

Platte River School

Home of the Rattlers



2026-2027 Student Handbook

#GoPRSrattlers

#PRS_DifferentByDesign

#PRS_SchoolOfChoice

Background of Platte River School

MISSION AND VISION

Platte River School (PRS) is a school of choice, which means all students, parents/guardians, and social agencies can apply for admission. It also means students cannot be forced to apply or attend PRS, rather they apply voluntarily. PRS provides an alternative setting and instructional approach to students who want a learning experience different than in a traditional setting. Smaller class sizes, personalized instruction, and relationships in a family atmosphere are the hallmarks of the Platte River School community that rekindle a student's desire and passion to learn. Our vision is to help students acquire the skills necessary to achieve their individual goals, rise above challenges, instill a love of learning, and be productive citizens.

Due to limited resources our enrollment is also limited. To maintain the integrity of our program, students must apply for admission. Applications for admission are accepted throughout the year. During the Fall and Spring enrollment window, students are selected through the process of application completion, recommendations, and interviews.

We will not accept or start new students in regular classes after the first day of the semester.

NON-DISCRIMINATION STATEMENT

Goshen County School District No. 1 does not discriminate on the basis of a protected class including but not limited to age, sex, race, religion, national origin, or disability in the programs or activities which it operates or the employment therein or admission thereto. The School strictly adheres to non-discrimination and anti-harassment laws and does not tolerate acts of harassment. See [District Policy 4300/5100](#) for more information.

CONTACT INFORMATION

❖ **Address:**

3100 West C Street
Suite A
Torrington, WY 82240

❖ **Email Address:**

PRS@gcsd1.net

❖ **Phone:**

307.532.1009

APPLICATION PROCESS

PRS accepts new students during each enrollment window. Priority for selection is given to students who have the greatest need combined with the greatest potential for success in the school.

1. Students interested in attending Platte River School must attend an informational meeting with a parent or guardian **prior** to the interview process. Please call Platte River School to register for an upcoming informational meeting.
2. Complete and submit an application.
3. A counselor recommendation, a teacher recommendation, and a community member (coach, pastor, group leader, neighbor, club leader, employer, etc.) recommendation must be completed and submitted on the student's behalf. Students will also need to provide contact information for those completing a recommendation on their behalf. The PRS staff will send the recommendation form to the listed email address within the application.
** It is strongly recommended that the applicant notify the teacher, counselor, and community member prior to requesting a recommendation be completed on their behalf.
4. Once the completed application, teacher recommendation form, counselor recommendation form, and community member recommendation form have been submitted, students will be contacted prior to the next enrollment window to schedule an interview.
5. The student will be notified of their acceptance status into PRS prior to the start of the next semester.
6. If accepted, the student must attend an orientation meeting prior to the start of the semester. During the orientation, students will be given an enrollment packet to complete prior to the first day of class.

**** Important Information ****

- ❖ PRS accepts new students during each enrollment window (Fall and Spring). Priority for selection is determined by utilizing a rubric to assess the student's needs and potential success in our school.
- ❖ Your current grades, behavior, and attendance will be monitored and used as a reference for your willingness to be a successful student with PRS.
- ❖ **It is highly recommended that you demonstrate willingness to meet expectations of attendance and continued effort in your current school setting.
- ❖ Students who are not accepted will be given the option to remain on the waiting list if they desire.
- ❖ Any and all information provided will be held confidential per FERPA Code.
- ❖ **Completed applications must be submitted by the date set by administration.**

GENERAL INFORMATION

Visitors: All visitors must sign in at the front desk and receive a visitor's pass to wear while they are in the building. Student visitors will be allowed at Platte River High School during the school day only upon administrator approval. When approval is made, the visitor will have a pass signed by an administrator to present upon request by staff.

Conferences: Conferences may be requested by parents/guardian or teacher during the school year.

Accidents: All minor accidents which occur during the school day, or on school property, should be reported to the front desk immediately. Any major injuries that occur should be reported to the principal immediately. Any injuries that happen while taking part in athletics should be reported immediately to the coach in charge and to the school nurse.

Personal Belongings: It is highly recommended that purses, money, watches, jewelry, calculators, electronic devices, cell phones, etc. NOT be left in the cubbies. Platte River High School assumes no responsibility for student's personal items on campus. Lost or stolen items are solely the responsibility of the student.

ACADEMIC REGULATIONS

Guidance: Counselors are available at THS in the guidance offices and services are available for all students at Platte River High School. These services include assistance with educational planning, financial aid information, information about college entrance tests, interpretation of test scores, occupational information, career information, study help, assistance with home, school, and/or social concerns, personal and/or crisis counseling, scheduling problems, referrals to other agencies, or any question the student feels should be discussed with a counselor. The guidance office is open from 7:40 – 4:15 daily.

Registration for Classes: Students can change schedules before the first day of school. All schedule changes must occur before the fifth day of the Fall and Spring Semesters. All changes initiated after schedules have been sent home require parental consent prior to initiation. Once a student changes a class, the student must remain in that class for the remainder of the semester.

See District Policy: PRS Graduation Requirements ([Policy 5127A](#))

PATHWAYS

Students are to earn two (2) full credits in one of the following:

❖ CO-OP

Prior to enrollment into CO-OP, the student, parent/guardian, and employer are required to complete a contract. Once completed, a half (0.5) credit can be awarded for every 100 hours of work. Students are required to complete assignments within Canvas. Students are required to turn in paystubs reflecting their hours worked bi-weekly or monthly depending on their employer.

❖ DUAL

Students enroll in EWC courses to obtain credit. Every 3-hour course is equivalent to a 0.5 credit. Note: College courses cannot be counted as part of the Dual Pathway if they are being used as a graduation credit (i.e.- College English 1010 and American Literature cannot be used as English 4 AND a college credit for the DUAL pathway_

❖ CAREER AND TECHNICAL EDUCATION (CTE)

Students must choose one specific program of study from the following:

- ✓ Auto
- ✓ Agriculture
- ✓ Woods
- ✓ Foods
- ✓ Computer Science
- ✓ Business
- ✓ Health Sciences

These specific pathways are offered at the traditional high schools (LFL, SE, and THS).

* Note: Not every pathway is offered at every traditional high school.

EWC CONCURRENT and DUAL GUIDANCE

- Taking dual and concurrent classes at GCSD is a privilege. The district as well as instructors at EWC and other colleges devote a lot of time and resources into developing, teaching, and maintaining these courses and our number one goal is for students to be successful. GCSD requires all students to have at least a high school GPA of a 3.0 in the semester prior to taking college courses before being able to take college courses, and expects students enrolled in college courses to maintain a college GPA of 2.5 or higher.
- If students do not have success in dual or concurrent courses, college transcripts are permanent in nature. They can have long-lasting impacts on the ability to enter into other colleges, or careers.

- Freshmen students shall take no more than one college class in the fall of their freshman year. The first class they are expected to be enrolled in will be the College Studies and Study Strategies courses. Freshmen may be able to take up to two courses in the spring semester, contingent upon passing the College Studies and Study Strategies course with a 2.5 GPA or higher.
- If a student withdraws from a college course for reasons unrelated to a family emergency, health emergency, or some other catastrophic event after the early withdrawal deadline set by the district (typically the 3rd week of the college semester), the student will be prevented from taking any college courses for at least one semester. In the event of a withdrawal for an emergency, the student will be responsible for providing evidence to a committee made up of the principal, counselor, and a teacher to determine whether the withdrawal was justified.
- If a student fails a course, they will be prevented from taking any college course for at least one semester, and will need to regain eligibility in their HS courses prior to being allowed to take future college courses. The student will be able to regain the ability to take college courses if they can earn at least a 3.0 semester GPA in the high school courses during the one semester period in which no college courses were allowed. Students need to maintain at least a 2.5 college GPA each semester they are enrolled in college courses. If a 2.5 GPA is not maintained for college courses a student is enrolled in, the student would be required to take one semester off from taking college courses.
- If a student wishes to take a college course but has failed, withdrawn, or does not have the requisite GPA to enroll in a college course, an appeal can be made. In the event of an appeal, a committee made up of the principal, counselor, and at least one teacher can review the overall factors of a student's request to determine if enrollment in a college class should be allowed.

EWC DUAL ENROLLMENT

1. EWC College Concurrent/Dual Registration forms (gold sheets) are available from a student's respective high school counselor or administrator. Counselors or administrators will fill out and sign the approval portion.
2. Students must complete **page one** of the registration form. If students are under 18, a parent is also required to sign the form.
3. Students take their completed registration forms for dual registration to EWC to register for classes. At that time, the Student Service Office electronically registers the students. An invoice will be sent to the school. Concurrent registration forms will be turned into the PRS Administrative Office.
4. All students must sign the EWC release to allow the counselor and/or principal to check dual enrollment course grades periodically without notifying the student or parent/guardian.
5. At the end of each semester, students will turn in their books to the PRS Office.

ATTENDANCE AND TRUANCY

Attendance in virtual programs will be done based on pacing and active participation in each course per week. Weekly attendance is tracked by course enrollment. Students who are on pace will be considered present. Students are required to be active for at least 35 minutes per class per school day each week to be considered present in class. For example, if there are two days of school in a week, a student who is off pace in a course would be required to participate in that class for 70 minutes. If a student is off pace, additional time spent in virtual courses to get back on pace is encouraged. After 3 notifications, a parent-teacher conference will be called. Attendance of parent/guardian and student is required as continued participation in PRS. Academics will depend on said participation. Additionally, a student that is off pace may be marked present but might be in jeopardy of violating the eligibility policy, or of failing the course.

Regular daily attendance and punctuality are essential for student progression. A student is expected to attend in person unless he or she is ill. Illness, contagious disease, death in the immediate family, and exceptionally urgent situations affecting the student are the only excusable absence from school. For the safety of the student, a parent or guardian must notify school office personnel (307.532.1009). Because Goshen County School District is a four-day school week, we appreciate families using Fridays for appointments. Students that have not completed 85% of the required graduation requirements will be required to attend PRS in person.

