

GREEN RIVER HIGH SCHOOL

STUDENT HANDBOOK



GREEN RIVER
HIGH SCHOOL

2026-2027

Green River, Wyoming

GRHS MOST FREQUENTLY USED PHONE NUMBERS

Main Office: 307-872-8300
Attendance Office: 307-872-8379
Guidance Office: 307-872-8362
School Fax: 307-464-8300
Activities Office: 307-872-8807
District Office: 307-872-5500



REVISED: June 3, 2026

GREEN RIVER HIGH SCHOOL STUDENT HANDBOOK 2026-27

District Mission

Learning for All

District Vision

Inspiring Excellence Every Day

District Goals

Improve Student Achievement

Improve Wellness and Safety

Improve Communication and Collaboration

Responsibilities

Students

Students will be accountable for their academic achievement.

Students will engage in the learning process.

Students will ensure a safe and orderly environment by demonstrating appropriate behavior.

Staff

Staff will ensure a safe and orderly environment.

Staff will engage students in the learning process.

Staff will commit to continual improvement.

Parents

Parents will actively support their children's educational experience.

Parents will support a safe and orderly school environment.

Community

The Community will foster partnerships to enhance the educational experience.

GRHS Mission Statement:

Great Relationships High Standards

GRHS School Vision Statement:

All students will reach their full potential as responsible, ethical, and productive members of society. We are committed to furthering the intellectual, physical, emotional, social, ethical, and aesthetic growth of all students.

The Administration, Counselors, Staff, and Faculty

Thomas Jassman	Principal
Jacob Gantz	Associate Principal
Sydney Hooten	Associate Principal
Tony Beardsley	District Activities Director
Julie Seymour	Activities Secretary
Amanda Friebe	Attendance Clerk
Kent Hemphill	SRO
Lory Kettering	Administrative Secretary
Karen Cassity	Administrative Secretary
Jessica Demaret	Registrar
Kim Richardson	Counseling Office Secretary
Mark Hyde	Counselor
Erica Stearns	Counselor
Rhiannon Doak	Counselor
Shannon Brichacek	SWCSD2 Wellbeing and Resource Center Counselor
Spring Jones	Social Worker
Danielle Deters	Social Worker
Courtney Kuball	School Nurse
Vicky Flores	Media Aide Specialist
Danel LaRose	Career/Technical Education-Business/Computer Applications
Drew Gibson	Career and Technical Education - IA Woods
Marisa Kalinski	Career and Technical Education - FACS
Joshua Lewis	Career and Technical Education - Health Careers
Aaron Locker	Career and Technical Education - IA Autos
Elizabeth Thoman	Career and Technical Education - Agriculture/Welding
Rosie Businelle	Career and Technical Education - IA Metals/Welding
Sharon Seaton	Career and Technical Education - Computer Science
Dan Hansen	Health and Physical Education
Joshua Lewis	Health and Physical Education
Duke Haynes	Health and Physical Education
Emily Smith	Health and Physical Education
Danielle Forbush	Fine and Performing Arts - Vocal Music
Quinn Kalinski	Fine and Performing Arts - Instrumental Music
Michelle Wickstrom	Fine and Performing Arts - Art
David Huntsman	Fine and Performing Arts - Drama
Shane Steiss	Fine and Performing Arts - Art
Nick Hokanson	Foreign Language
Charlene Barker	Language Arts
Victoria Hemphill	Language Arts

Jennifer McCoy-Stewart	Language Arts
Kelsey Wilde	Language Arts
Pepper Rynio-Brandt	Language Arts
David Huntsman	Language Arts
Kayla Majhanovich	Instructional Facilitator
Susan Dewey	Mathematics
Phil Harder	Mathematics
Dillon McCoy	Mathematics
Marshall Rhodes	Mathematics
Eric Harris	Mathematics
Kris Weidner	Mathematics
Mike Moody	Pool Coordinator
Megan Allen	Science
Erin Arnold	Science
Rhett Dillree	Science
Matt Freze	Science
Shawna Mattson	Science
Sharon Seaton	Science
Bridgette Nielsen	Social Studies
Ruth Ann Foerster	Social Studies
Nathan Loe	Social Studies
James Quiroz	Social Studies
Katelyn Rider	Social Studies
Dawn Stanton	Special Education
Katie Camis	Special Education
Joy Kennah	Special Education
Debi Kovick	Special Education
Tammy Korkow	Special Education
Craig Leavitt	Special Education
Jessica Polaski	Special Education
Jamie Brady	Special Education

Class Sponsors

Freshmen.....	Marisa Kalinski
Sophomores.....	Marisa Kalinski
Juniors	Kim Richardson
Seniors.....	Megan Allen

Welcome to Green River High School

Welcome to the 2026-27 school year at Green River High School; Home of the Wolves! We are excited for this new school year and the wide variety of opportunities available to our students and staff. Our community expects and deserves our school to provide high quality learning experiences and vast opportunities. As we prepare our students for successful productive lives as future adult leaders of our community, and globally as a whole, we firmly believe with the committed efforts and support of our students, staff, and community stakeholders that our students will have every opportunity to succeed beyond their expectations.

Green River High School has a responsibility to embrace and enhance our safe and positive culture for learning. We will encourage and challenge all students to find a connection to our school through participation in the classroom, extra-curricular activities, school sponsored organizations, and by these means it will instill respectful actions to be contributing members in society. Through active participation, students establish connections within our school that promote a sense of respect within themselves, our school, and in society altogether.

We challenge students to embrace their “high school experience” through involvement, support, and achievement. These experiences will encourage and motivate students to explore and expand upon their interests, build positive relationships, experience lasting memories, and create the best education opportunities possible.

Please read and become familiar with the contents of our GRHS Student Handbook. Its contents provide information to guide and inform staff, students, and parents of the policies, expectations, procedures, processes, and consequences. Our student handbook enables us to provide and support the best educational experiences possible for all students.

I invite you to also explore our website, join our Facebook page, and update your [Infinite Campus Parent Portal](#) to stay well informed about all that goes on at GRHS throughout the school year.

Please feel free to contact us at 872-8300 should you have any questions or concerns needing addressed.

Looking forward to and wishing everyone a GREAT School Year!!!

Thomas Jassman, M.S.S., M.Ed

GRHS Principal - **GO WOLVES**

thomas.jassman@swcsd2.org

GRHS Web Page : <https://grhs.swcsd2.org/o/grhs>

WHAT'S NEW FOR 26-27

1. **Profile of a Graduate – page 16**
2. **Time to excuse an absence – page 25**
3. **Personal Electronic Devices – page 29**
4. **Bike & Scooter Safety – page 30 (updated 9/9/26)**
5. **Eligibility Guidelines – page 32**

STUDENT PREAMBLE

We the students of Green River High School, in order to create a more effective educational environment, ensure equal respect for all, promote awareness of standards in this handbook, establish a safe learning environment, lead by positive example, promote a positive school climate and culture, strive to achieve our goals in our time here, here do ordain and establish this preamble for the student handbook of Green River High School.

On behalf of Green River High School's staff and administration, we make a commitment to provide the following:

1. A world-class curriculum
2. Educators who are knowledgeable and enthusiastic
3. A safe and supportive environment in which to learn
4. Well-equipped classrooms and a well-maintained facility
5. Post-high school preparation (college, career, military readiness)
6. Activity director & sponsors dedicated to high quality programs and experiences.

Expectations of Green River High School's students:

1. Students will arrive on time daily for all of their classes.
2. Students will participate, complete, and submit their best quality work on time.
3. The conduct of students will be positive, appropriate, and respectful at all times.
4. Students will take ownership in their education and future success.

SCHOOL IMPROVEMENT GOALS

The school improvement goals for **2026-27** will include a continuation of emphasis on teacher clarity, alignment of instruction to priority standards, student engagement, reading, writing, and mathematics. We also strive to enhance the social emotional well being of our students necessary for their success.

In alignment with WDE, Green River High School will promote the Wyoming [Profile of a Graduate](#) to best prepare our students for future opportunities in post secondary

opportunities and the workforce to positively contribute to our community.

In addition, students and staff will be recognized for exemplary accomplishments, effort, citizenship, and attendance.

GRHS SCHOOL PHONE NUMBERS

Main Office:	307-872-8300	Attendance Office:	307-872-8379
Guidance Office:	307-872-8362	District Office:	307-872-5500
Special Ed. Office:	307-872-4745	Ast. Principal Gantz	307-872-8374
School Fax	307-872-4758	Ast. Principal Hooten	307-872-8375
Activities Office:	307-872-8807	Principal Jassman	307-872-8371
Activities Director	307-872-8806		

Green River High School Bell Schedule
2026-27 School Year
Early Out Bell Schedule

Period 1	7:40-8:15	(35 Min)
Period 2	8:20-8:55	(35 Min)
Period 3	9:00-9:35	(35 Min)
Period 4	9:40-10:15	(35 Min)
Period 5	10:20-10:55	(35 Min)
Period 6	11:00-11:35	(35 Min)
Period 7	11:40-12:15	(35 Min)
Lunch	12:15-12:40	(25 Min)

Lunch will be available for students who choose to stay and eat before leaving

Green River High School Bell Schedule
2026-27 School Year
Late Start Bell Schedule

Period 1	9:40-10:16	(36 Min)
Period 2	10:21-10:57	(36 Min)
Period 3	11:02-11:38	(36 Min)
Period 4	11:43-12:19	(36 Min)
Lunch	12:19-12:59	(40 Min)
Period 5	1:04-1:40	(36 Min)
Period 6	1:45-2:21	(36 Min)
Period 7	2:26-3:02	(36 Min)

ACADEMICS:

Academic Dishonesty

In order to maintain the integrity of the academic programs of study at Green River High School, it is important that educators, administrators, stakeholders, and parents work together to uphold the standards of student responsibility in their social and academic conduct. It is an expectation that students, through their learning, demonstrate the ability to discern right from wrong. In the age of the internet, and through ease of access, the boundaries surrounding academic integrity have become increasingly blurred. It is the responsibility of the faculty and staff of GRHS to assist in developing the moral awareness of students and to assist them in the engagement of the honest and sincere pursuit of knowledge. Upholding the principle of honesty within the academic setting requires that students produce high-quality work that they may call their own. Academic dishonesty is the attempt by a student to claim work, ideas, or skills that they do not yet possess.

Definition

Academic dishonesty can be difficult to identify, substantiate, and ultimately to deal with as educators. The following are reflective of academic dishonesty and will be met with disciplinary measures by administrators and educators at Green River High School. This list is not comprehensive nor exhaustive, and other examples may indeed be deemed dishonest.

- Using any assistance from an outside source (ex. notes, student assistance, materials) to complete an assessment, assignment, or project in any way other than those specifically designated by the teacher
 - Looking at another student's test
 - Having a conversation during an assessment
 - Teachers cannot be expected to discern whether a conversation during an assessment is personal or academic in nature
 - Possessing an electronic device of any kind during an assessment
- Any effort to use dishonest actions or means in order to claim credit for work that is not the student's own
- Copying, in whole or in part, the verbatim text from any source without the proper citation, as outlined by the teacher (Plagiarism)
- The use of any application (e.g. Photomath) to complete assignments, projects, or assessments
- The use of any Artificial Intelligence tool, regardless of function or device accessed
- The use of papers used previously from former students, or similar papers used from other assignments

Investigation & Communication

The following description outlines the process for disciplinary action as it relates to verified academic dishonesty:

- I. The student is interviewed and notified of verification or suspicion of an act of AD
 - A. An investigation takes place, if AD is unverified, with the assistance of a GRHS administrator
- II. Once AD is verified, a GRHS administrator is notified
 - A. Parents are contacted in order to provide the context of the infraction and to review the applicable policy
- III. The administrator and teacher will work in conjunction in order to identify the appropriate disciplinary measures
- IV. The event is documented in Infinite Campus within the Behavior Log, and in the AD Tracking System

Disciplinary Action

For very minor or accidental infractions, it is within the purview of the teacher to handle any AD within the classroom environment through enforcement of policies within their syllabus. The guidance presented here should be regarded as the *minimum* parameters for dealing with academic dishonesty. The teacher will still report the infraction for documentation within the AD Tracking System in order to ensure that subsequent infractions are handled with the appropriate measures. The following is a continuum of progressive consequences for verified AD. Note that the offenses are cumulative over the course of the student's career at GRHS.

❖ 1st Offense (Minor)

- Complete loss of credit on the assessment, project, or assignment without opportunity for credit recovery
- The National Honor Society Sponsor is notified of the offense
- The event is documented in the AD Tracking System and IC

❖ 2nd Offense (Minor)

- Complete loss of credit on the assessment, project, or assignment without opportunity for credit recovery
- Teacher and Administrator review the student's behavior to determine additional consequences:
 - Suspension from Extra-Curricular Activities
 - In-School or Out of School Suspension
 - Loss of Open Campus
 - Loss of Off Hour
 - Possible Course Failure

❖ **3rd Offense (Minor)**

- A hearing is set with the parent, student, counselor/SW, a District Administrator, Building Administrator, and the teacher
 - Possible loss of credit for the class
 - Dropped from an AOS position, if applicable

- Removal from Activities for the remainder of the academic year
- Loss of Open Campus
- Loss of Off Hour
- Removal from current or future college courses at GRHS/WWCC
- Suspension w/ possible recommendation for expulsion
- Removal from present or future scholarship recommendation consideration

❖ **1st Offense (Major)**

- Complete loss of credit on the assessment, project, or assignment without opportunity for credit recovery
- The National Honor Society Sponsor is notified of the offense
- The event is documented in the AD Tracking System and IC
- Teacher and Administrator review the student's behavior to determine additional consequences:
 - Suspension from Extra-Curricular Activities
 - In-School or Out of School Suspension
 - Loss of Open Campus
 - Loss of Off Hour
 - Possible Course Failure

❖ **2nd Offense (Major)**

- A hearing is set with the parent, student, counselor/SW, a District Administrator, Building Administrator, and the teacher
 - Possible loss of credit for the class
 - Dropped from an AOS position, if applicable
 - Removal from Activities for the remainder of the academic year
 - Loss of Open Campus
 - Loss of Off Hour
 - Removal from current or future college courses at GRHS/WWCC
 - Suspension w/ possible recommendation for expulsion

- Removal from present or future scholarship/honors recommendation consideration

- ❖ Students who are found to have participated in any form of academic dishonesty are not eligible for the Honor Roll

Note: It is possible that a student may choose to transgress on an assignment or project that is pivotal to the integrity of the course they are currently taking, or during a course that is reserved for advanced students (AP, Honors, Dual/Concurrent). Alternatively, the student may violate the policy in an overt and blatant manner by mostly or entirely plagiarizing the work of someone else. In these scenarios, the administration and teachers reserve the right to forego the above matrices and move directly to a hearing.

Minor Offenses

- Lack of proper citation
- Talking or communicating with other students during an assessment
 - *Unverified:* This may be case specific; it would not be a minor offense if the teacher were to hear students communicating about the assessment
- Possessing, with the potential for use, an electronic device during an assessment
- Using an electronic device to solve equations or answer fact-based portions of an assignment during class time
 - Case by Case
- Using notes or study guides owned or completed by another student
- Glancing/looking at another student's work during classroom work time

Major Offenses

- Blatant plagiarism of a significant portion of another individual's work; attempt to deceive through claiming another individual's work as the student's own
- Using an electronic device to communicate or find the answers to an assessment
- Discussion or student communication during an assessment that is verified to be about the assessment itself
- Obtaining the answers to an assignment, or the questions from an assessment etc. in any form, before the student has completed the assignment/assessment themselves
- Providing a paper, assessment, or assignment for another student to copy from

Note: The above list of offenses is by no means exhaustive. Educators and administrators reserve the right to designate instances of academic dishonesty as fitting into one category or another, based on the nature of the offense.

