



Sunset Elementary Parent/Student Handbook

2025-2026

Sunset Elementary School
Home of the Falcons
12824 W 12th Ave.
Airway Heights, WA 99001
509-559-4600

<https://sun.cheneyisd.org/>

Sara McKennon, Principal
Jaclyn Oscarson, Assistant Principal
Gabby Smithley, Assistant Principal

Proudly Serving Our Community

Sunset Elementary School Falcons

*At Sunset, we cultivate belonging by fostering a safe, welcoming, engaging learning environment with high expectations for **each** student.*

Show Respect. Own Your Choices. Act To Solve Problems. Rise to the Challenge.



Principal's Message to Parents

Dear Families,

Welcome to the 2025–26 school year! At Sunset, we are dedicated to working in partnership with staff, families, and community members to ensure the success of every student. As advocates for meeting the needs of the whole child, we are committed to developing and sustaining instructional programs that support the social, emotional, and academic growth of all learners. Our staff strives to provide a safe, nurturing environment where each child can reach their full potential. We welcome your input and participation as we build strong partnerships that empower our students to thrive.

Our mission is to cultivate belonging by fostering a safe, welcoming, and engaging learning environment with high expectations for all students.

This year, we are focused on setting purposeful goals, discovering new practices that enhance student learning, and celebrating the growth of every learner. We value the collaboration of staff, students, families, and community members in supporting the educational process.

If you would like to make a difference at Sunset through volunteering, we invite you to pick up a volunteer packet in our office. Volunteers are needed to assist in classrooms, prepare materials, support photo days, help facilitate playground activities, and assist our nurse with vision and hearing screenings. Our PTO also welcomes volunteers to help provide engaging family events. Whether you can give a little time or a lot, your contributions make a meaningful impact.

Please join us in encouraging our Sunset Falcons to **SOAR—Show Respect, Own Your Choices, Act to Solve Problems, and Rise to the Challenge!**

With appreciation,
Sara McKennon



Sunset Elementary School Falcons

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. Henry Browne, President, District 3

Mr. Mark Scott, Vice-President, District 1

Ms. Elizabeth Winer, Legislative Representative, District 2

Mr. Bill Hanson, District 4

Mr. Mitch Swenson, District 5

Sunset Elementary 509-559-4600

Sunset Attendance Line 509-559-4602

Sunset FAX Number 509-244-0906

District Office 509-559-4599

Toll-Free 1-877-224-3639

Dr. Ben Ferney 509-559-4502

Superintendent

Mr. Tom Arlt

Associate Superintendent 509-559-4550

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.

Sunset Elementary Mission Statement

*At Sunset, we cultivate belonging by fostering a safe, welcoming, engaging learning environment with high expectations for **each** student.*