With forward progress and continued completion of coursework, students will have the opportunity to earn time away from the building based on their on-target grade and weekly pacing.

Students enrolled in THS, SE, or LFL classes are to be **present** and accounted for **every day** of the academic calendar. If you call in sick, your absence will be documented per GCSD policy.

NOTE: Students are also subject to the district policies set in place by each building administrator. Students can be denied credit in the traditional high school courses upon receiving 10 absences within a specified course.

In case of illness, injury, or emergency, a student may be dismissed from school during the school day. If a student needs to leave school for an appointment, please contact the office (307.532.1009).

** Listed below are the averages per the number of focused core subject areas. These are the bare minimum requirements needed to maintain pace and the hours required. Students should commit time daily to their online coursework to maintain pacing.

# of active Core Subjects (Math, English, Science, and History)	Minimum number of Active Minutes in each Core Subject per week
4	≥ 120 active minutes per course
3	≥ 160 active minutes per course
2	≥ 240 active minutes per course
1	≥ 480 active minutes per course

See the following GCSD policies:

- ✓ [Attendance Regulations \(Policy 5113\)](#)
- ✓ [Student Attendance Secondary Reg 2\), \(Policy 5113\)](#)
- ✓ [Truancy \(Policy 5113.1\)](#)

VIRTUAL DAYS

On days identified as Inclement Weather by the Superintendent, students are required to complete time within each focused course in accordance with guidelines set forth above. Students enrolled at a traditional high school will be required to complete assignments and check-ins per the instruction of the teacher of the course.

NOTIFICATION OF ABSENCE

If it is known that a student will be missing school on a specific day, the parent or guardian will need to contact the main office at PRS no later than 0830 on the specific day (307.532.1009). Documentation is required upon your return to school.

INDIVIDUAL LEARNING PLAN (ILP)

Upon enrollment, each Platte River School student must develop an individual learning plan in consultation with their administrator, counselor, school staff, and parents. The individual learning plan will guide learning and instruction while the student pursues their education at Platte River School. The ILP is a fluid document, but the core requirements will be the same for each student. The goal of the ILP is to develop a plan that is individualized towards each student's post-secondary goals.

CHECK-INS (WEEKLY and MONTHLY)

MONDAY MEETING: Monday meetings are set to develop goals for the week. Students will complete their goal sheet and submit it to their Lead Teacher for review. Students will be required to maintain accurate data about their progress within their data folders. This information allows students and staff to have more engaging conversations about their WIG (Wildly Important Goals) for academic achievement and personal wellness.

WEDNESDAY MEETING: Wednesdays are slated for Leader In Me lessons. Students are required to be in attendance unless they are enrolled into an EWC course. This is another check-in for students to see how they are progressing toward their weekly academic and wellness goal. The discussion is centered on the student's weekly progress, concerns, and upcoming important dates.

MONTHLY MEETING: At the end of the month, students are to schedule an appointment to meet with the principal. This is to be in contact with each student. It is the student's responsibility to set appointments. If an emergency arises, students are responsible for rescheduling. As a staff, we are preparing our students for the real world, so **it is expected for students to be at meetings on time and prepared.**

***** There are times set aside each week for the Monday and Wednesday meetings that do not coincide with the time for subject area academic focus. Students are required to be in attendance to all schedule school and district meetings.**

GRADES AND PROGRESS MONITORING BAR

As a Platte River student, you are expected to maintain your progress within the suggested timeframe set forth in Edmentum. Your progress should always be in the green and dark green area of the "Activities Completed" task bar, which means you are "Ahead of Pace" or "On Pace."



Ahead of Pace: The student should keep doing what they're doing, and they should have no problem finishing the course on time.



On Pace: The student is doing just fine. If they keep it up, they'll finish the course on time.



Slightly Off Pace: The student has a little catching up to do. If they pick up the pace a bit, they should finish the course on time.



Off Pace: Right now, the student is not on track to finish the course on time. Maybe they just need to spend more time working on the course to catch up, or maybe they need to ask their teacher for help.

ELIGIBILITY IN EXTRACURRICULAR ACTIVITIES

See the following GCSD policy: [Administrative Regulation: Grading 6-12: Policy 5121](#)

Virtual students enrolled with Goshen County School District #1 are eligible to compete in all school activities endorsed by the Wyoming High School Activities Association provided they meet all eligibility requirements of the WHSAA and Goshen County School District. See the GCSD Athletic Handbook for more information and requirements. Per WHSAA Rules, a virtual student must be enrolled in a minimum of five courses per semester.

For virtual students, the following eligibility regulations will be used:

- A student is **on pace or ahead of pace** in the course curriculum software.
- AND
- The student is **passing according to the on-target grade**, in at least 80% of their virtual and/or in-person courses.
- AND/OR
- The student showed **active proficient participation** (30 minutes per course per school day) in all virtual courses the previous week.



Based on the example above, the student's grade for eligibility is 61.11% (D) and pacing is green meaning there has been adequate participation, and the student is eligible.

The on-target grade is different than the current grade because the student has turned in 8 of 24 assignments but should have turned in 9 of 24 assignments at this point, and that one missing assignment is currently counting as a zero. See the boxes below for more information on the on-target grade, current grade, and course grade.

Three Metrics that Matter

NEW!		
On-Target Grade	Current Grade	Course Grade
What is my grade for all work I'm expected to have completed by the current date?	What is my grade based on the work I've completed so far?	What would my grade be for the entire course if I were to stop working now?
Average of all work students are expected to have completed by the current date = On-Target Grade	Average of only work students have completed = Current Grade	Average of all work available in the course = Course Grade

**** Eligibility is determined at 0800 on Monday.**

EXAMS

Students enrolled in Goshen County School District #1 virtual programs will complete all state required examinations (ACT, WY-TOPP, ASVAB, WorkKEYS), Unit Tests, and End of Course Tests in a proctored setting at a time, within the testing window. ACT, ASVAB and WY-TOPP are at a specific time determined by the administration, teachers, and counselors. Unit Tests and End of Course Tests are prearranged between the proctor and the student/parent/guardian.

HONOR ROLL

In order to qualify for the honor roll, students must have the following semester grade averages:

- ❖ Gold Honor Roll 3.75 – 4.0
- ❖ Silver Honor Roll 3.50 – 3.74

INDIVIDUAL LEARNING PLAN (ILP)

Upon enrollment, each Platte River School student must develop an individual learning plan in consultation with their administrator, counselor, school staff, and parents. The individual learning plan will guide learning and instruction while the student pursues their education at Platte River School. The ILP is a fluid document, but the core requirements will be the same for each student. The goal of the ILP is to develop a plan that is individualized towards each student's post-secondary goals.

EXACT PATH

Based on the evidence presented in the *Exact Path Learning Design and Research Base* document, student achievement improves significantly when skills are both attempted and mastered within each learning path. The research emphasizes that Exact Path's individualized instruction, practice, and assessment are designed to meet each learner's unique needs. By engaging in targeted learning modules and receiving immediate feedback, students are better able to master skills, leading to measurable gains in academic performance.

PRS requires all students to complete benchmark assessments in Reading and Math three (3) times per year (Fall, Winter, and Spring), in alignment with GSCD policies and goals. These assessments are used to monitor student progress and ensure that learning gaps are addressed as efficiently as possible.

Students are also required to complete 30 hours within their Exact Path Learning Path per semester, based on their District Benchmark Screener scores:

- 10 hours of Reading
- 10 hours of Language Arts
- 10 hours of Mathematics

In addition, each student is expected to complete a minimum of eight Exact Path lessons (in reading, English, and math) to proficiency.

Additional Information: [Exact Path Learning Design and Research Base](#)

ACT PREPARATION

PRS will focus on ACT preparation for Junior and Senior level students all year and in the second semester, begin preparing Sophomores. These exercises and practices will be in Canvas and will count as part of the grades for English, Math, Reading, Science, and Writing. It is our belief that focusing on ACT will increase not only ACT scores, but those of WYTOPP, WorkKeys, Accuplacer, etc.

TIME REQUIRED TO BE IN PERSON

Students that have not received 85% of their required graduation credits are expected to be at PRS from 8:00 till 3:50. Students have the opportunity to earn passes for being on pace or ahead of pace in their online courses.

PLAGIARISM

Plagiarism is stealing someone else's work. If you are not sure what plagiarism entails, it is using work that was never yours to start with (You could even self-plagiarize, but that is for another day). Here is [information](#) if you would like more detail (or just ask us). Unfortunately, we have had multiple assignments turned in from multiple people with answers that have been plagiarized from answer sites like Brainly or CourseHero. This is plagiarism because you went to an answer site, did none of your own thinking, and tried to pass off someone else's answer as your own. This is not okay simply because it is not your work or your thinking. We will stop scoring work and simply return it with a score of 0 when we find a plagiarized answer.

When this happens, we will send the work back to you with a score of 0 and a comment telling you why. For this work, you have one attempt to fix it. If work is plagiarized again, it will stay a zero. PLEASE do not plagiarize or simply use answer sites. Anyone can "google" an answer but that does not make it okay. Even worse, many of the answers on answer sites do not actually answer the question asked which is why it is relatively easy to catch when it happens.

While we can respect that you may think the course is boring, it does **not** make it okay to cheat. There is valuable information in this course that is very applicable to "real life." If you do not understand, please ask (this is part of the reason PRS was restructured to have full time teachers available the entire school day – use us!). In completing most of the questions in personal finance or any other course with the Dropbox activities, the majority of them are straight from the tutorials/lessons/videos in the course, and for those with the TED talks, you can view the transcript if that is helpful in understanding answers.

For courses like MAS, or US History, or Science courses, again, answers could be in the tutorials or in the beginning information of the activities, but if not and you are unsure of a resource, please ask for help with finding reputable resources. If you are good at "researching," that is awesome! You can definitely "research" to help yourself understand something better but when it comes time to put what you learn into your assignment, make sure you do not just copy and paste (technically, paraphrasing without giving credit is also plagiarism but at least try to put it in your own words and give us the link to the website). When you get information from a different resource, please just add the link to the website you used with your answer so that when we score your work, we know why your answer makes sense or why it does not. When we do not know where you got the information, it makes it hard to leave you useful feedback.

