



Salnave Elementary Parent/Student Handbook

2026-2027

Salnave Elementary School
Home of the Sparrowhawks
1015 Salnave Road
Cheney, WA 99004
509-559-4700

<https://sal.cheneysd.org/>

Celina Brennan, Principal
Claire Soulek, Assistant Principal

Proudly Serving Our Community

Salnave Elementary School Sparrowhawks

Dreaming, Learning, Growing TOGETHER!

Helpful, **A**ttentive, **W**ell-behaved, **K**ind, and **S**afe

HAWKS here,
HAWKS there,
HAWKS, HAWKS everywhere!
HAWKS are helpful,
and attentive,
always well-behaved.
HAWKS are kind,
HAWKS are safe,
every single day!

Principal's Message to Parents

Dear Families,

Welcome to the 2026-2027 school year! We are dedicated to collaborating with staff, families, and community members to ensure the success of our students. As advocates for meeting the needs of the whole child, we will work to ensure the development and sustainability of instructional programs that support the social, emotional, and academic needs of every learner. Our staff strives to provide a safe and nurturing learning environment that fosters the optimal learning potential in each scholar. We welcome parent/guardian input and participation in order to create a solid partnership that empowers learner growth.

The staff at Salnave is focused on our mission of “Dreaming, Learning, and Growing TOGETHER!” We aim to establish effective and purposeful goals, discover new knowledge and practices that maintain our intentional work with students, and celebrate the growth of all learners. We value staff, students, families, and community members partnering together to support the learning process. If you have the desire to make a difference at Salnave through volunteering, we invite you to complete the online application on the district website. Volunteers are needed to provide assistance in the classrooms, prepare materials in the office, attend field trips, and support school activities. PTO welcomes additional volunteer time for providing fun family events. I encourage you to become a volunteer in our school and a member of our PTO and serve based on the time you have to offer.

Please join us in encouraging our Salnave SparrowHAWKS to be Helpful, Attentive, Kind, Well-behaved, and Safe!

Sincerely,
Celina Brennan



Salnave Elementary School Sparrowhawks

Cheney School District

Dr. Ben Ferney, Superintendent

12414 S. Andrus Rd.

Cheney, WA 99004

509-559-4599 or 1-877-224-3639

Board of Directors

Mr. Mitch Swenson, President, District 5

Mr. Bill Hanson, Vice-President, District 4

Mr. Mark Scott, District 1

Ms. Elizabeth Winer, Legislative Representative, District 2

Mr. Henry Browne, District 3

Salnave Elementary 509-559-4700

Salnave Attendance Line 509-559-4702

Salnave FAX Number 509-559-4740

District Office 509-559-4599

Toll-Free 1-877-224-3639

Dr. Ben Ferney 509-559-4502
Superintendent

Mr. Brett Hale 509-559-4550
Associate Superintendent

Mr. Franklin Day 509-559-4525
Director of Student Support Services

Cheney School District Transportation 509-559-4523

Cheney School District Mission Statement

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

Salnave Elementary Mission Statement

ALL Sparrowhawks will work together to ensure ALL scholars are engaged in learning at high levels.

Salnave Elementary School Staff Directory

Certificated Staff

Celina Brennan	Principal	559-4701	cbrennan@cheneysd.org
Claire Soulek	Assistant Principal	559-4703	csoulek@cheneysd.org
Gwynn Moe	Counselor	559-4726	gmoe@cheneysd.org
Jenny Loughery	School Nurse	559-4721	jloughery@cheneysd.org
Lisa Winterroth	School Psychologist	559-4725	asielaff@cheneysd.org
Rachel Eng	Preschool Teacher	559-4714	reng@cheneysd.org
Katie Barone	Kindergarten Teacher	559-4736	kbarone@cheneysd.org
Mandy Larson	Kindergarten Teacher	559-4713	alarson@cheneysd.org
Jessica Bailey	1st Grade Teacher	559-4734	jbailey@cheneysd.org
Amy Pruett	1st Grade Teacher	559-4707	apruett@cheneysd.org
Amye Ellsworth	1st Grade Teacher	559-4733	aellsworth@cheneysd.org
Keri Van Horne	2nd Grade Teacher	559-4712	kvanhorne@cheneysd.org
Cole Mayfield	2nd Grade Teacher	559-4731	cmayfield@cheneysd.org
Heidi Hoblin	2nd Grade Teacher	559-4725	hhoblin@cheneysd.org
Kayla Smith	3rd Grade Teacher	559-4709	kismith@cheneysd.org
Bryn Swenson	3rd Grade Teacher	559-4711	bswenson@cheneysd.org
Aimee Heider	3rd Grade Teacher	559-4710	aheider@cheneysd.org
Meghan Pierce (Trainer)	4th Grade Teacher	559-4719	mtrainer@cheneysd.org
Amanda Smith	4th Grade Teacher	559-4716	acsmith@cheneysd.org
Shea Romero	4th/5th Grade Teacher	559-4708	sromero@cheneysd.org
Randi York	5th Grade Teacher (Admin Intern)	559-4730	ryork@cheneysd.org
Alicia Bracht	5th Grade Teacher	559-4715	ahunt@cheneysd.org
Misty Smith	Special Education- Resource Room	559-4754	msmith@cheneysd.org
Hailey Hammer	Speech/Language Therapist	559-4735	hhammer@cheneysd.org
Alyssa Roth Drummond	Speech/Language Therapist	559-4735	arothdrummond@cheneysd.org
Christine Ulbright	Physical Therapist	559-4739	culbright@cheneysd.org
Stephanie Hamilton	Physical Therapist	559-4739	shamilton@cheneysd.org
Kelli Sittser	Occupational Therapist	559-4725	ksittser@cheneysd.org
Maria (Rocio) Filace	Multilingual Learner Specialist	559-4723	mfilace@cheneysd.org
Sara Kennedy	Librarian/Media Specialist	559-4704	skennedy@cheneysd.org
Mark Tatham	Music Teacher/Band & Strings	559-4706	mtatham@cheneysd.org
Scott Ziemann	Physical Education Teacher	559-4718	sziemann@cheneysd.org

