

Green High School Handbook

SIDE BY SIDE
A RIDE TO SUCCESS

GRHS PIRATES • 2026-27



2026/27

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Welcome to Green High

This handbook is your essential guide to navigating Green High School. It outlines our commitment to academic excellence and a supportive community.

Discover our policies, resources, and expectations designed to foster your growth and success throughout your high school journey.

We are excited to have you join our vibrant and forward-thinking school environment. Let's make this a productive year!

Welcome

Welcome to the 2026–2027 school year at Green River High School! We are excited to welcome our students, families, and staff back for another year of learning, growth, and connection.

Our theme this year is *Side by Side*. This theme represents the strength of our small school and the importance of working together. Students, families, teachers, staff, and community members each play an essential role in student success. We may face challenges throughout the year, but we will celebrate accomplishments, solve problems, and move forward—side by side.

This year, we will continue helping every student develop the skills identified in Emery School District's Portrait of a Graduate. Our goal is for each Green River High School graduate to become:

- A critical thinker
- An effective communicator
- Resilient
- Personally responsible
- A strong worker
- An engaged citizen
- Academically prepared

These pillars extend beyond grades and graduation requirements. They represent the qualities students need to succeed in college, careers, relationships, and their communities. Through classroom learning, extracurricular activities, service, leadership, and daily interactions, students will have opportunities to practice and demonstrate each of these qualities.

As we continue implementing mastery learning and grading, our focus will be on what students know, what they can do, and what support they need to continue growing. We encourage students to take ownership of their learning, ask questions, accept feedback, and keep working when learning becomes difficult. Parents and guardians are important partners in this process, and we value your communication, encouragement, and involvement.

To our students: You belong here. Your ideas, talents, effort, and presence matter. Support one another, take pride in your school, and remember that you do not have to face challenges alone.

To our parents and families: Thank you for trusting us with your students and for standing beside us. Your partnership helps us maintain high expectations while providing the encouragement and support every student needs.

We look forward to a year filled with learning, growth, school spirit, and shared success. Together, we can make the 2026–2027 school year one to remember.

Side by side, we learn. Side by side, we grow. Side by side, we succeed.

EMERY COUNTY SCHOOL DISTRICT

2026-2027

Academic Year Calendar



July 26						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 26						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 26						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 26						
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25	26	27	28	29	30	31

November 26						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 26						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 27						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 27						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 27						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 27						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 27						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 27						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 27						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 27						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Events

Aug 19	First day of classes
Sep 7	LABOR DAY
Sep 21	PD DAY
Oct 21	FIRST TERM 45 days
Oct 22	PTC No School
Oct 23	Fall Break
Oct 26	Fall Break
Nov 16	PD DAY No School
Nov 24	Early Release
Nov 25	Thanksgiving Break
Nov 26	THANKSGIVING
Nov 27	THANKSGIVING
Dec 22	Early Release
Dec 23	WINTER BREAK STARTS
Jan 4	Teacher Prep
Jan 5	School Resumes
Jan 12	SECOND TERM 45 days
Jan 18	MLK HOLIDAY
Feb 1	PD DAY No School
Feb 12	PTC No School
Feb 15	PRESIDENT'S DAY
Mar 19	THIRD TERM 46 days
Mar 29-Apr 2	SPRING BREAK
May 26	Last Day for Students
	Early Release
May 27	School Improvement 44 days

Yellow - Holidays for 12 month



Bell Schedule

Monday - Thursday

First Bell	7:50 (Breakfast)
1st Hour	8:00 - 9:10
TAG	9:13 - 9:38
2nd Hour	9:41 - 10:51
3rd Hour	10:54 - 12:04
LUNCH	12:04 - 12:43
4th Hour	12:46 - 1:56
5th Hour	1:59 - 3:09

Friday

First Bell	7:50 (Breakfast)
1st Hour	8:00 - 8:50
2nd Hour	8:53 - 9:43
3rd Hour	9:46 - 10:36
4th Hour	10:39 - 11:29
5th Hour	11:32 - 12:22

Class Advisors

Senior Class	Mr. Bigelow & Mr. Herrera
Junior Class	Ms. Herrera
Sophomore Class	Mr. Price & Ms. Winter
Freshman Class	Mr. Roundy
8th Grade Class	Ms. Jensen & Mrs Bigelow
7th Grade Class	Ms. Keener

Non-Discrimination Statement

It is the policy of the Emery County School District not to discriminate based on race, color, national origin, sex, or disability in programs, activities, and employment. If a disability exists which requires special accommodations for participation in any program or activity, please notify the School or District three days in advance.