We want you to be successful. We also want our time to be maximized/utilized helping you versus phishing through work that is not actually yours. We would much rather help you figure out your learning/answers.

ARTIFICIAL INTELLIGENCE (AI) POLICY

Data Privacy: Anything being shared with any form of AI shall not jeopardize any FERPA (Family Educational Rights and Privacy Act), COPPA (Children’s Online Privacy Protection Act) or other requirements, or release any personal identifiable information about students or staff.

Integrity: AI can be a powerful tool for generating writing, analyzing data and a host of other activities. It is imperative for staff and students to be clear on when AI is permissible to use, and when it is not. It is also important to properly attribute content to the AI source when being used for research or accessing previously unknown content.

Policies and procedures on AI will be included in staff and student handbooks and on the Goshen County School District technology use form. Staff will instruct students on appropriate and inappropriate use of AI examples on their course syllabi and/or will instruct students on these differences.

It is the expectation that communication around the responsible and appropriate use of AI, including AI types (e.g., generative and predictive), be ongoing and monitored so staff, students, and parents are clear on appropriate and inappropriate uses of AI especially as AI tools continue to evolve.

The misuse or abuse of AI tools is addressed in other district policies and staff and student handbooks. In regard to academic integrity, bullying, or other forms of unethical use, students and staff should look to existing policies and procedures. (See Bullying, Harassment, and Intimidation Policy ([GCSD Policy 5158](#)) and plagiarism or cheating.

DRESS CODE

Students will use good judgment in these matters and not dress in a manner that could be conducive to an accident, violate simple standards of decency, or detract from orderly class procedure. Students shall not wear clothing that the judgment of school personnel constitutes a health or safety hazard. Clothing described below will not be worn in school:

- ✓ Displays tobacco, alcoholic beverages, any controlled substances, or display slogans or sayings that are lewd, offensive, sexually suggestive, or not becoming of students.
- ✓ Bandanas or headgear (do rags)
- ✓ Tops and pants/shorts that reveal undergarments.
- ✓ Roller shoes
- ✓ Face coverings unless mask mandate comes into effect.
- ✓ Pajamas/bedtime apparel are acceptable if they are school-appropriate and fit the dress code as stated above.

- ✓ Gang related apparel, shoes, and proper foot covering must be worn in the school building.
- ❖ Basically, use common sense and respect yourself and others around you.

Remember: If a student attends classes in another district building, they are subject to that building's dress code and other policies while in the building.

CONTACT WITH TEACHERS OF RECORD

It is important to stay connected with all teachers. The communication lines must remain open throughout every course. **Do not wait till the end of the semester.** Please note the best way to contact them is through goshen1.org email accounts and/or Band. We also request students to be **specific when writing about concerns and/or subject area of concern as teachers of PRS have several courses with several grade levels.** It is best to include the subject and activity when emailing the teacher. This will save you time and energy.

COMMUNICATION

It is important to maintain contact with all your teachers. The lines of communication need to always remain open throughout your course. **Do not wait till the end of the semester.** Please note the best way to contact them is through their goshen1.org email account. Also, **please be specific as to your concern and subject you are referencing as teachers of virtual courses have several courses with several grade levels.** It is best to include the subject and activity you are referring to when emailing the teacher.

TEACHER EXPECTATIONS

❖ Guided Notes

Students are required to complete the guided notes for each section of the unit. Students may choose to either complete the guided notes provided or create their own to be used on their tests. Students will be required to scan and send notes to themselves prior to the test. This will allow students to utilize their notes to study. Completed notes will be turned into the teacher of record prior to the scheduled test; however, they will be returned to the student on the day of the scheduled test.

❖ **Proficiency on Mastery Tests (Quizzes) and Unit/Course/Canvas Activities**

Students are expected to put their best effort into **ALL** assignments. As a student progresses through the course, we expect unit activities and guided notes to be completed prior to attempting a Mastery Test. On the Mastery Test, students are allowed two attempts and are expected to be 70% proficient before continuing to the next unit.

If a student does not score proficient within the two attempts of the mastery test, the student will be required to come in to get additional assistance from the Lead Teacher. Once remediation has been completed, the teacher will open the test for reassessment.

Please check with your subject specific teacher for additional expectations to be followed in their course.

❖ **Unit Tests and End of Course Assessments**

Students are expected to complete tests in person. Students will complete their test utilizing only the notes or activities used throughout the unit. They will not be able to utilize their computers.

GRADING CATEGORIES

MAJOR (40%)	MINOR (60%)
✓ Unit Tests ✓ End of Course Test	✓ Guided Notes ✓ Activities (Course, Canvas, Unit) ✓ Discussions ✓ Mastery Tests (Quizzes)

CELL PHONE GUIDELINES AND EXPECTATIONS

Cell phones can be an advantageous tool. However, they are also a great distraction. Cell phones can be used to listen to music while working in classes. Once a play list is selected, it is the expectation that the cell phone will be placed in the lock box located at the front desk. Cell phones can be removed at lunchtime or when the student goes off campus.

- ✓ 1st Offense: Student will turn in their (electronic device that was being used without permission) cell phone, headphones, earbuds/air pods, smart watch, etc. to an administrator for the rest of the school day. If a student refuses to turn in their device, it will be treated as insubordination. Parents will be notified.

- ✓ 2nd Offense: Student will turn in their (electronic device that was being used without permission) for two days. (dropped off before school and picked up at the conclusion of the day) Refusal to turn in electronic device will be treated as insubordination. Parents will be notified.
- ✓ 3rd Offense: Student will be required to turn their (electronic device that was being used without permission) to the office for the next 4 school days. (dropped off before school and picked up at the conclusion of the day) The incident will be handled as an office referral. Parents will be notified, detention(s) will be assessed, and or loss of electronics or other LOP's. Refusal to turn in device(s) will result in a discipline referral for defiance/insubordination and loss of cell phone privileges as determined by the school administrator.

** Students taking classes at a traditional high school are expected to adhere to their policy.

** Cell phone guidelines are covered in further detail in the GCSD Secondary Discipline Matrix.

INTERNET AND COMPUTER USE

Students will be issued a laptop (1:1 Device) at the beginning of the school year. Students are expected to have their laptop charged with them throughout the school day. Charging will be available at various locations throughout the school. Students will be issued a carry bag for the laptop and a charging cord. Students are encouraged to decorate their bags and charger to discern theirs from another.

- ❖ See the following GCSD policy: [Student Internet Access and Safety \(Policy 5128, 6161.5\)](#)

PARKING

Students driving their personal vehicles must provide a copy of their license and proof of insurance. A parking permit will be issued to each student, and it needs to be visible to ensure your car is not reported for towing. If towed, the financial responsibility will fall on the student driver.

LEAVING CAMPUS

For students to leave campus for breaks and/or lunch, students must have parental or guardian permission. A form will be provided upon request and will remain in the student's file. If permission is not obtained, the student will be transported to THS for lunch. Students will not be able to drive personal vehicles to THS without permission obtained.

LUNCH TIME

Students are afforded approximately 45 minutes for lunch. If a student is in the “running man” green and passing, he/she is free to take a longer lunch or go home for the day. If a student’s pacing is less than “running man” green and not passing, the student must be back to school on time. If the student chooses not to return on time, minute-for-minute make-up will be expected after school on the same day the infraction occurred.

STUDENT AMBASSADORS

- ✓ Every student at Platte River is considered an ambassador. As student ambassadors, the expectation is that students are to represent PRS with honor, fidelity, reliability, and respect when participating at any Goshen County School District function or within the community.

STUDENT CODE OF CONDUCT

Students are expected to behave so that others' rights and privileges are not violated. Platte River wants every student to learn in a safe environment, conducive to the learning process, and free from unnecessary disruption. To foster such an environment, GCSD expects students to honor three basic principles:

- ❖ Each student is expected to follow appropriate rules of conduct.
- ❖ Each student is expected to show respect for others and school personnel.
- ❖ The rules of conduct apply to students in the classroom, on school grounds, in school vehicles, and during school related activities or events.
- ❖ See the following GCSD policy: [Student Code of Conduct \(Policy 5131.22\)](#)

SAFE AND RESPECTFUL LEARNING ENVIRONMENT

Every student deserves a safe and respectful learning environment; therefore, we ask you to:

- ✓ **RESPECT YOURSELF**
- ✓ **RESPECT OTHERS**
- ✓ **RESPECT SCHOOL PROPERTY**

ROLE OF THE PARENT/GUARDIAN

- ✓ Parents are encouraged to take an active role in their student's education and should especially be involved and informed if a student is enrolled in a virtual program or virtual course. Each student must have a designated parent/guardian who will serve as a point of contact for the virtual education teacher and learning coach for the purpose of providing student monitoring progress, assisting with student participation and attendance, and for other necessary support.
- ✓ Additional resources can be found here on navigation of the Edmentum Courseware. [Courses Guide for Students and Their Parents or Guardians \(edmentum.com\)](#)
- ✓ For additional information on understanding your student's grade and progress, please see the following link. [Edmentum Sensei for CW Families](#)

REVOKING ELIGIBILITY TO PLATTE RIVER SCHOOL

Platte River School is a school of choice; therefore, adherence to school policies and procedures is instrumental to the success of the student and to the program.

Students may be asked to leave PRS at semester for the following reasons:

- ✓ Failure to maintain pacing for multiple weeks leading to excessive absences from courses (traditional or online).
- ✓ Failure of registered courses.
- ✓ Failure to check-in with lead teacher weekly.
- ✓ Failure to attend tutorials, remediation, or enrichment Fridays.
- ✓ Students are not to have any documented discipline or attendance problems.
- ✓ Student admission may be revoked if the student fails to maintain good attendance, passing grades, or fails to comply with the communicated district or campus disciplinary policies, rules, regulations, or directives.

