

Carnation Elementary

2025-26 Family Handbook



Our vision is to be a safe, inclusive learning community that nurtures and empowers all students, families, and staff.

Letter from the Principal

Welcome to Carnation Elementary! Whether you are a returning family or new to our school, I am excited to welcome you to the 2025–26 school year. From the moment I arrived, it was clear that Carnation is a very special place. I have already seen the deep commitment our staff and families have to creating a strong sense of belonging, care, and excellence.

At Carnation, we believe in a child-centered, learning-focused education. Our mission is to be a safe, inclusive learning community that nurtures and empowers every student, family, and staff member. This mission deeply resonates with my own values and was a driving force in my decision to join the Carnation Elementary community. This is a school where relationships are prioritized, and students are both supported and challenged to achieve at high levels.

This year marks my 22nd year in education and my 12th as a principal. Over the course of my career, I have served as a second- and third-grade teacher, dean of students, assistant principal, and principal. Before joining Carnation, I spent seven years as principal of Tiffany Park Elementary in the Renton School District. As principal, my goal is to build meaningful connections with students, staff, and families, and to be a positive, consistent presence in our school each day. I am also deeply committed to keeping a strong focus on learning and working alongside staff and families to ensure that every student is supported and challenged to achieve at high levels.

On a personal note, I live in Snoqualmie with my wife, our three daughters, and two dogs. I enjoy spending time with my family, getting outdoors, and cheering on Ohio State football.

I am excited to partner with families this year and am confident we will make the 2025–26 school year a successful one!

Go Tigers!

Steve Lesco

Principal, Carnation Elementary

Welcome to the New School Year!

The family handbook is full of important information for a successful school year. Please take time to read it together as a family because it contains our school policies and rules. Thank you for partnering with us to promote academic rigor and emotional well-being for students.

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Communication

ParentSquare is the primary mode of communication between families and their classroom teachers. The Riverview School District uses the ParentSquare platform to simplify school communications and provide options for families for how they want to receive information (email, text and/or app notifications). You can sign up for parent square and set your communication preferences by visiting <https://parentsquare.com/>

Who to contact when...

- My child is sick: classroom teacher, and 425-844-4550 or ceattendance@rsd407.org
- I need to make a last-minute change for after school pick-up: call 425-844-4550
- I am concerned about my child's grade: classroom teacher
- I am concerned about my child's emotional well-being at school: Counselor 425-844-4594
- I am interested in getting involved with the PTSA: <mailto:tigervolunteers@outlook.com>

Communication Guidelines Civility Policy These procedures are intended to support all partners in the educational process; to maintain a safe, nurturing work and learning environment; to provide models of respectful problem-solving; and to reduce the potential for serious or widespread disruptions within the school district. These procedures are meant to underscore the expectation of civil conduct in all interactions within the school district, provide all individuals the tools and knowledge to eliminate uncivil conduct, and replace uncivil conduct with acceptable, productive interactions. Specific procedures and guidelines appropriate to the needs of staff, students, and parents/community members will be available to all persons who have legitimate business within the district. For purposes of Policy 4005 and these procedures, "uncivil conduct" will be defined as any behaviors that do not rise to the level of harassment and bullying but are still prohibited by other district policies or building, classroom, or program rules. The procedures can be found at this [LINK](#).



Attendance, Arrival and Dismissal

Learning time is precious. At Carnation Elementary we want to support families and students to maximize student attendance. While we encourage students to remain at home if they are sick and to get the rest they need to be healthy and strong, we also want to promote regular and on-time attendance, so they can be successful students. Classroom attendance is positively correlated to student achievement.



Absences: If your child will be absent from school, a parent/guardian needs to call the office at (425) 844-4550 or email ceattendance@rsd407.org before 9:20 a.m.

Arrival: Morning Arrival & Line-Up Procedures

To ensure a safe, calm, and efficient start to the school day, students line up by grade level in designated locations before the **9:25 AM bell**.

