity, color, national origin, immigration or citizenship status, sex, gender identity,

gender expression, sexual orientation, homelessness, religion, creed, disability, neurodivergence, 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 behavior that is threatening, harmful, or humiliating. It happens when the behavior is based on a student's protected status and is serious enough to create a hostile environment. A **hostile environment** is created when behavior 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.

To review the district's Nondiscrimination Policy 3210 and Procedure 3210P, visit

<https://cheneysd.community.diligentoneplatform.com/Portal/Policy.aspx?expanded=e07abae1-cad0-4352-90cb-9b318df33cda%2C29531c04-6d7c-4e42-94ca-b918094822ff>

What is sexual harassment?

Sexual harassment is unwelcome behavior or communication that is sexual in nature and seriously 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 accept unwelcome sexual behavior or communication to receive something in return, such as a better grade or a place on a sports team.

Examples of sexual harassment include:

- Pressuring a person for sexual actions or favors.
- Unwelcome sexual touching.
- Written, graphic, or electronic messages that are sexual in nature.
- Sharing sexually explicit texts, emails, or pictures.
- Making sexual jokes, spreading sexual rumors, or making suggestive comments. •

Physical violence, including rape and sexual assault.

Our school does not discriminate based on sex. We prohibit sex discrimination in all education programs, activities, and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P visit

<https://cheneysd.community.diligentoneplatform.com/Portal/Policy.aspx?expanded=e07abae1-cad0-4352-90cb-9b318df33cda%2C29531c04-6d7c-4e42-94ca-b918094822ff>

What should my school do about discriminatory and sexual harassment? When a school learns about possible discriminatory harassment or sexual harassment, it must investigate and take steps to stop the unwanted behavior. The school must address any effects of the harassment on the student at school, including eliminating the hostile environment, and prevent the harassment from happening 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 to report your concerns, ask questions, or learn more about how to resolve your concerns. If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.

Concerns about discrimination:

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

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Mr. Brett Hale; Email: BHale@cheneyisd.org; Phone: 509-559-4550

Concerns about disability discrimination:

Section 504 Coordinator: Mr. Franklin Day; Email: FDay@cheneyisd.org; Phone: (509) 559-4525

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Mr. Brett Hale; Email: BHale@cheneyisd.org; Phone: 509-559-4550

To **submit a written complaint**, describe the behavior or incident that you believe may be discriminatory. 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 so the school district can investigate it promptly. You must submit your complaint within one year of the behavior 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 will make sure your complaint is investigated promptly and thoroughly. The investigation will be completed within 30 calendar days unless you agree to a different timeline. If exceptional circumstances require more time, the Civil Rights Coordinator will notify you in writing and tell you the expected date for the response.

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

- A summary of the investigation results.
- A determination of whether the school district failed to comply with civil rights laws. • Any corrective actions or remedies that are needed.
- Information about how to appeal the decision.

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

If you disagree with the decision about your complaint, you may appeal the decision to the School Board. You may then file a complaint with the Office of Superintendent of Public Instruction (OSPI). For more information about this process, including important deadlines, see the school 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 be discrimination if it is based on a protected status. 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 address your concerns.

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, whether or not they have legally changed their name.

- Update students' gender designation so they are accurately reflected in school records.
- Provide students with access to restrooms and locker rooms that align with their gender identity.
- Ensure students can participate in sports, physical education classes, field trips, and overnight trips consistent with their gender identity.
- Keep students' health and education information private and confidential.
- Allow students to wear clothing that reflects their gender identity and enforce dress codes without regard to a student's gender or perceived gender.
- Create an inclusive, respectful environment and 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 <https://cheneycommunity.diligentoneplatform.com/Portal/Policy.aspx?expanded=e07abae1-cad0-4352-90cb-9b318df33cda%2C29531c04-6d7c-4e42-94ca-b918094822ff> If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Mr. Brett Hale; Email: BHale@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.

Our School is Committed to Students and State Law

Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something—or fails to do something—that they knew, or reasonably should have known, would violate state law. Under ESHB 1296, OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

OSPI Model Student Handbook Language | Authorized by RCW 28A.300.286 | July 2026
These laws include requirements related to:

- Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)
- Harassment, intimidation, or bullying (RCW 28A.600.477)
- Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
- Use of restraint or isolation (RCW 28A.600.485)
- Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law? You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.