Class Rank:

Student rank will be calculated on a 4.000 maximum scale for cumulative G.P.A. Students earning Dual or Concurrent Enrollment courses/credits and AP courses will have a 5.00 GPA calculated from those higher level courses with the 4.00 scale at GRHS. If more than one student ties for 1st, all of the students with a 4.000+ cumulative G.P.A. will graduate with the rank of 1st.

Class Load Policies:

All freshmen and sophomores must take a full semester schedule of seven (7) periods per day. Juniors and Seniors may have a class period scheduled as off-campus during their school year if approved by the counselor and principal after a credit check. Other options for Juniors and Seniors can include Work Based Learning opportunities as well as Internships. Again, this will need to be approved by the counselor and principal. Students must be on track to graduate their senior year to qualify. Additional considerations will include, positive student behaviors which demonstrate they have the maturity and responsibility needed to earn this privilege (Grades, attendance records, and student behavior history will all be considered when seeking approval). Classes held off-campus at WWCC might be considered for the class load policy. All seniors must carry 6 classes per semester to be considered a full-time student.

- An off-campus period is a privilege awarded to seniors in good standing. It can be denied, revoked, and/or replaced with an on campus academic recovery course if a student exhibits poor attendance, inappropriate behavior, and/or struggles academically.
- For all grades, religious release may be used for one of their classes if the student is in good standing. Only the principal can approve exceptions to the class load policy. Students must be on track to graduate with their class to remain enrolled in religious release. This will be evaluated on a semester basis or in extreme instances when a student demonstrates the need for additional academic support.
- Inability to test proficient on state assessments may require a student to take additional courses and/or attend assigned intervention programs to remediate deficiencies.

Class/Schedule Changes:

Schedule changes will only be allowed during the first **three (3) days** of the semester, based on available class space and other logistical considerations.

Schedule Change Form: To initiate a schedule change, the student needs a Schedule Change Form from the counseling office and have it signed by an administrator after filling it out.

Once the school year has started, a meeting involving the student, parent, counselor, teacher, and administrators is required before considering a schedule change if efforts from the student, parent, and teacher have not resolved issues/concerns.

Green River High School's master schedule is built upon students registering for classes based on their interest requests and career/educational goals. This information is gathered by the student in the spring semester of the previous school year. Therefore, changing a student's schedule has a significant impact on the student's goals and the entire high school program. Counselors work with students to consider graduation requirements, post-secondary goals, and Hathaway/scholarship requirements. Staffing, class size limits, courses offered, and scheduling are all determined by the registration process. Parent/Guardian permission is required for any schedule change consideration per note or phone call.

One of the eight (8) criteria must be met to seek a schedule change outside of extenuating circumstances:

1. The student needs to take a required course they are not scheduled for
2. The student was placed in an inappropriate class.
3. The student lacks the required prerequisite for the course.
4. The student has previously received credit in the class.
5. The student's schedule is incomplete or has an obvious scheduling error
 - a. Deciding the class is unwanted is not a scheduling error
6. The student successfully completed the course in summer school.
7. The student's IEP or 504 plan requires an update to the schedule.
8. Career and Technical guidelines require the student to switch electives.

**An extenuating circumstance is determined by the administration to be out of the student's control and in the best interest of all involved.*

Dropping a student from an existing year-long class at semester can potentially have a negative impact on the student and the master schedule.

- Replacing the second semester of a year-long class, at semester, may be done if it is determined that the student does not have the skills to be successful during the second semester (meeting required).
- Dropping a class without replacing it is **not permitted**.

If, following a meeting, it is determined that the best thing to do is replace a class after the third day of the schedule change period, the resulting grade may be an "F" for the semester on the student's transcript. If the schedule change was made out of necessity, the counselor and student may appeal to the principal.

At Green River High School we want to maintain a standard of education that expects students to be challenged. Allowing students to drop courses that are "challenging" creates a program of study that may inadequately prepare them for post-secondary needs and/or potential scholarships and awards.

Course Offerings:

Green River High School has a broad selection of courses offerings for our students. These courses are located in our GRHS Course Description Book:

☞ [Smallpdf—PDF Convert, AI Summarize, Merge, & Sign](#)

Additionally, students have the opportunity to take advanced courses (Honors, AP, Dual Enrollment, Concurrent Enrollment, and Work-Based Learning Opportunities.) Each of these courses have prerequisites which include: WYTOPP/ACT Test scores, Successful completion of prerequisite courses, and teacher recommendation. Interested students need to be in good standing: (grades, attendance, and behavior). If interested please discuss these options with your school counselor.

Early Graduation:

Students interested in early graduation will need to be on track to graduate after completing their 7th semester of high school. Students need to express interest in this opportunity with their counselors before the fall semester of their senior year.

Consideration for approval will be evaluated by the administration and the counseling office to ensure the student is on track to graduate, their attendance is in compliance with school expectations, and behavior issues during their time in high school have not been a serious concern.

A student who wishes to graduate early must submit a formal application for verification and approval from the principal for early graduation and have a meeting with the student's parents by **the first Monday of November** to be considered by the School Board for their approval.

Applications may be picked up in the Guidance Office.

Student must meet one or more of the following criteria for consideration:

1. Must be accepted to an accredited college (you must attach a letter of admissions)
2. A military appointment and entry date for second semester (letter from military must be attached)
3. 19 years of age at the time of request (attach a print out from the registrar)
4. A special hardship or circumstance exists subject to approval (a meeting and handwritten letter signed by parent with the principal's recommendation) examples: family obligations resulting in the need to obtain a full time job.

GRHS students wanting to start their college careers while still in high school are provided free post secondary educational opportunities. Students may pursue these opportunities through dual and concurrent enrollment courses, certifications, and post secondary endorsements offered through Green River High School, WWCC, and the BOCES Grant Program.

Check out forms, surveys, and a senior information packet must also be completed before the student is considered a graduate. All early graduates are allowed to participate in the graduation ceremony and prom. Students will forfeit their right to participate in any extracurricular activities, school sponsored clubs, and/or scholarship awards once they check out of school.

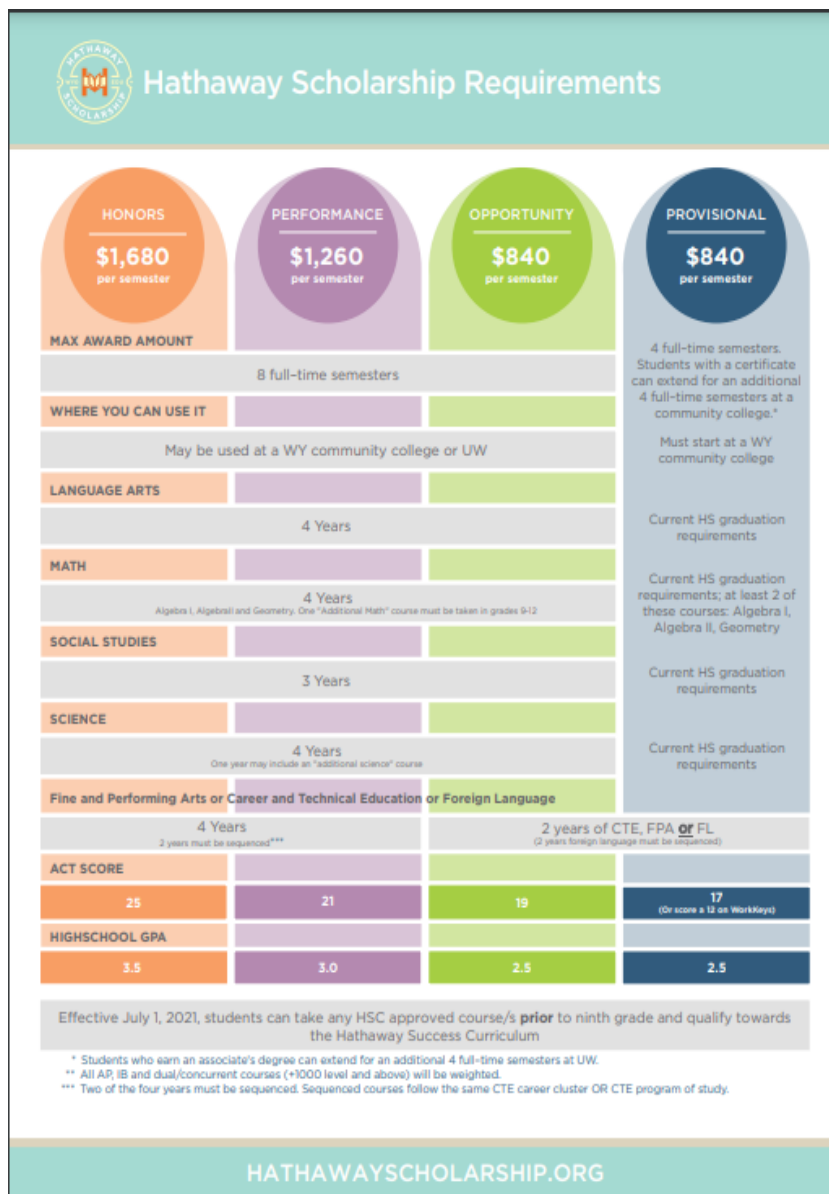
Early graduates will not receive a diploma until the GRHS graduation ceremony. Diplomas may also be mailed or picked up from the GRHS Guidance Office after graduation.

Hathaway Requirements:

- The State of Wyoming has appropriated funds for Wyoming High School graduates who plan to attend Wyoming higher education institutions. There are four tiers to the Hathaway Scholarship. Each tier is earned by the student's academic performance and credits earned by taking specific courses above and beyond those required for graduation from GRHS. Please see your counselor to determine specific requirements

for each tier of the Hathaway Scholarship that may apply to you.

- Parents and students will be required to sign a Hathaway Academic Review form, yearly, to monitor progress toward qualification.



HATHAWAYSCHOLARSHIP.ORG

Wyoming’s Profile of a Graduate establishes a statewide framework that identifies the knowledge, skills, and dispositions students should develop to be successful in college, careers, and civic life. The framework emphasizes seven competencies being; communication, collaboration, creativity, critical thinking, personal responsibility, perseverance, and citizenship—to ensure students are prepared for success beyond high school.



Seven Key Competencies derived from the Wyoming Profile of a Graduate

- 📖 Master, apply, and transfer foundational knowledge and skills.
- 🧠 Think critically and creatively to solve complex problems.
- 🗣️ Communicate effectively to various purposes, audiences, and mediums.
- 🤝 Identify and use credible sources of information to build knowledge and make decisions.
- 🤝 Demonstrate strong interpersonal and collaboration skills.
- 🌱 Cultivate curiosity, self-awareness, resilience, and a growth mindset.
- 📅 Practice effective work habits, including organization, time management, attention to detail, and follow through.

Grade Reporting and Grading Periods:

Four formal quarter grade reports are produced each year. Transcripts for calculating G.P.A. reflect only semester grades for each class. Grade point averages are based on a 4.000 scale except for AP and 1000+ level dual and concurrent college courses. These courses will be calculated on a 5.0 scale. A = 4.000, B = 3.000, C = 2.000, D = 1.000 and F = 0.000. AP and Dual and Current

Scale” A = 5.0 , B = 4.00, C = 3.0 , D = 2.00, F = 0.000

Hathaway Grade-Weighting Policy - All Advanced Placement and 1000+ level and above dual/concurrent courses for students will use a 5 point scale for school GPA and Hathaway Scholarship. A = 5.000 , B = 4.000 , C = 3.000, D = 2.000, and F = 1.000. Districts will also be required to display the weighted Hathaway GPA on all student transcripts for Hathaway Scholarship awarding purposes.

Grade Replacement Policy

If a student receives an “F” grade for a class, the student may repeat the course and replace the “F” with the new passing grade. In each case, the “F” grade will remain on the transcript, but not figured into the student’s G.P.A. Credit will be awarded only once. **The student must contact the registrar to accomplish the grade replacement.**

SUMMER SCHOOL:

Summer school is for credit recovery purposes only. If a student fails a class, they may recover credits earned during summer school. Summer school is a privilege and may be revoked due to attendance and behavior issues.

TRANSFERS:

If a student transfers into GRHS and needs a class for graduation, they may take the course outside of the normal school day in addition to the standard course load.

Green River High School Standards Requirements for Graduation & Wyoming Department of Education

Chapter 3. Graduation Requirements: Students should see their guidance counselors for further information regarding graduation requirements.

Board Policy IKF – Graduation requirements will meet or exceed the minimum standards set by the North Central Association of College and Secondary Schools and by the Wyoming Department of Education. Effective with the class of 2006 and beyond, a minimum of 24 credits will be required for graduation. Of these, four must be in English, three in Social Studies to include History, American Government, Wyoming History, and Economic Systems/Institutions, three in Mathematics, three in Science, one in Physical Education, and ½ in Health. In addition, nine and one-half elective credits must be earned to accumulate twenty-four total credits. In order to have the opportunity to meet the transcript endorsement requirements as outlined in Wyoming State Statute (W.S. 21-2-304 & W.S.

21-9-101), it is strongly suggested that of the 9.5 elective credits earned, that they included courses in Career Vocational Education, Fine and Performing Arts, and Foreign Language.

Graduation Ceremony is considered an activity and can be subject to discipline according to the GRHS Handbook Rubric, including an activity suspension. It is a privilege and not a right.

A Typical Route to Graduation might look like the following:

Department	Description	Credit Requirement
Language Arts	English I	1.00
Language Arts	English II	1.00
Language Arts	English Electives	2.00
Math	Algebra I or Algebra I Informal	1.00
Math	Geometry or Informal Geometry	1.00
Math	Math Elective	1.00
Physical Education	PE	1.00
Physical Education	Health or Health Equivalent	0.50
Science	Biology	1.00
Science	Physical Science	1.00
Science	Science Elective	1.00
Science	Science Elective	1.00
Social Studies	World History	1.00
Social Studies	Wyoming History	0.50
Social Studies	United States History	1.00
Social Studies	Senior Government	0.50
General Electives	General Electives	9.50
Total:	24.00	

Common Core of Knowledge and Skills

CAREER AND VOCATIONAL

1. Resources
2. Interpersonal skills
3. Information
4. Systems
5. Technology
6. Career

FINE AND PERFORMING ARTS

1. Creative expression through production
2. Aesthetic perception
3. Historical and cultural context
4. Applications to life

FOREIGN LANGUAGE

1. Interpretive Mode
2. Interpersonal Mode
3. Presentational Mode

HEALTH

1. Health Information, Products, and Resources
2. Problem Solving and Decision Making
3. Effective Communication
4. Personal and Social Responsibility

LANGUAGE ARTS

1. Reading
2. Writing
3. Speaking & Listening

MATHEMATICS

1. Number operations and concepts and Quantity
2. Geometry – Algebraic functions
3. Measurement – Functions
4. Algebra – Modeling
5. Data analysis and probability, Statics

PHYSICAL FITNESS

1. Knowledge/Skill Acquisition
2. Movement/Fitness/Active Participation
3. Personal and Social Behavior

SCIENCE

1. Concepts and processes
2. Science as inquiry
3. History and nature of science personal and social decisions

SOCIAL STUDIES

1. Citizenship, government and democracy
2. Culture and cultural diversity
3. Production, distribution and consumption
4. Time continuity and change
5. People places and environments

Honor Night

Students that have maintained a 3.500 – 4.000 G.P.A based on 1st semester grades of the current school year will be eligible to obtain an academic pin. The academic pins will be bronze for 3.500 to 3.749 G.P.A., silver for 3.750 to 3.999 G.P.A., and gold for a 4.000.