Mission & Vision

Mission

GREEN RIVER HIGH SCHOOL COMMITS TO PROVIDE A COMPREHENSIVE AND CHALLENGING EDUCATION IN A SAFE ENVIRONMENT CONDUCIVE TO LEARNING, EVERY DAY, TO PREPARE EVERY STUDENT TO SUCCEED IN AN EVER-CHANGING WORLD

Vision

Graduates from Green River High School will be guided by their inner goals and values to pursue further education and success throughout life through traditional college, training and certification programs or personal study and reading.

School Improvement Plan

1. Establish a learning environment that enhances student self-esteem and provides a meaningful connection between members of the learning community.
2. Develop a rigorous curriculum that implements research-tested and proven instructional methods in each classroom and prepares every student for future educational pursuits.
3. Student performance will improve through analysis of year-end testing results and by increasing alignment with the state core curriculum. We will identify the most critical curriculum needs and develop a plan to address those needs.

Graduation Requirements

Diplomas and completion certificates shall be awarded to students who have satisfied all requirements of the Emery County School District and the Utah State Board of Education as outlined in policy and in Utah State Board of Education Rule R277-705.

Course Load Minimums, Graduation Credits

All students are required to be enrolled in 10 classes at Green River High School (or 9 classes with one period for "released time"). Students will only be allowed to enroll in less than the full 5 periods (10 classes) if they are concurrently enrolled in another educational institution's program for a period of time equal to that time they would be responsible for if committed to a full five-period day at Green River High School.

Credits earned through other accredited educational institutions will be accepted by Green River High School to meet both required and elective credits as they apply in meeting graduation requirements.

Credits Toward High School Graduation

Students may earn credit by any of the following methods:

- (1) successful completion of approved secondary school courses;
- (2) successful completion of concurrent enrollment classes consistent with Utah Code 53A17a- 120 and Utah State Board Rule R277-713;
- (3) demonstrated competency, as determined by district or school assessment and standards;
- (4) demonstrated competency as determined by review of student work or projects consistent with school procedures and criteria;
- (5) successful completion of correspondence or electronic coursework offered by accredited educational institutions;
- (6) successful completion of coursework from supplemental education service providers accredited by Cognia or approved by the State Board of Education.

*Secondary schools shall accept credit from secondary schools, supplemental education service providers, and distance learning schools accredited by the Northwest Association of Accredited Schools or approved by the State Board of Education without alteration.

(See Utah State Board of Education Rule R277-705 for definitions).

Credits accepted shall be recognized as original credit earned for specific courses, including Core courses. Secondary schools may accept credits from non-accredited supplemental education service providers and other credit sources with written approval from the student's principal or designee before program enrollment. Credits earned from non- accredited supplemental education providers or other credit sources:

shall be aligned with the State Core Curriculum;

shall have course content that matches the Core course requirements; and

shall have end of course tests that meet or exceed school district assessments.

Required Credits

Language Arts	4	From District-Approved Courses
Math	3	From District-Approved Courses
Science	3	From District-Approved Courses
Social Studies	3 (3.5, 10th grade 2026/27 cohort)	From District-Approved Courses
Physical Education / Health	2 (1.5 PE/ .5 Heath)	From District-Approved Courses
Career and Technical Ed	2	From District-Approved Courses
Digital Studies	1	From District-Approved Courses
General Financial Literacy	.5	From District-Approved Courses
Fine Arts	1.5	From District-Approved Courses
Electives	11(10.5, 10th grade 2026/27 cohort)	From District-Approved Courses
REQUIRED Credits	31	

1. Successful completion of Secondary Mathematics I, II, III or higher is required. Parents may request that students replace Secondary Math III with a course from the Applied or Advanced approved course list.