Salnave Elementary School Staff Directory

Classified Staff

Kait Young	Elementary Secretary/Office Manager	559-4700	kyoung2@cheneysd.org
Lisa Holtan	Attendance Secretary	559-4702	lholtan@cheneysd.org
Jane Cindric	Health Aide	559-4727	mcindric@cheneysd.org
Amy Bassen	Custodian	559-4700	abassen@cheneysd.org
Thomas Hoaglan	Custodian	559-4700	thoaglan@cheneysd.org
Makayla Lee	Cook	559-4724	mlee@cheneysd.org
Sarah Passey	Cashier	559-4729	spassey@cheneysd.org
Jami Tuter	Behavior Interventionist	559-4700	jtuter@cheneysd.org
Brandy Peterson	Instructional Paraeducator	559-4700	bpeterson@cheneysd.org
Lovejoy Sodoma	Instructional Paraeducator	559-4700	lsodoma@cheneysd.org
Shantel Ableman	Instructional Paraeducator	559-4700	sfableman@cheneysd.org
Susan Ford	Instructional Paraeducator- RR	559-4754	sford@cheneysd.org
Adriana Rodriguez	Instructional Paraeducator-RR	559-4754	arodriguez@cheneysd.org
Kristi Hair	Instructional Paraeducator-1-1 Para	559-4754	khair@cheneysd.org
Angela Hagedorn	Preschool Paraeducator - PK	559-4700	ahagedorn@cheneysd.org
Cheryl Ripley	Preschool Paraeducator - PK	559-4700	cripley@cheneysd.org

The Salnave PTO meets once monthly.

Please join our Salnave PTO group and parents!

Teacher Qualifications

Cheney School District ensures that all teachers meet federal and state certificate requirements.

Parents may request the qualifications of their child's teachers by calling Angela Moses, Human Resources Manager, at 509-559-4509.

Please contact us if you have any questions after reading the information in this handbook. Thank you!

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Arrival and Dismissal

Classes begin promptly at 7:50am with the exception of Friday late-start days which begin at 8:50am. Children should not arrive before 7:40am (8:40am on Fridays), unless eating breakfast. Students eating breakfast may enter the door at 7:20am (8:20am on Fridays). If a student arrives tardy, he/she must check in at the office and present a pass to his/her teacher. Students are dismissed at 2:20pm. **If your child's end-of-day plans change, please notify the office by 12:30 p.m. so your child can be notified of the change.** It is very difficult to ensure arrangements can be changed after that time.

We want our Sparrowhawks to arrive and depart school in a safe manner. To insure safety for our students, we ask your assistance and support in the following ways:

Riding the Bus

Please review bus expectations with your child and remind your child he/she is expected to maintain good self-discipline. Students riding the bus are expected to respect and obey the bus driver and follow the safety rules.

School Bus Behavior Expectations (The bus driver's directions are to be followed at all times!)

R.I.D.E.

R. RESPECT AND SUPPORT

(Driver - Others - Bus)

I. IN YOUR SEAT SAFELY

(Facing Forward - Sitting on Your Pockets - Hands to Yourself)

D. DEFINITELY KEEP AISLES CLEAR

(Keep Belongings in Your Lap or on the Floor - Aisle is for Entering and Exiting Only - Keep Your Area Clean)

E. EXTRA ATTENTION TO SAFETY

(Inside Voices - Voices Off at Railroad Tracks - Wait for Driver's Signal to Cross the Road)

If a student is having **behavioral issues while waiting for the bus**, they will be asked to go to the office and call a family member to come and pick them up.

Changing After-School Plans

If there is a need for any deviation from the normal routine, or if any person other than a parent or guardian is taking a student off campus, **a note** to that effect must be sent to the office. A call to the office by a parent/guardian can be directly made, as well. For safety reasons, students without notes/calls will follow their normal after-school plan. District procedure does not allow students to ride home with another student on the bus. **Calls home for confirmation are not possible without serious schedule delays for departing buses. Please notify our office of any change in plans before 12:30 p.m.**

Dropping off/Picking Up by Car

If you are bringing your child to school in the morning and/or picking your child up at the end of the day, please use the parent loop in the front of the school. If you plan to get out of your car to meet your child, please do not park in the parent loop so traffic can remain flowing. For additional safety, the loop on the side of our school is for buses only during student arrival and dismissal.

Walking to School

Obey traffic signals and/or the crossing guards.

Walk your bike through intersections.

Always walk with a buddy whenever possible.

Wear reflective material. It makes you more visible to street traffic.

Safe Walking Routes

In the spring of 2011 parents, students, crossing guards, law enforcement, city planners, teachers, and principals from Cheney participated in walking audits for all Cheney elementary schools and the middle school. From the results of these walk audits recommended Safe Routes to School were mapped and are available on the Cheney School district website at cheneysd.org and on the [Salnave website](#).

Walking Recommendations

All students living north of Salnave Road are to cross at the intersection of Presley and Salnave where crossing guards will be present. The crosswalk at Bonnie Way and Salnave no longer have a crossing guard and parents are asked to let their children know that crossing will not be approved at that location during school hours. Students living West of Presley will continue to have a crossing guard at Gregory Place. Students are asked to leave immediately after school while the crossing guards are available to provide safe crossing. Crossing guards are available in the morning from 7:30-7:48am and in the afternoon from 2:20-2:30 pm.

Assessment

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

State Assessments

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

iReady Inform

iReady 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. iReady testing takes place up to three times a year in 1st-5th grades and results are shared with parents at Parent-Teacher Conferences.

Developmental Reading Assessment (DRA), Diagnostic Progress Monitoring Tools, Heggarty Assessments

These assessment tools are used by our educational staff to determine student strengths and areas of need as well as individual student growth over time, in the area of reading. These tools can be used at incremental time periods to monitor growth, and results are shared with parents at Parent-Teacher Conferences.

Students and teachers work hard to prepare for success on the state and district assessments.

Parents and guardians can help their children be successful in the following ways:

- Look for an announcement of testing days for your school, and make sure your child attends school on these days.
- Make sure your child gets plenty of sleep the night before testing, and that he or she eats a nutritious breakfast on testing days.
- Visit the Cheney School District website and look under Parent Resources to find information that will help you prepare your child for the state assessments

Attendance

Absences

Regular attendance is crucial to your child's success in school. Please plan appointments, vacations, and other activities outside the regular school day whenever possible. If your child is ill, or experiences a family emergency, please call the attendance line at 509-559-4702. When calling, please be **specific regarding the symptoms that are occurring** e.g.: high fever, sore throat, vomiting, etc. If you leave a message please be sure to include the student's full legal name, and the symptoms they are experiencing. Please complete a pre-arranged absence form and connect with the principal/designee regarding parent-approved activities (i.e. vacations, extracurricular activities) for absence approval. *An absence may not be approved if it is likely to cause a serious adverse effect on the student's educational progress.*

Contact must be made by the parent/guardian to excuse absences. If no contact is made with our attendance secretary, that student will receive an *Unexcused Absence*. Until a parent/guardian note or phone call is received, the absence will remain unexcused. Please see Board [Policy 3122/Procedure 3122](#) (on the Cheney

School District website) for further details regarding student absences. A copy can also be made available by the principal.