The student may not have any “I” or “F” grades. Students and parents will be invited to attend an Honors social night and receive their award at this time.

Honor Roll

The criteria for **Honor Roll** will be as follows:

- A. The student must maintain a grade point average of 3.500 – 3.749 for the semester grading period.
- B. The student may not have any “I” grades or “F” grades.

The criteria for the **Staff Honor Roll** will be as follows:

- A. The student must maintain a grade point average of 3.750 – 3.999 for the semester grading period.
- B. The student may not have any “I” grades or “F” grades.

The criteria for the **Principal’s Honor Roll** will be as follows:

- A. The student must maintain a grade point average of 4.000 for the semester grading period.
- B. The student may not have any incomplete “I” or failing “F” grades.

All honor roll and honor night determinations and calculations are made based on a student’s entire schedule with a minimum of 6 classes which earn a grade A-D.

Incomplete Grades

The classroom teacher with administrative approval will determine if a student has met the criteria to award an INCOMPLETE Grade, instead of the current grade earned by the student. If the student meets the criteria, or an INCOMPLETE Grade, the student will have **two weeks after the end of the semester** to submit work to be evaluated by the teacher to complete the course. Some examples of ways a student could qualify for an incomplete are long-term illness, family emergencies, and/or other extenuating circumstances. **An extenuating circumstance is something determined by administration to be out of the student’s control..*

Semester Assessments

At the end of semester, some classes may have an assessment in addition to periodic standards assessments throughout the semester.

Standardized Tests

Green River High School has a reputation for excellence in student achievement. During ACT, WY ALT, WY-TOPP, ASVAB, Perkins, or other standardized testing, we strongly encourage your absolute best effort. Green River High School uses standardized test results for placement.

Cum Laude Honor Medal

Cum Laude Honor Medals will be determined following the completion of the student’s senior year. This designation is representative of Green River High School’s top academic achievement. Two student speakers for the graduation ceremony will be selected from the Summa Cum Laude group. One speaker will give the opening Summa Cum Laude address and the other will give the closing Magna Cum Laude address. The speakers are to be chosen by the Summa Cum Laude group with approval by a committee of educators including, administration, counselors and teachers.

Honor Medals will designate the three different areas of achievement:

- **Gold – Summa Cum Laude** = 4.000 cumulative GPA or above
- **Silver – Magna Cum Laude** = 3.750 – 3.999 cumulative GPA

ATTENDANCE POLICY:

Wyoming Compulsory School Attendance Statute

General Statement of Policy

Sweetwater County School District Number Two, State of Wyoming considers regular school attendance essential for success in school. Regular school attendance has a direct relationship to student achievement, grades, social development, and advancement. The attendance habits developed by students lead to attendance habits they will have as an adult.

Make-up work cannot make up for the learning experiences that occur in a classroom environment. Therefore, enrolled students are required to be present for scheduled classes unless properly excused.

Attendance is compulsory for any school-age student residing in Wyoming who has not yet attained his or her sixteenth birthday or completed tenth grade. See policy file JEA. Every parent, guardian or person having control, or charge, of any student subject to Wyoming's Compulsory Attendance Act is required to send students to school during the entire time that the public schools are in session; and every student subject to this Act is required to attend school.

See Wyo. Stat. 21-4-102

Each building principal is designated as an attendance officer. See Wyo. Stat 21-4-103. Each classroom teacher is required to maintain accurate attendance records and report all student absences and tardiness to the building principal or designee. **Habitual offenders will be referred to the Sweetwater County Attorney and/or the Department of Family Services.**

An absence occurs when the student fails to be in attendance, at the place designated for the assigned class to meet. Descriptors of absent categories are provided below.

A tardy occurs when the student fails to be in attendance, at the place designated for the class, at the starting time designated for class. A tardy will be excused by specific, written permission of an administrator or professional staff member of the District under procedures established by each school.

1. Excused Absences

Absences from class shall be excused only for necessary and important reasons. An excused absence is one that is approved by the principal or designee, verified by the parent, and with written documentation provided when requested (example: Doctor's note).

***When a student is excused by a parent or guardian they cannot remain on Green River High School's campus, unless accompanied by their parent or guardian.**

2. Unexcused Absences

An absence which is not approved or verified by parents or legal guardians and/or not excused by the principal or designee shall be considered an unexcused absence. Unexcused absences are also deemed as trancies which are defined as the willful and unjustified failure to attend school by one who is required to attend and will be subject to disciplinary action.

3. Failure to Attend/Truancy

Students who exceed allowable absences will be subject to progressive disciplinary action, which may include: detention, Saturday School, In-School Suspension, denied consideration for early graduation, loss of open campus privileges during lunch time, being placed on an attendance/behavior contract, and filing a CHINS Petition with the County Attorney.

Students leaving the building without being checked out by the parent through the attendance office will be considered truant. For school safety/security reasons we have reasonable suspicion for students leaving the building without permission from school personnel or by their parents. Students will be marked unexcused absence. Furthermore they may be subject to a search of their person, belongings, and vehicle.

4. Medical Absence (AM): Absence due to medical reason in which a doctor's note is provided to the GRHS attendance office detailing the dates the student could/will not be in school. Medical absences are exempt from absence counts leading to disciplinary action.

5. Tardy (T or TU): A student is not in his/her assigned area by the time the last bell discontinues ringing and up to and including the first 5 minutes of class. In an effort to account for student location, students will be considered absent from class if they arrive after 5 minutes.

6. Emancipated student (age of majority): A student who is 18 years of age who has submitted a notarized statement declaring that he/she is emancipated and the parent (s)/guardian(s) have relinquished responsibility.

7. Designee: A person over 18 years of age listed on the student's summary sheet and for whom a parent/guardian has given permission to excuse a student's absence.

8. Attendance Fail (AF): A failing grade and credit lost consideration due to exceeding the allowable number of absences in a class. (12 days or 84 absent class periods-State Statute)

9. Attendance Drop: A student is removed from enrollment at Green River High School (per state statute) due to excessive absences. A student and his/her parent/guardian may appeal to be re-enrolled to district and/or building administration.

If re-enrolled, the student will be placed on an attendance/behavior contract serving as a stipulated agreement. This agreement will address future attendance issues during their time at GRHS and will carry the following consequences: denial of consideration for early graduation, loss of open campus privileges during lunch time, and filing a CHINS Petition with the County Attorney.

*** Extenuating circumstances will be considered when addressing students being 10 day dropped (Medical issues, family crisis, etc.)

Attendance Record Procedures:

1. A GRHS student's name will be listed as either at school (including tardy), absent from school, medical absence or unexcused from school for each class they are enrolled in everyday school is in session.
2. **Procedure for Excusing an Absence:** In order for an absence to be excused, the ***Parent/Guardian/Designee/Emancipated student*** must contact the Attendance Secretary at Green River High School to provide the reason for the absence. This notification must be received no later than one (1) school day following the absence. A phone call to 872-8379 or 872-8300, message, or note identifying the student and reason for absence is expected. A message can be left 24 hours a day to verify an absence. An email to the attendance secretary and administration is also acceptable.

The attendance office or an automated machine will make daily calls home for one or more absences per day. It is the student's and parent's responsibility to contact the attendance office to ensure an absence is excused. The Administration will make final determination if an absence is excused.

3. **Procedure for a Student to Leave Campus:** In order for a student to leave campus and to have their absence excused, a ***Parent/Guardian/Designee/Emancipated student*** must notify the attendance office in advance either in person, by phone or by note. Leaving campus without following these procedures will result in consequences for an unexcused absence/truancy.
4. **The Twelve-Day/84 Class Periods Limit:** A maximum of twelve full days or 84 class periods per semester of non-school related absences will be allowed.
 - No matter the length of the school day, a student is expected to attend. Students reaching the twelve full day/84 class periods limit must have all future absences for the rest of the semester excused by a doctor's note or the absence(s) will be unexcused.
 - Consequences for unexcused absences/truancy will be progressive. lunch detention/ school detention, Saturday School, In- loss of open campus lunch, In-School Suspension (ISS), Attendance Contract, CHINS Petition turned in to the county attorney. Consequences are dependent on the number of absences, outlined in sequence on the consequence rubric.
 - Unexcused absences accrued after the 12-Day/84 Class Period Limit has been exceeded will result in the student not being allowed to complete or be assigned make-up work in the course he/she was absent for until an appointment is made with the teacher for instruction missed.
 - **Please Be Aware:** if your student has reached ten (10) CONSECUTIVE Days of absence, they will be automatically **dropped** from enrollment at GRHS per state statute.
 - If a student is going to miss 10 consecutive school days due to medical reasons the administration and counseling office needs to be notified. An absence count will begin with the student's first official day of enrollment in a class.

School Related Absence - missing class due to school related reasons. The following absences will not count toward the twelve-day per year absence limit:

- School sponsored activities (AA,AT)
- Field trips (AF)
- Out-of-School Suspension (OSS)
- In-School Suspension (ISS)
- Student Resource Center (ASRC)
- Administrative, counselor or teacher meetings (AS)
- Faculty excused absences (AS)

Non-School Related Absences (AE, AM,) - an absence that the parents and school personnel considers compelling or unavoidable. Non-school related absences that do not count toward the twelve day total are:

- Weather or natural disasters that make travel perilous
- Family related: life-threatening illness, death in the family (BER), or other crisis
- Court hearings that a student must attend (Proof required)
- Religious holidays (Written request to principal required)
- Emergency medical and/or dental treatment (Doctor's note) (MED)

Non-School related excused absences that will count towards twelve-day /84 class periods **total are:** (AE)

- Illness not medically excused (AE)
- Family vacations (AE)
- Family, non-emergency related, circumstances (AE)

Consequences for Unexcused Absences

Absence Number 1- Detention

Absence Number 3- One Week of detention.

Absence Number 5- Closed campus for lunch/Off period taken away.

Absence Number 7- Saturday School-8 am to Noon.

Absence Number 9- ISS/In-School Suspension for one day.

Absence Number 12- CHINS/Court-ISS for 5 days.

Absence Number 20- "Attendance Fail" for that class/Assign PLATO for Recovery.

If a student reaches 30% of total for unexcused absences they will "Attendance Fail" the semester.

TARDIES

At school, as well as in business, it is essential to be on time.

Students and guardians will be notified once they have accrued 10 tardies. Students are allowed 9 tardies each semester. Tardies are only excused by extenuating circumstances. All other tardies are unexcused. Students will be

required to attend lunch/after school detention, Saturday School or In School Suspension if they obtain 10 or more tardies. Consequences are dependent on the number of tardies, outlined in sequence on the consequence rubric.

Cumulative Tardy Consequence Progression

10 - 1 Lunch Detention/Student makes phone call home

15 - 3 Lunch Detentions/Student makes phone call home

20 - Saturday School (4 Hours) /Parent and administrator intervention meeting required.

TO EXCUSE AN ABSENCE: The parent/guardian must take the responsibility to notify the attendance office (872-8379) recording when the student will not be in attendance. Only parent(s)/guardian(s)/designees on the emergency contact form have the authority to request that the principal excuse absences or request early dismissal from school.

The exception would be students eighteen (18) years of age that have a notarized statement declaring he/she is emancipated and the parent(s)/guardian(s) have relinquished responsibility.

The student, however, is ultimately responsible for the completion of the excusal process. In the case of a pre-planned absence, calls should be made before the student is absent. In cases of illness or emergencies, calls should be made the day of the absence. **Parents/guardians have 1 school day from the time the student returns to school after an absence to request that the principal excuse the absence, in the Attendance Office.**

Failure by the parent/guardian to contact the office concerning student absences will result in the absence being declared unexcused.

Students attempting to excuse themselves (unless emancipated) or other students will be subject to disciplinary action for dishonesty. If parents are aware of an appointment to take place during the school day, please notify the attendance office early so that the student can pick up a pass to leave the building before going to class. **Advance notice up to 24 hours is desirable before a student leaves with permission, but flexibility will be allowed within the attendance office.**

In order for a student to leave campus, once on the campus during the school day, the student must have a parent/guardian contact the attendance office to check them out ahead of time.

Students leaving campus without checking out through the office will be provided consequences for truancy. Students may not be on campus to work in another classroom or in the Media Center other than in their assigned class. **If a student is excused from school by a parent they will not be allowed to remain on campus.**

Out-of-School Suspension: shall not be counted in a student's total accumulated absences, but will count toward the ten (10) class period maximum allowed by the state. If a student is absent for ten (10) consecutive class periods, state law requires that the student be dropped from that class period.

Activity Participation in Relation to Student Absences: Students must attend all classes the day they are to participate in a school activity, unless the absence is medically excused or excused by a principal/activities director prior to the anticipated absence. Students must be in school all day on Friday when the activity is scheduled for a Saturday unless the absence is medically excused or excused by a principal or activities director prior to the anticipated absence. No participation in practice is allowed if the student misses more than half of the scheduled school day (unless prearranged by a principal or activities director) or has an unverified absence. Administrative discretion can be used in extenuating circumstances.

****An extenuating circumstance is something determined by administration to be out of the student's control and/ or in the best interest of all involved.*

Activity Suspension: Students subject to activity suspensions will not be allowed to attend any event or function not directly tied to a learning standard for the duration of the suspension. This suspension is part of Level Three and Level Four Consequences.

Activity Suspensions are enforced at a standard length of 14-21 days. **GRHS allows for a one-time reduction of 7 days** by completing an educational experience requisite with the infraction, as approved by GRHS Administration.

This includes events such as, but not limited to: dances, banquets, contests, club and organizational meetings, and graduation for themselves or others.

GENERAL INFORMATION:

Activity Request

All student groups/sponsors desiring to host an event (dance, fundraiser, car wash, etc.) must complete an activity request form through the activity office. The steps are 1) complete the form, 2) Activities Office approval/denial.

All School Assemblies

Students are expected to participate and support our student assembly schedule. Attendance is mandatory. Failure to attend will be subject to disciplinary action for truancy. Behavior at assemblies is subject to board policies and the behavioral expectations of GRHS. Problematic behavior will warrant removal from the assembly and possible loss of privilege to attend future assemblies. All students must act appropriately during assemblies, examples could include standing for the school song and national anthem.

Campus Firearms Policy

Students are prohibited from carrying firearms on campus, regardless of whether they possess a valid Wyoming Concealed Carry permit.

This policy aligns with the SWCSD#2 Board Policy as outlined in the *CKA: Firearms Policy (Conceal Carry) – Firearms: Personnel Authorized to Carry*.

Counseling Services: Green River High School provides students with access to counseling services. While appointments are requested, any student that needs immediate assistance will be given priority attention. Counselors must track graduation requirements, Hathaway information, assessment information, scheduling needs, as well as other student needs. Counselor changes will only be considered by the principal if the request does not create an imbalance in the number of students assigned to the different counselors.