2. 2 Credits from the 4 Science foundation areas: Earth Systems, Biological Science, Physics, or Chemistry. Additionally, 1 credit from the foundation's courses or advanced science core list.

3. Geography for Life (.5 credit), World Civilizations (1 credit), U.S. History (1 credit), U.S. Government and Citizenship (1 credit - 10th grade cohort)

4. Health (.5 credit), Participation Skills (.5 credit), Fitness for Life (.5 credit), Individualized Lifetime Activities; Optional .5 Credit Maximum Team Sport/Athletic Participation may be used in place of Participation Skills or Individualized Lifetime Activities.

Valedictorian/Salutatorian Honors

The Valedictorian and Salutatorian for each graduating class will be chosen using the following criteria: Students will be listed in order of GPA. The highest GPA will be given 30 points, the next highest will be given 27, etc., through 24, 21, 18, 15, 12, 9, 6, and 3.

Students will also be listed in order of ACT scores, with 20 points awarded to the student with the highest ACT score. Each student's cumulative points will be totaled; the one with the most points will be Valedictorian, and the second highest will be Salutatorian.

In the event of a tie, consideration will be given to the student with the most rigorous schedule throughout their high school career.

Senior Grades and Credit

It is the seniors' responsibility to check academic and citizenship credit throughout the year. All graduation requirements must be met one week before graduation to participate in the commencement exercises.

Academic Policies

Academic success hinges on understanding policies for attendance, grading, and academic integrity.



Key Academic Guidelines



Attendance

Regular attendance is crucial for academic success and participation.



Grading System

Familiarize yourself with the grading scale and evaluation methods used.



Citizenship

Overall citizenship will be determined by attendance, behavior, engagement, & classwork.

Attendance

<https://policies.emeryschools.org/je-student-attendance-and-truancy-intervention>

Compulsory Education

Attendance at school is a critical element for student achievement and success. Excessive student absence from school leaves learning gaps that are difficult to fill. Compulsory Education laws of the State of Utah require students who are at least 6 years of age and not more than 18 years of age, shall attend school unless properly exempted by the Board of Education. Parents or legal guardians of a student between 6 and 18 years of age are responsible for sending the student to school (Utah Code 53G-6-201). Accordingly, the District promotes and encourages regular school attendance of all students and implementation of appropriate interventions when students are truant. The District expects parents and students to fully comply with the State's compulsory attendance law.

Excessive Absence

Absence from school for six (6) or more days, or portions of a school day during one (1) term, not including school-excused absences, shall be considered as "excessive absence" under this policy. The following procedure will be followed to assist in avoiding excessive absences on the part of students:

- On the fourth (4th) absence the student's parent(s) will be notified by mail or administrative phone call that their child has reached 4 of the 6 excessive absences that are allowed each quarter and ask for their assistance in improving their student's attendance.
- On the sixth (6th) absence, the student's parent(s) will be notified by certified mail or administrative phone call of the problem and of a meeting to be held to discuss the problem. This meeting may be waived if the parents have prior approval from the school for their student's excessive absences due to extenuating circumstances.

In the meeting, a review of the attendance will take place to determine whether there are extenuating circumstances that have contributed to the student's absences. If the principal/designee determines that no extenuating circumstances exist, the principal/designee has the option of:

- a. excusing future absences, or
- b. requiring prior written notice from the student's parent/guardian of an excused absence as defined in Utah Code 53G-6 and in this policy.
- c. If absences beyond the sixth (6th) absence in any one term are not cleared according to the procedure outlined in this policy, such absences may be considered unexcused absences.
- d. The school's principal/designee shall monitor all student attendance, especially as it relates to academics, and will contact parent(s) at any time prior to the sixth (6th) absence when it is apparent that absences are impacting the education of the student.

Mastery Learning & Grading

Emery County School District utilizes mastery learning and grading in secondary middle schools to ensure that grades accurately reflect what students know and can do in relation to grade-level essential standards. Instruction and interventions focus on mastering these essential standards, with enrichment opportunities provided for students who are already proficient. Grades indicate a student's overall mastery of the essential standards each quarter, emphasizing learning, growth, and proficiency, not just task completion.