- **Kindergarten & 1st Grade:** Line up near the **Salmon Wall** (sidewalk between the Main Office and MPR doors).
- **2nd & 3rd Grade:** Line up **inside the MPR**.
- **4th & 5th Grade:** Line up on the **back playground area**, accessed through the gym exterior doors.

A **9:23 AM warning bell** signals students to prepare for entry. At **9:25 AM**, students will proceed to their designated learning spaces.

These procedures reduce congestion, increase safety, and help every child begin the school day with a positive and focused mindset.

Students eating breakfast may enter the cafeteria at 9:00 a.m. Prompt arrival at school is expected of all students.

Late Arrival: Students who arrive after 9:25 a.m. are considered tardy and must report to the Office with an accompanying guardian to sign them in at the office.

Early Pick-Up: Please try to avoid scheduling appointments during school hours whenever possible. If you need to pick your child up early, come to the office with a photo ID.

Dismissal: School ends at 3:45 p.m. Students not picked up by 3:55 p.m. will come to the office to wait for their guardian to pick them up as there is no outside supervision at this time.

Parents Volunteering or Visiting: Although students enter the school through many doors at the start of the day, parents should always enter the school through the front doors so they can check-in at the office. If you are volunteering or visiting, please make sure to sign in and wear a visitor badge and nametag.

PBIS

PBIS is a school wide positive behavior support (PBIS) program. This school-wide approach focuses on building a safe and positive environment in which all students can learn and be held accountable for actions. The foundation of CE PBIS:

Tiger Expectations

- *Be Safe
- *Be Respectful
- *Be Responsible
- *Be Pawsitive

Parent & School Partnership

To be successful, parent and school partnership is vital. Throughout the school year, the PBIS team will send updates and information about PBIS.

Ways you can support PBIS at Carnation Elementary:

- Using Tiger expectations at home
- Providing positive reinforcement at home
- Regularly connecting with your child's teacher

Rewards and Recognition

Tiger Tickets: Tiger tickets are given to individual students and used to reward students that are exhibiting the Tiger Expectations.

Golden Tiger Tickets: Golden Tiger Tickets are worth 5 tiger tickets and can be given to groups or whole classes who are exhibiting the Tiger Expectations.

Classroom Tiger Goals: Many classrooms are tracking their total tiger tickets and have their own rewards menu for each goal achieved.

Important Notes

- Students will not be withheld from recess under any disciplinary action.
- Please work with your child's teacher on any concerns you might have at school. We want to intentionally partner with each other to help improve student success.
- If you have bigger concerns, please reach out to the principal or the dean:

Principal: Steve Lesco: lescos@rsd407.org
Dean: Adam Del Rosso: delrossoa@rsd407.org

Social Emotional Learning

What is Social-Emotional Learning?

Social-Emotional Learning (SEL) is the process of developing self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

Monthly Counselor Lessons:

Our school counselor, Ms. Sampson, visits each classroom approximately once a month to provide specific SEL lessons that address identified needs for the class/grade level. Ms. Sampson provides students and teachers with common school-wide language for problem-solving and emotional regulation. You can contact Ms. Sampson with questions or concerns at 425-844-4594.

Monthly Character Traits:

Monthly character traits are taught in the classroom and reinforced by all CE staff. Each month, a teacher chooses one of their students to be recognized for displaying the character trait all month long!