DANCES: Guests must be approved at least three (3) school days prior to the event. A

school guest must be under 21 years of age and invited/escorted by a Green River High School. Students on activity suspension or middle school students will not be allowed to participate. Once students leave the building they will not be allowed to return to the dance. **Other guest restrictions may be put in place under extenuating circumstances or by order of CDC, Public Health Recommendations, and Health and Safety plans put in place by the district.*

Deliveries: Deliveries to students in class will not be made during school hours without special permission in advance from the principal. This includes gifts of flowers, candy, balloons, etc. Pizza and other fast food deliveries are not allowed during the school day unless pre approved by the principal before entering the building for classes, clubs, and teams.

Dress Code:

Dress for Success: The purpose of the dress code is to promote a positive/ respectful learning environment. There is consideration for the personal health and safety of the student; and for the quality of the learning environment. Clothing worn by students shall be neat, clean, and in good repair.

Clothing may not depict:

- 1) Sexually explicit language, pictures or symbols
- 2) Advertisements for inappropriate substances/products (alcohol, narcotics, tobacco)
- 3) Language, pictures, symbols that suggest violence or antisocial behavior.
- 4) Objects such as chains, spikes, bracelets or hair picks with sharp pointed edges.
- 5) Other items determined to be unsafe or inappropriate at school

Clothing must be worn modestly such that it does not reveal:

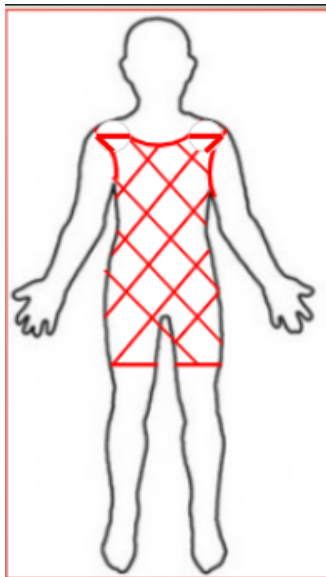
- 1) Bare midriffs
- 2) Backs below the “small of the back”,
- 3) Chest “cleavage”, or underarm torso area.
- 4) Undergarments or areas which undergarments should be covering.

Students who choose not to comply with the school dress code will be expected to change and be subject to disciplinary action. The dress code applies to school activities as well. Determination of dress code infraction is subject to administrative review.

Headgear

Due to a conscious effort to maintain a secure, safe environment, headgear is not to be worn during the school day. It becomes much easier to identify people who do not belong in the building when students are not wearing headgear. Headgear can be defined as but not limited to hats, bandanas, hoods.

Green River High School Dress Code Visual Aid



- The area in silhouette which is shaded needs to be covered by clothing to be in compliance with the Green River High School Dress Code.
 - Neckline covers area below the armpit
 - Legs should be completely covered above the midpoint of the thigh (garment below arms length comfortably resting at their sides).
 - Pants, shorts, dresses, skirts, tops, ect... need to cover undergarments or areas which undergarments should cover.

Driving and Parking:

Accidents and “near hits” do occur in the GRHS parking lot. For the most part, these accidents are a result of aggressive, inattentive, and inexperienced driving. As a result, school personnel have attempted to make the parking lot a safer place by enforcing safe driving expectations.

Parking on school property is a privilege which can be revoked for repeated parking lot violations
(Board Policy JHFD).

School personnel, including the SRO will monitor the parking lot for safe driving behaviors. Inappropriate driving, or parking violations while on school grounds is subject to school disciplinary action including but not limited to, warning, parent contact, detention, suspension, police citation, or suspension/revocation of privilege to park on school premises.

In order to help avoid accidents and create a safer parking lot, students and visitors are expected to:

- Park in the student parking lot in front of Green River High School in designated parking spots.
 - o Avoid parking along curbs or in spaces other than designated parking spots.
 - o Students parking in staff parking will be subject to having their vehicle towed at the

owner's expense.

- o Shop students must obtain permission from their teacher and front desk secretary prior to parking near the shop area to work on their vehicle or load/unload projects and materials.
- o Students improperly parked on Green River High School property will be subject to fines from the City of Green River as well as school discipline.

Any student failing to follow proper parking procedures/safety precautions may lose his/her privilege to park on school premises.

- Observe posted speed limits. **The speed limit in the parking lot is 10 MPH.**
 - Observe established "lanes" for moving traffic, while attempting to merge with existing automobiles.
 - Avoid aggressive driving behaviors.
 - Be courteous to other drivers at all times.
 - Follow directions of school personnel.
- Stay off your cellphone while driving.
- Two parking spots will be reserved for students who are recognized as "Wolf of the Month" These spots will be designated by "Wolf of the Month" signs.

Bike & Scooter Safety

Riding a bicycle, scooter, or other wheeled mode of transportation (i.e., e-bikes, e-scooters, unicycles, etc.) to school, as well as wearing "Heely" shoes, are privileges. All students must follow the rules for bicycle, scooter, wheeled mode of transportation, and "Heely" shoe safety. The privilege of riding a bicycle, scooter, e-bike, e-scooter, unicycle, or other wheeled mode of transportation, or wearing "Heely" shoes, may be revoked for excessive violations of the safety rules. The wheels of "Heely" shoes will be confiscated and released to a parent or guardian if they are worn on school grounds.

Each child must observe the following safety rules:

- Wheels on "Heely" shoes must be taken off once the student reaches school grounds.
- Walk or push bicycles, scooters, e-bikes, e-scooters, unicycles, and other wheeled modes of transportation on school grounds.
- Only one child may ride on a bicycle, scooter, e-bike, e-scooter, unicycle, or other wheeled mode of transportation at a time.
- Ride single file and dismount when crossing the street to enter the school grounds.
- Park and lock bicycles and other wheeled modes of transportation in designated areas.
- Ride on the sidewalk if there is one. If there is no sidewalk, ride on the right-hand side of the street with traffic.
- Wear appropriate safety gear, including a properly fitted helmet, at all times for protection.

- Follow all traffic laws, posted signs, and school safety rules when operating any wheeled mode of transportation.
- Operate all wheeled modes of transportation in a safe and responsible manner and at a speed appropriate for the surroundings.

Drug Dog/Surveillance:

Drug dogs will be used periodically to search the building and parking lot areas for illegal drugs. School lockers are public property under school jurisdiction and can be searched. Students and their backpacks/bags/purses/vehicles are also subject to being searched with reasonable suspicion.

Drug Testing:

If reasonable suspicion or probable cause has been established by administration or SRO, students may be asked to submit to drug testing procedures and be searched in accordance with the law in the State of Wyoming.

Personal Electronic/Cellular Devices at Green River High School

Per legislative mandate set by the State of Wyoming, all Wyoming schools are now required to develop a policy about cellular device use during school, on school grounds, at school sponsored activities, and while under the supervision and control of school district employees. Please refer to District Policy JICJ detailed below.

Due to the many distractions and negative issues which arise from personal electronic/cellular devices every day in our school, it has been determined that they will not be permitted to be used in the classroom and designated instructional/school sponsored time (e.g. school assemblies). Cell phones and other cellular devices are to not be visibly present during class time and designated instructional/school sponsored time (e.g. class level meetings). Students will be expected to keep their phones turned off/silenced and out of sight (whether it be in their backpack, locker, or pocket.)

Personal electronic/cellular devices may be used between classes, before school, after school, and during lunchtime. This privilege is provided to students if it does not create problems for themselves or others.

Electronic Considerations:

- Educators understand that there are times when emergencies arise. The student will be expected to ask their relevant faculty member for permission beforehand by informing the immediate faculty member they are expecting a call due to an extenuating/dire circumstance. Example: family member in surgery.

Consequences for Inappropriate Use of Cell Phones in Class.

1st Offense: Warning/reminder: Teacher requests the phone be put away/silenced.

- The incident will be documented and communicated to parents.
- 2nd Offense: Teacher sends the student to the office for the infraction
- The personal electronic/cellular device is taken for the school day and put in the vault.
 - The student may have their device returned to them at the end of the school day
 - The incident will be documented and communicated to parents.
- 3rd Offense: Teacher sends the student to the office for the infraction
- The personal electronic/cellular device is taken for the school day and put in the vault.
 - The incident will be documented and communicated to parents.
 - The parent may come to get the device at the end of the school day.
 - After the third infraction, the parent and student will be notified that the student has to now turn the cellular device in at the start of each school day to be placed in the vault, or the cellular device will need to be kept at home. *Review of cellular privileges will be assessed each semester for good behavior–no disciplinary violations.

Schools already provide Chromebooks for every student. The school is already meeting our students’ needs for technology in the classroom. Personal electronic/cellular devices are a huge distraction from learning, making learning more difficult for all students. Students may also not use time out of class to be engaged on their phones. Asking to use the bathroom so they can get on their phone will also be considered a violation and may lead to loss of leaving class privileges along with cell phone violations.***If a student refuses to comply with consequences for this infraction, it will then be addressed as insubordination.

STUDENT USE OF CELL PHONES, SMART DEVICES, AND OTHER ELECTRONIC EQUIPMENT: Policy JICJ

Student possession and use of cell phones, smart devices, and other electronic equipment on school grounds, at school-sponsored activities, and while under the supervision and control of school district employees are a privilege, which will be permitted only under the circumstances described herein.

For purposes of this policy, “smart devices” include an electronic device capable of communication, internet access, data transmission, image capture, recording, or application-based functions, but does not include a wearable device that can only tell time, monitor health information, or track location.

Students may use cell phones, smart devices, and other electronic equipment on campus before school begins, during passing periods, during lunch, and after school ends. In special circumstances, the building principals may authorize the use of cell phones or smart devices by students.

The school is not responsible for lost, damaged, or stolen devices.

Except under special circumstances authorized by building administration, the use of cell phones and smart devices during instructional time is prohibited.

These devices must be non-accessible (kept in the student's backpack, purse, etc.) and must be turned off, silenced, or kept in a non-transmitting mode (i.e. "airplane" mode) during the instructional block, which includes the following:

- **Classroom instructional time**
- **Assemblies, pep rallies and any other activity which may take place during the regularly scheduled class periods.**
- **Field trips or excursions which are conducted during the normal school day and during regular classroom instructional hours.**

Other exclusions may be imposed at the discretion of coaches and other activity supervisors during activities.

Students may **NOT** operate a cell phone, smart device, or other electronic equipment with video, photographic, or recording capabilities in a locker room, bathroom, or any other location where such operation may violate the privacy rights of another person. Any student who violates this prohibition shall be subject to discipline up to and including expulsion. The unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Any unauthorized use of such devices including, but not limited to, texting or communicating through social media, apps, programs or other electronic means to convey information, except as authorized by this policy, is prohibited. Therefore, unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers and supervisory aides. A first or second offense shall require confiscation of the device to be turned into the school administration. These confiscated devices will be returned to the student or to the student's parent or guardian at the end of the school day, at the discretion of the administrator. A third offense will result in confiscation and additional disciplinary action as deemed appropriate by the administrator and may include a suspension from school or a recommendation for expulsion from school.

Adoption Date:

07/14/26

Electronic Devices during State or National Testing -

Students are expected to leave their cell phones and other “smart devices” out of the testing site or shut them off and turn them into the testing administrator/proctor before the test begins. Failure to do so will result in disciplinary actions, voiding, the test and removal from the testing site.

The use of unapproved electronic devices during testing will result in a level 2 offense. Students will be informed of electronic testing policies before the test is administered.

A violation of this policy may result in invalidating a test for all students.

Disclaimer: Please be aware that Green River High School cannot be responsible for student owned electronic devices that are lost, stolen, or broken.. It is not the school's expectation that students bring cellular devices to school. We will try to assist students in recovering lost or stolen property. However, it is the position of the school that students are responsible for their own electronic devices if they chose to bring them to school.

School Issued Electronic Devices:

Students will be issued a Chromebook with a charger at the beginning of the school year. Students will be responsible for its use and condition. If a student issued chromebook and/or charger is lost, stolen, or damaged, the student and their parent/guardian will be responsible for the cost of its repair/replacement.

If a student does not have their chromebook and/or charger with them, they may check out a loaner from the Media Center. A student's cell phone will be used as collateral to ensure it is returned.

Eligibility Guidelines

PURPOSE: To Promote Educational Excellence through Activities

- To encourage activities participants to make a strong commitment to academics and extracurricular activities.
- To encourage participants to conduct themselves in a manner that brings credit to themselves and our District.
- To promote the development of self-discipline and high academic expectations.
- To encourage activities participants “to stay in line” for graduation.

ACADEMIC STANDARDS: All WHSAA requirements for eligibility must be met, and a student must have a passing grade in every course he/she is enrolled in to be eligible to compete/participate in extra-curricular activities.

- These standards apply to all WHSAA sanctioned and school sponsored events.
- Cumulative grades will be used to determine eligibility.
- The Activities Office will check eligibility on the morning of the first day of each week. The Activities Director and/or Principal will prepare a list of students who have one or more failing grades, an unsatisfactory (U) or an incomplete (I). Weekly eligibility is based on current semester grades.
- Coaches and sponsors will be notified of those participants in jeopardy of being ineligible on the morning of the first day of the week.
- **Students with an F/U/I will have until 4PM on the third day of the week to bring all**

grades up to passing. Documentation must be provided to the activities director's office or the principal by the student.

- **As of 4 PM on the third day of the week, any F/U/I grade in a course will result in a student being ineligible to compete/participate in extra-curricular activities for the current week Thursday through Saturday.** This ineligibility is for competition/participation for which the student would otherwise be eligible in the current season of the season immediately following the grading period, or a combination thereof. Practice may be allowed. Dressing out in uniform and traveling with the team will not be allowed.
- The Building Principal has the authority to make exceptions to the above policy in extenuating circumstances.

****An extenuating circumstance is something determined by administration to be out of the student's control and / or in the best interest of all involved.*

*A grade equivalent is determined from the average of all assigned, collected, and entered grades in the SIS. (Any student with an active IEP must meet the intended outcomes of that IEP to be eligible). A student withdrawing from a class of WF will not be penalized if he/she is maintaining required credit hours for the semester.

FIELD TRIPS - Students attending field trips must meet eligibility requirements in all classes as well. If a student is failing a class, they will not be allowed to attend a field trip unless the trip is in the class they are failing. If the field trip will impact the student's learning an alternative assignment will be provided. Students with outstanding detentions must demonstrate that they are working towards completing those detentions before attending any field trips.

COACHES AND SPONSORS are to encourage students to maintain passing grades through good study habits, to seek teacher help when needed, and to complete and turn in quality work for all assignments.

TEACHERS are expected to maintain current grades in the Student Information Center (SIS) updated no later than 8:00AM the first day of each week, when they are also expected to post eligibility.

FOR NCAA INITIAL-ELIGIBILITY GUIDELINES SEE THE ACTIVITIES HANDBOOK/ OR THE ATHLETIC DIRECTOR.

Fees

Specialty courses and activities may have additional fees. These include things like activities fees, bowling fees, purchase of materials, supplies, and specialty supplies. Fees may be waived for students who qualify for the Free/Reduced Lunch Program.