GCSD SECONDARY DISCIPLINE MATRIX

Platte River School's staff and students will abide by Goshen County School District's Secondary Discipline Matrix.

At GCSD#1, we are committed to ensuring that every student has the right to access and benefit from a high-quality education. To support this mission, Goshen County School District #1 (GCSD#1) utilizes a **Discipline Matrix** as a framework for addressing behavioral issues in a consistent and transparent manner.

We believe that consistency in managing inappropriate behaviors fosters trust and understanding among students, parents, staff, and the broader school community. The Discipline Matrix serves as a guide for school administrators in responding to most disciplinary situations. However, we recognize that each situation is unique, and therefore, **administrative discretion** may be applied when necessary to determine whether an incident is considered a minor or major incident.

We aim to help students understand the impact of their actions and provide them with opportunities to align their behavior with the expectations of GCSD#1.

STANDARD RESPONSE PROTOCOL (SRP)

The Standard Response Protocol (SRP) a critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders, and other student safety threats are scenarios planned and trained for by school and district administration and staff. Historically, schools have taken this scenario-based approach to respond to hazards and threats. It is not uncommon to find a stapled sheaf of papers or even a tabbed binder in a teacher's desk that describes a variety of things that might happen and the specific response to each event. SRP is action based. The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple – there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants, including students, staff, teachers and first responders.

1. Lockout is followed by the Directive: “Secure the Perimeter” and is the protocol used to safeguard students and staff within the building.
2. Lockdown is followed by “Locks, Lights, out-of-sight” and is the protocol used to secure individual rooms and keep students quiet and in place.
3. Evacuation is always followed by a location and is used to move students and staff from one location to a different location in or out of the building.
4. Shelter is always followed by a type and a method and is the protocol for group and self-protection. These specific actions can function as both a verb and a noun. If the action is Lockdown, it would be announced on public address as “Lockdown! Locks, Lights, Out of Sight.” Communication to local Law Enforcement or the Media would then be “We are under Lockdown.” Each response has specific student and staff action. The Evacuate response is always followed by a location: “Evacuate to the Bus Zone.” Responses can also be chained. “Evacuate to Hallway. Shelter for Tornado. Drop, Cover and Hold.”

INFORMATION FOR PARENTS

Parent/Guardian Notification Overview In a crisis, it is critical to provide parents/guardians accurate information pertaining to a crisis as quickly as possible. In some instances, ensuring the accuracy of information may result in a delay of information getting released. Many methods of communication are relied on to get accurate information to parents and community members in a timely manner. The methods include web sites, local media, and rapid call auto dialer systems. Torrington High School will determine procedures for contacting parents/guardians who have students being directly impacted by the crisis.

Parent/Guardian Responsibilities during a Crisis During a crisis, parents/guardians should be advised to remain close to a phone, computer, or media source in order to receive the most accurate information in a timely manner. To facilitate this process, it is extremely important that parents/guardians maintain current contact information on file with the school. Many parents will feel the need to respond to the school at first notice of any crisis. This can result in unintended negative consequences. For example, when parents/guardians arrive at schools during a crisis, the

district is forced to reassign resources dedicated to student safety to help manage parents arriving at schools. Districts should educate parents on these procedures/issues as part of crisis preparedness. Parent/Guardian Reunification with Student although districts aim to reunite students with parents/guardians as soon as possible during times of crisis, this may not be able to occur during or even Emergency Protocol immediately following a school or community crisis. Goshen County School District will work in conjunction with the local police and fire agencies to determine when it is safe to reunite students and parents/guardians. In some cases, if the safest option is to keep students in schools while a crisis is being managed in the community, the reunification process could be delayed several hours in order to ensure students are not placed in a harmful situation. Once it has been determined that it is safe to allow reunification to occur, the details of will be communicated to parents/guardians via web sites, local media, and rapid call auto dialer systems. Parents/guardians can be prepared for the reunification process by bringing the items specifically requested by the website and/or the auto dialing system to the reunification site. A minimum requirement of photo identification will most likely be necessary at these events. This information will be shared with parents/guardians via the communication methods outlined previously.

IMPORTANT LINKS

- ❖ [Attendance Regulations \(Policy 5113\)](#)
- ❖ [Student Attendance Secondary Reg 2\), \(Policy 5113\)](#)
- ❖ [Truancy \(Policy 5113.1\)](#)
 - ✓ These are the attendance and truancy regulations set forth by Goshen County School District Board of Trustees. Students are required to abide by the attendance requirements set forth by district policy.
- ❖ [Graduation Requirements \(Policy 5127A\)](#)
 - ✓ It should be noted that these are the minimum requirements for graduation. GCSD and the PRS staff strongly recommend pursuing additional credits that align with the student's post-secondary goals.
- ❖ [Grading Regulations \(Policy 5121\)](#)
 - ✓ In the traditional high schools, students and their parents/guardians have access to their grades and progress through PowerSchool.
 - ✓ Platte River utilizes Edmentum with parent/guardian access provided through Sensei. Parents/Guardians receive an email at the beginning of the year to receive access to their student's progress and grades. Final grades will be noted in PowerSchool.
- ❖ [Hathaway Scholarship Requirements](#)
 - ✓ The Hathaway Scholarship is an opportunity for students pursuing post-secondary education (college, university, or technical) in the state of Wyoming to earn money towards their degree and/or certifications.
- ❖ [Student Code of Conduct \(Policy 5131.22\)](#)
 - ✓ Students are to adhere to the GCSD's code of conduct. These are general rules to ensure the rights and welfare of all students.
- ❖ [GCSD Secondary Discipline Matrix](#)
 - ✓ Platte River School's staff and students will abide by Goshen County School District's Secondary Discipline Matrix.

Platte River School Policies and Procedures Contract

Student's First and Last Name (PRINTED): _____

After reading the policies and procedures within the PRS handbook, please complete this form (100%) and return it.

We will do our best to enforce the rules and policies always listed in the PRS handbook in a fair and consistent manner to create an environment in which all students feel safe and respected and in which they can learn.

Platte River School Staff

2026-2027

I have read the policies and procedures within the PRS handbook. I will do my best to abide by the expectations and procedures outlined above and will accept the consequences should I not do so. If I have a question or concern about any situation, I understand that I should arrange to speak with Ms. Maxey at an appropriate time in an appropriate manner.

Student's Signature _____

Date _____

I have read the information above and understand what is expected of my student. I will do my best to help my student meet these expectations, and I am fully aware of what will happen should he/she not follow the expectations and procedures outlined above. If I have a question or concern about any situation in PRS, I understand that I may contact Ms. Maxey by phone or email.

Parent's/Guardian's Signature _____

Date _____

Thank you for partnering with us to provide an awesome and successful year for you and your Platte River student.

#GoPRSrattlers

#PRS_DifferentByDesign

#PRS_SchoolOfChoice

Student Phone Number: _____

Parent/Guardian Email Address: _____

Parent/Guardian Phone: _____

Relationship to Student: _____

Parent/Guardian Email Address: _____

Parent/Guardian Phone: _____

Relationship to Student: _____

GCSD SECONDARY DISCIPLINE MATRIX

Platte River School's staff and students will abide by Goshen County School District's Secondary Discipline Matrix.

GCSD #1 Discipline Matrix

Mission: To become a leading district, we will partner with families and the community to provide an engaging and challenging education that empowers all students to thrive as productive citizens, leaders, and innovative thinkers.

Philosophy: At GCSD#1, we are committed to ensuring that every student has the right to access and benefit from a high-quality education. To support this mission, Goshen County School District #1 (GCSD#1) utilizes a Discipline Matrix as a framework for addressing behavioral issues in a consistent and transparent manner.

We believe that consistency in managing inappropriate behaviors fosters trust and understanding among students, parents, staff, and the broader school community. The Discipline Matrix serves as a guide for school administrators in responding to most disciplinary situations. However, we recognize that each situation is unique, and therefore, administrative discretion may be applied when necessary to determine whether an incident is considered a minor or major incident.

We aim to help students understand the impact of their actions and provide them with opportunities to align their behavior with the expectations of GCSD#1.

Definitions

Alternative Discipline: An integrated component of the GCSD #1 Discipline Matrix and is used in conjunction with assigned consequences to teach, reteach, and reinforce expected behaviors.

All administrators or designees will incorporate Alternative Discipline strategies when responding to student behavior, for repeated or pattern behaviors, to ensure alignment with the district's Tier 1, Tier 2, and Tier 3 support framework.

Alternative Discipline is designed to:

- Address the root cause of behavior
- Teach replacement behaviors aligned with district expectations
- Support students in developing responsibility and self-regulation
- Reduce repeated behavioral incidents over time

Classroom Conduct Infractions: Classroom behaviors are those that will be addressed by the teacher. These behaviors occur in the classroom and require reteaching. Classroom behaviors requiring reteaching are those that cause the student to lose engagement and are handled within the classroom setting, before school or after school. These behaviors are documented through an office referral.

School Conduct Infractions: School conduct infractions include those that cannot be taught in the classroom. These behaviors may involve behaviors from keeping the school clean to behaviors that threaten the safety of an individual. School conduct infractions will involve a point system with more severe infractions incurring higher point accumulations and more severe consequences.

Detention: Student will stay after school until 4:45 p.m. on Monday through Thursday only, unless other arrangements are made with administration, which could include lunch detention. Students will not be allowed to attend an activity the day of the detention until they have served their detention. Students will have one day to confirm with an administrator when they will serve the detention.

In School Suspensions (ISS): If a student receives in school suspension, he/she will be able to complete all classroom assigned work. Students placed in ISS will be required to leave their cell phone with administration. When in ISS, students are allowed to practice, however, they are not allowed to play in games, however, they can travel with the team unless the team leaves before end of day dismissal early but may not dress out for the game. Administration will notify the parent or guardian when a student is placed in ISS. If a student does not follow the rules of the ISS room, they will be sent home and placed in Out of School Suspension.