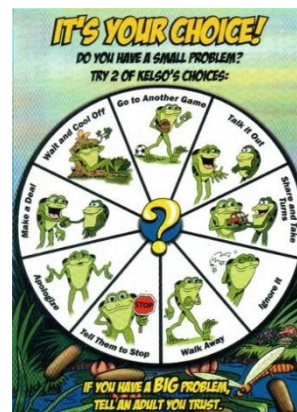
September: Respect
October: Curiosity
November: Thankfulness
December: Generosity
January: Creativity

February: Kindness
March: Citizenship
April: Perseverance
May – Unity
June - Pawsitivity

Second Step:

Second Step is a research based social-emotional program that allows consistency across the school. Classroom teachers teach Second Step curriculum, which consists of 20 lessons regarding growth mindset, goal setting, emotional regulation, empathy, and problem-solving. Learn more about Second Step: www.secondstep.org/families

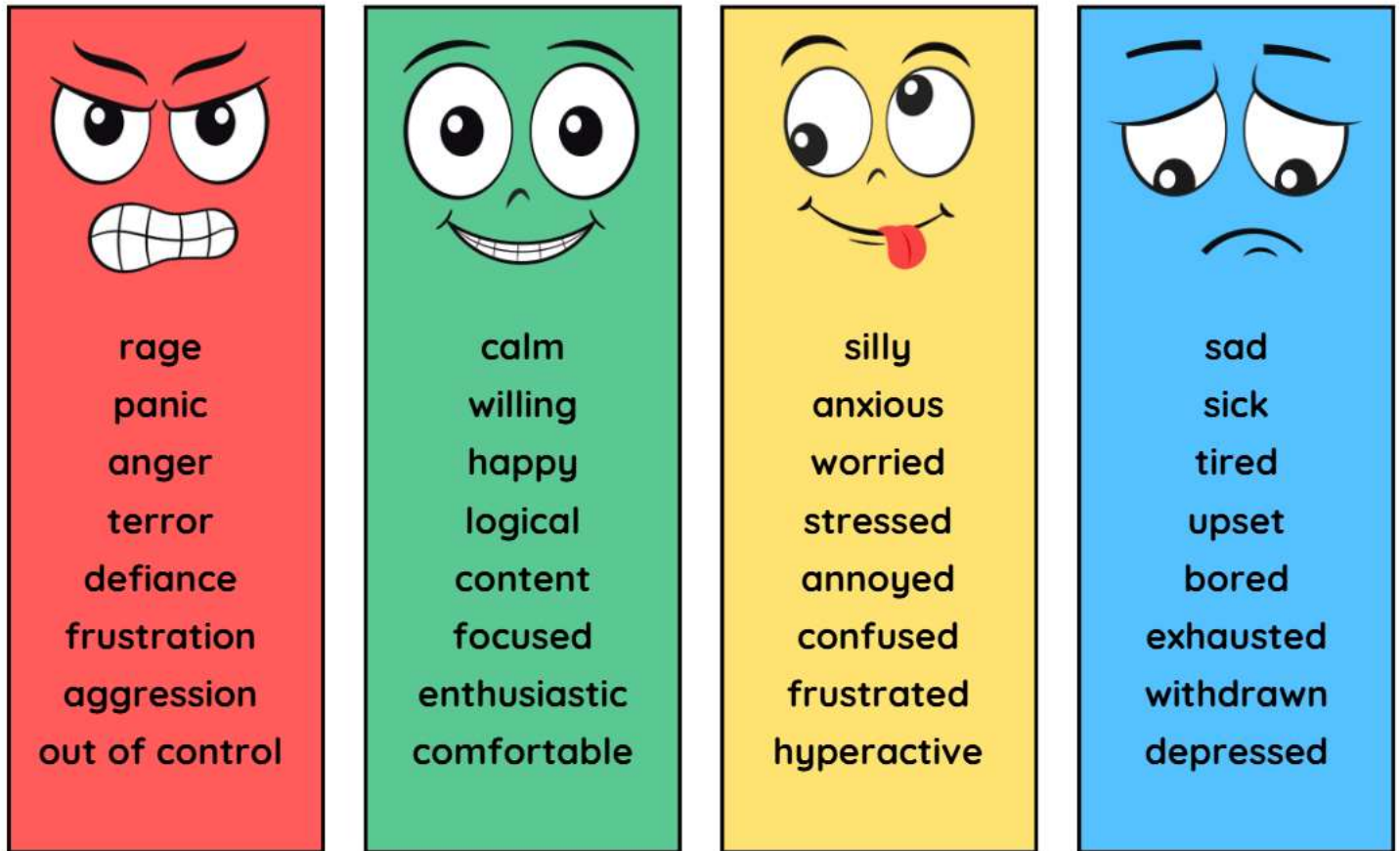
Kelso's Choice is a fun and engaging conflict management and resolution curriculum that teaches children the difference between big and small problems. The curriculum teaches skills to try to solve small problems on their own by choosing appropriate choices for a given situation. These choices empower students to understand the differences between big and small problems, work on self-advocacy skills, grow their critical thinking brains, and learn proper conflict resolution and why it is important.