- | | |
|--|-----------------|
| • Activities Pass Individual Student: | \$15.00 |
| • Activities Pass Individual Adult: | \$30.00 |
| • Activities Pass Family: | \$75.00 |
| • Class Fees: | \$5.00 |
| • CTE Class Fees per course/per semester: | \$25.00-\$35.00 |
| • F&P Arts Class Fees per course/per semester: | \$20.00-\$30.00 |

- *Digital Photography*
- *Lifetime Physical Education Fees*

\$20.00
\$20.00

Fines

Students and their parents/guardians are responsible for school items checked out to them and/or items charged to them for their use/consumption. These items may consist of: textbooks, library books, uniforms, class materials and supplies used for classes/clubs, and teams. Additionally, food items are charged when a student's food service account becomes delinquent. In an effort to better communicate with parents/students, Green River High School will be advising parents/students of fines and obligations each quarter grading period. The school is obligated to make consistent efforts to collect fines and fees. Fines and fees which are delinquent beyond a year will prevent students from being able to check out school equipment for subsequent teams, and clubs. These fines and obligations will be kept on a year to date basis and will be as accurate as possible. Report cards may be held at parent/teacher conferences in an effort to have the opportunity to discuss fines with parents/students and cleared at that time if possible. Fines and obligations should be cleared yearly. Outstanding fines and fees will be turned over to the collection agency if left unaddressed.

A student must clear all fines and obligations before they receive a report card or are allowed to participate in graduation ceremonies.

Crisis Drills and Procedures:

Evacuation:

Assume all drills to be the real thing unless otherwise notified. Evacuate the building using the evacuation route for your room. Students must remain with their assigned teacher. If you should be in a non-class setting when the alarms sound, evacuate using the closest exit and report to the educator in charge. In case of a real emergency or a perceived emergency, specific instructions will be given to students and staff. Students and staff must evacuate a minimum of 100 feet from the door of exit.

Lockdown, Secure, Hold, and Shelter Procedures:

Assume all drills to be the real thing unless otherwise notified. Follow all the directions of the teacher and remain calm and quiet. If you should be in a non-class setting when the announcement is made, please find the nearest secure room. Stay there until the Lockdown or Secure comes to an end. Staff will train and conduct drills for students on a regular basis. Crisis Procedures need to be followed even during the administration of a standardized assessment. There may be times when teachers and students are in different classrooms or testing sites. It is important for both teachers and students to make themselves familiar with their environment and know how to respond in the event of an emergency.

Food and Beverages:

It is understood that the discretion and wishes of individual teachers must be respected regarding food/beverages in the classroom. School officials retain the right to inspect beverage containers at any time. Students may be directed to consume food/drink in the commons. Loitering at the vending machines during class is not permitted.

Fundraisers/Donations:

All clubs and organizations must obtain permission for their fundraising efforts before beginning them. The first step is to obtain an Activity Request Form from the Activities Office. There is also a form to be used for donations that can be obtained from the high school office.

Hall Passes: IC-Hallpass

Hall passes will be issued to students from school personnel granting them permission to leave their class/office to move directly from one area of the building to another during class. Passes must be signed by the teacher issuing the pass and should be returned to the same teacher after. When classes are in session, students are NOT to be in the hallways, stairways, or corridors unless they have been issued a pass.

Title IX/Section 504:

District #2 pledges to comply fully with the provisions of Title IX and Section 504. The District designated the Human Resource Director and/or his/her designee as the Coordinator for Title IX and the Special Services Director for Section 504. Title IX questions or complaints should be directed to the Office of Human Resources at (307) 872-8811. Section 504 questions and complaints should be directed to the Director of Special Services Office at (307) 872-5503.

Student Handbook's

NON-DISCRIMINATION/HARASSMENT POLICY:

Sweetwater County School District 2 is committed to equality of educational opportunity. Because freedom from discrimination is a fundamental right under the Constitution, it is the policy of this District to provide a learning environment free of discrimination. All persons have the opportunity to participate in and receive benefits from all programs or activities including, but not limited to,

course offerings, graduation requirements, athletics, counseling, extracurricular and other school-related activities. The District requests students, parents, and staff to assist the Superintendent and the Board of Trustees in identifying barriers to discrimination-free learning and working environments in our schools. Inquiries regarding discrimination or intimidation should be directed to the designated Title IX Coordinator, Human Resources Administrator, 351 Monroe Avenue, Green River, WY 82935 (307-872-8811). Discrimination/harassment based on sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, marital or parental status, or perceived sexual orientation is prohibited. The district is committed to taking any appropriate and feasible remedial action necessary to eliminate existing discrimination/harassment and its effects. The district will investigate all complaints of discrimination filed pursuant to its policies and procedures. The district is committed to taking affirmative steps to protect students and all others who participate in the investigation of complaints of discrimination.

Annual CTE Public Notification of Non-Discrimination for Secondary Schools:

Annual CTE Public Notification of Non-Discrimination:

Sweetwater County School District #2 does not discriminate on the basis of race, color, national origin, sex, age, or disability in its admission to programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of operations. The Sweetwater County School District #2 Career and Technical Education Department does not discriminate in enrollment or access to any of the programs available, such as courses revolving around the following content: business and administration, agriculture, culinary, health science, welding/fabrication, woods/carpentry, automotive/maintenance, and others addressing skills aimed at career and technical education. The lack of English skills shall not be a barrier to admission or participation in the activities and programs. Sweetwater County School District #2 does not discriminate in its hiring or employment practices. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX

of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the American with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator. The following person has been designated to handle inquiries regarding the Non-Discrimination Policies of Sweetwater County School District #2: Assistant Superintendent in Charge of Human Resources - Title IX Coordinator Jamie Higbee. Sweetwater County School District #2 351 Monroe Avenue Green River, WY

DISCRIMINATION ON THE BASIS OF SEX - [TITLE IX]

Sweetwater County School District Number Two (SWCSD2) is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons free from sexual harassment. Sexual harassment is a form of sexual discrimination which violates Section 703 of Title VII of the Civil Rights Act of 1964 (Title VII), as amended, 42 U.S.C. § 2000e, et seq. and the Educational Amendments of 1972 (Title IX), as amended, 20 U.S.C. § 1681, et seq.[1] This policy shall apply to all students, employees, and volunteers of SWCSD2.

Prohibition of Sexual Harassment.

SWCSD2 prohibits any harassment on the basis of sex in its education programs or any activity that it operates, including in employment, and it is required by Title IX not to discriminate in such a manner.

Title IX Coordinator.

SWCSD2 Title IX Coordinator is designated and authorized to oversee compliance with all aspects of the District's Sexual Harassment policy. Inquiries about the application of Title IX to SWCSD2 may be referred to:

- 1) the Title IX Coordinator, who may be reached at the District Administration Building; 351 Monroe Ave., Green River, WY 82935, (307) 872-8811, title9@swcsd2.org; or

The contact information for the Title IX Coordinator is available on the District's website:
www.swcsd2.org.

Cross Refs Policy:

AC - Nondiscrimination

ACA - Nondiscrimination on the Basis of Sex

ACB – Sexual Discrimination/Harassment

GBA, Equal Opportunity Employment

GBN/GDR – Employee Harassment Discrimination Policy

GBN/GDN-R – Employee Discrimination/Harassment Administrative Regulation

GBNB/GDNB - Discrimination on the Basis of Sex - Title IX

JB, Equal Educational Opportunities

JFCK – Harassment, Sexual Harassment, Intimidation and Bullying

JFCK-R - Administrative Regulation for Policy JFCK – Harassment, Sexual Harassment,
Intimidation or Bullying

JFCL – Sexual Discrimination/Harassment

CONFIDENTIALITY:

If a complainant and/or alleged target does not wish for his/her name to be shared, does not wish for an investigation to take place, or does not want a formal resolution to be pursued, the complainant and/or alleged target may make such a request to the building principal, who shall evaluate that request in light of the duty to provide a safe and nondiscriminatory environment for all students, staff, and other third parties engaging in District activities. Note that the District's ability to remedy and respond to a reported incident may be limited if the complainant and/or alleged target does not want the District to proceed with an investigation and/or the resolution.

RETALIATION:

The District prohibits retaliation and shall discipline any individual who retaliates against an individual who reports alleged harassment, sexual harassment, intimidation, bullying, or violence, or an individual who testifies, assists, or participates in an investigation or proceeding relating to a complaint or report under this policy. Retaliation includes, but is not limited to, any form of intimidation, harassment, threats and menacing behavior, coercion, or discriminatory acts taken against any person who reports, files a complaint, or participates in an investigation conducted pursuant to this policy.

FALSE ACCUSATION:

A false accusation of harassment, sexual harassment, intimidation, or bullying under this policy can have a serious detrimental effect on innocent parties. Any student who is found to have made a deliberate or intentional false accusation, report, or complaint is subject to discipline, up to and including suspension or expulsion. A finding that a claim under this policy is not substantiated after investigation does not equate to a false accusation, if the claim is made in good faith.

DISSEMINATION OF POLICY AND TRAINING:

At the start of each school year, every teacher shall be required to review this policy with the students in his/her class and discuss that policy with them. The District shall provide students with age-appropriate information on the recognition and prevention of all forms of harassment, sexual harassment, intimidation, or bullying, and their rights and responsibilities under this and other District policies and rules. This policy shall be included in the student manual or handbook and shall also be available to the public on the District's website in a manner to be determined by the Superintendent or his/her designee. The District shall provide copies of the policy to parents in a manner and method to be determined by each building principal, which may include distribution of the student handbook to parents.

File JFCK: Policy Harassment, Sexual Harassment, Intimidation, and Bullying

The District shall incorporate yearly training and education on this policy in its professional development programs and the policy shall be provided to volunteers and other non-certified employees of the District who have significant contact with students.

DISCLAIMER:

A. This policy shall not be interpreted to prevent an alleged target from seeking redress pursuant to any other applicable civil or criminal law. This policy does not create or alter any civil cause of action for monetary damages against any person nor shall it constitute grounds for any claim or motion raised by either the state or defendant in any proceedings, and the defense of immunity shall be retained by the District and may be asserted in any action arising under the Wyoming Safe School Climate Act. 1B. In the event of any ambiguity, this policy and associated administrative regulations should be interpreted in conformity with the Wyoming Safe School Climate Act, W.S. §§ 21-4-311 through 21-4-315.

PARENT TEACHER CONFERENCES:

Parent Teacher Conferences will be held in the fall and the spring during evening hours for parent convenience. If scheduled times are inconvenient, arrangements can be made with classroom teachers. Students and teachers will be out of school on the Friday after conferences, to compensate for their additional time of conference hours.

Lunch Room:

While eating lunch, students are to follow basic guidelines:

- Be respectful of students and the school facility.
- Backpacks are not to enter the serving area, left on the floor in hallways
- Observe lines and procedures; do not cut in lines.
- Always use trash receptacles to clean up after eating.
- Sit quietly and visit with friends while eating lunch.
- Horseplay, loud outbursts, and inappropriate behaviors will not be tolerated.

Medications and School Nurse:

Due to the passing of recent state legislation pertaining to parental rights, the school is obligated to communicate with parents whenever their student visits the Nurse's Office. For non-emergency visits, an automated dialer will alert the parent/guardian of the visit.

School personnel may administer medication to students under the following conditions:

1. The school nurses may administer medication to students. Other school personnel designated by the principal may administer medication to students pursuant to the Medication Administration Authorization.
2. The student is responsible for reporting to the office for medication administration.
3. The parent or responsible student shall deliver the medication and completed Medication Administration Authorization form to the school health office.
4. All medications must be in a properly labeled, original container.
5. All medication will be kept in a secure place. Any special instructions for storage or security measures must be written by the health care provider and given to school personnel.
6. The student may carry and self-administer certain medications, for example inhalers and Epi-pens, as authorized by the parent and physician.
7. School personnel shall document medication administration.
8. Students requiring medications or access to medications on a regular basis at school will be required to have a Medication Administration Authorization form signed by a physician and the parent/guardian. A written prescription form is acceptable until the Authorization is completed as long as it contains the following information: student's name, medication, dosage, schedule for administration, reason for medication, length of time medication is to be given, parents and physician's signatures.
 - a. The Authorization form is valid for the current school year only and will need to be updated each year.
 - b. The parent/guardian is responsible for notifying school personnel immediately of any change in medication or dosage and providing an updated form from the physician.
9. Over-the-counter medications should be administered to school children by parents whenever possible. However, when necessary, over-the-counter medications may be administered at school under the following criteria:
 - a. The **School Nurse** may give over-the-counter medication to students, in Middle School and High School, with written parental consent. The School Nurse may give an antihistamine for allergic reaction or cough drops to students, grades Elementary, with written parental consent. Written consent shall include the student's name, any medication allergies/sensitivities, any other medications the child is currently taking, current medical/health problems, name of the medication, and the parent/guardian's signature. The nurse will administer over-the-counter medications according to the manufacturer's instructions.

- b. The parents' written consent for over-the-counter medication administration is valid for the current school year only and will need to be updated each year.
- c. In the absence of written parental consent, the school nurse may obtain verbal parental consent for over-the-counter medication administration. The parent must complete and return a written parental consent form as soon as possible. Over-the-counter discretionary medications will not be given more than once without written parental consent.
- d. The Medication Administration Authorization form must be completed and signed by the parent/guardian and physician, if over-the-counter medications need to be administered for more than five consecutive days.
- e. The School nurses will utilize their discretion when determining whether to administer over-the-counter medications.
- f. Over-the-counter medications must be in the original container.

SW2 Nutrition Services:

Meal Accommodation Procedure:

Nutrition Services will provide alternate meals for students who suffer from food allergies. Reasonable meal accommodations will be accepted. Which is up to the Nutrition Services Director or Designee.

The USDA/WDE meal accommodation form needs to be filled out COMPLETELY by a medical professional (a person who can write prescriptions). This form needs to be sent to the Nutrition Services Director to be kept on file, and the items needed can be ordered.

Parents have 30 days to provide the completed and signed meal form. If one is not received by parents in 30 days we will no longer provide meals.

A separate menu will be made, and emailed to the Parents monthly. Parents are responsible for communicating with the Nutrition Services staff in their child(ren)s building on the day they will be eating.

Meal Accommodation is described as serving something which is outside the meal pattern. Which consist of Whole Grains, Meat/meat Alternate, Milk, Fruits and Vegetables.

Student Meal Charge Policy

A. PURPOSE OF POLICY:

The purpose of this policy is to establish consistent meal account procedures. Unpaid charges place a financial strain on the food service department. The goals of this standard of practice are:

- To treat all students with dignity in the serving line regarding meal accounts.
- To support positive situations with food service staff, business policies, student and parent/guardian to the maximum extent possible.
- To establish policies that are age appropriate.
- To encourage parents/guardians to assume the responsibility of meal payments and to promote self-responsibility of the student.

- To establish a consistent SFA policy regarding charges and collection of charges.