Mr. Franklin Day

Director of Student Support Services

509-559-4525

Cheney School District Transportation

509-559-4523

**Sunset Elementary School Staff Directory
Certificated Staff**

Sara McKennon	Principal	559-4701	smckennon@cheneysd.org
Jaclyn Oscarson	Assistant Principal	559-4664	joscarson@cheneysd.org
Gabby Smithley	Assistant Principal	559-4679	gsmithley@cheneysd.org
Samantha Winchell	Counselor	559-4634	swinchell@cheneysd.org
Beth Guest	District Nurse	559-4637	gguest@cheneysd.org
Justin Suyla	School Psychologist	559-4681	jsulya@cheneysd.org
Patti Hendrickson	Preschool Teacher	559-4662	phendrickson@cheneysd.org
Carolyn Belarde	Preschool Teacher	559-4646	cbelarde@cheneysd.org
Jamie Kirk	Preschool Teacher	559-4680	jkirk@cheneysd.org
Victoria Boswell	Preschool Teacher	559-4680	vboswell@cheneysd.org
Alison Laselle	Kindergarten Teacher	559-4612	alabelle@cheneysd.org
Jenna Cayo	Kindergarten Teacher	559-4605	jcayo@cheneysd.org
Kristin Dobb	Kindergarten Teacher	559-4639	kdobb@cheneysd.org
Mimi Palmer	Kindergarten Teacher	559-4605	mrpalmer@cheneysd.org
Kathy Graves	1st Grade Teacher	559-4617	kgraves@cheneysd.org
Joy Adams	1st Grade Teacher	559-4608	jadams@cheneysd.org
Andi Melchior	1st Grade Teacher	559-4615	amelchior@cheneysd.org
Bree Dawson	1st Grade Teacher	559-4674	bdawson@cheneysd.org
Dylan Norton	1st/2nd Grade Teacher	559-4675	dnorton@cheneysd.org
Lori Darnold	2nd Grade Teacher	559-4607	ldarnold@cheneysd.org
Emily Powell	2nd Grade Teacher	559-4618	epowell@cheneysd.org
Taylor Jamison	2nd Grade Teacher	559-4609	tjamison@cheneysd.org
Judi Jamison	2nd Grade Teacher	559-4606	jjamison@cheneysd.org
Emmerson Cox	3rd Grade Teacher	559-4644	ecox@cheneysd.org
Courtney Read	3rd Grade Teacher	559-4672	cwiese@cheneysd.org
Natalie Klawitter	3rd Grade Teacher	559-4644	nklawitter@cheneysd.org
Jordyn Reddy	3rd Grade Teacher	559-4626	jreddy@cheneysd.org
Selena Rohner	4th Grade Teacher	559-4643	srohner@cheneysd.org
Lara Creighton	4th Grade Teacher	559-4381	lcreighton@cheneysd.org
Brandon Wood	4th Grade Teacher	559-4649	bwood@cheneysd.org
Amie Boorman	4th Grade Teacher	559-4671	aboorman@cheneysd.org
Keeley Ross	4th Grade Teacher	559-4643	kross@cheneysd.org
Natalia Read	5th Grade Teacher	559-4669	nread@cheneysd.org
Jeni Ferry	5th Grade Teacher	559-4652	jferry@cheneysd.org

Ashley Hoffman	5th Grade Teacher	559-4622	awest@cheneysd.org
Rick Geissler	5th Grade Teacher	559-4610	rgeissler@cheneysd.org
Natalie Giesa	5th Grade Teacher	559-4676	ngiesa@cheneysd.org
Anna Kimminua	Music Teacher	559-4676	akimminau@cheneysd.org
Mike Horrocks	Music Teacher	559-4628	mhorrocks@cheneysd.org
Robin Zuniga	PE Teacher	559-4656	rzuniga@cheneysd.org
Alex McAnally	PE Teacher	559-4640	amcanally@cheneysd.org
Cynthia Lewis-Jessup	Librarian/Media Specialist	559-4621	clewisjessup@cheneysd.org
Tania Cramer	Multilingual Learner Teacher	559-4611	tcramer@cheneysd.org
Kelle Whelan	Multilingual Learner Teacher	559-4611	kwhelan@cheneysd.org
Cathy Chavez	Multilingual Learner Teacher	559-4611	dchavez@cheneysd.org
Quynh Parlane	Multilingual Learner Teacher	559-4611	qparlane@cheneysd.org
Adam Clark	Special Education/FAC Teacher	559-4604	aclark@cheneysd.org
Lyndsey Evertz	Special Education/FAC Teacher	559-4624	levertz@cheneysd.org
Justine Winn	Special Education/Resource Room	559-4648	jwinn@cheneysd.org
Cory Berg	Special Education/Resource Room	559-4614	cberg@cheneysd.org
Leena Bendewald	Special Education/Resource Room	559-4625	lbendewald@cheneysd.org
Amy Wagner	Occupational Therapist	559-4655	awagner@cheneysd.org
Stephanie Hamilton	Physical Therapist	559-4641	shamilton@cheneysd.org
April Codr	Speech Language Pathologist	559-4651	amontneycodr@cheneysd.org
Jessica Bankey	Speech Language Pathologist	559-4631	jbankey@cheneysd.org
Nicole Anderson	Speech Language Pathologist	559-4635	nanderson@cheneysd.org
Alizabeth Ashton	ECEAP FSS	559-4650	aashton@cheneysd.org
Shelby Rowley	Communities in Schools	559-4667	srowley@cheneysd.org

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!