The Zones of Regulation is created to teach children self-regulation and emotional control through feelings.



Zones of Regulation



Student Discipline Policy

Rules of student conduct are essential for maintaining a safe and supportive learning environment for all students. A student's refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for disciplinary action. Behaviors are classified in two categories: Minor and Major. Staff will communicate home via phone, email, or ParentSquare about behavior violations and will work with families to make an action plan that will set their child up for success moving forward.

Elementary Behavior Classification

Goals:

- Students start **every day** with a clean slate.
- IEPs and 504s are considered and behavior plans are followed.
- Recess will not be withheld as a punitive action.
- Adults consider cultural contexts such as eye contact, personal space, tone, and volume.
- Adults consider their own emotional state when responding to behaviors.
- To engage in restorative practices that focus on teaching students more appropriate ways to communicate.
- To have a planned, fair response to unexpected behaviors in a way that builds and maintains relationships, repairs harm, and promotes positive behaviors.



Definitions of Minor and Major Offenses (Including, but not limited to):

Minor Offenses These are behaviors that can be managed by any staff member. In general, they are lapses of impulse control or judgement that are not intended to cause significant disruption to the learning environment. Responding to a minor offense is a typical part of elementary education and often involves partnership with families.	Major Offenses These are behaviors where support from the office/admin is required. These are behaviors that are more serious and/or persistent and require a greater degree of support, intervention, and consequences.
Inappropriate Language - Swearing not directed at a person, put downs, mean comments that are rude but not part of a pattern of behavior, inappropriate hand gestures or other non-verbal communications.	Abusive Language - repeated, blatant, purposeful swearing or harassing language that is directed at a student or staff member.
Physical Contact (Reactionary) - Horseplay, rough housing, wrestling, pushing or hitting without intent to harm, inappropriate touch without malicious intent.	Physical Aggression (Intent) & Inappropriate Touch - Kicking, hitting, throwing things, shoving, biting, etc. with intent to do harm or inappropriate touch w/ intent.
Defiance - Failure to follow directions, ignoring, refusal, saying no, arguing back.	Overt Defiance - Repeated and persistent failure to follow directions.
Disruption - Engaging in behaviors that cause class disruption, including noises, out of seat, blurting, not taking turns, etc.	Severe Disruption - Serious interference with school process, including yelling, throwing things, etc.
Disrespect - Rude or dismissive messages to adults or students, including language, writing, body language, etc.	Severe Disrespect - Repeated high-intensive messages to adults or students, including abusive language, etc.
Other Behaviors - Engaging in general unexpected behaviors, minor vandalism, possession of a toy (i.e. Nerf Gun) unsafe or inappropriate use of school equipment, quickly resolved elopement, etc.	Unsafe Behaviors - significant elopement, possession of weapon/illegal substance, major vandalism.
Minor offenses become major offenses when they are chronic, unchanged by positive behavior supports, and/or have a significant impact on the educational environment.	

Student Health

Too Sick for School: Keeping students home when they are too sick for school protects other students and staff from potential illness. If your student becomes ill at school, you will be called to take your student home. Please be sure that your emergency contact information is up to date in Synergy.