B. SCOPE OF RESPONSIBILITY:

- The food service department, Director, Administrative Assistant responsible for maintaining meal charge/payment records and notifying the student's parent/guardian of account balance.
- The Parent/Guardian: To provide SFA (School Food Authority) with immediate and full payment

C. ADMINISTRATION:

- Families are encouraged to apply for free and reduced price meal benefits. Any family that falls into a negative balance will receive a written notification to encourage them to apply.
- Families are encouraged to pre-pay for meals and money is accepted in the school office daily for payments on the day of service. Written notification of prepayment options occurs at the beginning of each school year, it is posted on the Food Service website, and is included in the student handbook.
- Families will be notified of the school Unpaid Meal Charge Policy in writing before the school year begins and with each new transfer student. This policy will also be posted on the Food Service Website.
- If a student has money to purchase a reduced price or paid meal at the time of the meal service, the student must be provided a meal. SFAs may not use the student's money to repay previously unpaid charges if the student intends to use the money to purchase that day's meal.
- No charges are allowed for extras or a la carte foods on any negative accounts or accounts with a zero balance. Students will be allowed to purchase a la carte items if they have cash in hand.
- When a student falls into the negative, the family will receive a phone call, text, email, and parent portal message through the district's automated system twice a week until the first business day in May. Phone calls, emails, text messages and parent portal messages will be sent out daily the month of May.
- Sweetwater County School District #2 will not pull a tray from any student, all students will be offered the same meal, no alternate meal will be given to students who have a negative balance.
- Bad Debts are an unallowable cost for federal funds per 2 CFR.426. Once a debt goes from delinquent to "bad" the SFA must repay the school food service fund from General Funds.
- Parents will have until the last business day of May to get the balance paid off. All remaining negative balances will be turned over to a collection agency on the first business day in June. There will be a

Lunch Account Payments: Online payment is available through LINQ CONNECT. If you go to the district web site at www.swcsd2.org and click on the Nutrition Service icon you will see a spot to click for online payment. We encourage all families to sign up even if you do not intend to pay online. This allows you to set up an email alert that will notify you when your student is getting low on funds. If you send in money for meals, please use a check when possible. Cash cannot be tracked and is easily misplaced. We ask that you include your students name in the memo section and put it in an envelope clearly marked as money for Nutrition Services. Please keep your student account current to avoid letters and phone calls. Thank you.

Monies left on nutrition services meal account procedure

When a student leaves Sweetwater County School District #2 It is the responsibility of the parent to request the money back.

Nutrition Services will hold the money for the student for 1 year, at that time the money will be transferred to the Donation Account.

Substitute Teachers:

The job and responsibility of all substitute teachers is to maintain the educational process in the absence of the regular classroom instructor. It is every student's job to be a helper in assisting the substitute. All students who fail to properly conduct themselves will be subject to disciplinary action as per GRHS policies and procedures. Excellent cooperation with the substitute instructor impresses your regular classroom teacher and creates an environment conducive to the learning environment for all students.

Student Support Services:

Qualification:

In order to receive support services, a student must first be discussed by the Building Intervention Team (BIT), which includes the students' parents. BIT will recommend interventions, a 504 plan, or a multi-disciplinary assessment. After the assessment, a child study committee determines if the student qualifies for additional support services. If the student qualifies, an individualized Educational Plan (IEP) is developed to address the individual student's strengths and weaknesses.

Tutors:

Should students discover that a class selection is very difficult, it is advisable for them to seek out additional assistance. Besides the classroom instructor, the National Honor Society and the Counseling Department can assist you with a list of students and professionals that are tutors. There will also be after school tutoring as funding and need become apparent to building administration.

Visitors:

To ensure the safety and security of Green River High School, all outside doors are secure during school hours. Individuals who are not students of Green River High School will not be allowed to be on campus or in the building unless an appointment has been made with

school personnel. As a general practice, visitors accompanying students to school will not be allowed. Parents who wish to meet with school personnel need to call to make an appointment 307-872-8300.

WOLF TIME:

This program is a school wide initiative to help all students connect with teachers in regards to academic support pertaining to standards/skills based mastery. The intent is to provide support necessary to help students succeed in school. Students are identified and may be assigned to their WOLF TIME class by teacher request. Students passing all classes and not assigned to intervention will be released early from school on Tuesdays, Wednesdays, and Thursdays.

Students are required to use this time to get support from their teachers to enhance learning, demonstrate proficiency, receive instruction, and be re-taught difficult course content to help students become more successful.

One week of each month WOLF TIME may be used for club meetings during open sessions if students are not requested to attend a closed session to address intervention needs at GRHS.

Failing Grade Intervention Assignment:

If a student has a failing grade(s) they will be assigned to a study hall intervention

Instructional Intervention Assignment:

Students may also be assigned to intervention based on any of the following concerns:

- ☐ *Missed instruction or lab makeup*
- ☐ *Missing assignments and/or assessments being presented, discussed, or reviewed*
- ☐ *More time/support/instruction to master skills and concepts.*
- ☐ *Students need to be re-taught and/or reassessed.*

Student Requested to attend Club Meeting / Presentations:

Teachers and sponsors may request students not assigned to an intervention to attend team/club meetings.

Students may request additional help without being assigned.

Students may request to retake tests, make-up work previously missed, or receive additional instruction.

These students are welcome to attend your class if it does not impact prior intervention commitments.

These students may leave once they complete their work with the teacher.

If the student's teacher has prior commitments other times can be arranged that are mutually convenient.

Student Assignment Decision Rules for the INTERVENTION PROGRAM:

A student has a Failing Grade or multiple Failing Grades

Lowest Grade will be looked at first

Teacher collaboration can influence placement/sequence

Teachers discuss how to best help the student.

The reason for a failing grade can determine placement (missed class, needs help, refuses to do work)
Timing of work being addressed during an intervention to benefit the student.
Classes the student must pass for graduation.
Other situations can be advocated for by the student and their teacher.

When a student's failure is due to not meeting expectations, they will meet with their counselor to identify barriers.

Students will remain in their assigned intervention placement for that day.

Students need to bring additional work to make effective use of time.
Teachers will communicate to the team when a student has fulfilled their obligations for their assignment. To be reassigned to other teachers as necessary
dismissed if passing all classes and no longer has missing work
Wolf Time Team email group (Gantz, Demaret, Richardson)

Consequences for Failure to Report to Assigned Intervention.

Students who fail to report to their assigned teacher for the **INTERVENTION PROGRAM** time will be held accountable for truancy. The student handbook states that a student who does not attend class as assigned/expected and is not excused will be subject to disciplinary action for truancy. Consequences include but not limited to:

Detention
Loss of Open Campus / Working Lunch
Loss of Intervention Release Time
Saturday School
In-School Suspension

Credit Recovery:

Students may become eligible for credit recovery through a virtual PLATO courseware setting if they have taken the course and have failed it. Seniors will be given first priority if there is a limit on students. Credit recovery can be utilized during the normal school calendar or over the summer. Students can make up 1 credit at a time per summer school session.

PLATO courses are not intended to replace classroom instruction. Credit recovery is an opportunity for a student to satisfy credits in the event they fail and need to retake a class to earn the credits necessary for graduation or access courses not currently available.

STUDENT CONDUCT

Behavior at Activities/Sportsmanship:

Green River High School students that attend or participate in school activities should conduct themselves with dignity and respect. Students in these capacities are a reflection of all students attending Green River High School as well as our community, and their parents. Students should exhibit the following activity conduct:

- A. Proper appearance
- B. Appropriate language
- C. Cheer for our participants, but do not heckle the opponents
- D. Do not display conduct or behavior that is offensive or rude
- E. Do not bring signs that are offensive towards either team
- F. Show respect for all officials, coaches, participants, and supervisors
- G. Follow reasonable requests of school administrators or supervisors
- H. Students will insure that other spectators viewing the activity will be able to observe the activity
- I. Students will refrain from entering field, gym floor, etc. until activity/contest is completed

Note: Inappropriate behavior could lead to forfeiture of the contest, being banned from WHSAA activities or being sanctioned as an individual, team, or school as determined by WHSAA.

Building Security:

Students are not to be in possession of building keys, unsupervised in a computer lab or classroom. Any student found in an unsupervised location may be subject to police investigation and school questioning. All external doors are to remain closed and locked except for the main entrance. Students should enter the school through the main entrance doors. Blocking doors open for convenience is prohibited. This practice creates the potential for an unwelcome intruder to enter the building and jeopardize the safety of staff and students.

Vape Detectors:

Green River High School has installed vape detectors in our school as a deterrent for students and guests. Our goal is to promote safe and healthy behaviors by discouraging the use of e-cigarettes, vaping devices, and/or smoking in school. These devices also pick up loud decibel noises to help deter bullying behaviors. Additionally, these devices have an anti-tampering alarm installed to alert administration and GRPD when they are tampered with, broken, or dismantled. Fines for vandalism will be imposed for tampering with these devices.

Bus Usage:

Any student using school district transportation will be subject to the rules and policies of the school district and behavioral expectations of the high school. Student violators will be subject to school disciplinary actions and the potential loss of bus privileges.

Skateboards/Rollerblades/Shoe Skates:

Skateboards/rollerblades or shoe skates of any type are not permitted at GRHS during the school day or during extracurricular activities.

Criminal or Illegal Gangs within a School Setting:

The Board of Trustees believes that a safe and orderly school setting is essential to effective teaching and learning. Because the presence of criminal gangs represent a substantial and

immediate threat to the safety and well-being of all students and staff, the Board of Trustees prohibits students from participating in open gang activity and gang-related behavior on school property. "GANGS" are defined in this policy as any on-going organization, association, or group of three or more persons, having the purpose of disruptive or criminal activity. Additionally, any symbolic behavior, conduct, or gestures that promote such intent are classified as gang-related. This includes: apparel, jewelry, accessories, grooming, signals, graffiti, colors, trademarks, symbols or other attributes promoting disruptive or unlawful activities. Conduct including intimidation, hazing, physical initiation, or criminal or illegal activities that might cause bodily harm or danger, mental intimidation, personal degradation, or forced membership is also prohibited. Any conduct promoting disruptive conduct and illegal behavior is likewise prohibited. Violations will receive disciplinary consequences consistent with school policy and state law.

Policy JGD/JGE: Student Suspension/Expulsion

As set forth in Wyoming law, the following shall be grounds for suspension or expulsion of a student from Sweetwater County School District No. 2;

1. Continued willful disobedience or open and persistent defiance of school personnel.
2. Willful destruction or defacing of school property during the school year or any recess or vacation.
3. Any behavior which is the judgment of the local Board of Trustees is clearly detrimental to the welfare, safety, or morals of other students, including the use of
4. foul, profane, or abusive language or habitually disruptive behavior. Habitually Disruptive Behavior is defined as over behavior willfully initiated by a student causing disruption in the classroom, on school grounds, on school vehicles or while participating in school activities or attending school activities, or while under school supervision, which requires the attention of a teacher or other school personnel.
5. Torturing, tormenting, or abusing a student or in any way mistreating a student or teacher with physical violence.
6. Possession, use, transfer, carrying or selling a deadly weapon as defined under W.S. 6-1-104(a) (iv) within any school bus as defined by W.S. 31-7-102(a) (x1), within the boundaries of real property used by the District primarily for the education of students in grades kindergarten through 12, while participating in school activities or attending school activities, or while under school provision.
7. In addition to the grounds set forth in state statute, the Board has determined that the following acts and behaviors are clearly detrimental to the welfare or safety of other students, and therefore suspension or expulsion may be imposed as punishment.
8. Verbal or physical assault of a staff member.
9. Use or possession of drugs, alcohol, tobacco products or e-cigarettes on school property, while participating in school activities or attending school activities, or while under school supervision.
10. Fighting, rioting, or holding disruptive demonstrations/activity on school property, while participating in school activities or attending school activities, or while under school supervision. Disruptive demonstration/activity is defined as

any activity which materially or substantially interferes with the operations of the school or impinges on the rights of others.

ADMINISTRATIVE REGULATION FOR POLICY JFCK-HARASSMENT, SEXUAL HARASSMENT, INTIMIDATION, OR BULLYING DEFINITIONS:

1. Harassment, Intimidation, or Bullying Harassment, intimidation, or bullying, means any gesture, any electronic communication, or any written, verbal, or physical act occurring or received at a school or at a school function, or that creates a hostile environment at school, that a reasonable person under the circumstances should know will have the effect of:
 - a. Harming a student physically or emotionally, damaging a student's property or placing a student in reasonable fear of personal harm or property damage;
 - b. Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of school; or
 - c. Is so sufficiently severe, persistent or pervasive that it creates an intimidating, threatening, or hostile environment so as to interfere with or limit a students' ability to participate in or benefit from the services, activities, or opportunities offered by the school.

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Because students often experience the continuing effects of off-campus harassment in the educational setting, the District will consider the effect of off-campus conduct when evaluating whether there is a hostile environment on campus. When such harassment is based on race, color, national origin, sex, or disability, it may violate civil rights laws. In the case of bullying, the following three criteria must also be met:

1. Must be intentional action meant to harm,
2. Must be repeated behavior over time,
3. Must have a power imbalance where a student or group of students have a hard time defending themselves.

File: JFCK-R

Harassment, Intimidation, or Bullying may take many forms, including:

- **Cyber Bullying**
 - Cyberbullying, as defined in District Policy JFCFA, is the use of any electronic communication device to convey a message in any form (text, image, audio, video, or other) that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner under a person's true or false identity. In addition, any communication of this form which

disrupts or prevents a safe and positive educational environment may also be considered cyberbullying.

- **Sexual Harassment** (Title IX of the Education Amendments of 1972)
 - Sexual harassment is defined as, but not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment may include: verbal harassment, including epithets, derogatory comments or slurs, physical harassment, physical interferences with movement or work, or visual harassment such as derogatory cartoons, drawings, pictures or posters.

Specifically, sexual harassment includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, which:

1. Is so severe, persistent, or pervasive, as to create an intimidating, hostile, or offensive environment;
 2. Interferes with a student's work performance;
 3. Creates a condition such that a student believes that submission to such conduct is a term or condition to participate in a school activity or program; or,
 4. Causes a student to believe that an educational decision will be based on whether he or she submits to the unwelcome sexual conduct. c) Sexual Violence Sexual Violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.
- **Sexual Violence**
 - Sexual Violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

EXAMPLES: Conduct that the District considers unacceptable and may constitute sexual harassment includes, but is not limited to, the following:

1. Sexual assault, attempted sexual assault, forcible sexual abuse, sexual hazing, and other sexual and gender-based activity of a criminal nature as defined under the Wyoming Criminal Code;
2. Unwelcome sexual invitations or requests for sexual activity in exchange for grades, preference, favors, selection for extracurricular activities, homework, etc.;
3. Unwelcome and/or offensive public sexual display of affection;
4. Any unwelcome communication that is sexually suggestive, sexually degrading, or implies sexual motive; or intentions;
5. Unwelcome and offensive name calling or profanity that is sexually suggestive,

- sexually degrading, implies sexual intentions, or that is based on sexual stereotypes or sexual preference; 6) Unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating;
6. Unwelcome and offensive physical pranks of a sexual nature;
 7. Unwelcome leers, stares, gesture, or slang that are sexually suggestive, sexually degrading or imply sexual motives or intentions;
 8. Clothing with sexually obscene or sexually explicit slogans or messages;
 9. Unwelcome and offensive skits, assemblies, and productions that are sexually suggestive, sexually degrading, or implies sexual motives or intentions, or are based on sexual stereotypes;
 10. Unwelcome written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films etc., or;
 11. Any other unwelcome gender-based behavior that is offensive, degrading, intimidating, demeaning, or that is based on sexual stereotypes and attitudes.
 12. Sexual harassment is prohibited against members of the same sex as well as against members of the opposite sex.
- **Gender-based Harassment**
 - Gender-based harassment is another form of sex-based harassment and refers to unwelcome conduct based on an individual's actual or perceived sex, including harassment based on gender identity or nonconformity with sex stereotypes, and not necessarily involving conduct of a sexual desire.
 - **Disability/Handicap (section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act)**
 - Disability harassment under Section 504 and Title II is intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's program. Harassing conduct may take many forms, including verbal acts and name-calling as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.
 - **Racial/Ethnic Harassment (Title VI)**
 - Racial/ethnic harassment under Title IV is intimidation or abusive behavior toward a student based on the individual's race or ethnic background that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's program. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating an individual's race or ethnic background.
 - **Religious Harassment**
 - Religious harassment is intimidation or abusive behavior toward a student based on the individual's religious beliefs and/or practices that

creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's program. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating an individual's religious beliefs and/or practices.