Score	Descriptor	Description
4 - Highly Proficient/Independent Mastery A - 100- 90%	"I can teach it" I can demonstrate the same skill 9 out of 10 times.	Consistently demonstrating a deep understanding of the standard and independently applying it to new, complex, or varied situations with accuracy and insight.
3 - Proficient/Mastery B - 89-75%	"I know it" I can demonstrate the skill 7 out of 10 times.	Consistently meets the grade-level standard, showing clear understanding and accurate application of skills and concepts.
2 - Approaching Proficient/Mastery C - 75-50%	"I am getting there"	Understands some parts of the standard but is still developing skills and needs more practice to fully master it.
1 - Below Proficient/Not Mastery D - 49%	"I need support"	Shows limited understanding of the standard and needs significant help and practice to make progress.
M - Missing	Not Yet Submitted	No work or evidence has been turned in for this standard yet.
I - Incomplete	Needs More Information	Assessments have not been submitted, but it is missing key parts or does not provide enough evidence to determine mastery.
F-Failed	Failed to Complete Necessary Assessments	At the end of a term if a student receives an I, the student has a period of 2 weeks to complete the missing assessments or assignment. That term grade then moves from the I to an F.

School Grading Norm Expectations

Our grading practices ensure that report card marks are an accurate, fair reflection of **what a student knows and can do**. To maintain consistency across classrooms, all teachers adhere to the following five pillars:

1. Grades Reflect Learning—Not Behavior

- **Academic Focus:** Grades strictly measure a student's mastery of academic standards. Non-academic factors—such as effort, participation, bringing supplies, or signing forms—are reported separately under Citizenship.
- **No Compliance Penalties:** Points are never deducted from academic grades for late work, missing names, or unrelated behaviors. These are addressed through citizenship marks or school discipline protocols.

2. Targeted, Standards-Based Gradebooks

- **Essential Standards Alignment:** Every assignment, project, and test entered into the gradebook must be explicitly tied to a specific grade-level essential standard or learning target.
- **No "Outsourced" Assessment:** Digital programs (such as ALEKS, IXL, and Star) are valuable tools to supplement learning, but they are never used as the primary source for a student's academic grade.

3. Accountability & Classwork

- **Tracking Employability Skills:** Classwork is documented in the gradebook at **0% of the academic mastery grade** to track essential soft skills and work habits.
- **The "No Missing Work" Rule:** Any missing assignments in this classwork category will result in an "Incomplete" grade.
 - **Students will not be allowed to reassess an academic standard if they have missing classwork.**

4. Multiple Opportunities to Demonstrate Mastery

- **Reassessments After Intervention:** Reassessments are always available to students, provided they complete a required prerequisite first (such as a reteaching session, extra practice, or targeted intervention) and have no missing classwork.
- **Flexible Assessment Formats:** Teachers use a variety of assessment types (class discussions, performance tasks, portfolios, oral explanations, or projects) to capture different learning styles.
- **Recent Evidence Rules:** When a student reassesses, the most recent score replaces the earlier score in the gradebook to accurately reflect their current growth.

5. Clear and Timely Feedback

- **Actionable Communication:** Feedback must go beyond a number or letter; it should explicitly tell the student what they did well, where they fell short, and the exact next steps needed to reach proficiency.
- **Regular Updates:** Gradebooks are updated on a consistent schedule so students and parents can accurately track learning gaps and progress in real time.

Citizenship

Citizenship Education

In requiring compulsory education, Utah law requires that careful attention be placed upon citizenship education. "Honesty, temperance, morality, courtesy, obedience to the law, respect for and an understanding of the constitutions of the United States and the State of Utah, the essentials and benefits of the free enterprise system, respect for parents and home, and the dignity and necessity of honest labor and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students for a richer, happier life shall be taught in connection with regular school work." To stress academic grades without placing at least equal emphasis upon citizenship performance fails to recognize one of the major purposes for public education. The laws of the State of Utah and the basis of public education as set by the Supreme Court of the United States determine the standard for citizenship education.