If no available complaint processes are available, you must check OSPI's website for other OSPI complaint

procedures at [How to File a Complaint](#), and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.

Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

Who else can help with HIB, Discrimination, or Willful Noncompliance Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level, even if the complaint involves the school or school district. School personnel should not retaliate against students or families for making a formal complaint.

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, as well as complaints alleging willful noncompliance with state law under ESHB 1296.

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

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

OSPI Model Student Handbook Language | Authorized by RCW 28A.300.286 | July 2026

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

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

OSPI Office of Legal Affairs (For more details on the willful noncompliance complaint process)

- Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints
- Email: OLA@k12.wa.us

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

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

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

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

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

- Website: www.ed.gov/
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Committed to Safety at School Activities and Events Washington

State wants school activities and events, like athletic competitions, performances, and other extracurricular activities, to be safe for everyone who takes part in them or watches them.

What does state law say?

Washington State law has long banned intimidation, force, and threats of violence at school events. [ESB 5272](#) (which takes effect in 2026) made those protections stronger. It now also covers officials and volunteers at extracurricular athletic activities, and it has created new consequences for breaking the law. For non-students, if they are convicted of a crime, they may be banned from school activities for up to 18 months, receive a fine, or go to jail for no more than 6 months. For students, other school consequences, including removal from school, may also apply under [RCW 28A.600.015](#).

How is this different from HIB?

This is different from our school's HIB policy, which deals with conduct between students through a school process. ESB 5272 covers more people and more situations and is enforced through criminal law and school discipline procedures instead of the school's HIB process.

The expectations in this section are broader. They apply to everyone at school activities — students, parents, and community members alike — and they cover behavior toward everyone involved, not just students. This section and the HIB section work together but cover different situations.

What should I do if I experience or witness this conduct?

- **Call 911** if there is an immediate safety concern
- **Report to a coach, event supervisor, school administrator, or other trusted adult** as soon as possible. They can connect you with the right support and make sure the right steps are taken
- **If a student was the target** of the conduct, you may also be able to file a report under our school's HIB policy — see the HIB section of this handbook for more information

Who can I contact with questions?

For questions about safety at school events, contact your school principal or Mr. Brett Hale; Email: BHale@cheneysd.org; Phone: 509-559-4550

For questions about whether conduct student-to-student may also be HIB, contact the HIB Compliance Officer: Mr. Brett Hale; Email: BHale@cheneysd.org; Phone: 509-559-4550.

General Academic Information

Cheney High School is on the semester system.

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

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

State Assessments

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

The following are graduation requirements for each graduating class:

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

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

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

Graduation Requirements, Grade Level Course Progressions, and Credit Information

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

WITHDRAW FROM CLASS

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

Honor Roll

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

Career and Counseling Center

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

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

9 th Grade, Tyler Neely	tneely@cheneysd.org	(509) 559-4020
10 th Grade, Jeff Ward	jward@cheneysd.org	(509) 559-4023
11 th Grade, Sara DeBeaumont	sdebeaumont@cheneysd.org	(509) 559- 4124
12 th Grade, Nicole Starkey	nstarkey@cheneysd.org	(509) 559-4107
College and Careers, Ericka Rodriguez	erodriguez@cheneysd.org	(509) 559-4017
Career/Counseling Secretary, Cassie McDonald	cmdonald2@cheneysd.org	(509) 559-4019
Registrar, Shannon Ryan	sryan@cheneysd.org	(509) 559-4008

Student Government

The Student Government is organized into two branches:

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

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

Extra-Curricular Activities

Philosophy

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

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

Head Coaches

<u>SPORT</u>	<u>NAME</u>	<u>E-MAIL</u>
Athletic Director	Ken Ryan	kryan@cheneysd.org
Athletic Secretary	Lynda Ford	lford@cheneysd.org
ASB Bookkeeper	Chelsea Lawrence	clawrence@cheneysd.org
Athletic Trainer	Kyle Loughery	kloughery@cheneysd.org
Athletic Trainer	Shea Romero	sromero@cheneysd.org
Baseball	Ozzie Smith	mdsmith@cheneysd.org
Basketball (Boys)	Travis Peevey	tpeevey@cheneysd.org
Basketball (Girls)	Bryce Currie	brycecurrie@gmail.com
Cheer	Tyler McBride	tmcbride@cheneysd.org
Cross Country (Girls)	Camille Moseley	moseleyc@live.com
Cross Country (Boys)	Derek Slaughter	dslaughter@cheneysd.org
Football	John Graham	jgraham@cheneysd.org