Out of School Suspensions (OSS): If a student receives out of school suspension, he/she will be able to complete all classroom assigned work. Students will be able to email teachers for assignments and ask any questions via email during OSS. During the OSS, students are not allowed to participate in any school sponsored activities or be on school property. Administration will notify the parent or guardian when a student is placed in OSS.

Loss of Privilege (LOP): LOP will be an alternative consequence in some student discipline situations. LOP could include loss of electronic device use on school grounds, loss of open campus lunch privileges, or loss of privilege to attend a school activity as a spectator.

Parent Contact: Documented teacher/administrator communication to parent/guardian(s) with acknowledgment of receipt. Examples are phone, email, text or use of communication app with acknowledgment of receipt by parent/guardian.

Documented Plans and Behavioral Accommodations: GCSD#1 recognizes that some students have unique needs that require individualized support. Students with a documented plan, such as an Individualized Education Program (IEP), 504 Plan, Health Plan, or MTSS Intervention Plan, may receive accommodations to the Discipline Matrix based on the specific needs outlined in their plan. Any modifications to the application of the Discipline Matrix are determined through a collaborative team decision-making process, ensuring that responses to behavior are both fair and supportive of the student's educational and developmental needs.

Parent/Guardian Meeting: A scheduled face-to-face conference involving the student, parent(s)/guardian(s), and school staff to address behavioral concerns and foster communication between home and school. Topics may include, but are not limited to, reviewing incident(s), clarifying expectations, discussing consequences, identifying supports, and developing a plan for improvement; however, not all topics are required to be discussed at every meeting. All parents and guardians included under that heading in the Student Information System (SIS) will be notified, made aware of the meeting, and provided the opportunity to attend.

Parent Contact: Direct communication between school staff and parent(s)/guardian(s) to inform them of a student behavior incident, the school's response, and any possible consequences or next steps. Contact may also include discussion of expectations, supports, or plans for improvement, as appropriate. All parents and guardians included under that heading in the Student Information System (SIS) will be notified.

GCSD #1 2025–26 Discipline Matrix Point System (100 Point Maximum)

The purpose of the point system is to:

1. Improve the educational environment for students, teachers, parents, and staff
2. Inform students and parents of rules and policies
3. Record discipline violations in a systematic way

The discipline point system is grounded in the belief that all students have the right to learn in a safe and supportive environment and that behavior is best addressed through a continuum of supports and interventions. When a student begins to demonstrate patterns of behavior that result in point accumulation, the student will be referred to the Student Success Team (SST) for review and support.

The Student Success Team will ensure that appropriate Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) interventions have been implemented, monitored, and adjusted to support the student's behavioral and academic success. The focus of this process is to identify the root causes of behavior, provide instruction and support, and help the student develop replacement behaviors aligned with district expectations.

After a third referral for the same behavior, the student will be referred to the Student Success Team where an individualized support plan will be developed in collaboration with the student and parent. This plan will focus on identifying the root cause of the behavior and teaching replacement skills, while minimizing additional loss of instructional time.

This support plan will function separately from disciplinary consequences and should prioritize maintaining the student's access to the classroom environment whenever possible. The goal is to provide targeted interventions and supports that improve behavior without further excluding the student from learning opportunities.

If a student accumulates 100 points within a school year, and after documented implementation of Tier 1, Tier 2, and Tier 3 interventions through the Student Success Team, the student and parent(s)/guardian(s) may be asked to meet with the Goshen County School District #1 Board of Trustees. At that time, the Board may review the student's progress and interventions and determine appropriate educational options, which may include alternative placement or schedule modification.

Students may reduce point accumulation through positive participation in interventions, including the opportunity to “buy back” points by attending and fully participating in a Green Friday (Intervention/Extension Day).

The following categories serve as guidelines for addressing student misconduct. While not all behaviors can be anticipated, administration will respond in a manner that is consistent, supportive, and aligned with both district expectations and individual student needs.

Behavior	Definition	1 st Office Referral	2 nd Office Referral	3 rd Office Referral
Tardy	A student is late (under 10 minutes) to 5 or more classes (total), which constitutes an office referral for every five tardies. Totals reset for each semester.	Parent/guardian contact. 4 Days of lunch detention	Parent/guardian contact. 4 additional tardies after the 4 th will result in 4 additional lunch detentions/after school detention. (LOP)	4 additional tardies after the 8 th tardy referred to SST or alternative discipline plan
Skipping reteaching	Student skips reteaching from one or more teachers. When two re-teachings have been skipped for one teacher, that teacher will call the parents and assign an additional re-teaching. If the additional re-teaching is skipped, the teacher will provide administration with an office referral.	Counsel with student and call parent(s)/ guardian(s) as to the reason(s) why the skipping took place and inform parents the student will need to make up the re-teachings and if they continue to skip other re-teachings, they will be placed in ISS for one day and then walked to their re-teaching after school. Assess 5 points.	Counsel with student and call parent(s)/ guardian(s) as to the reason(s) why the skipping took place and inform parents the student will need to make up the re-teachings and if they continue to skip other re-teachings, they will be placed in ISS for one day and then walked to their reteaching after school. Assess 5 points.	Counsel with student and call parent(s)/ guardian(s) as to the reason(s) why the skipping took place and inform them the student will need to make up the re-teachings and if they continue to skip other re-teachings, they will be placed in ISS for 2 days and then walked to their re-teaching after school. Assess 5 points.

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Dress Code Violation	Student wears clothing that does not fit within the school dress code guidelines practiced by the school/district. Staff are expected to refer this to the office immediately.	Parent/guardian contact. Student asked to find appropriate clothes or parents are asked to bring clothes from home. Refusal to change will result in Insubordination consequences found in this matrix.	Parent contact/guardian. Student asked to find appropriate clothes or parents are asked to bring clothes from home. Refusal to change will result in Insubordination. Assess 5 points.	Parent contact/guardian. Student asked to find appropriate clothes or parents are asked to bring clothes from home. Each subsequent dress code violation results in lunch detention. Refusal to change will be Insubordination. Assess 5 points.
Disruption to educational environment	Behavior causing an interruption in a class or activity. Disruption includes loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing, disrupting other classes while in the halls; and/or sustained out-of-seat behavior that interrupts the educational process and impedes learning (a minimum of three	Parent/guardian contact and counsel student back to class or sent to the ISS room for a Re-Entry Plan in which student waits for teacher or administration to counsel them back into class.	Parent/guardian contact and counsel the student back to class or sent to the ISS room for a Re-Entry Plan in which student waits for teacher or admin. to counsel them back into class. Assess 5 points.	Parent/guardian contact and counsel the student back to class or sent to the ISS room for a Re-Entry Plan. Assess 5 points

	documented disruption re-teachings and one documented communication to a parent with acknowledgment of receipt to parent(s) results in an office referral).			Each subsequent disruption results in one day of ISS and 10 points.
Inappropriate Display of Affection	Appropriate Displays of Affection: • Hugging: A brief, friendly hug • Holding Hands: Holding hands in hallways or common areas. • Smiling and Compliments: Warm, friendly interactions, including giving compliments or smiling, are positive forms of affection. • Sitting Close Together: Sitting side-by-side at lunch or during free periods, as long as	Parent/guardian contact with warning. Teachers must submit write-up documentation.	Parent/guardian meeting, 1 day of Detention Assess 5 points.	Parent meeting. ISS for 1 day. Assess 10 points.

	physical boundaries are respected. Inappropriate Displays of Affection: • Kissing: Prolonged or passionate kissing is considered inappropriate in the school setting. • Touching in intimate areas: Any form of intimate touching on the outside or inside of clothing that is not suitable for a school environment. • Overly long embraces or physical closeness: Physical contact that makes others uncomfortable and disrupts the educational environment.			
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	• Students who violate could be subject to a Title IV investigation per district policy.			
Elevated / Extreme Inappropriate Physical Conduct	Extreme inappropriate physical conduct includes physical interactions between students that go significantly beyond acceptable school boundaries and expectations for public behavior and require immediate staff intervention. This includes, but is not limited to: • Physical behavior that involves seclusion, concealment, or intentional avoidance of supervision • Conduct that demonstrates a serious disregard for school	- Parent/guardian meeting - Due to the nature of these incidents, administrative response may include immediate removal, parent/guardian conference, and consideration of additional supports or disciplinary actions in alignment with district policy. Assess 20pts	• Parent/guardian meeting • 2 days of Out-of-School Suspension (OSS) • Administrative review of student supervision in all school areas while on campus Assess 20pts	• Parent/guardian meeting • 5 days OSS, or alternative placement as determined by administration • Development of an individualized behavior and supervision plan • Schedule adjustment • Increased supervision or restricted access to certain areas • Consideration of alternative educational placement Assess 20pts

	setting, supervision, or appropriate boundaries - Physical interactions that are not appropriate for any school environment, regardless of location (classroom, restroom, locker room, secluded areas, etc.) - Behavior that creates significant safety, supervision, or liability concerns for the school - Students who violate could be subject to a Title IV investigation per district policy. These behaviors exceed inappropriate displays of affection and will be addressed at a higher level of administrative response.			
Inappropriate language/profanity/	Verbal, written, hand gestures, slurs, profanity, or electronic messages that include swearing, name	Parent/guardian contact by teachers and written	Parent/guardian meeting with administration and applicable staff.	Parent/guardian meeting with administration and applicable staff.