If you plan to take your child out of school before the end of the school day, or after pickup is over, he/she **must be signed out** at the office by a parent or guardian before leaving the building.

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:

Cough	Congestion or drainage from nose
Muscle or body aches	Sore throat
New loss of taste or smell	Fatigue
Shortness of breath or difficulty breathing	Diarrhea and/or nausea or vomiting
Fever of 100 degrees or above within last 24 hours	Red eyes with itching and drainage
Weeping or crusty lesions on the face or body	Head lice
Rash that appears to be spreading	

OK to Return when: Symptoms are improving, fever free for 24 hours without the use of medication

Current regional health department guidance regarding a positive Covid test: You can go back to your normal activities when both of the following have been true for at least 24 hours:

- Your symptoms are getting better overall, and
- You have not had a fever (and are not using fever-reducing medication)

If you have any questions regarding symptoms, please reach out to our health room, 509-559-4014.

Calendar

Non-School Days for Students		
Labor Day	Monday	September 7, 2026
Professional Learning Day	Friday	October 9, 2026
October Break	Monday-Tuesday	October 19-20, 2026
Veterans' Day	Wednesday	November 11, 2026
Parent/Teacher Conferences	Monday-Tuesday	November 23-24, 2025
Autumn Break	Wednesday-Friday	November 25-2, 2026
Winter Holiday	2 weeks	December 21, 2026 – January 1, 2027
Martin Luther King Jr. Day	Monday	January 18, 2027
Semester Break Day	Monday	January 25, 2027
Professional Learning Day	Monday	February 8, 2027
February Break	Monday-Tuesday	February 15-16, 2027
Parent/Teacher Conferences	Thursday-Friday	March 11-12, 2027
Spring Break	1 week	April 12-16, 2027
Non-School Day	Friday	May 28, 2027
Memorial Day Holiday	Monday	May 31, 2027

Emergency School Closure Information

If school is closed or delayed due to weather, communication will be sent through Parent Square by our district. Additionally, local news and radio stations will be informed of closures. If you believe school may start late or be closed, please tune to local television stations or local radio stations and websites.

Tentative Emergency Make-up Days have been calendared for:

- Wednesday, February 17
- Monday, March 15
- Thursday, June 17

Discipline Procedures

This District's student discipline policy and procedure is designed to provide students and staff with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, the district's rules of student conduct, including behavioral expectations standards that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

The purposes of these procedures include:

- Engaging with school personnel, students, parents, families and the community in decisions related to the development and implementation of discipline policies and procedures; and striving to understand and be responsive to cultural context;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents or guardians;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption; during suspension and expulsion;
- Facilitating collaboration between school personnel, students, and parents or guardians, and families to, and thereby supporting successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student with the opportunity to achieve personal and academic success;
- Providing a safe environment for all students, and for district employees, and members of the community.

Supporting Students with Best Practices and Strategies

The District will implement a culturally responsive discipline that strives to provide every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at:

[Menus of Best Practice & Strategies- ospi.k12.wa.us](https://ospi.k12.wa.us/MenuofBestPractice&Strategies)

The District will ensure schools receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

Each school within the District will implement best practices and strategies consistent with this policy and procedure. Examples include: multi-tiered system of supports (MTSS) or positive behavioral interventions and supports (PBIS) framework, etc. All school personnel are authorized to implement the best practices and strategies identified in the [OSPI Menu of Best Practices & Strategies](https://ospi.k12.wa.us/MenuofBestPractice&Strategies) for Behavior as well as building discipline standards. School personnel at each District school will review the identified best practices and strategies as well as building discipline standards as appropriate.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, school personnel must first attempt one or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension. Before considering imposing a long-term suspension or expulsion, school personnel must first consider one or more best practices and strategies.

When administering best practices and strategies in response to behavioral violations, school personnel will follow district policy and procedure as well as building discipline standards.

Electronic Resources & Media

Computer Use at Salnave

Use of the Internet is an educational opportunity that requires users to act responsibly, ethically, and in accordance with network use guidelines. Students are responsible for their behavior and communications over the Internet. Users are expected to comply with Cheney School District standards outlined in Cheney School District Board [Policy 2022](#) and [Procedure 2022](#). This includes, but is not limited to the following:

Students will not:

- Send or display offensive messages or photos.
- Use obscene language.
- Violate copyright laws.
- Access inappropriate websites that contain objectionable, offensive, or obscene material.

Students are expected to use computers to help with schoolwork and learning and will only use the computers/Internet as instructed by school staff. Students will be guided toward appropriate materials by teachers. Students who use the computer inappropriately, including Internet use, will be restricted from computer use at school. If you have any questions about Internet use or District policies, please contact Mrs. Brennan or Mrs. Soulek.

Electronic Resources and Student Safety

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

Media

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

Electronic Devices and Toys

Personal electronic devices are not to be used during the school day. Students that bring toys, cell phones, or any other type of electronic device to school must keep them in their personal backpacks while on campus. Toys are not allowed in the classroom or on the playground unless prior arrangements have been made with the teacher and/or Principal.

Electronic Devices Policy & Procedure

In accordance with our new board policy and procedure (3245), students' personal telecommunication or mobile devices will be accessed and operated only before and after the regular school day (prior to arriving on campus and after leaving campus).

- Students will be expected to keep their personal devices in backpacks while at school, unless an emergency exists that involves imminent physical danger or a school administrator authorizes the student to use the device. (Exceptions to mobile device restrictions may be made when access is determined to be necessary by the appropriate school team based on the student's individual educational, behavioral, or medical needs.)
- Students will not use telecommunication or mobile devices in a manner that poses a threat to academic integrity, disrupts the learning environment, or violates the privacy rights of others. Students will not take, send, share, view, or possess pictures, text messages, emails, or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other telecommunication or mobile device, while the student is on school grounds, at school-sponsored events, or on school buses or vehicles provided by the district.