Sunset Elementary School Staff Directory

Classified Staff

Leia Cano	Elementary Secretary	559-4600	lcano@cheneysd.org
Jelena Gveric	Attendance Secretary	559-4602	jgveric@cheneysd.org
Lacey Homstrom	Support Secretary		lhholmstrom@cheneysd.org
Ashley Martin	Health Aide	559-4638	amartin@cheneysd.org
Chris Evola	Custodian		
Alex Johnson	Custodian		
Brad Reynolds	Custodian		
Eduardo Pena	Custodian		
Rita Whittaker	Kitchen Lead		
Kenny Florence	Kitchen Line		
Nicole Fromm	Kitchen Cashier		
Heidi Kopke	Kitchen Cashier		
Nelsie Avelino	Instructional Paraeducator-FAC		
Allen Vega	Instructional Paraeducator-FAC		
Kimi Clifton	Instructional Paraeducator-FAC		
Andrew Gardner	Instructional Paraeducator- FAC		
Miriam Hernandez-Medrano	Instructional Paraeducator- FAC		
Payton Nachtigal	Instructional Paraeducator- FAC		
Heather Baty	Instructional Paraeducator- RR		
Anna Tornovish	Instructional Paraeducator- RR		
Nika Kauwe	Instructional Paraeducator- RR		
Erin Kosanke	IEP Support		
Karen Smith	Behavior Specialist		
Laurie Martin	Instructional Paraeducator		
Bonnie Van Erem	Instructional Paraeducator		
Stephanie Noyola-Thrasher	Instructional Paraeducator		
Nikki Ryan	Instructional Paraeducator- PK		
Samantha Silvius	Instructional Paraeducator- PK		
Rachel Arcangel	Instructional Paraeducator- PK		

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Arrival and Dismissal

Children should not arrive before 8:30 am. Classes begin promptly at 9:00am with the exception of Friday late-start days which begin at 10:00 am. If a student arrives after this time, he/she must check in at the office and present a pass to his/her teacher. Breakfast service begins at 8:30 and ends at 8:50 (9:30-9:50 Friday) Students are dismissed at 3:30pm. **If your child's end-of-day plans change, please notify the office by 2:30 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 Falcons 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 2:30 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. For additional safety, the loop in the front of the school is for buses in the morning and the loop on the side of our school is for buses only during 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 cheneyisd.org and on the [Sunset website](#).

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 Diagnostic

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 and results are shared with parents at Parent-Teacher Conferences.

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

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

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

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 509-559-4602. 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, they **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. These guidelines are offered in order to protect all students and to prevent the spread of illness. If your child has any of these symptoms, please keep him/her home, or make appropriate child care arrangements.

- **APPEARANCE, BEHAVIOR** - unusually tired, pale, lack of appetite, difficult to wake, confused, or

irritable.

- **COUGHING, CHRONIC COUGH** - If persistent and accompanied by other symptoms such as episodes of coughing followed by gagging, or a whooping/barking sound, vomiting, fever, loss of appetite, or weight loss, then medical evaluation is needed.
- **COVID - Positive test.** Student required to isolate for 5 days since symptoms first appeared if: You have had no fever within the past 24 hours (without medication), AND your symptoms have improved. Wearing a well-fitting mask through day 10 is recommended, but not required.
- **EYES** - appear red and irritated, thick mucus or pus draining from one or both eye(s). Contact your health care provider for diagnosis and treatment options.
- **DIARRHEA** - 3 or more watery stools in a 24 hour period. Keep your child home until symptoms subside. Contact your health care provider if symptoms persist.
- **FEVER** - temperature of 100.4 degrees Fahrenheit or higher. Students need to be fever-free for 24 hours before returning to school, WITHOUT using medications to reduce fever.
- **GREENISH NOSE DISCHARGE** - Nasal discharge accompanied by a fever or headache, may need medical evaluation.
- **IMPETIGO** - a bacterial skin eruption beginning with a small blister and later may contain pus and become scabbed. The secretions from the sores, which are frequently found around the nose and mouth, are very contagious. Contact your health care provider.
- **SCABIES** - May return to school after treatment.
- **RASH** - body rash, especially with fever or itching or that is spreading. Heat rashes and allergic reactions are not contagious. Please contact your health care provider for evaluation to determine if infectious.
- **SORE THROAT** - a persistent sore throat with additional symptoms (i.e. fever, swollen glands in the neck, stomachache, or headache).
- **VOMITING** - twice within 24 hours

The above conditions are symptoms of contagious diseases and follow WAC 110-301-0205. Students will not be sent home on the bus with any of the above conditions.