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inappropriate gestures	calling or use of words in an inappropriate way not directed at an individual.	warning and reteaching at classroom level.	Detention 2 Days Assess 10 points	Detention 3 Days Assess 10 points
Abusive Language	Verbal, written, hand gestures or electronic messages that include swearing, name calling or use of words in an inappropriate way that is directed at staff or student. This includes profanity, slurs or aggressive tone directed at staff or student.	Parent/guardian contact ISS (3 days) Assess 20 points	Parent/guardian Contact ISS (5 Days) Assess 20 points	Parent/guardian Contact OSS (3 Days) Assess 20 points
Skip class/truancy/neglecting obligation	Student leaves class/school without permission or stays out of class/school without permission beyond the 10 minute tardy period.	Parent/guardian meeting. Detention 3 days Assess 10 points	Parent/guardian meeting. - Required attendance recovery plan (student must attend all assigned classes with supervision/check-in) - Mandatory make-up of missed class time/work	Parent/guardian meeting. ISS 1 day 1 week loss of privilege, LOP Assess 10 points

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			Assess 10 points	
Defiance	• Failure to follow a reasonable staff request after being given a clear direction and one opportunity to comply. • Examples: - Refusing to begin work - Not following classroom expectations after redirection - Eye-rolling - Refusal to start work initially - Talking back mildly - Ignoring direction once	• Teacher redirection and reteaching (required) • Private, calm conversation • Documented classroom intervention • Teacher must: - Give clear direction - Allow wait time - Provide reteach	• Parent/guardian contact • 1 day detention • Student conference (problem-solving) - Student reflection: - What happened? - What were you trying to avoid or get? - What will you do differently next time? - Behavior goal set (short-term) • Assess 5 points	• Parent meeting with applicable staff. • Detention 3 days Assess 10 points
Disrespect	Insulting, mocking, taunting, ignoring, speaking rudely and/or socially rude interactions. This is not limited to staff, but all individuals in all GCSD#1 facilities.	• Parent/guardian meeting • Detention 2 days • Re-entry plan before returning to class • Specific behavior goal Assess 10 points	• Parent/guardian meeting • Detention 4 days • Re-entry plan before returning to class • Specific behavior goal Assess 10 points	• Parent/guardian meeting • ISS (1 Day) • Incorporate Behavior Intervention Plan Assess 15 points

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False Reporting	Students deliver messages that are untrue, deceptive and/or deliberately violates rules. This includes false reporting on another student.	Parent/guardian contact. Detention 2 Days Assess 10 points	Parent/guardian meeting. 1 day of ISS. Assess 10 points	Parent/guardian meeting. 3 days of ISS. Assess 15 points
Forgery/theft	A student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.	• Parent/guardian contact. ISS for 1 day. Assess 10 points for theft under \$25. Assess 15 points and contact law enforcement/SRO for theft above \$25 in value.	• Parent/guardian meeting. • ISS for 3 days. • Assess 10 points for theft under \$25. • Assess 15 points and contact law enforcement/SRO for theft above \$25 in value.	Parent/guardian meeting. OSS for 3 days. Assess 15 points for theft under \$25. Assess 15 points and contact law enforcement/SRO for theft above \$25 in value.
Insubordination	• Repeated or escalated refusal to follow directions after	• Parent/guardian contact	• Parent/guardian meeting	• Parent/guardian meeting

	multiple attempts and support, or refusal to comply with an administrator. - Examples: -Ongoing refusal after reteaching and redirection -Walking away from staff direction -Escalation that disrupts the learning environment -Insubordination will be considered an escalation of defiance and applied when a student continues to refuse to comply after reteaching, redirection, and support, or when behavior significantly disrupts the learning environment. - Isolated incidents of minor noncompliance or perceived disrespect should be	1 day ISS if this is beyond 1 class conflict, if only conflict is individual classroom student should only be removed for the remainder of the class period. - Administrative conference with the student - Student reflection: What happened? What caused the escalation? What will you do differently next time? - Classroom level Re-entry plan before returning to class	2 days ISS if this is beyond 1 class conflict, if only conflict is individual classroom student should only be removed for class period for 2 days - Assess 15 points - Referral to Student Success Team (SST) - Identify root cause: - Task avoidance - Skill deficit - Peer conflict - Emotional regulation - Begin targeted behavior support plan - Consider:	3 ISS or OSS (based on severity) if this is beyond 1 class conflict, if only conflict is individual classroom student should only be removed for class period for 3 days - Assess 15 points - Continued SST involvement with documented interventions - Formal behavior plan (BIP if needed) - Possible: - Schedule adjustment - Placement consideration
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PLATTE RIVER SCHOOL STUDENT HANDBOOK

	addressed through reteaching and classroom management practices. Office referrals are reserved for repeated or escalated behaviors.	• Clear expectation reset • Specific behavior goal • Assess 15 points	• Check-in/check-out • Staff mentor • Structured classroom supports	• Increased supervision • Re-entry meeting required
Gross Misbehavior	• Behaviors that are unacceptable, unsafe, or publicly humiliating and represent a significant escalation beyond typical student misconduct. These incidents involve actions that are intended to degrade, embarrass, or physically impose on another student and create serious safety, dignity, or emotional concerns.	Parent meeting. ISS 1 Day. Assess 10 points.	Parent meeting. ISS 2 Days. Assess 10 points.	Parent meeting. OSS for 3 days. Assess 20 points.

	• Examples include, but are not limited to, depantsing, dumping food or drink on others, placing students in trash cans or lockers, or similar actions (e.g., “swirlies”) when conducted in a manner that is forceful, repeated, or intended to humiliate. • This category does not include playful behavior. Incidents are categorized at this level when the behavior is severe in nature, involves lack of consent, causes harm or significant embarrassment, or requires immediate staff intervention.			
Driving Infractions	Any driving infraction on school grounds that fits the Wyoming state statutes of	Parent meeting.	Parent meeting.	Parent meeting.

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Careless Driving	Careless or Reckless driving. All driving violations will require law enforcement notification.	Detention for 1 day.	Detention for 2 days.	ISS for 1 day.
Reckless Driving		One week no parking on campus Assess 10 points.	Two weeks no parking on campus Assess 10 points.	Loss of parking privileges for the remainder of the year. Assess 15 points.
False Fire Alarm	Student pulls a fire alarm or tampers with fire suppression system without the presence of a fire.	Referral to law enforcement; 4 days of OSS. Assess 30 points.	Referral to law enforcement; Student & parent(s) meet with Goshen County School District #1 Trustees to determine future placement and or schedule reduction	
Academic dishonesty	Includes behaviors that violate expectations of academic integrity, including but not limited to: -Cheating on assignments or assessments -Copying another student's work	• Parent/guardian contact • 1 day of detention • Reteaching of academic integrity expectations • Opportunity to redo or complete	• Parent/guardian meeting • 2 days of detention • Reteaching of academic integrity expectations	• Parent/guardian conference • 3 days of detention • Reteaching of academic integrity expectations

	-Plagiarism (presenting others' work or ideas as one's own) -Use of AI tools must align with teacher expectations. -- Unauthorized or undisclosed use of AI-generated work may be considered academic dishonesty -Sharing or receiving answers without permission -Submitting work that is not the student's own	assignment appropriately (when applicable) • Student completes a brief reflection: -What did you do? -Why does academic integrity matter? -What will you do differently? Assess 5 points	• Academic integrity plan • Required redo with guided support Assign 5 points	• Referral to Student Success Team (SST) • Investigation of root cause: -Skill deficit (writing, citing, studying) -Pressure/anxiety -Avoidance behavior -Development of a targeted intervention plan Assess 10 points
Behavior: Student Altercation (Pre-Fighting Behavior)	• An altercation is defined as a physical or verbal escalation between students that goes beyond roughhousing but does not rise to the	• Parent/guardian contact • 1 day of detention • Conflict resolution reteaching • Student reflection:	• Parent/guardian meeting • 3 days of detention • Structured conflict resolution session	• Parent/guardian meeting • 1 day of ISS • Referral to Student Success Team (SST)

	level of fighting or assault. - This may include pushing, shoving, chest bumping, grabbing, mutual confrontation, or aggressive posturing that creates a disruption or safety concern. - This does not include playful behavior and does not require injury. If the situation escalates further or results in injury, it may be classified as fighting or assault.	- What happened? - What caused the conflict? - What could you do differently? - Restorative conversation (if appropriate and safe) - Facilitated by administrator or designee Assess 5 points	- Behavior plan or agreement between students (if ongoing issue) - Administrator or designee mediation required - Identify root cause: -Peer conflict? -Social skills? -Ongoing tension? - Check-in with staff mentor or admin or designee for an established period of time minimum 2 weeks Assess 10 points	- Develop targeted behavior support plan - Required: -Conflict resolution intervention -Re-entry meeting before returning to class -Ongoing monitoring plan -Adjusted schedule or student separation if needed Assess 15 points
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Behavior: Misuse of School-Issued Technology	• Use of school-issued technology in a manner that does not support the learning environment. • This includes, but is not limited to: -Accessing unapproved websites -Playing games or streaming non-instructional content -Bypassing school filters -Being off-task during instructional time while using school-issued technology -Utilizing and/or impersonating another individual by use of their login credentials. -Using any other district assigned login information other than your own	• Parent/guardian contact • Teacher redirection and reteaching • Temporary loss of computer privileges in class (alternative work provided)(not longer than the remainder of the class period) • Teacher quick student check-in: "What should you be using your computer for right now?" -Clarify expectation: "Responsible use means staying on your assigned task." • Student identifies fix:	• Parent/guardian contact • 1 day of detention • Continued restricted computer access (teacher-directed only) (alternative work provided) • Reteaching of appropriate technology use • Structured plan for device use • Clear "when/how" student can use device • Student reflection: -What distracts you? -What helps you stay focused? • Teacher provides frequent check-	• Parent/guardian conference • 2 days of detention (or detention + ISS flexibility if needed) • Loss of independent computer privileges for a designated period (not more than 4 days) • Reteaching of appropriate technology use • Referral to Student Success Team (SST) • Identify root cause: -Task avoidance? -Attention issues?
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	-Students are expected to use technology as a tool for learning in a responsible, focused, and appropriate manner.	“What will you do differently for the next 10 minutes?” Assess 5 points	ins or proximity support Assess 5 points	-Habit/addiction? -Skill gap (organization/focus)? • Develop a technology use plan: -Scheduled device use -Monitoring system -Gradual release back to independence Assess 15 points
Cell Phone/Electronics Violation Policy 5111	At the beginning of each class period, students must power off or place cell phone in airplane mode and turn in their phones, smartwatches, earbuds/airpods, or personal electronic	Student will turn in their (electronic device that was being used without permission) cell phone, headphones, earbuds/airpods, smart watch, etc. to an administrator for the rest of the school day. If a	Student will turn in their (electronic device that was being used without permission) for two days. (dropped off before school and picked up at the conclusion of the day) Refusal to turn in electronic device will be	Student will be required to walk their (electronic device that was being used without permission) to the office for the next 4 school days. (dropped off before school and picked up at the conclusion of the day) The incident will be