- Consent
 - Consent is defined as knowing, voluntary and clear permission communicated either by words or overt actions by a person who is legally or functionally competent to give informed approval, to participate in mutually agreed upon sexual activity or behavior. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to make certain that the other has consented before engaging in the sexual activity or behavior. Consent
 - can be withdrawn at any time. Consent cannot be obtained by way of threat, coercion, force, or when an individual is incapacitated by age or use of drugs or alcohol, or because an intellectual or other disability prevents the students from having the capacity to give consent.
- Retaliation
 - Retaliation includes, but is not limited to, any form of intimidation, harassment, threats and menacing behavior, coercion, or discriminatory
 - acts taken against any person who reports, files a complaint, or participates in an investigation conducted pursuant to the District's Harassment, Sexual Harassment, Intimidation, and Bullying policy.
- School
 - School as used in this policy includes a classroom or other location on school premises, a school bus or other school related vehicle, a school bus stop, an activity or event sponsored by a school, whether or not it is held on school premises, and any other program or function where the school is responsible for the child.

COMPLAINT PROCEDURE:

The District is committed to providing a balanced and fair process to resolve complaints of harassment, sexual harassment, intimidation, bullying, and other forms of violence so that everyone – alleged target, alleged aggressor, and the entire school community – is granted the right to a safe environment, free from discrimination.

In determining whether a violation of this Policy has occurred, the District uses a preponderance of the evidence standard (“it is more than likely than not that harassment, sexual harassment, intimidation, bullying, or other form of violence occurred.”)

The District shall respect the privacy of the alleged target, the alleged aggressor, and any witnesses as much as possible, consistent with the District's legal obligation and the necessity to investigate the allegations. In pursuing its investigation and making its determination, the District shall ensure the alleged aggressor received the due process

guaranteed to students.

The complaint process should be completed as promptly as possible, but shall not take any longer than sixty (60) calendar days, absent extenuating circumstances, communicated to the parties.

REPORTING PROCEDURES:

All persons, whether student, parent or school staff, are encouraged to immediately report incidents of harassment, sexual harassment, intimidation, or bullying. Reports should be made as soon as possible but not later than one (1) calendar year from the date of the alleged incident.

Teachers and other District employees who are aware of or suspect that a student is the target of alleged harassment, sexual harassment, intimidation, or bullying shall report to the building principal. Reports may be submitted in any of the following ways:

1. Complete and submit the Anti-Harassment/Bullying Complaint form which is available at any local school building or can be accessed on the District website – www.swcsd2.org However, use of formal reporting forms is not mandatory.
2. An oral report may be made, which will be documented by a District employee
3. An email report may be submitted to a District employee.
4. An anonymous report may be made by utilizing the Safe2Tell™ link on the District's website – www.swcsd2.org or calling 1-855-996-7233 (855-WYOSAFE). However, disciplinary action shall not be taken against an alleged harasser based solely on the contents of an anonymous report.

Any employee who receives a report under this policy and administrative regulation shall immediately inform a building principal, who will document the report and initiate the investigation as set out in this regulation.

If the complaint/report is against a District employee, the complaint/report shall be filed directly with the Title IX Coordinator. If the complaint/report is against the Title IX Coordinator, the complaint/report shall be filed directly with the Superintendent.

For complaints/reports against District staff, please see Policy GBN/GDR. Individuals experiencing sexual harassment or discrimination also always have the right to file a formal grievance with the Office for Civil Rights, 1244 Speer Blvd., Suite 310, Denver, CO 80204-3582, (303) 844-5695, OCR.Denver@ed.gov. Reports of harassment based on disability may also be initially directed to the Special Services Director, 351 Monroe Avenue, Green River, WY 82935, and (307) 872-5504.

Confidentiality

All complaints of harassment, sexual harassment, intimidation, or bullying will be investigated in a manner, which protects the alleged target and the alleged harasser and maintains the students' confidentiality to the great extent possible. If an alleged target does not wish for his or her name to be shared, does not wish for an investigation to take place, or does not want a formal resolution to be pursued, the alleged target may make such a request to the building principal, who shall discuss confidentiality standards and concerns with the alleged target initially. If the alleged target continues to ask that his or her name not be revealed, the building principal, who shall discuss confidentiality standards and concerns

with the alleged target initially. If the alleged target continues to ask that his or her name not be revealed, the building principal should take all reasonable steps to investigate and respond to the complaint consistent with the student's request as long as doing so does not prevent the school from responding effectively to the alleged conduct and preventing harassment, sexual harassment, intimidation, or bullying of other students. Note that an alleged target's request for confidentiality may limit the District's ability to respond.

INTERIM MEASURES:

When an alleged target reports that he or she has been harassed, sexually harassed, intimidated or bullied in violation of this policy, the building principal may take immediate interim measures, at his/her discretion, if deemed prudent to protect the alleged target, alleged harasser, or other students, and/or employees pending completion of an investigation. Interim measures may include counseling extensions of time or other class-related adjustments, modifications of class or bus schedules, safety plans, restrictions on contact between the parties, changes in locker locations, changes in recess or cafeteria schedules, providing academic or other support, and other similar accommodations. The specific interim measures and the process for implementing those measures will vary depending on the facts of each case. The building principal shall inform the student(s), a student's parent(s), the student's teacher(s), and other appropriate staff members as determined by the building principal, of steps or strategies to protect that alleged target and/or alleged harasser from additional harassment, intimidation, or bullying and from retaliation.

INVESTIGATION:

All reports made under this policy shall be processed by the building principal or his/her designee. The District shall provide a prompt, fair, and impartial investigation and resolution for any report of harassment, sexual harassment, intimidation, or bullying. The building principal shall immediately initiate an investigation. Every reasonable effort shall be made to determine the merits of each complaint/report while protecting the interests and well-being of both the alleged target and the alleged harasser.

Preliminary Inquiry

Following a receipt of a report under this policy, the building principal shall engage in a preliminary inquiry to determine if there is reasonable cause to believe this policy has been violated. If the answer is yes, a formal investigation will be conducted as outlined below. The preliminary inquiry shall be conducted and the parties notified of the outcome within five (5) school days.

The goal of the Preliminary inquiry is to gather enough information to determine whether the facts, when taken at face value, constitute a potential violation of the Harassment, Sexual Harassment, Intimidation, or Bullying policy. If the answer is yes, a Formal Investigation shall be conducted as outlined below. If the answer is no, the actions may constitute student misconduct that will be documented and addressed pursuant to school policy.

Formal Investigation

If the preliminary inquiry concludes that a violation of this policy may have occurred, the

building principal shall initiate a formal investigation. At this time, the parents/guardians of both the alleged target and the alleged harasser shall be contacted, if such contact has not already been initiated. Parents of the students involved in the complaint shall be encouraged to participate at each stage of the investigation and resolution process.

The formal investigation shall be thorough and will afford all parties an equal opportunity to submit evidence and to identify witnesses relative to the complaint.

The formal investigation shall include personal interviews with the alleged target, the alleged harasser, possible witnesses to the incident, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. Students as well as adults may be interviewed. If sexual harassment is suspected, the allegations shall be investigated by two investigators of different gender. The investigation will also consist of any other methods and documents deemed pertinent by the investigator, including but not limited to a review of student records, video surveillance, electronic content/web content, and any tangible evidence.

In determining whether the alleged conduct constitutes harassment, sexual harassment, intimidation, or bullying, consideration should be given to the surrounding circumstances, age and maturity of the involved parties, and if in the case of sexual harassment, the nature of the sexual advances, relationships between the parties involved, and the context in which the alleged incidents occurred. The District recognizes not every advance or consent of a sexual nature constitutes harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory education effect requires a determination based on all the facts and surrounding circumstances.

If the target of harassment is a student with a disability who has an Individualized Education Program under the Individuals with Disabilities Education Act (an "IEP") or a Plan under Section 504 of the Rehabilitation Act of 1973 (a "Section 504 Plan"), the investigation shall include a determination of whether the student's receipt of a free appropriate public education ("FAPE") under the IEP or Section 504 Plan may have been affected by the harassment, regardless of why the harassment occurred.

Upon completion of the investigation, the building principal shall prepare a written report of the findings and conclusions of the investigation. The building principal shall respond in writing to the parent/guardian of the alleged target and the parent/guardian of the alleged harasser as expeditiously as possible, but in no event later than sixty (60) calendar days following receipt of the report, absent extenuating circumstances that have been communicated to all parties.

The response may include:

1. Whether the District found that the alleged conduct occurred and whether the alleged action violates this policy;
2. Any individual remedies offered or provided to the target and other steps the District has taken to eliminate the hostile environment, though this information shall not be provided to the aggressor;
3. Whether disciplinary action or other sanctions are imposed on the aggressor that directly relate to the target; if not, such information is provided to the aggressor only;

4. Notice of the right to appeal as set forth below.

Either party may appeal the result of the investigation to the Superintendent. All requests for appeal must be submitted in writing to the Superintendent within ten (10) school days of delivery of the building principal's response. Appeals are limited to the following grounds:

1. A procedural error omission occurred that significantly impacted the outcome of the investigation.
2. To consider new evidence, unknown or unavailable during the original investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
3. The sanctions imposed are substantially disproportionate to the findings.

DISTRICT ACTION

If the investigation determines that a student or students engaged in harassment, sexual harassment, bullying, or intimidation of a student in violation of this policy, the building principal shall recommend corrective, remedial, and/or disciplinary action under the guidance of the District's policies, as appropriate, and based on the results of the investigation. The District may take such action as training, counseling, or other appropriate action based on the results of the investigation.

Any school action taken pursuant to this Policy shall be consistent with the requirements of Wyoming Statutes and District policies.

The District shall take such disciplinary action it deems necessary and appropriate, including warning, suspension, or expulsion to end the harassment, sexual harassment, intimidation, or bullying and prevent its recurrence.

When determining corrective and/or disciplinary action, the building principal shall consider; the age of the students involved, facts gained through investigation, the impact of harm that the behavior had on the target; the context in which the behavior occurred; the nature of sexual advances, if applicable; the relationship between the parties; and the level of severity of the behavior. Any corrective disciplinary action(s) should be consistent with appropriate past discipline imposed by the District in similar situations.

RETALIATION:

The District prohibits retaliation and shall discipline any individual who retaliates against any person who reports alleged harassment, sexual harassment, intimidation, or bullying, or who retaliates against any person who testifies, assists or participates in any investigation, proceeding or hearing relating to a harassment, sexual harassment, intimidation, or bullying complaint. Such discipline shall be in accordance with applicable Board policies, consistent with applicable state and federal laws.

REPORTS/COMPLAINTS TO LAW ENFORCEMENT AUTHORITIES:

Where there is reasonable suspicion that the alleged harassment, sexual harassment, intimidation, or bullying involves criminal activity, the appropriate law enforcement agencies will be immediately contacted. Under certain circumstances, sexual harassment may constitute child abuse or neglect under W.S. §§14-3-201 et seq. as amended. In such situations, the District shall comply with the reporting requirements contained herein. In the event that law enforcement agencies become involved, the District will complete its

investigation and render its written findings in accordance with its policies and procedures and independent of the law enforcement agencies disposition of the case.

RECORDS: A report under this policy shall be documented and maintained by the District for seven (7) years. In the case of sexual harassment, the Title IX Coordinator shall keep documentation of all reports and incident analyses for ten (10) years. Even if the alleged target refused to file a complaint, the building principal must proceed with the process of completing a report and the support documentation.

Disciplinary Actions for Inappropriate Conduct:

Purpose:

The purpose of this procedure is to (1) define conduct that will result in discipline of a student;

(2) set forth due process procedures for various types of discipline; and (3) describe actions that will be taken as a result of excessive absences.

Application of Procedure:

A student who engages in conduct prohibited by this Policy will be disciplined. Discipline may include, but is not limited to, any one or any combination of the following: oral reprimand, parent/guardian conference, confiscation of personal property; restitution; temporary exclusion from the classroom; revocation of open campus privileges; loss of privileges; loss of credit; detention; withdrawal from class; intervention, out of school suspension; or expulsion.

This Policy is intended to regulate conduct of a student when the student is (1) on school grounds or at a school sponsored event; (2) traveling to or from school or a school sponsored event; (3) engaged in misconduct that is in any manner school related or adversely affects the operation of any school; and (4) behavior that brings disrespect to the school.

Informal Talk:

A school official, (teacher, counselor, administrator), talks to the student to redirect/change their behavior to become appropriate by sharing expectations and potential consequences for continuing to engage in poor choices.

Conference:

A formal conference is conducted with the student and one or more school officials. This formal conference will address student expectations, inappropriate behavior being addressed, provide the student with due process, communicate with parents, and discuss appropriate consequences for the behavior infraction.

Parent Involvement:

Telephone, personal contact, email, letter or certified letter notifies parents. A conference may be conducted with the student, parent, appropriate school officials and any other individuals concerned. It is our goal at the school to work with parents as a team to address student concerns and get them on the path to success. Keeping the parent/guardian informed is key to developing this supportive relationship.

In-School Discipline:

The student is subject to consequences that do not require suspension from school, such as loss of privileges, detention*, temporary removal from class, timeout, and assignment to an alternative learning classroom. Students receiving In-School discipline cannot participate/travel/compete in after school activities that day(s).

***Detention:** All detentions will be completed during the week assigned, unless those detentions surpass the number of school days left in the week. In this case, detention service will resume on the first school day of the subsequent week. Administration reserves the right to amend detention service. This includes detentions for Unexcused Absences. Excessive detention instances, or failure to complete detentions in a timely manner, will result in those detentions being converted to Saturday School, loss of Off Periods, or In-School Suspension.

Out-of-School Suspension:

Students are subjected to an Out of School Suspension up to 10 days. During the suspension, the student is not permitted on district property or at district functions, including activities. A student on suspension may return to campus to pick up homework only when in the presence of his or her guardian after school hours by appointment.

Consequence Rubric Definitions:

Level 1 -MINOR Infractions are those considered to be less severe infractions where students choose to violate expectations and policies which do not substantially disrupt or endanger the learning environment.

Level 2 - MODERATE infractions substantially disrupt learning, indicate disregard for the staff and/or student, and potentially jeopardize the safe environment of the school, and/or endanger others.

***Multiple Level 1 infractions will be considered insubordination which is a Level 2 infraction**

Level 3 – SERIOUS infractions that substantially disrupt learning, indicate blatant disregard for the safe environment of the students, staff, and school, violate the law, and/or may potentially endanger others. Level 3 offenses are criminal and will be referred to SRO.

Level 4 - SEVERE infractions substantially disrupt the learning environment, are against the law, and violate school policies. Level 4 offenses are those which directly place students and staff in danger as a result of the behavior. Due to the imminent danger of Level 4 offenses, the GRPD and SRO will be notified. Crisis Procedures may be initiated to ensure student safety.

Consequences for level 4 offenses will result in a recommendation for expulsion and Out of School Suspension. SW2 District Administration will conduct a formal investigation and risk assessment to determine next steps, in collaboration with building administration and the school board.

***Out of School Suspension and an activities suspension will be imposed with any Level 3 or 4 offense.** An activity suspension includes any activity on our campus after school hours, as well as any activity involving GRHS on any other campus. If a student has multiple Level 3 offenses, an activities suspension of more than 21 days (up to 1 calendar year) will be imposed.