Other health situations to keep your student home for:

- 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- May return to school after live lice have been removed

Other guidelines to remember:

- Open sores or injuries should be covered to prevent secondary infection during the school day.
- Ear infection without fever - It is OK to remain at school, but it is encouraged to follow up with your medical provider. Untreated ear infections can cause permanent hearing loss.
- When in doubt, contact the building Nurse or Principal for guidance. Remember to put student comfort and safety first. Working together, we can keep students and stay safe and healthy.

If you need to keep your student home due to any health situation, please contact our attendance line at 559-4602 to excuse your student's absence.

Calendar

Non-School Days for Students		
Labor Day	Monday	September 1, 2025
Professional Learning Day	Friday	October 10, 2025
Non-School Day	Monday	November 10, 2025
Veterans' Day	Tuesday	November 11, 2025
Parent/Teacher Conferences	Monday-Tuesday	November 24-25, 2025
Thanksgiving Holiday	Wednesday-Friday	November 26-28, 2025
Winter Holiday		December 22, 2025 –January 2, 2026
Martin Luther King Jr. Day	Monday	January 19, 2026
Mid-Winter Break Day	Monday	January 26, 2026
Professional Learning Day	Friday	February 9, 2026
Non-School Day	Friday	February 13, 2026
Presidents' Day	Monday	February 17, 2025
Parent/Teacher Conferences	Thursday-Friday	March 12-13, 2026
Spring Vacation		April 6-10, 2026
Memorial Day	Monday	May 25, 2026

Emergency School Closure Information

If school is closed or delayed due to weather, a school messenger phone message will be sent by our district to the primary contact number you provide to the school. 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:

- Friday, January 16, 2026 • Tuesday, February 17, 2026 • Monday, April 27, 2026 • Thursday, June 18, 2026

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 culturally responsive discipline that strive 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)

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](#) 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 Sunset

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 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

Per Policy 3245 and Procedure 3245, cell phones and other telecommunications devices are not permitted during the school day. Exceptions to the policy/procedure may be made based on a student's individual educational, behavioral, or medical needs.

Students who bring toys, cell phones, or any other type of electronic device to school must keep them in their backpacks during the school day. Smart Watches should be kept in clock mode and are not to be used for communication, picture taking, or video during the school day.

Toys are not allowed in the classroom or on the playground unless prior arrangements have been made with the teacher and/or principal.

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 2025-26

Parents— Are Your Kids Ready for School?

Required Immunizations for School Year 2024-2025



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

	DTaP/Tdap (Diphtheria, Tetanus, Pertussis)	Hepatitis B	Hib (<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 11th	5 doses DTaP* Plus Tdap at age ≥10 years	3 doses	Not Required	2 doses	Not Required	4 doses*	2 doses**
12th	5 doses DTaP* Plus Tdap at age ≥7 years	3 doses	Not Required	2 doses	Not Required	4 doses*	2 doses**

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

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

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

DOH 348-295 Dec. 2023



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

Sunset 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.

- 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 Sunset

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 509-559-4966

Breakfast/Lunch

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

Nutrition Services is excited to announce that this school year Betz, Sunset, Sunset, and Snowdon elementary schools, Cheney Middle School and Westwood Middle School, and Three Springs High School qualified for the Community Eligibility Provision (CEP), which allows school districts to provide meals to these schools at no cost. In addition, Cheney Public Schools will pay for Windsor Elementary meals for those students who do not qualify for the Free and Reduced Meal program through ESSER funds for the 2024-2025 school year. Students at Cheney High Schools and HomeWorks! who do not qualify for Free and Reduced Price Meals will pay for meals.