- When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunication or mobile device in a manner that violates the law or school rules, the official may confiscate the device.
- By bringing a cell phone or other telecommunication or mobile devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement.
- Students are responsible for telecommunication or mobile devices they bring to school. The district will not be responsible for loss, theft or destruction of telecommunication or mobile devices brought onto school property or to school-sponsored events.
- Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices.
- Students who violate this policy may be subject to disciplinary action.

Fidgets

Our procedures regarding fidgets are worked out with classroom teachers. Teachers work with students individually, as well as communicating with parents, to understand what tools work as necessary. When a fidget has been determined necessary to support focus during learning, teachers connect with students about how to use the tool appropriately in the classroom. In general, fidgets should not be a distraction to the learning process or shared with other classmates. If fidgets become a disruption, teachers may need to take them and discuss next steps with student/parent. When students bring fidgets to school without a plan in place (as described above), we ask that they remain in backpacks.

Health Services

Health Information/Immunizations

Updated information regarding required immunizations is available at each school building or by contacting one of our District Registered Nurses. Most health forms are available on the District website under Parent Resources, Health Services.

REQUIRED IMMUNIZATIONS FOR SCHOOL YEAR 2025-2026

Parents— Are Your Kids Ready for School? Required Immunizations for School Year 2025-2026 							
	DTaP/Tdap (Diphtheria, Tetanus, Pertussis)	Hepatitis B	Hib (<i>Haemophilus influenzae</i> type B)	MMR (Measles, mumps, rubella)	PCV (Pneumococcal Conjugate)	Polio	Varicella (Chickenpox)
Preschool Age 19 months to <4 years on September 1st	4 doses DTaP	3 doses	3 or 4 doses* (depending on vaccine)	1 dose	4 doses*	3 doses	1 dose**
Preschool/Transitional Kindergarten 4 years of age or older on September 1st	5 doses DTaP*	3 doses	3 or 4 doses* (depending on vaccine) (Not required at 5 years of age or older)	2 doses	4 doses* (Not required at 5 years of age or older)	4 doses*	2 doses**
Kindergarten through 6th	5 doses DTaP*	3 doses	Not Required	2 doses	Not Required	4 doses*	2 doses**
7th through 12th	5 doses DTaP* Plus Tdap at age ≥10 years	3 doses	Not Required	2 doses	Not Required	4 doses*	2 doses**

*Vaccine doses may be acceptable with fewer than listed depending on when they were given.

**Health care provider verification of history of chickenpox disease is also acceptable.

Students must get vaccine doses at the correct timeframes to be in compliance with school requirements. Talk to your health care provider or school staff if you have questions.

Find information on other important vaccines not required for school at: www.immunize.org/cdc/schedules.

To request this document in another format, call 1-800-525-0127.
Deaf or hard of hearing customers, please call 711 (Washington Relay) or email doh.information@doh.wa.gov

DOH 348-295 Dec. 2024



Immunizations

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), Hepatitis B, MMR (measles, rubella [German measles] and mumps) is required. The Spokane County Health Department offers immunizations and examinations to children for a minimal charge. Kindergarten students enrolling in Cheney Public Schools will be given a 30-day grace period to comply with state immunization requirements.

Exemptions from the requirements are medical, religious or personal.

For information about immunizations, please call the Spokane County Health Department at 324-1600.

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

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

Guidelines for Children with Life-Threatening Health Conditions

Prior to attendance at school, 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 bee sting or food allergies, heart conditions, severe asthma, severe seizures, etc. **More information and assistance is available from the building nurse or health assistant.**

Change of Address

We attempt to keep up-to-date school records. Should your child become ill or injured at school, accurate information is essential. Please help us by informing the office of any changes in your address, home/work/cell phone numbers, and emergency numbers and contacts.

Homework and Dress

Appropriate Dress Guidelines

Salnave Elementary provides an academic environment that promotes a sense of community and respect for self and others. Our dress guidelines are designed to support these ideals and are enforced during the regular school day and at all other school functions. Dress or appearance that causes a disruption to the educational process or which presents health or safety problems is not allowed at school.

- Hats/caps are to be worn outdoors or with permission of their teacher.
- Shoes that are safety hazards on the playground at recess and during P.E. classes are not to be worn. This includes flip-flops, wedged heels, clogs or shoes with no backs. Heelys (in-shoe skates) are not allowed. Athletic shoes are required for P.E. classes.
- Clothing should be appropriate for, and not distracting to, the learning atmosphere.
- The final determination of the appropriateness of attire is the responsibility of the Principal.

Homework at Salnave

Homework helps your child improve academic achievement and increase interest in learning by providing:

- practice and reinforcement of skills;
- opportunities to complete unfinished class work;
- preparation for upcoming lessons, tests, and projects;
- opportunities for parental involvement in their child's education;
- additional time to read for pleasure.

Students are required to read across the curriculum, so the better the reader, the greater probability of understanding the subject areas. We encourage parents to provide good home-study conditions and examine assignments your student is bringing home.

Make-up Work

If a student is absent, parents or guardians can call the office or teacher's voice mail and request make-up work be sent home. Please call first thing in the morning to give the teacher time to prepare missed assignments and transfer them to the office. Some class activities, discussions and assignments cannot be made up at home. Students may then be given an opportunity in class to make up the assignment or be given an alternate assignment. Upon returning to school it is the student's responsibility (with support from parent/guardian) to get missing assignments and turn them into the teacher when they are due.

Nutrition Services

LJ Klinkenberg, Director 509-559-4595

Kellisa Kulm, Assistant Director

Breakfast/Lunch

School breakfast and lunch are available to all students enrolled in school. Meals are served daily.

Breakfast is served daily beginning at 7:20am. Our cafe is open until 7:50am. Please help your child arrive early enough to eat breakfast in our cafe. For students who arrive late, breakfast is offered until 9:59am.

Nutrition Services is excited to have qualified again for the Community Eligibility Provision (CEP), which allows school districts to provide meals to these schools at no cost.

All Salnave students receive their first reimbursable breakfast and first reimbursable lunch at no cost. Students are welcome to as many fruits and vegetables as they can eat. Additional milks may be purchased separately. Prices are listed in the table below. A share bin will be available.

At breakfast, four (4) items are offered, a reimbursable breakfast consists of three (3) items. Students have the choice of 1 Entree, choice of 1 Misc. item (optional). Students are required to take 1 Grain item and 1/2 Cup of fruit.