When to keep your child home or when your child might be sent home:

- Students with a fever of 100° F or higher should stay home for at least 24 hours and not attend school until fever-free for 24 hours, without fever-reducing medications
- Students with a cough or sore throat, especially with a fever, should stay home from school until at least 24 hours after flu-like symptoms have resolved
- Vomiting or diarrhea, until symptom free for 24 hours
- Pink eye, with or without drainage, until treated
- Body rash

Medications at School: If your child is currently taking daily medication, please arrange to have your child take it before school begins. Should medication need to be administered at school, guardians must reach out to the school nurse to complete the appropriate paperwork before medication can be administered in the health room by a school employee. Students may not medicate themselves. This includes over the counter items such as cough syrup, Tylenol, aspirin, and antihistamines.

Sunscreen: We encourage families to apply sunscreen at home before school; however, we understand that reapplication at school may be necessary. Students may bring and self-apply sunscreen to school once guardians have met the following conditions:

- Sunscreen is labeled with child's full name
- No spray sunscreen is allowed (younger students may find stick sunscreen easier to apply than lotion)
- Students must not share sunscreen with other students
- Students must handle sunscreen responsibly and self-apply

Health Room: Students who are hurt or sick at school are cared for in our health room. When an illness or injury appears serious, parents will be contacted by office personnel. Please keep emergency phone numbers and contacts up to date so we may reach you if a child is sick and needs to be picked up.

For school health related questions please reach out to our school nurse, Ms. Kusters at 425-844-4596.



School Lunches

Nutritious hot lunches and breakfasts will be available for purchase every day for all students, or students may bring lunch from home. Our computerized lunch accounting system enables students to pay in advance.

Breakfast/Lunch Money Deposits: Money can be added through MySchoolBucks. Access for this is found here: [LINK](#). Lunch money is also accepted in the Office. Please send in an envelope and label them with Student's name, teacher, student ID #, and amount to be deposited. Please do not bring money through the lunch line. You will be notified when your child's lunch balance drops below the price of a school lunch. Please be sure to send money immediately as we are unable to extend credit. No Child will go hungry at school. Free/reduced Lunch Forms are available in the Office for those qualifying for financial assistance. Food Services 425-844-4560

Meal Prices

Elementary lunch \$4.00

Elementary breakfast \$2.50

Free and Reduced Lunch Application: Apply here! [LINK](#)



Dress Guidelines

Clothing for Students: Students may express individuality in their dress or appearance as long as their appearance does not cause or have the potential to cause a disruption to the educational process for themselves, other students, or staff. The following guidelines are designed to promote a positive, safe, inclusive and healthy learning environment:

- Shoes should be appropriate for running, climbing, and playing on recess equipment, stairs, outdoor terrain, and participating in P.E.
- Clothing covers underwear.
- Clothing does not promote alcohol, tobacco, drugs, discriminatory themes, profanity, violence, weapons, sexual connotations or gangs.
- Headwear must be worn in a respectful and responsible manner.

If a student is dressed inappropriately, staff will follow the outlined referral process in a discrete and respectful manner that limits impact on student learning time. For isolated incidents, the referral process includes a verbal reminder of dress guidelines and appropriate clothing given to student if necessary. For repeated or severe incidents, administration/counseling staff will offer support by problem solving dress guideline obstacles with student, as well as giving or contacting guardians to provide other appropriate clothing.