Classroom Citizenship Grades

Citizenship grades in classes will be awarded as follows at the end of each quarter:

- H= Honor
- S= Satisfactory
- N= Needs Improvement
- U= Unsatisfactory

When a U or an N is received on the report card, the student will be placed on Citizenship Probation. While on Citizenship Probation, students will not be permitted to participate in or attend any extracurricular activities.

Green River High School Citizenship Rubric

Citizenship Grade	Attendance	Behavior	Classwork/Engagement
H	Honors level attendance	Level 0	All work is competently completed (100%)
S	Keep your grades up and attend class	Level 1	A large majority of work is competently completed (70-99%)
N	Attend after-school tutoring to get grades up and attend class regularly	Level 2	Most work is competently completed (50-69%)
U	Attendance contract with parents. Attend after-school tutoring.	Level 3 or worse	Most work is not competently completed (0-49%)
Make Ups	Yes. Get grades up	Yes. Improve the level	Yes, within teacher-established deadlines.

The overall citizenship grade will be determined by the lowest rating earned in any of the three categories:

Citizenship - Behavior Intervention Levels

Green River High School Behavior Intervention Levels

Description	Possible Interventions	Behavior Grade
Level 0 - (Classroom) Exemplary behavior in all school settings. Student consistently demonstrates responsibility, respect, and positive citizenship.	• Positive relationships and recognition • Leadership opportunities • Positive reinforcement • Continued encouragement of Portrait of a Graduate skills	H
Level 1 - (Classroom) Minor classroom misbehavior. Student is not consistently following classroom or school expectations, but behavior is corrected with teacher intervention. Tardiness	• Reteach expectations • Verbal reminder or redirection • Restorative conversation • Parent contact by teacher (as needed) • Informal documentation	S
Level 2 - (Classroom / School) "Repeated Level 1 behaviors or behaviors that distract, disrupt, or show disrespect. Student is tardy to class more than 3 times in a quarter. <i>Examples: Talking out, pushing, inappropriate language, minor disruption.</i> "	• Explicit teaching of replacement behaviors • Behavior tracker/check-in • Parent notification by teacher or administrator • Restorative conference • Informal documentation • Problem-solving conference	N
Level 3 School - "Repeated Level 1–2 behaviors or behaviors involving disrespect, defiance, property damage, or bullying. <i>Examples: Bullying, repeated defiance, insults, vandalism, repeated disruption.</i> "	• Refocus lesson • Behavior Action Plan • Behavior tracker • Formal documentation • Parent conference • In-School Suspension (if appropriate)	U
Level 4 School - "Serious or repeated behaviors involving safety or significant disruption. More than 6 tardies in a quarter. <i>Examples: Fighting, vaping, harassment, threats, drug possession/use, major property damage.</i> "	• Parent conference • Formal documentation • Behavior contract • Refocus lesson • In-School Suspension - Out-of-School Suspension • Academic Probation • Safety plan as needed	U
Level 5 School / District - "Severe or repeated Level 1–4 behaviors involving illegal substances or dangerous conduct. <i>Examples: Distribution of drugs, weapon possession, repeated violent behavior.</i> "	• Immediate parent notification • Formal documentation • Home placement for instruction (when appropriate) • Individualized behavior plan • New behavior contract • District review for placement	U
Level 6 District - "Failure of previous interventions or behavior requiring district-level action. <i>Examples: Repeated dangerous behavior, weapon violations, failure of school contract.</i> "	• Parent conference • Formal documentation • Alternative educational placement • Home placement (if appropriate) • Individualized behavior plan • District contract • Recommendation for expulsion when warranted	U
Level 7 District / Juvenile System - Failure of district interventions or behavior requiring juvenile justice involvement.	• Expulsion (per district policy) • Referral to Juvenile Justice System • Alternative education placement • Re-entry plan when applicable	U



Citizenship - Attendance Matrix

Classwork & Engagement

GRHS Citizenship Attendance Matrix

(# of Days Absent per quarter)

Grades	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17+
A's																		
B's																		
C's																		
D's																		
F/I																		
Citizenship Grade																		

H	Honors level attendance.
S	Keep your grades up and attend class.
N	Attend after school tutoring to get grades up and attend class.
U	Attendance contract with parents. Attend after school tutoring to improve grades.