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

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

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

School Year 2026-2027	
Student	Full Price
Extra Milk	\$ 0.75
Extra Entrée (main dish) Breakfast	\$ 1.75
Extra Entrée (main dish) Lunch	\$ 2.00
Side	\$ 1.00
Misc Item	\$ 0.50
Adult	Full Price
Breakfast	\$ 5.50
Lunch	\$ 7.00
Milk	\$ 0.75
Non Subsidized Meal Rate	Full Price
Elementary Breakfast	\$ 2.15
Secondary Breakfast	\$ 2.25
Elementary Lunch	\$ 3.35
Secondary Lunch	\$ 3.85

The State Legislature passed House Bill 1878, requiring Local Education Agencies to increase school participation in the Community Eligibility Provision. This change allowed for more of our schools to qualify for CEP than ever before. The legislature also passed House Bill 1342, which eliminated co-pays for those who qualify for reduced-cost meals. The effect of these programs means more students will qualify for free meals than before the pandemic; however, we need families to support these programs by completing either a Household Information Survey or Free and Reduced Application.

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

Traditionally, various celebrations at school have been accompanied by treats provided by families. With food allergies so numerous in our district, we must be careful to determine that foods are safe for all students. The Cheney School District Board of Directors approved additions to District Policy and Procedure No. 6700, which clarifies the procedures that must be followed when food and beverages are brought on campus for group consumption. The procedure language is as follows:

1. All foods and/or beverages intended for group consumption during the school day **will be screened by school personnel in our healthroom** before distribution in the classroom.
2. Food designated for group consumption by students during the school day **shall be free of nuts, nut products, and shall not be manufactured in a plant that processes nuts.**
3. All food brought into the school for group consumption by students during the school day will be **commercially prepared and clearly labeled with ingredients.** Please read labels carefully before bringing them to school.

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

Our district nutrition policy was made in accordance with our goal of helping to **combat childhood obesity** and improving the health and wellness of our students. Studies show that kids consume up to 50 percent of their daily calories while at school, and those children who eat a regular, balanced diet consisting of lean proteins, whole grains, fruits and vegetables are more successful academically.

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.

Parent-Teacher Partnership

Research is clear that when parents and teachers work together a child tends to perform well in school. The following are some guidelines for how parents can contribute to a Parent/Guardian/Teacher Partnership to help children have the best possible learning experience.

Recognize the Commitment the Teacher Has Made

Teachers make a commitment that involves many hours of preparation beyond the school day. Please recognize this commitment and keep this in mind when problem-solving during the year.

Make Early, Positive Contact with the Teacher

Get to know your child's teacher early and establish a positive relationship. Please make sure when communicating with your child's teacher that it is an appropriate time and not disruptive to learning.

Don't Put the Student in the Middle

If you think your child's teacher is not handling a situation well, do not share that with your child. Rather, seek a meeting with the teacher for a private conversation.

Fill Your Child's Emotional Tank

Most importantly, be there for your child. Be a cheerleader for your child. Focus on the positive things your child is doing and show continuous support through the school year.

Encourage Other Parents/Guardians to Honor the Community

Show respect for other students and their families. More importantly, work together to promote a safe environment for all of our students.

Policies

Policies are available online under the "Our District" "Board of Directors" "[Board Policies & Procedures](#)", or in school offices.

Animals

There are specific requirements for animals to be present in our school. Requests to include animals in the instructional program of the classroom or school will be approved by the principal. Health issues (allergies, vaccinated status of the animal) involving students and staff will be addressed before permission is given to allow the animal in the school. ([Policy 2029](#) and [Procedure 2029](#))

The Cheney School Board of Directors acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" as required by federal laws and Washington State's law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses and at school activities. A "service animal" means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks. Comfort or emotional support animals are not allowed. ([Policy No. 2030](#))

Harassment, Intimidation, and Bullying

Please see Appendix A

Homeless Assistance

If you lost your housing and now live in a shelter, motel, vehicle, camping ground, or temporary trailer; on the street; doubled-up with family or friends; or in another type of temporary or inadequate housing due to an economic hardship, your child might be able to receive help through a federal law called the McKinney-Vento Act. Please contact our building liaison, Gwynn Moe (509-559-4726), for more information. (Policy and Procedure No. 3115)

Nondiscrimination Policy

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, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, and provides equal access to the Boy Scouts and other designated youth groups. (Policy and Procedure No. 3210)

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

Title IX/Chapter 28A.640 Officer/

Civil Rights Compliance Coordinator/ADA Coordinator

Mr. Brett Hale, Associate Superintendent, Cheney School District,

12414 S. Andrus Rd., Cheney, WA 99004, Phone: (509) 559-4550 Email: bhale@cheneysd.org

Section 504 Coordinator

Mr. Franklin Day, Director, Student Support Services, Cheney School District,

12414 S. Andrus Rd., Cheney, WA 99004, Phone: (509) 559-4507 Email: fday@cheneysd.org

Sexual Harassment Prohibited

The District prohibits sexual harassment of students, employees and others involved in school district activities, as defined in School Board Policy and Procedure No. 3205 (students) and Policy and Procedure No. 5011 (staff). These Policies and Procedures, including the informal and formal complaint process, are available on the District website under “Our District,” “School Board,” “Board Policies and Procedures.” They are also available in each District building.

Title IX/Chapter 28A.640 Officer/

Civil Rights Compliance Coordinator/ADA Coordinator

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12414 S. Andrus Rd., Cheney, WA 99004, Phone: (509) 559-4550 Email: bhale@cheneysd.org

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 imposed 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.

Student Records and Directory Information

Pursuant to the Family Educational Rights and Privacy Act, it is the policy of Cheney Public Schools to annually notify parents, guardians, or adult-age students (18 years of age or older) that they have the right of access to 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 that 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, videotape, film or slide, 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, Associate Superintendent, 12414 S. Andrus Rd., Cheney, WA 99004, Phone: (509) 559-4550.

Student Rights and Responsibilities

Cheney Public School's policies and procedures concerning student rights and responsibilities (behavior, attendance, discipline, etc.) are available from each school principal, and can also be viewed on the district website under "Our District" and the "Board of Directors" tab. ([Policy No. 3200](#) and [Procedure No. 3200](#))

Weapons Policy

It is a violation of District policy ([No. 3215/4210](#)) and state and federal law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used for school activities unless specifically authorized by state law. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used for school activities in violation of RCW 9A.12.020 is a criminal offense.