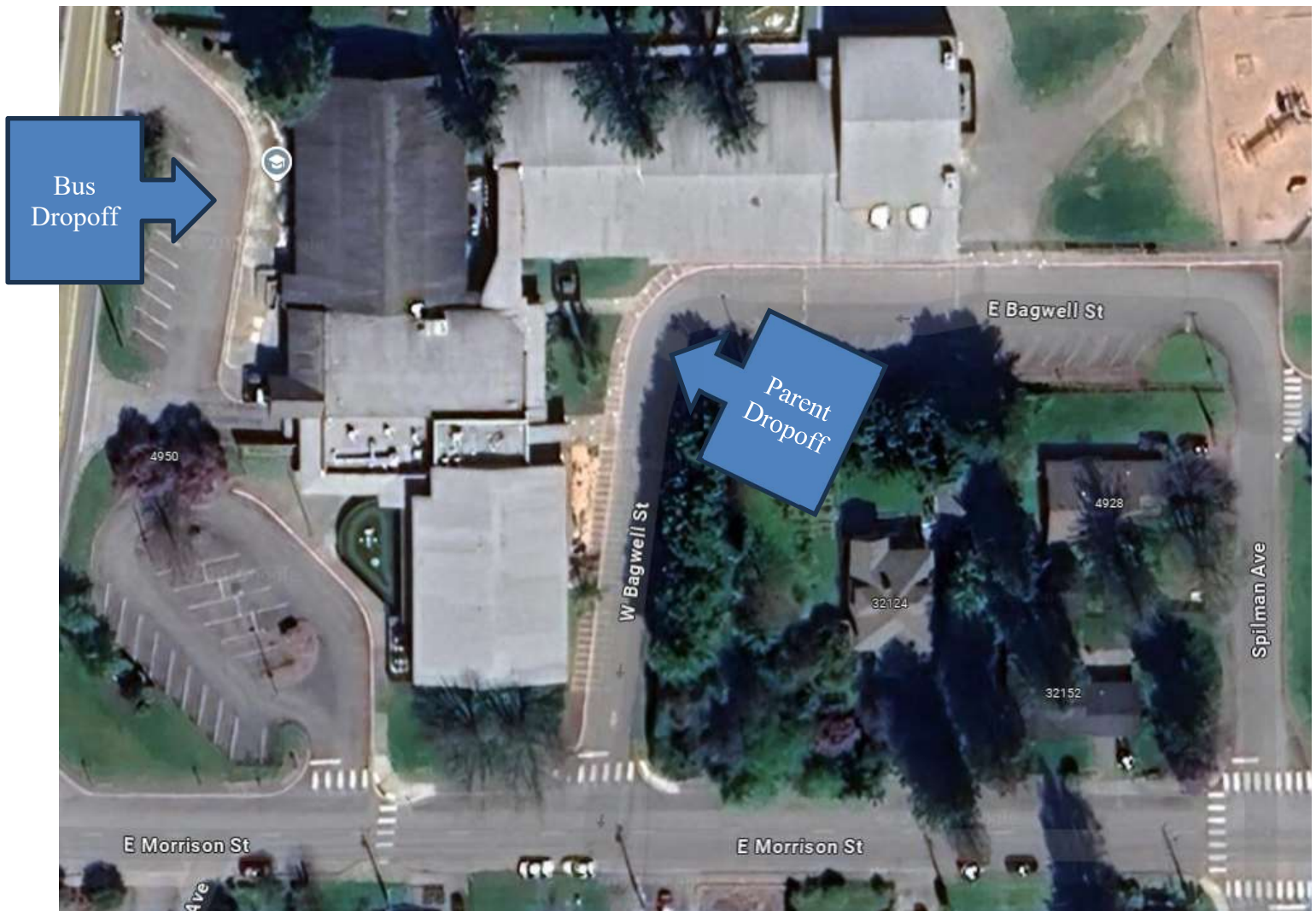


Parking Lot Safety During Pick Up and Drop Off

Cross Walks: Only use designated crosswalks to cross the street. Vehicles should stop well before the crosswalk and stay stopped until the crosswalk is no longer occupied. When you're turning, don't wait inside the crosswalk.

Pick Up and Drop Off: Please read the following information closely and reach out with any questions.