Problem Areas

The following list of infractions in the Discipline Rubric is not all-inclusive. A student committing an act of misconduct not listed will, nevertheless, be subject to the discretionary authority of the school administrator or assistant superintendent. Any student who knowingly assists another in committing an act of misconduct may be subject to the same disciplinary action as the student who commits the act of misconduct. These problem areas may also involve criminal violations of state or federal law. School officials must notify law enforcement officials of a suspected crime against persons or property; and any incidents that could potentially threaten the safety or security of students or staff. It is a criminal violation to abuse a teacher or other school employee who is performing official duties.

***GRHS Administration has the discretion to modify consequences based on the frequency and/or severity of the behavior.**

Consequence Rubric

***GRHS Administration has the discretion to modify consequences based on the frequency and/or severity of the behavior.**

Level 1 - MINOR		
<u>Behavior</u>	<u>Behavior Definition</u>	<u>Expected Behavior of Students</u>
Tardiness	Reporting late to class after the tardy bell rings and before the end of the first TEN minutes of class time.	Be on time for every class
Unexcused absences	Absences not excused by parent(s)/guardian(s), or administration.	Be present for every class
Cell phone/electronic devices violation	Use or display of cell phones/smart watches or other electronic devices in violation of school policy as described in the Student Handbook (See Personal Electronic/Cellular Devices)	Use music/video players/recorders, cell phones, or the like outside of instructional time unless instructed otherwise by staff member
Dress code violation	Violation of school dress policy as described in the Student Handbook (see Dress Code)	Wear clothing that is neat, clean, and

		in good repair
Public display of affection	Physically demonstrating affection for another person while in the view of others (ex. kissing in public). This is not to be confused with acts of kindness or friendship (as in hugging or hand holding).	Interact with others in a manner to support a comfortable and safe learning environment for all
*Multiple Repeat Offenses	Consequences for multiple repeat offenses will be progressive and become more severe with repeated infractions.	Comply with school policies and procedures
Level 2 - MODERATE		
Truancy	The student intentionally fails to attend a class and the absence does not qualify as a reasonable excuse. • Detention • Saturday School • Loss of open campus lunch privilege • Loss of senior release time • In-School Suspension • CHINS Petition/Attendance Contract	Attend class unless medically unable
Academic misconduct and/or Cheating	Plagiarism or failure to correctly attribute sources; use of internet resources to gather information to submit as one's own work; submitting other(s) work as one's own; cheating in the form of using unauthorized assistance such as notes, verbal or physical exchange, electronic messages or any behavior which results in a higher grade than what the student would have earned without such assistance.	Create products, earn grades, and cite resources that truthfully represent personal achievement
Inappropriate behavior	Any behavior that disrupts the learning atmosphere of the building such as littering, throwing objects, running, wrestling, chasing, playing "keep-away", and hiding.	Behave in a mature and respectful manner to support the educational environment

Insubordination/Defiance	Refusal to follow “reasonable” directions of a district staff member that are intended to support a positive, safe, and orderly learning environment.	Follow directions given by school district staff
Disrespect	Behaviors such as inappropriate language (profanity, blaming, complaining, “put-downs”, “tone-of-voice”, or body language) that indicate disregard for the school, district staff, or students.	Treat people respectfully (ex. listen, care, trust, support, negotiate, acknowledge, accept, contribute)
Automobile violations	Parking in undesignated areas, improper display of parking tags, failure to signal or other violations that do not directly threaten the safety of others or disrupt the safe use of facilities. Violations on school property that do or could endanger others, including displays of acceleration, careless or inattentive driving, speeding, or failure to maintain lanes of travel.	Practice safe vehicle operation
Computer violations	Unauthorized use of district computers and electronic information services in accordance with the district <i>Terms and Conditions</i> document of policies and procedures.	Abide by the school technology policy which is signed prior to being given access to district computers and network
*Multiple Repeat Offenses	If a student receives multiple Out of School Suspensions for repeated Level 2 offenses, these suspensions will be accompanied by an Activities Suspension. Consequences for multiple repeat offenses will be progressive and become more severe.	Comply with school policies and procedures
Willful disobedience	Violation of policies or procedures such as those written in the Student Handbook, Course Syllabus, or verbally explained by a district staff member.	Comply with school policies and procedures
False reports/False statements	Impersonating a parent or teacher, falsely reporting bullying or aggressive acts or making false reports of crime and/or	Be truthful

	violations of school policy.	
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Aggression	For the purposes of this discipline rubric, “aggression” refers to behaviors that may harm or present danger directly or indirectly. The behaviors may be physical or verbal and the harm may be physical or psychological. The aggression may involve the use of technology (networking sites, electronic messaging, the Internet). Aggressive behaviors are negative and unwanted actions such as name calling, stereotyping, labeling, pushing, shoving, tripping, threatening, excluding (spreading rumors, telling others not to be friends with someone), retaliating, and intimidating. ● <u>Bullying</u> is aggression that involves a pattern of behavior repeated over time and involves an imbalance of power or strength. ● <u>Harassment</u> is aggression that continues to occur after a request has been made to stop the behavior (May be dealt with according to Board Policy)	Display behavior that supports the visual, verbal, and psychological differences inherent in a diverse population
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Level 3 – SERIOUS An Activities Suspension will be imposed with any Level 3 offense. An activity suspension includes any activity on our campus after school hours, as well as any activity involving GRHS on any other campus. If a student has multiple Level 3 offenses, an activities suspension of more than 14 days (up to 1 calendar year) may be imposed.

*Tobacco E-Cigarettes & other like altering devices.	Use, possession, or distribution of tobacco, alcohol or other smoking subsistence on school district property or at school-sponsored events; includes being intoxicated at school, school-sponsored events, and on school-sponsored transportation.. E-Cigarette/Vapor substances are considered violation of this policy.	Practice healthful and safe activities
*Breaking and entering/Burglary	The unlawful entry or attempted entry into a building or other structure with the intent to commit a crime.	Support a safe and secure environment for all
*Disorderly conduct	Any act which substantially disrupts the orderly conduct of a school function or learning environment; or poses a threat to the safety, and/or welfare of others (ex. pulling the fire alarm).	Support the learning environment
*Fighting/Mutual altercation	Mutual participation in physical violence against a person or persons.	Support a safe environment for all
*Larceny/Theft	The unlawful taking, carrying, leading or riding away with property of another person without threats, violence or bodily harm; includes pocket picking, purse or backpack snatching, theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from a machine or device which is operated or activated by the use of a coin or token, and all other types of larcenies.	Support a safe and secure environment for all
*Threat/Intimidation	Physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack	Support a safe and secure environment for all

*Trespassing	Entering on to school district property after being notified that one is not allowed on the property.	Abide by administrative directive to remain off district property for the duration of the suspension
*Vandalism	The willful destruction or defacement of school or personal property; Incident includes graffiti.	Support a safe and secure environment for all
*Alcohol	The consumption or possession of any form of alcohol on school property. Also includes the consumption of alcohol off-campus before coming onto a school property. Distribution of alcohol will elevate the offense to Level 4.	Practice healthy and age-appropriate habits.
Sexual Misconduct	Includes “lower level”, but not necessarily minor, sexual infractions (I.E. depantsing)	Support a safe and secure environment for all
*Other major offenses	Including but not limited to bribery, fraud, embezzlement, gambling, forgery, gang related activity, hazing, physical initiation, extortion/blackmail, or any other action not included in any other severe incident category	Practice activities that support the learning intended by the design of the educational system Be truthful

Level 4 – SEVERE Level 4 behaviors are considered to be most severe, jeopardizing the safety and security of students and staff within our school. These offenses will be subject to Out of School Suspension.

Recommendation for expulsion will be imposed. An investigation will take place in collaboration with administration, SRO, and GRPD.

Students may be allowed to come back to school after meeting with district administration and board approval of a stipulated agreement outlining expectations of their return after reviewing a comprehensive psychological risk assessment.

*Drugs	Use, possession, purchase, manufacture, sale or distribution of marijuana, other illegal drugs or inhalants, or other noxious substances; includes distribution, manufacture or sale of drug paraphernalia and imitations of illegal drugs; includes off-campus use and then being on district property or at a district function.	Practice healthful and safe activities
*Arson	To unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device.	Support safety for all persons and properties
*Battery	Touching or striking of another person against his/her will or intentionally using bodily harm to an individual; includes an individual physically attacking or beating up another individual, an attack with a weapon, or physically placing or mailing a bomb, regardless of whether the bomb explodes.	Support a safe environment for all
*Homicide	Murder and non-negligent manslaughter, killing of one human being by another, including killing a person through negligence.	Support a safe environment for all
*Kidnapping	The unlawful seizure, transportation and/or detention of a person against his/her will, or of a minor without the consent of his/her custodial parent(s) or legal guardian. Incident includes hostage-taking.	Support a safe and secure environment for all
*Motor vehicle theft	Theft or attempted theft of a motor vehicle.	Use only property belonging to you or with

		authorization from the owner
*Robbery	The taking of, or attempting to take anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force, or violence and/or by putting the victim in fear. A key difference between robbery and larceny is that a threat of physical harm or actual physical harm is involved in a robbery.	Support a safe and secure environment for all

*Sexual battery, harassment, offenses	Physical contact done forcibly or against a person's will or where the victim is incapable of giving consent because of his/her youth and/or mental incapacity; includes rape, fondling, indecent liberties, child molestation, and sodomy. Sexual intercourse, sexual contact or other unlawful behavior intended to result in sexual gratification without force or threat of force and where the victim(s) is capable of giving consent; includes indecent exposure (exposure of private body parts to the sight of another person in a public place) and obscenity (conduct which by community standards is deemed to corrupt public morals by its indecency and/or lewdness such as phone calls or other communication; and unlawful manufacture, publishing, selling, buying or possessing materials, such as literature or photographs. To create or allow to exist an atmosphere of sexual harassment; defined as deliberate, repeated and unsolicited physical actions, gestures, or verbal or written comments of a sexual nature when such conduct has the purpose or effect of interfering with a student's academic performance or creating an intimidating, hostile or offensive learning environment.	Support a safe environment for all
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*Weapons	Possession or use of: Firearms: A firearm is any weapon which will, is designed, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any machine gun. Firearms fall into three types of classifications: a. Handgun - handgun or pistol; b. Shotgun/rifle; c. Other types of firearms. As defined by the Gun-Free Schools Act, other firearms include: Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; The frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; and Any destructive device, which includes: Any explosive, incendiary (e.g. bomb, grenade), or poison gas; Any weapon which will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. Other Weapons: The possession, use or intention to use any instrument or object to inflict harm on or intimidate another person; includes all types of knives (pocket and pe knives), chains (not being used	Support a safe environment for all
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	for the purpose for which it was normally intended and capable of harming an individual), pipe of any length (not being used for the purpose it was normally intended), razor blades or similar instruments with sharp cutting edges, ice picks, dirks, other pointed instruments (including pencils and pens), nunchucks, brass knuckles, Chinese stars, billy clubs, tear gas gun, electrical weapons or devices (stun gun), BB or pellet guns, and explosives or propellants.	
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Discipline Matrix – Level 1

<u>Description</u>	<u>Behavior Infraction</u> <i>One or more may be a part of a single event. Infractions separated in time do not affect the assigned consequences of another.</i>	<u>First Offense</u> <i>One or more of the consequences below</i>	<u>Multiple/Repeated Offense</u> <i>One or more of the consequences below</i>
<u>Minor (Level 1)</u> <i>Disapproved behaviors which do not substantially disrupt learning and/or endanger others</i>	-Tardiness (Rubric) -Unexcused Absences -Electronic <u>Device</u> & Phone -Dress Code Violation -Public Display of Affection	-Student Conference -Warning -Parent Contact -Up to 2 hrs. Detention -Administrator Referral	-Student Conference & Parent Contact -Up to 5 hrs. Detention -Up to 3 days of Suspension Or Saturday School (Insubordination) *Referral to Counselor/Social Worker

Discipline Matrix – Level 2

<u>Description</u>	<u>Behavior Infraction</u> <i>One or more may be a part of a single event. Infractions separated in time do not affect the assigned consequences of another.</i>	<u>First Offense</u> <i>One or more of the consequences below</i>	<u>Multiple/Repeated Offense</u>
<u>Moderate (Level 2)</u> <i>Behaviors that threaten to substantially disrupt learning and indicate disregard for staff and students</i> <i>Behaviors that threaten the safe environment of the school <u>and/or</u> <u>endangers</u> others</i> <i>*Multiple Repeated Offenses</i>	-Truancy -Academic Misconduct -Inappropriate Behavior -Insubordination -Defiance -Disrespect -Automobile Violation -Computer Violation -Willful Disobedience -False Statement/Report -Aggression	-Student Conference -Warning -Parent Contact -Restitution -Administrator Referral -Up to 3 Days Suspension <u>Suspension Alternatives:</u> -Loss of Release Time -Loss of Open Campus Lunch -Saturday School	-Student Conference & Parent Contact -Restitution -3 to 5 days of Suspension -Activity Suspension -Referral to Counselor/Social Worker -Referral to GRPD -Recommendation for Expulsion -Designated Level 3 Offense

Discipline Matrix – Level 3

<u>Description</u>	<u>Behavior Infraction</u> <i>One or more may be a part of a single event. Infractions separated in time do not affect the assigned consequences of another.</i>	<u>First Offense</u> <i>One or more of the consequences below</i>	<u>Multiple/Repeated Offense</u>
<u>Serious – Level 3</u> <i>Behaviors that substantially disrupt learning, indicate disregard for the safe environment of the school, violate the law, <u>and/or</u> <u>endanger</u> others.</i> <i>*The state requires reporting (form WDE631) of certain offenses</i> <i>The * indicates a "state reportable" offense</i> <i>Level 3 offenses are criminal and will be referred to the SRO</i>	-Tobacco/E-Cigarette -Breaking & Entering/Burglary -Disorderly Conduct -Fighting/Mutual Altercation -Larceny & Theft -Threat/Intimidation (Assault) -Sexual Misconduct -Trespassing -Vandalism -Alcohol	-Parent Contact -Restitution -Administrator Referral -3 to 10 Days Suspension -Activity Suspension (7-14 days) -Police Referral -Prevention Curriculum Completion -<u>Suspension Alternatives:</u> -Loss of Release Time -Loss of Open Campus Lunch -Saturday School	-Student Conference & Parent Contact -Restitution -3 to 10 Days Suspension -Activity Suspension (21 days) -Referral to Counselor/Social Worker -Referral to GRPD -Possible Recommendation for Expulsion

Discipline Matrix – Level 4

<u>Description</u>	<u>Behavior Infraction</u> <i>One or more may be a part of a single event. Infractions separated in time do not affect the assigned consequences of another.</i>	<u>First Offense</u> <i>One or more of the consequences below</i>	<u>Multiple/Repeated Offense</u>
<u>Severe – Level 4</u> <i>Level 4 offenses are the most severe, criminal, and will be referred to the SRO and GRPD.</i> <i>*The state requires reporting (form WDE631) of certain offenses</i> <i>The * indicates a "state reportable" offense</i>	-Arson* -Battery (Physical Harm)* -Drugs/Distribution* -Kidnapping* -Motor Vehicle Theft* -Robbery* -Weapons* -Sexual Battery or Harassment* -Other Major Offenses	-Parent Contact -Restitution -Police Referral -Out of School Suspension (Pending Investigation) -Activity Suspension (21 Days) -Possible Recommendation for Expulsion	-Meeting with Central Office Administration -Possible Recommendation for Expulsion