- Firearms are defined as weapons or devices from which a projectile or projectiles may be fired by an explosive such as gunpowder, including: **handgun, rifle, any projectile device**
- Dangerous weapons also include (not limited to): **air guns, nunchucks, throwing stars, sling shots, stun guns, clubs, any knife or razor, brass knuckles, explosives**
- Weapons also include: **dummy/look-alike objects or any object used to threaten or injure**

Any elementary or secondary student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas

of facilities while being used by public schools, **shall be expelled from school for not less than one year** pursuant to RCW 28A.600.420, subject to appeal, with notification to parents and law enforcement.

There are a large number of important notices which are printed in the annual notification pamphlet posted on the District website under “Parent & Student Resources.”

Programming

Highly Capable Programs

In order to develop the special abilities of each student, the District will offer a highly capable program which provides kindergarten through twelfth grade students who are selected for the program with access to basic education programs that accelerate learning and enhance instruction. Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within a student's general intellectual aptitudes, specific academic abilities, and/or creative productivity within a specific domain. These students are present not only in the general populace, but are present within all protected classes. Referrals are permitted and accepted based on data or evidence from teachers, other staff, parents, students, and members of the community. Referrers will use the District's referral form to refer a student to be considered for identification in the program. Each year students new to the district and students currently enrolled may be nominated for the program. The coordinator for our district is Ann Ottmar (559-4566). Assessments of students nominated for the Highly Capable Program take place in fall and spring. ([Policy No. 2190](#) and [Procedure 2190](#)).

Special Education and Related Services

The Board recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The District adopts the state's full educational

opportunity goal to provide students in need of special education services with a free appropriate public education. Special education programs for eligible students will be an integral part of the general educational programs of this District, and will be operated in compliance with federal and state requirements governing special education. The District will provide a continuum of placement options which may include services within and outside the District depending on the student's needs. Not all students with disabilities are eligible for special education services. The needs of those students will be addressed individually and, if appropriate, the student will be provided accommodations or modifications required under Section 504 of the Rehabilitation Act of 1973, in accordance with District policy and procedures. ([Policy No. 2161](#) and [Procedure No. 2161](#))

Title 1/LAP

The District will implement a Learning Assistance Program (LAP) designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who are not meeting academic standards by providing supplemental instruction and services to those students. "Students who are not meeting academic standards" means students with the greatest academic deficits in basic skills as identified by statewide, school, or district assessments or other performance measurement tools. ([Policy No. 2108](#))

Title I Mission Statement: *We are committed to serving all students by creating an educational partnership among students, school employees, family, and community. Working together, students will become successful life-long learners.*

If you ever need to contact any member of our staff, please get in touch with our front office by calling 509-559-4700, emailing cbrennan@cheneysd.org, or stopping by during school hours.

Your involvement with Salnave and your child's education is so important. We value your partnership to ensure all of our Sparrowhawks are learning ready! Here are some ways to help:

Healthy Breakfast- Ensure your child has eaten a healthy breakfast or take advantage of free breakfast for all. It will be served each morning before school, starting at 7:20 am. Please ensure your child arrives early for breakfast so they are not late to class.

School Start Time- School begins at 7:50am (8:50am on Fridays). Please ensure your child is on time so they do not miss their entry task, morning meeting, and HAWKS News.

Water Bottle- Please send your child with a clean water bottle every day.

Proper Recess Attire- Our goal for our learners is that they get fresh air daily during learning breaks. Each year we experience cold temperatures and snow. Please send your child with a warm winter coat, gloves, hat, and boots as appropriate to the weather.

Healthy Lunch- Just like breakfast, we are able to offer your child a healthy lunch everyday. If you are sending your child with lunch from home, please be thoughtful about packing healthy foods to help them be focused throughout the afternoon. Please no soda or candy.

Attendance- Consistent attendance is very important. Scheduling appointments, as much as possible, outside of the school day helps with attendance. When your child is ill, communicating directly with our office and the teacher about missed learning is essential to your child's growth.

Sleep- Getting a good night's sleep helps students focus and learn. Establishing a regular bedtime routine and schedule will help your child.

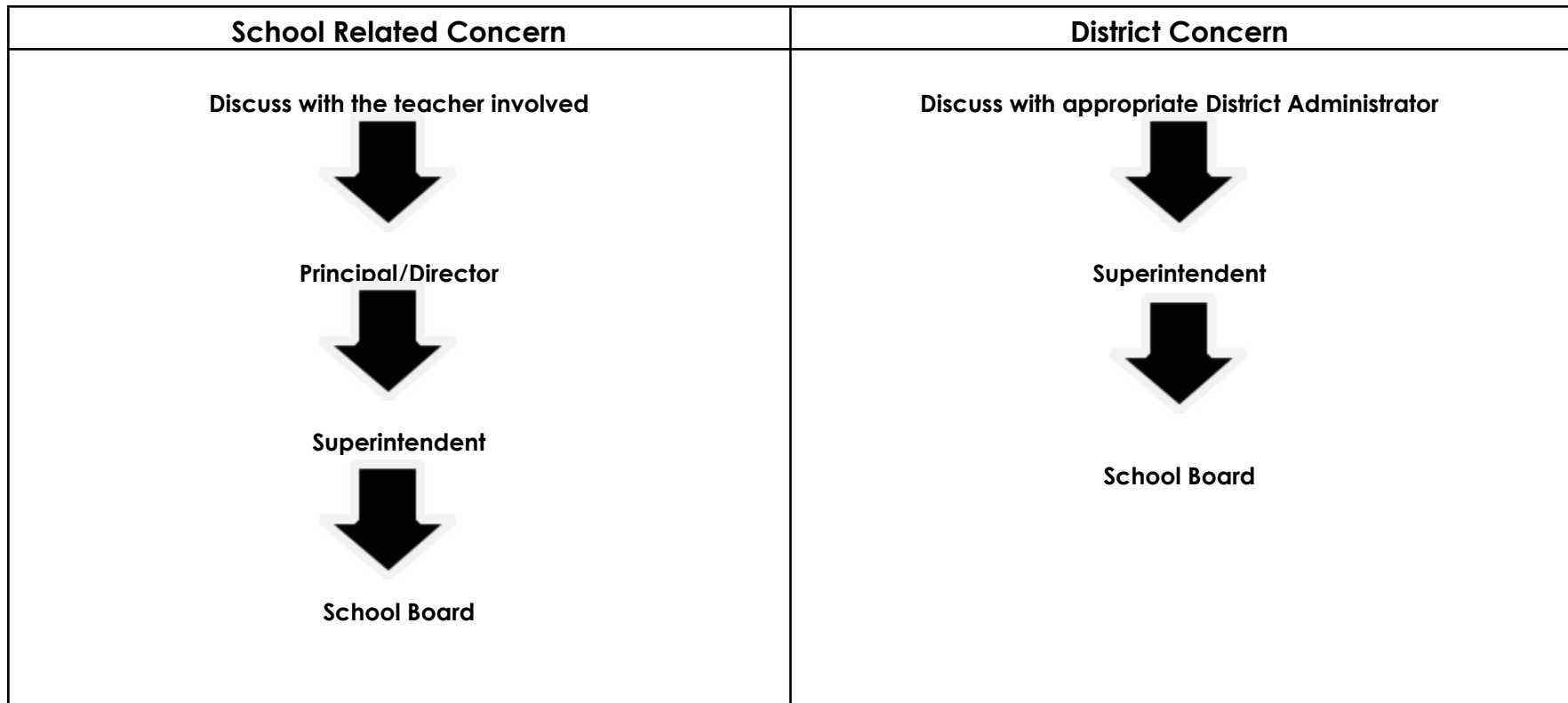
Reduce Screen Time - Reducing screen time improves your child's focus, and can increase attention span, patience, and impulse control. Eliminating screens 1-2 hours prior to bedtime will support your child in getting a good night sleep.