Student drop off can start at 9:15 a.m. Please do not arrive on campus earlier than 9:05 am unless you are dropping your student off for breakfast. The first bell will ring at 9:15 a.m. and the school day begins at 9:25 a.m.



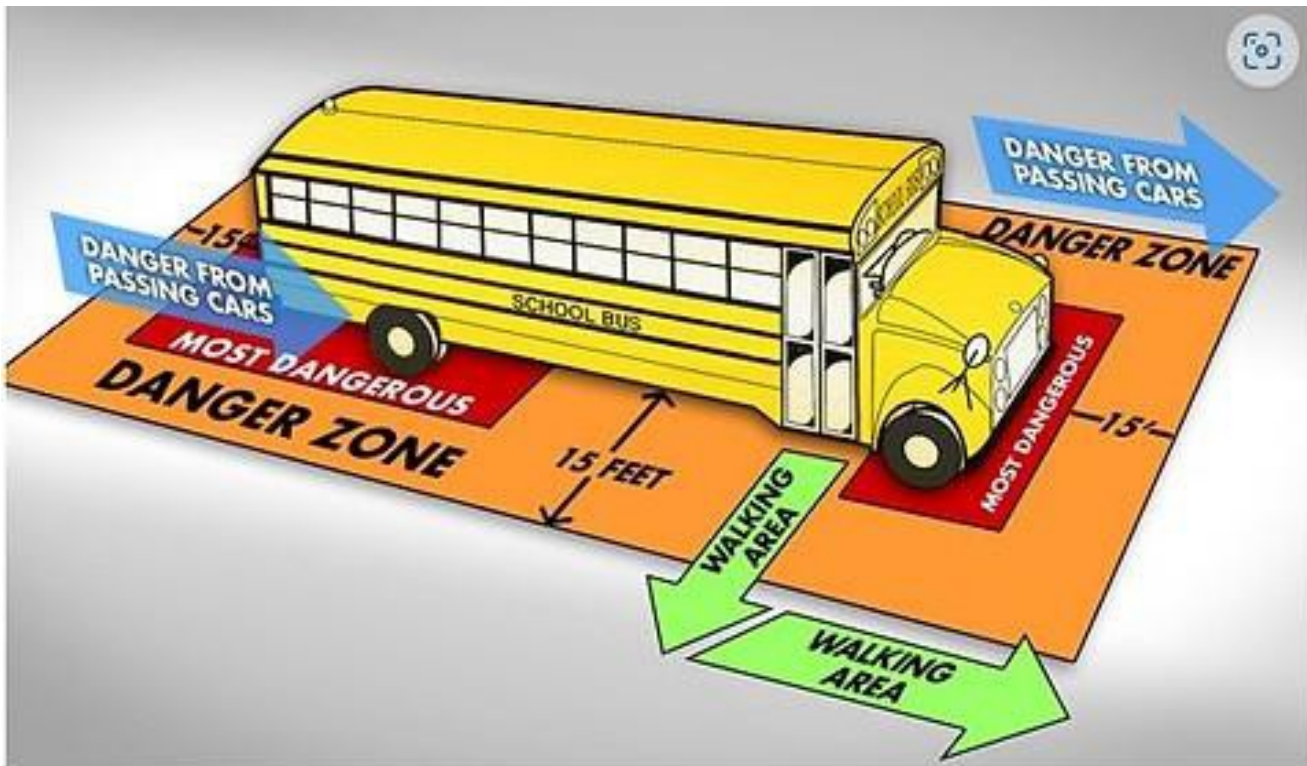
Buses

Bus service is provided for any student living within the school attendance area that is not within walking distance. If you have a question about a bus stop, please contact District Transportation at (425) 844-4540 or check out the Riverview School District website. Routes are linked there every August for the next year.