	devices to the classroom teacher. - Devices will be stored in a school-approved location with their classroom teacher. During Class: - Students are not permitted to access their phones or personal electronic devices during instructional time End of Each Period: - Students may retrieve their devices at the end of the class period and use them during passing periods only. Forgotten Device Procedure: - If a student fails to turn in their device at the beginning of a class period it is considered an offense and would	student refuses to turn in their device, it will be treated as insubordination. Parents will be notified. Insubordination: Any refusal to turn in cell phone, headphones, earbuds/airpods, smart watch, etc. to an administrator after communication with parents and continued refusal will be disciplined as such according to this matrix.	treated as insubordination. Parents will be notified.	handled as an office referral. Parents will be notified, detention(s) will be assessed, and or loss of electronics or other LOP's.
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	be addressed by the discipline matrix. Exceptions: • Medical Exceptions: Students with a documented health plan (e.g., IEP, 504 Plan, or medical note) that requires them to have a phone on their person at all times will be exempt. School administration will review and verify all such accommodations in consultation with school health staff.			
Tobacco, Electronic Nicotine Delivery Devices, Illegal Drugs & drugs for which the user does not have a lawful prescription or	The possession, distribution or use of tobacco (defined to include electronic cigarettes, and non-regulated vapors), drugs for which the user does not have a lawful prescription, or substances	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. Up to 2 days of detention or in school suspension	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 3 days of in school suspension, out of school	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 5 days of in school suspension, out of school

drugs used in a manner as to be dangerous to the student on school grounds or during a school function	which are used in such a manner as to be dangerous to the student in any school building, on school grounds, at any school function, or while on any school-sponsored trip is prohibited. Students are prohibited from being in any school building, on school grounds, or at any school function while under the influence of alcohol, drugs or other substances or following the immediate prior use of alcohol, drugs, or substances. This policy shall apply to all students regardless of whether they are of legal age. Any student suspected of being under the influence of alcohol, drugs or other substance or whose immediate prior use of alcohol, drugs or other substance is suspected may be removed from the classroom, school building, school grounds, or school	3. Student required to enroll in administrator approved cessation program 4. Administrator will provide an opportunity for a no-cost program 5. Student may not participate in or attend any school activities during detention, in school suspension, out of school alternative placement, or out of school suspension *Administrator-approved cessation program requirement is currently N-O-T Youth Tobacco/Vaping Education Assess 15 points	alternative placement, or out of school suspension 3. Student is required to make up work 4. Student required to enroll in administrator approved cessation program 5. Administrator will provide an opportunity for a no-cost program 6. Mental health evaluation/counseling may be recommended. 7. Program cost and any related costs are the responsibility of the student and/or student's family if they choose a program not contracted by the district. 8. Student may not participate in or attend any school activities during detention, in school	alternative placement, or out of school suspension 3. Student is required to make up work 4. Student required to enroll in administrator approved cessation program 5. Administrator will provide an opportunity for a no-cost program 6. Mental health evaluation/counseling may be recommended. 7. Program cost and any related costs are the responsibility of the student and/or student's family if they choose a program not contracted by the district. 8. Student may not participate in or attend any school activities during detention, in school
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	function pending further investigation. Students may be suspended or expelled for violation of the prohibition of alcohol, tobacco, drugs or other non-regulated substances.		suspension, out of school alternative placement, or out of school suspension Assess 15 points	suspension, out of school alternative placement, or out of school suspension Assess 15 points
Illegal Drugs and or Drug Paraphernalia or Counterfeit Substance Use and or Possession, more than Sharing	The possession, distribution or use of tobacco (defined to include electronic cigarettes, and non-regulated vapors), drugs for which the user does not have a lawful prescription, or substances which are used in such a manner as to be dangerous to the student in any school building, on school grounds, at any school function, or while on any school-sponsored trip is prohibited. Students are prohibited from being in any school building, on school grounds, or at any school function while under the influence of alcohol,	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 5 - 10 days of in school suspension or out of school suspension if under the influence 3. 10 days out of school suspension if in possession 4. Student is required to make-up work 5. Student required to enroll in an administrator approved, no-cost cessation program. If student's parent/guardian chooses a program not	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 10 days out of school suspension with recommendation to Board of Trustees for an additional expulsion of up to 90 days 3. Board may use alternative placement or virtual education option in lieu of expulsion. 4. Student is required to make up work if not expelled 5. Student required to enroll in an	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 10 days out of school suspension with recommendation to Board of Trustees for an expulsion of up to one year 3. Board may use alternative placement or virtual education option in lieu of expulsion. 4. Student is required to make up work if not expelled

	drugs or other substances or following the immediate prior use of alcohol, drugs, or substances. This policy shall apply to all students regardless of whether they are of legal age. Any student suspected of being under the influence of alcohol, drugs or other substance or whose immediate prior use of alcohol, drugs or other substance is suspected may be removed from the classroom, school building, school grounds, or school function pending further investigation. Students may be suspended or expelled for violation of the prohibition of alcohol, tobacco, drugs or other non-regulated substances.	contracted by district, program and related costs are the responsibility of the parent/guardian 6. Enrollment will waive/eliminate the additional 10 days of out of school suspension 7. Failure to complete the diversion program in agreement with the school administrator will result in an additional 5 days out of school suspension. It is the student's responsibility to provide proof of attendance and program completion 8. Student may not participate in or attend any school activities during detention, in school suspension, out of school alternative placement, or out of school suspension	administrator approved, no-cost cessation program. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 6. Enrollment will waive/eliminate the additional 10 days of out of school suspension 7. Failure to complete the diversion program in agreement with the school administrator will result in an additional 5 days out of school suspension. It is the student's responsibility to provide proof of attendance and program completion 8. Student may not participate in or attend any school activities during detention, in school	5. Student required to enroll in an administrator approved, no-cost cessation program. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 6. Enrollment will waive/eliminate the additional 10 days of out of school suspension 7. Failure to complete the diversion program in agreement with the school administrator will result in an additional 5 days out of school suspension. It is the student's responsibility to provide proof of attendance and program completion 8. Student may not participate in or attend any school activities during
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			suspension, out of school alternative placement, out of school suspension, or expulsion	detention, ISS, out of school alternative placement, out of school suspension, or expulsion
Intent to Sell or Distribute Illegal Drugs or Paraphernalia or Counterfeit Substance Paraphernalia or Counterfeit Substance		1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 10 days out of school suspension with recommendation to Board of Trustees for an expulsion of up to one year 3. Board may use alternative placement or virtual education option in lieu of expulsion. 4. Student is required to make up work if not expelled 5. Student required to enroll in an administrator approved, no-cost cessation program. If student's parent/guardian		

		chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 6. Enrollment will waive/eliminate the additional 10 days of out of school suspension 2025-2026 7. Failure to complete the diversion program in agreement with the school administrator will result in an additional 5 days out of school suspension. It is the student's responsibility to provide proof of attendance and program completion 8. Student may not participate in or attend any school activities during detention, in school suspension, out of school alternative placement, out		
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		of school suspension, or expulsion		
Possession of Illegal Drugs or Paraphernalia or Counterfeit Substance Paraphernalia or Counterfeit Substance	Student is in possession	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 3-5 days of in school suspension, out of school alternative placement, or out of school suspension if in possession 3. Student is required to make-up work 4. Student required to enroll in an administrator approved, no-cost cessation program. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 5. Student may not participate in or attend any school activities during	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 5-10 days out of school suspension for possession of alcohol 3. Student is required to make up work 4. Student required to enroll in an administrator approved, no-cost cessation program. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 5. Student may not participate in or attend any school activities during detention, in school suspension, out of school	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 10 days out of school suspension with recommendation to Board of Trustees for an expulsion of one semester 3. Board may use alternative placement or virtual education option in lieu of expulsion. 4. Student is required to make up work if not expelled 5. Student required to enroll in an administrator approved, no-cost cessation program. If student's parent/guardian chooses a program not contracted by district, program and related costs

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		detention, in school suspension, out of school alternative placement, or out of school suspension	alternative placement, or out of school suspension	are the responsibility of the parent/guardian 6. Student may not participate in or attend any school activities during detention, ISS, out of school alternative placement, out of school suspension, or expelled
Alcohol Intent to Sell or Distribute More than Sharing	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 3-5 days of in school suspension, out of school alternative placement, or out of school suspension if in possession 3. Student is required to make-up work 4. Student required to enroll in an administrator approved, no-cost cessation program. If student's parent/guardian chooses a program not contracted by district, program and related costs	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 10 days out of school suspension with recommendation to Board of Trustees for expulsion for remainder of school year or time frame as determined by the board to be appropriate. 3. Board may use alternative placement or virtual education option in lieu of expulsion.	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 10 days out of school suspension with recommendation to Board of Trustees for an expulsion of one semester 3. Board may use alternative placement or virtual education option in lieu of expulsion. 4. Student is required to make up work if not expelled	