Transitional Bilingual Instruction Program

The Board is committed to ensuring an equal educational opportunity for every student in the schools and programs of the District. While English is the basic language of instruction in its schools, the District will provide a Transitional Bilingual Instruction Program for children whose primary language is not English and whose English skills are sufficiently deficient or absent to impair learning. The District's Transitional Bilingual Instruction Program is designed to enable students to achieve competency in English. A Transitional Bilingual Instruction Program, as defined by state law, means a system of instruction which uses two languages, one of which is English, to build upon and expand language skills to enable the student to achieve competency in English. In those cases where the use of two languages is not practicable, appropriate instruction for English language learners may be provided primarily in English. The District will provide English language learners appropriate core academic instruction in addition to language instruction. The District's Transitional Bilingual Instruction Program is intended to supplement core academic instruction. ([Policy No. 2110](#) and [Procedure No. 2110](#)).

Resolving a Concern

Cheney Public Schools staff members strive to resolve all concerns. Those closest to the concern can most accurately and efficiently address the problem. You are encouraged to follow the steps detailed below when identifying a concern.



Safety Procedures

Emergency Drills

Every month we will engage in Emergency Drills. These are routines we practice ensuring students clearly know that these are drills. Teachers and staff pre-teach and lead students through our protocols. In accordance with Washington State requirements, we will practice the following drills throughout the school year:

- Evacuation
- Lockdown
- Secure the Building
- Shelter-in-Place (Earthquake)

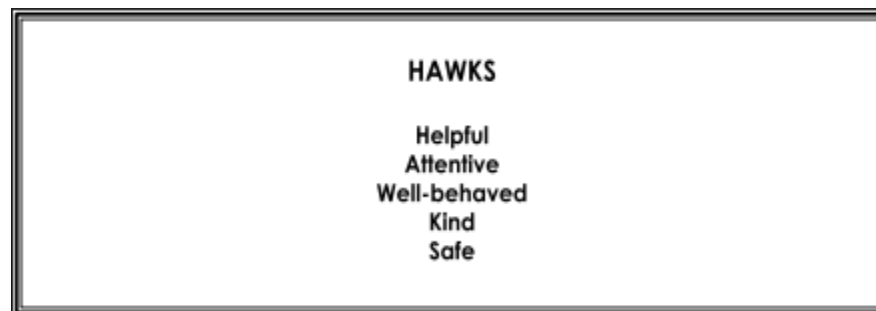
Volunteers

Volunteers are welcome at Salnave. All volunteers are required to fill out a Cheney Disclosure Form and State Patrol background check. These are updated **every year**. Parents who wish to volunteer are required to read the volunteer handbook. Contact our office at 559-4700 for information about how to volunteer in our school.

School-wide Learning Environment Plan

The school-wide learning environment plan is designed to create an environment that is productive, emotionally and physically safe and respectful for all students and school personnel. Our intent is to make Salnave an outstanding place to learn and grow! The staff is proactive, positive, consistent, and instructional while using the principles of the Positive Behavior Intervention Support. Students are taught all of the building and recess behavioral expectations and are reinforced for using appropriate behavior. Teachers build positive relationships with students, help them solve problems and learn from their mistakes and to understand the consequences of their choices.

Guidelines for Student Success



Procedures to Encourage Responsible Behavior

Second Step - Social Skills Program

Second Step is a social skills program with emphasis on empathy training, problem solving, and anger management.

- ♦ **Empathy:** Students are trained in ways to "empathize" or understand other people's feelings.
- ♦ **Anger Management:** What to do when you are angry.
- ♦ **How to Solve Problems:** Students learn steps to solving problems

Positive Reinforcement at Salnave

- **Red Caughts:** Students will be "caught being learning ready" following the 'HAWKS' guidelines (Helpful, Attentive, Well-behaved, Kind, Safe). All staff members may give a Caught ticket for observing a student demonstrating that they are following the HAWKS guidelines.
- **Purple Engagement Caughts:** As we support our scholars in recognized behaviors that support investment in their learning, staff members are on the lookout for Sparrowhawks that are demonstrating WINGS (work hard, invest, never give up, grow, succeed).
- **Classroom Caughts:** These are given by staff members to entire classrooms for displaying HAWKS characteristics as a team. A bar graph is displayed near the office celebrating teamwork.

- **Attendance Awareness Month:** Each September, awareness is built with students regarding positive attendance. Recognition is given throughout the month and the rest of the year.
- **Bullying Prevention Month:** Each October staff and students are involved in many activities for Bullying Prevention.
- **Student of the Week:** Individual students will be recognized each week for being a role model for the HAWKS guideline of focus.
- **Character Awards:** Individual students will be recognized monthly in conjunction with the Character Trait of focus.
- **Kindness Recognition:** When students are “spotted” being kind, staff can recognize students for their kindness.

Student Leadership

Student Council/ASB

The Student Council, under the leadership of Mrs. Heider and Mrs. Swenson, plan student activities and promote community service to develop school pride and give students experience with a representative democracy. ASB officers include a president, vice-president, secretary and treasurer. Each classroom in second through fifth grade elects two classroom representatives to meet with the officers to make decisions.