Ten Simple Rules for Staying Safe on the Bus

1. Listen to the driver and follow their instructions.
2. Do not distract the driver.
3. Stay seated facing forward. Keep your hands to yourself.
4. Backpacks on your lap or on the floor.
5. Be respectful. Use kind words and actions.
6. Keep the aisle clear. Do not lean out in the aisle.
7. No loud noises. Voice level 2.
8. Do not bring dangerous or prohibited items the bus.
9. No eating on the bus. Water only.
10. Windows open no more than halfway. No body parts out of the window.

The full bus code of conduct can be found on the transportation website: [Link](#).



Riverview School District Non-Discrimination Policy

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

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

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property.
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([link to share](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not to be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Donna Reier, reierd@rsd407.org or 425.844.4500) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you

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agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

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

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

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

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

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

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

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

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

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district’s Nondiscrimination [Policy 3210](#) and [Procedure 3210-P1](#) visit [Riverview School District - Home \(diligent.community\)](#)

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student’s educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to

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unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P visit [Riverview School District - Home \(diligent.community\)](#)

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Donna Reier (425.844.4500, reierd@rsd407.org)

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Donna Reier (425.844.4500, reierd@rsd407.org)

Concerns about disability discrimination:

Section 504 Coordinator: Jolene Barrett (425.844.4500, barrettj@rsd407.org)

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Donna Reier (425.844.4500, reierd@rsd407.org)

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

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

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

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

If you do not agree with the outcome of your complaint, you may appeal the decision to the Superintendent, the School Board, and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure ([3 2 1 0 P](#)) and Sexual Harassment Procedure ([3 2 0 5 P 1](#)).

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

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure ([3210P](#)) and the HIB Procedure ([3 2 0 7 P](#)) to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- 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

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

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

- Website: www.oeo.wa.gov
- 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: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

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

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

To review the district's Gender-Inclusive Schools [Policy 3211](#) and Procedure [3211- P1](#) visit [Riverview School District-E-Resources \(diligent. community\)](#). If you have questions or concerns, please contact the Gender- Inclusive Schools Coordinator: Donna Reier, 425.844.4500 or reierd@rsd407.org

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on pages 16 and 18.

Computer Use Agreement for Students

The Riverview School district provides a wide range of computer resources to its students for the purpose of advancing the educational mission of the District. As a user of District computers, you are expected to follow 10 guidelines as outlined at this [LINK](#).

Personal Items at School

Students are not to bring personal items to school. These include, but are not limited to toys, stuffed animals, valuable jewelry, electronics, recess items (personal sports balls), and trading cards. Items of these types can become lost, stolen, and can be a distraction at school.

E-Readers: Kindles, Nooks, and other e-readers are permitted at school for reading teacher-approved literature and should not cause distraction to the reader or others. RSD/Carnation Elementary are not responsible for any damage, loss, or theft of e-reading devices. Teachers may reserve the right to restrict the use of e-readers in their classrooms if they cause disruption or distractions.

Cell Phones and Electronic Watches: Students with cell phones and watches that can receive and send messages/calls must have them OFF and in their backpack during the school day. If a cell phone smart watch is used during the school day, guardians will be notified and will be responsible for picking it up from the school. There is a phone in the main office that is available for supervised student use during the school day. Families wishing to relay a message to their student during the school day may do so by calling the main office 425-844-4551.

Cameras: Students may not take pictures or videos of other students or staff members while at school without permission from staff and consent from those being photographed.



Invitation to Partner

We appreciate you reviewing this handbook and your partnership in making Carnation Elementary a safe space and welcoming community. Together we do this work so our students can thrive and families can connect with our community.

We know other questions or situations will arise that we haven't addressed. Please reach out to our team if there are problems or questions or feedback so we can continue to grow and serve your family.

Parent partnerships make our schools stronger. All Riverview School District volunteers must go through a screening process. If you wish to volunteer at the school, or chaperone a field trip, you must complete a Riverview School District Volunteer Application form. Learn more at [LINK](#).

When visiting or volunteering at the school, please check in at the office first and wear an identification badge/Name tag.