All Sunset students receive their first reimbursable breakfast and first reimbursable lunch at no cost. Students are welcome to eat as many fruits and vegetables as they can eat. Milk 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, one item **must** be a ½ cup of fruit.

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

Money can be placed on a student's lunch account using cash 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.intouchreceipting.com/>. Money is not accepted in the lunch line.

All food must be consumed in the lunchroom and students are responsible for cleaning up after themselves and for following directions of cafeteria staff and lunch supervisors at all times. Politeness, respect, and good manners are essential!

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

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 no longer 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](#)” tab, 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 Prevention

The District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentionally written message or image – including those that are electronically transmitted – verbal, or physical act, including but not limited to one shown to be

motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

1. Physically harms a student or damages the student's property.
2. Has the effect of substantially interfering with a student's education.
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
4. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying. "Other distinguishing characteristics" can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, and weight. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

The District will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the District will seek partnerships with families, law enforcement and other community agencies. Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate. The District will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member. School district Form No. 109, Discrimination/HIB Incident Reporting Form, is available at each school site, on which a written report can be submitted. This form can also be found on the District website "Parent & Student Resources" "Harassment & Bullying" tab. ([Policy No. 3207](#) and [Procedure No. 3207](#))

Inquiries regarding compliance may be directed to the school district's compliance officer, Mr. Tom Arlt, Associate Superintendent, 12414 S. Andrus Rd., Cheney, WA 99004.

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. Tom Arlt, Associate Superintendent, Cheney School District,

12414 S. Andrus Rd., Cheney, WA 99004, Phone: (509) 559-4550 Email: tarlt@cheneyisd.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@cheneyisd.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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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. Tom Arlt, 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 9.41.280 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, nun-chu-ka sticks, 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

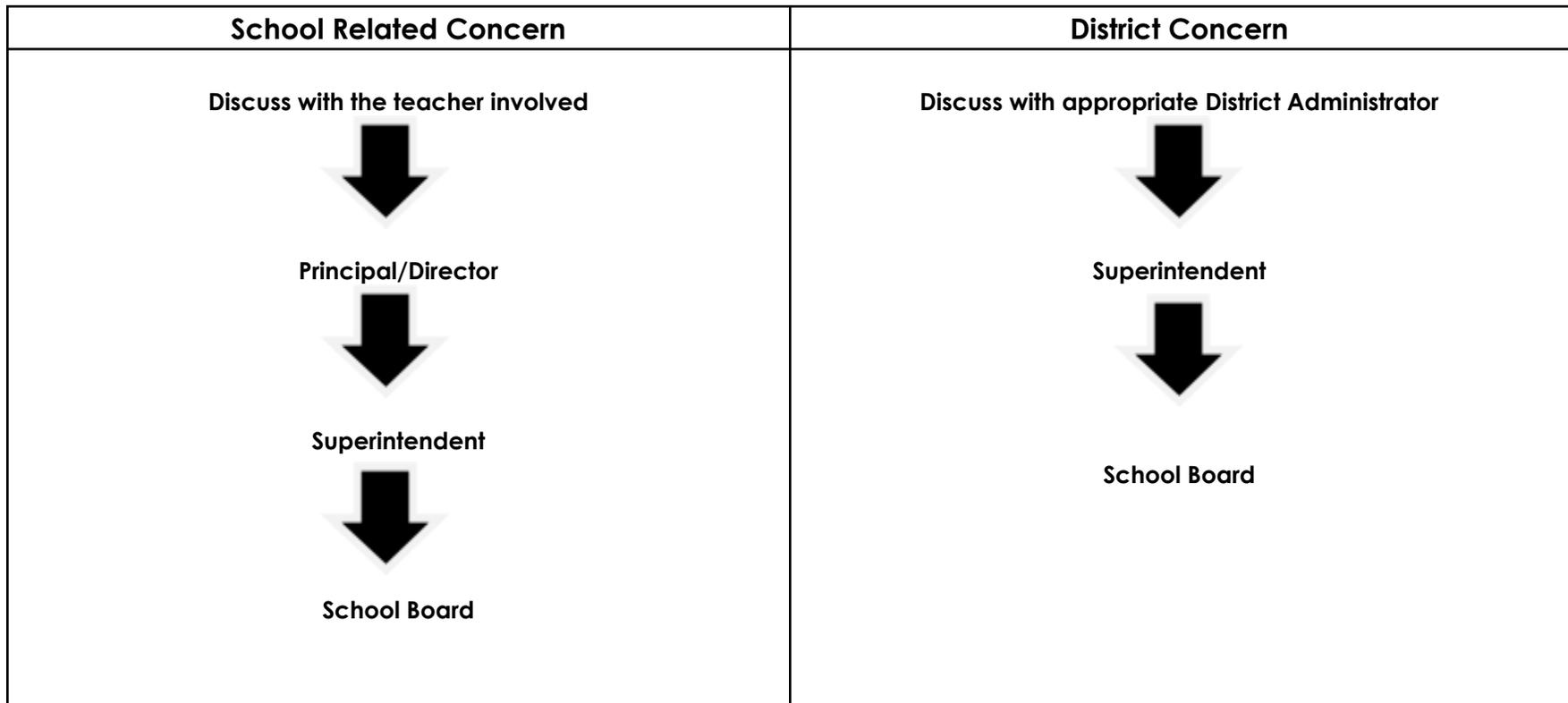
The District will implement a Learning Assistance Program (LAP) designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who are not meeting academic standards by providing supplemental instruction and services to those students. “Students who are not 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](#))