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	are the responsibility of the parent/guardian 5. Student may not participate in or attend any school activities during detention, in school suspension, out of school alternative placement, or out of school suspension	4. Student is required to make up work if not expelled 5. Student required to enroll in an administrator approved, no-cost cessation program. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 6. Student may not participate in or attend any school activities during detention, ISS, out of school alternative placement, out of school suspension, or expelled	5. Student required to enroll in an administrator approved, no-cost cessation program. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 6. Student may not participate in or attend any school activities during detention, ISS, out of school alternative placement, out of school suspension, or expelled	
Alcohol Use and or Under Influence		1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 5 days of in school suspension, out of school alternative placement, or	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 10 days out of school suspension with recommendation for an	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 10 days out of school suspension with recommendation to Board

		out of school suspension if under the influence 3. Student is required to make-up work 4. Student required to enroll in an administrator approved, no-cost cessation program. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 5. Failure to complete the diversion program in agreement with the school administrator will result in an additional 5 days out of school suspension. It is the student's responsibility to provide proof of attendance and program completion 6. Student may not participate in or attend any	additional 10 days of out of school suspension. Student may access work while on suspension by viewing recording of lesson, but may not attend virtually 3. Student is required to make up work 4. Student required to enroll in an administrator approved, no-cost cessation program. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 5. Enrollment will waive/eliminate the additional 10 days of out of school suspension 6. Failure to complete the diversion program in agreement with the school	of Trustees for expulsion of up to one semester 3. Board may use alternative placement or virtual education option in lieu of expulsion. 4. Student is required to make up work if not expelled 5. Student required to enroll in an administrator approved, no-cost cessation program. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 6. Failure to complete the diversion program in agreement with the school administrator will result in an additional 5 days out of school suspension. It is the student's responsibility
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		school activities during detention, in school suspension, out of school alternative placement, or out of school suspension	administrator will result in an additional 5 days out of school suspension. It is the student's responsibility to provide proof of attendance and program completion 7. Student may not participate in or attend any school activities during detention, ISS, out of school alternative placement, or OSS	to provide proof of attendance and program completion 7. Student may not participate in or attend any school activities during detention, in school suspension, out of school alternative placement, or out of school suspension
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Technology Violation Policy 5131.21	TYPE I: Level I violations may include items listed under Type II and include criminal offenses that require involvement with law enforcement. Misuse of technology outside of school that impact the people or environment on campus may also necessitate similar discipline consequences. Examples include but are not limited to cyber-bullying, bullying, harassment, using profanity, obscenity, racist terms, bringing pornographic or other inappropriate content to school in electronic form, accessing pornographic material, inappropriate files, or files dangerous to network integrity, using an electronic	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. Student and administrator conference 3. Restricted use of device(s)/ restricted user as determined by principal 4. 1-10 days of ISS , out of school alternative placement, or out of school suspension, with the potential of a recommendation to the Board of Trustees for expulsion of up to one calendar year. 5. Mental health evaluation/counseling may be recommended. If student's parent/guardian chooses a
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	resources account authorized for another person, or breaking into or using some else's belongings or devices. TYPE II: Level II violations may include but are not limited to acceptable use violations, photographing/filming/voice recording others without permission or against their will, bullying with devices, harmful or malicious activities, accessing and/or sharing inappropriate websites, materials, videos, voice recordings, or photos.	program not contracted by district, program and related costs are the responsibility of the parent/guardian. 6. Student is required to make up work if not expelled 7. Student may not participate in or attend any school activities during detention, in school suspension, out of school alternative placement, out of school suspension, or expulsion. 1. Notify law enforcement; additional consequences may be applied by law enforcement 2. Student and administrator conference 3. Restricted use of device(s)/ restricted user as determined by principal 4. 1-10 days of ISS, out of school alternative placement, or out of school suspension 5. Mental health evaluation/counseling may be program not contracted by recommended. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 6. Student is required to make up work.
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		7. Student may not participate in or attend any school activities during detention, in school suspension, out of school alternative placement, out of school suspension, or expulsion.
Vandalism Policy 3717	Individuals who cause damage to school property, including but not limited to buildings, contents, school technology devices, site, site improvements, and vehicles.	1. Notify law enforcement; additional consequences may be applied by law enforcement if valued greater than \$100 2. Up to 10 days of ISS, out of school alternative placement, or out of school suspension, with the potential of a recommendation to the Board of Trustees for expulsion of up to one calendar year in severe cases of vandalism 3. Full restitution paid to district for item(s) damaged by the act 4. Student is required to make up work if not expelled 5. Mental health evaluation/ counseling and risk assessment may be recommended. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 6. Student may not participate in or attend any school activities during detention, in school suspension, out of

		school alternative placement, out of school suspension, or expulsion
Bullying, Harassment & Intimidation	Bullying, harassment, or intimidation as defined in district policy 5158	Education Component: 1. Educate all students and staff regarding the prevention of bullying and responding to bullying situations 2. Subsequent to bullying, the bully, the parents, target, and bystanders will be re-educated Consequences for Bullying, Harassment, and Intimidation: 1. Warning, or up to 10 days out of school suspension with possible expulsion 2. Parental notification 3. Student education/ counseling 4. Possible notification of law enforcement 5. Student is required to makeup work

		6. Mental health evaluation/ counseling may be recommended. Program cost and any related costs are the responsibility of the student and/or student's family 7. If suspended, no school activities/no practices/no games/no performances/ no attendance at school activities/may not be on any school grounds
	Sexual harassment as defined in district policy 5156	The range of disciplinary sanctions against a student respondent following a determination of responsibility will depend on the severity, and, the age level, but can include suspension or expulsion. All discipline taken shall remain at the full discretion of the district and in accordance with district policy, the district's student handbook, and all applicable law.
	Racial harassment as defined in district policy 5156.11 & district policy 4300/5100	
Weapons Policy 5131.23	With due process of law, a student may be suspended and/or expelled from a public school during the school year for possession, use, transfer, carrying or selling a deadly weapon as defined under W.S. 6-1-104 (a)(iv). The Board of Trustees shall, subject to case-by-case modification, expel from school for a period of one (1) year any student in violation of this policy per W.S. 21-4-305	Type I: Use or possession of deadly weapons means but is not limited to a firearm or similar item that could result in casualties, explosive or incendiary material, motorized vehicle, an animal or other device, instrument, material, or substance, which in the manner it is used or is intended to be used, is reasonably capable of producing death or serious physical injury. 1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 10 days out of

		school suspension and a recommendation to the Board of Trustees for expulsion up to one calendar year 3. Student is required to make up work if not expelled 4. Mental health evaluation/counseling and risk assessment will be recommended. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 5. Student may not participate in or attend any school activities during detention, in school suspension, out of school alternative placement, out of school suspension, or expulsion. Type II: Use or possession of any article other than deadly weapons which are designed and intended to be used to inflict physical injury and/or intimidate other persons. Examples include, but not limited to, knuckles, knives, chains, clubs, stars, etc. 1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 10 days out of school suspension and a recommendation to the Board of Trustees for expulsion of up to one calendar year
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		3. Mental health evaluation/counseling and risk assessment may be recommended. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 4. Student is required to make up work if not expelled 2024-2025 Secondary GCSD#1 Student Handbook 31 5. Student may not participate in or attend any school activities during detention, in school suspension, out of school alternative placement, out of school suspension, or expulsion Type III: Possession of any Type II weapon or Type I look-alike weapon designed for other purposes but are not being used or intended to be used, or not used to threaten or inflict physical harm and/or intimidate. 1. Notify law enforcement; additional consequences may be applied by law enforcement 2. Up to 10 days of in school suspension, out of school alternative placement, or out of school suspension, with the potential of a recommendation to the Board of Trustees for expulsion of up to one calendar year 3. Student is required to make-up work
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		4. Mental health evaluation/counseling and risk assessment may be recommended. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 5. Student may not participate in or attend any school activities during detention, in school suspension, out of school alternative placement, or out of school suspension
Physical Assault on a District Employee	An attempt to commit battery or placing a reasonable employee in apprehension of receiving battery.	Notify law enforcement; additional consequences may be applied by law enforcement 1. 1-10 days out of school suspension, with the potential of a recommendation to the Board of Trustees for expulsion of up to up to one calendar year. 2. Mental health evaluation/counseling may be recommended. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 3. Student is required to make up work if not expelled 4. Student may not participate in or attend any school activities during detention, ISS, out of school alternative placement, out of school suspension, or expulsion
Verbal Assault of a District	Use of offensive language containing a willful, spoken threat to inflict physical injury to another person, coupled	1. 1-10 days of in school suspension, out of school alternative placement, or out of school suspension

Employee or another student	with an apparent ability to inflict injury, or to provoke a reasonable person.	2. Law enforcement may be notified 3. Student is required to make up work 2023-2024 Secondary GCSD#1 Student Handbook 32 4. Mental health evaluation/counseling may be recommended. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 5. Student may not participate in or attend any school activities during detention, in school suspension, out of school alternative placement, or out of school suspension
Assault of a Student; Fighting Another Student	Slapped, hit, kicked, thrown, or pushed a student, and did (or could have done) <u>moderate to severe bodily harm</u> as determined by school administrator and school nurse	1. Notify law enforcement; additional consequences may be applied by law enforcement 2. 1-10 days of in school suspension, out of school alternative placement, or out of school suspension, with the potential of a recommendation to the Board of Trustees for expulsion of up to one calendar year 3. Mental health evaluation/counseling may be recommended. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 4. Student is required to make up work if not expelled 5. Student may not participate in or attend any school activities during detention, in school suspension, out of

		school alternative placement, out of school suspension, or expulsion
Assault II of a Student; Fighting another student	Fighting Another Student: slapped, hit, kicked, thrown, or pushed a student, and did (or could have done) <u>minor bodily harm</u> as determined by school administrator and school nurse.	1. 1-10 days of in school suspension, out of school alternative placement, or out of school suspension 2. Mental health evaluation/counseling may be recommended. If student's parent/guardian chooses a program not contracted by district, program and related costs are the responsibility of the parent/guardian 3. Student is required to make up work 4. Student may not participate in or attend any school activities during detention, in school suspension, out of school alternative placement, or out of school suspension
Student Threats of Violence 5131.25	Threat to harm others: A threat to harm others is defined as any spoken, written, electronic, social media, or behavioral communication with the intent to physically injure or harm someone else. A threat may be communicated directly to the intended victim or communicated to a third party.	The principal/designee and/or the Threat Assessment Team decide the disciplinary action to be taken. In the case of expulsion, the action is a recommendation to the Board of Trustees. If a mental health evaluation is conducted as part of the District Policy 5131.21 (Discipline Consequences), District Policy 5119.1 (Child Find – Special Education) must be considered and documented through the building intervention team.