Golf (Boys)	Justin Fayant	jfayant@cheneysd.org
Golf (Girls)	Gerald Morton	gmorton@cheneysd.org
Marching Band	Josh Wisswell	jwisswell@cheneysd.org
Soccer (Boys)	Noah Prophet	nprophet@cheneysd.org
Soccer (Girls)	Nels Radtke	nradtke@cheneysd.org
Softball (Slow/Fastpitch)	Makayla Shay	shaymj98@gmail.com
Special Olympics/Unified	Brian Baxter	bbaxter@cheneysd.org
Special Olympics/Unified	Gregg Smith	gsmith@cheneysd.org
Strength/Conditioning	Justin Maxwell	jmaxwell2@cheneysd.org
Swim/Dive (Boys/Girls)	Jennifer Hochwalt	jhochwalt@cheneysd.org
Tennis (Boys)	Jesse Erickson	jesse_n_jenn@yahoo.com
Tennis (Girls)	Dan Estock	destock@cheneysd.org
Track & Field (Boys/Girls)	Derek Slaughter	dslaughter@cheneysd.org
Volleyball	Mollie Doyle	doylemol12@icloud.com
Wrestling (Boys)	Brian Skaff	btskaff@yahoo.com
Wrestling (Girls)	Jeremy McGee	jeremyemcgee@gmail.com

Club/Class Advisors

Club	Advisor	Email
Class of 2027 Advisors	Ms. Delaney	kdelaney@cheneysd.org
	Mr. Troyer	jtroyer@cheneysd.org
Class of 2028 Advisors	Mr. Marsh	amarsh@cheneysd.org
	Mrs. Franklin	tfranklin@cheneysd.org
Class of 2029 Advisors	Ms. Tamura	itamara@cheneysd.org
	Ms. Hatcher	mhatcher@cheneysd.org
Class of 2030 Advisors	Ms. Ortega	kortega@cheneysd.org
	Ms. Love	llove@cheneysd.org
All Things Mountain Club	Mr. Barlow	gbarlow@cheneysd.org
Art Club	Mrs. Dempsey	rdempsey@cheneysd.org
Bowling Club	Mr. Hamblet	mhamblet@cheneysd.org
BSU	Mrs. Horvath	ahorvath@cheneysd.org

Cheney Club America	Mr. Hamblet	mhamblet@cheneysd.org
Chess Club	Mrs. Barker	gbarker@cheneysd.org
DECA	Mrs. Byrd Mr. Cagle	dbyrd@cheneysd.org mcagle@cheneysd.org
Drama Club	Mr. Davie	jdavie@cheneysd.org
FBLA	Mr. Zeski	bzeski@cheneysd.org
FFA	Ms. Nelson Mr. Smith	hnelson@cheneysd.org gsmith@cheneysd.org
Gaming/DND Club	Mr. Whitehead	mwhitehead@cheneysd.org
H3	Mrs. Deutsch Mrs. Larcom	JDeutsch@esd101.net clarcom@esd101.net
HOSA	Mr. Collins Mr. Barlow	bcollins@cheneysd.org gbarlow@cheneysd.org
K-Pop Dance Club	Ms. Nurvic	anurvic@cheneysd.org
Key Club	Mr. Short	jshort@cheneysd.org
Link Crew	Ms. Starkey Mrs. Day Ms. Hatcher	nstarkey@cheneysd.org aday@cheneysd.org mhatcer@cheneysd.org
National Honor Society	Ms. Symons Mr. Marsh	gsymons@cheneysd.org amarsh@cheneysd.org
Nesian Hawks	Mrs. Lawrence	clawrence@cheneysd.org
Pride Club	Mrs. DeBeaumont	sdebeaumont@cheneysd.org

ProStart Culinary	Ms. Green	mgreen@cheneysd.org
Skills USA Club	Mrs. Nocis	inocis@cheneysd.org
	Ms. Green	mgreen@cheneysd.org
Sports Medicine Club	Mr. Loughery	kloughery@cheneysd.org
Yearbook Club	Mr. Wyborney	bwyborney@cheneysd.org

Cheney High School Floor Plan