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
- Shelter-in-Place
- Earthquake

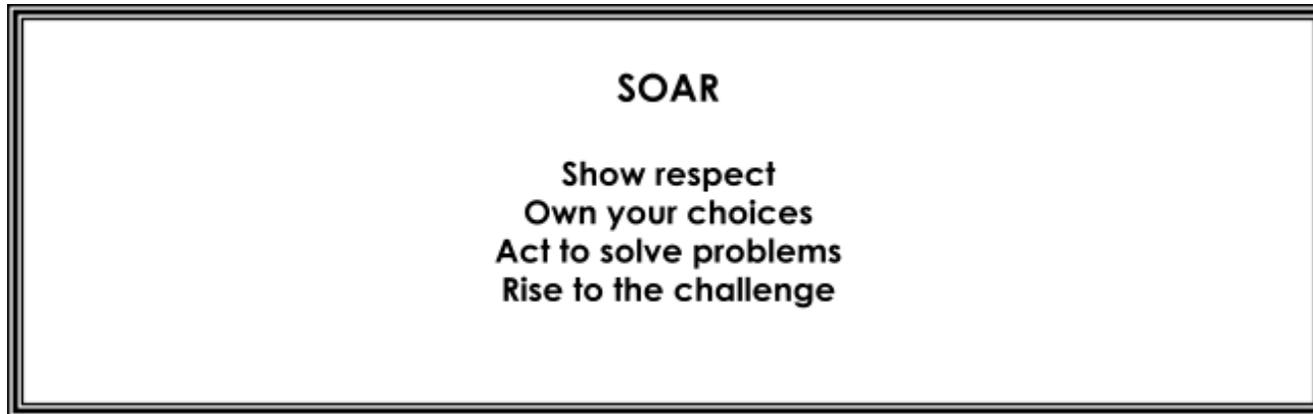
Volunteers

Volunteers are welcome at Sunset. 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 encouraged to attend a volunteer training and required to read the volunteer handbook. Contact our office at 559-4600 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 Sunset 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 Programs at Sunset

- **Soar Slips:** Kids will be "caught being learning ready" following the 'SOAR' guidelines. All staff members may give a Soar ticket for observing a student demonstrating that they are following the SOAR guidelines and engaged as a learner.
- **Classroom SOAR Slips:** These are given by staff members to entire classrooms for displaying SOARing characteristics as a team.
- **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 SOAR guideline of focus.
- **PACE Awards:** Individual students will be recognized monthly in conjunction with the PACE Character Trait of focus.

Student Leadership

Student Advisory Team

Sunset will create a Student Advisory Team that has diverse representation from all grade levels. Student advisory teams are teams of students that advise leadership teams and participate in decision making processes to improve conditions for students at the school.

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 Falcons 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)