Patrol

4th and 5th grade students can apply to participate in patrol once they have turned 10 years old. Schedules are built for the morning and afternoon. If you have questions regarding your child joining patrol, please connect with Lisa Holtan 559-4702.

Kindness Ambassadors

Students will have the opportunity to apply to be a kindness ambassador in our school. Students work with Mrs. Brennan and Mrs. Soulek to develop activities for our Sparrowhawks to encourage kindness.

Principals' Advisory Board

Students in K-5 are nominated by staff to participate on the Principals' Advisory Board. Students on this team provide feedback and ideas related to our School Improvement Goals and schoolwide systems.

Transportation Services

Shane Ableman, Director, Cheney School District Transportation, 509-559-4523

Charlie Pyke, Assistant Director, Cheney School District Transportation, 509-559-4523

The Transportation Department of Cheney Public Schools is committed to efficiently and safely transporting students to and from school. In order for us to ensure student safety, we will accommodate **one pick-up and drop-off address per student**. Please call the Transportation office for answers to all scheduling and bus stop questions.

We want our Sparrowhawks to arrive and depart school in a safe manner. To insure safety for our students, we ask your assistance and support in the following ways:

Riding the Bus

Please review bus expectations with your child and remind your child he/she is expected to maintain good self-discipline. Students riding the bus are expected to respect and obey the bus driver and follow the safety rules.

School Bus Behavior Expectations (The bus driver's directions are to be followed at all times!)

R.I.D.E.

R. RESPECT AND SUPPORT

(Driver - Others - Bus)

I. IN YOUR SEAT SAFELY

(Facing Forward - Sitting on Your Pockets - Hands to Yourself)

D. DEFINITELY KEEP AISLES CLEAR

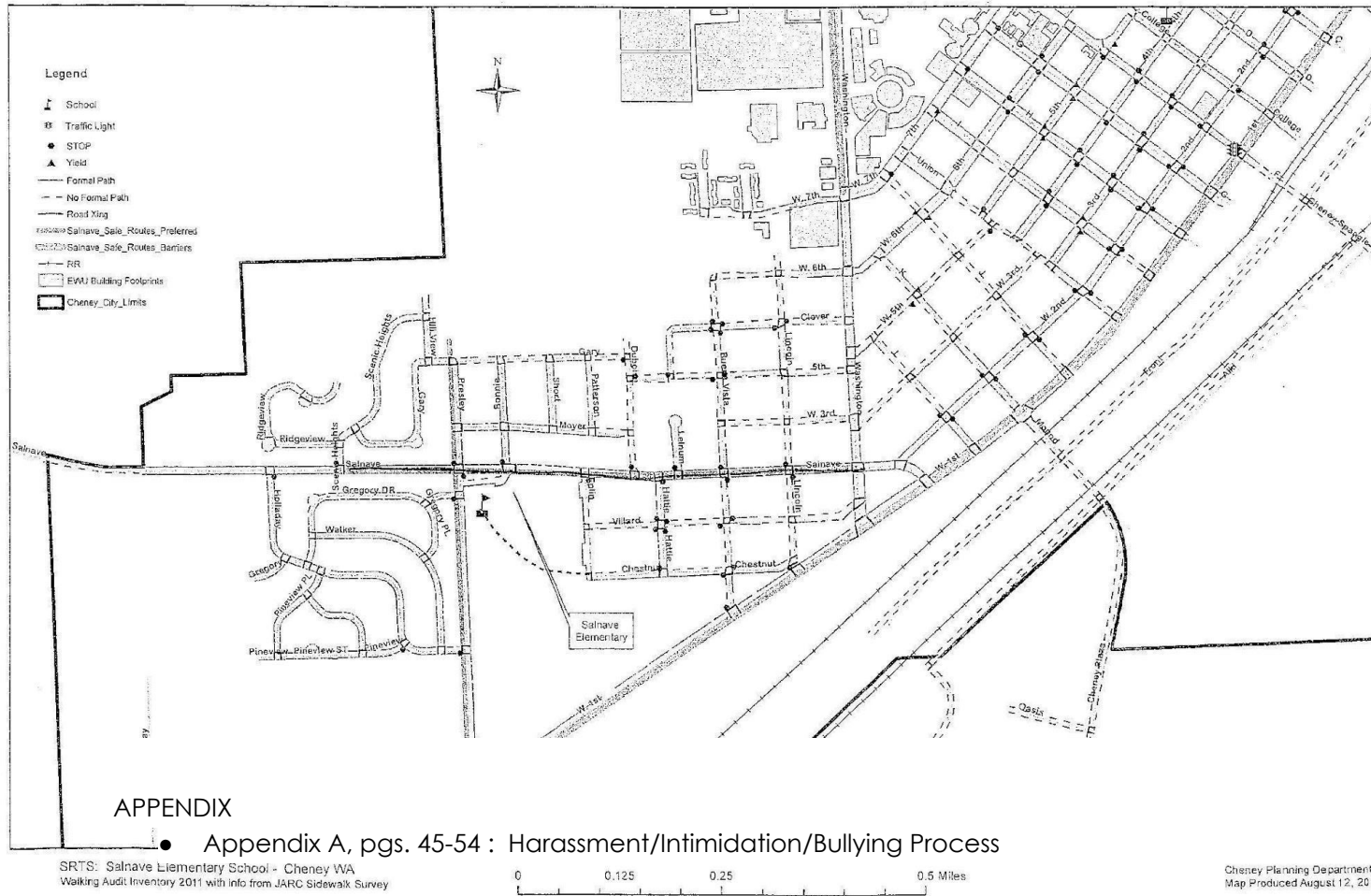
(Keep Belongings in Your Lap or on the Floor - Aisle is for Entering and Exiting Only - Keep Your Area Clean)

E. EXTRA ATTENTION TO SAFETY

(Inside Voices - Voices Off at Railroad Tracks - Wait for Driver's Signal to Cross the Road)

Safe Walking Routes

Safe Walking Routes



Appendix A:

Harassment, Intimidation, and Bullying

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@cheneysd.org; Phone: (509) 559-4525

Concerns about sex discrimination, including sexual harassment:

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

Concerns about disability discrimination:

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

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Mr. Brett Hale; Email: BHale@cheneysd.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 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://cheneysd.community.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.

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 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](https://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@cheneyisd.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@cheneyisd.org; Phone: 509-559-4550.