Classwork and Engagement

Indicators

Grade

H	Consistently prepared, participates positively, completes 100% of assigned work and learning tasks, uses class time productively, and meets deadlines.
S	Usually prepared, participates appropriately, completes 70-99% of assigned work and learning tasks, and generally uses class time appropriately.
N	Inconsistently prepared, limited participation, completes 50-69% of assigned work and learning tasks, frequently misses deadlines or requires reminders.
U	Rarely prepared, disengaged from learning, completes less than 50% of assigned work and learning tasks, and consistently misses deadlines despite interventions.

Student Conduct



Expectations for Behavior

Green High School fosters a respectful and safe environment. All students are expected to adhere to established codes of conduct.

This includes demonstrating courtesy, responsibility, and consideration for others in all interactions.

Disruptive or harmful behavior will be addressed according to school policy and disciplinary procedures.

Adherence to these guidelines ensures a positive and productive learning atmosphere for everyone.

Student Conduct

<https://policies.emeryschools.org/jic-student-conduct>

School Manners - An understanding of good manners is an important step toward success in life. Good manners here, as everywhere, are based on kindness and consideration toward others. They are a way of showing the regard we have for other people.

You can easily acquire the habit of proper school conduct by knowing what constitutes acceptable behavior and language and then practicing the correct manner of doing things in daily contact with other students, teachers, and school authorities. A student's background and training are revealed in their day-by-day contacts with other students and teachers. Thus, a student should ask himself the following questions:

Do I show proper consideration toward my teachers? Is my behavior correct when among other students? Do I have proper regard for school property? To acquire an appreciation and understanding of correct classroom conduct, the following modes of behavior should be considered carefully by all students.

Students should show respect for the teacher by being on time, listening attentively and sitting quietly.
Students should avoid being show-offs or playing the clown.
Students should not read or touch anything on a teacher's desk.

Students with good manners will not laugh or ridicule another student's statement made in a classroom discussion. He or she will listen attentively to his classmate's remarks, and when he disagrees, he will state his point in a polite, matter-of-fact manner and avoid rude interruptions.
Students, there is a time and place for display of affection.

Boy-girl relationships are part of growing, but inappropriate displays of affection are not acceptable in school.

In Summary:

Be on time. Attend regularly
Make up work when absent.
Have the necessary class materials
Be respectful of others and their property

In addition to the general rules set forth herein, the student is expected to obey all rules and regulations adopted

by the Board of Education for their conduct.

Students shall not engage in any activities prohibited herein nor shall he or she refuse to obey any directions given by a member of the faculty or staff who is attempting to maintain public order.

Student Behavior on School Property

Behavior in the halls, on school property, and at school activities is as important as classroom behavior; therefore, disciplinary action will be taken for inappropriate behaviors. If this happens, students will move into the discipline category of the discipline policy. Examples of such action include, but are not limited to the following:

1. Driving or parking violations committed on school property.
2. Improper conduct in the halls or other common areas.
3. Improper conduct at school-sponsored and controlled activities during or outside of normal school hours including graduation exercises.
4. Possession or illegal use of tobacco on school property or at school-sponsored activities. Any student who is disciplined for violation of the Alcohol and Drug Policy (JFC(H-1)) will receive a "U" in citizenship.
5. Violation of other state laws committed on school property or at school-sponsored activities.
6. Being in the halls without the teacher's knowledge and/or permission.
7. Chronic or severe misbehavior problems in any one or more classes.
8. Fighting
9. Forging a note in an attempt to excuse an absence or having someone other than a parent or legal guardian call to excuse an absence.
10. Violating dress code.
11. Displaying affection, (e.g. inappropriate touching, kissing, lying or sitting on each other.)

Behavior Intervention Levels

Green River High School Behavior Intervention Levels

Description	Possible Interventions	Behavior Grade
Level 0 - (Classroom) Exemplary behavior in all school settings. Student consistently demonstrates responsibility, respect, and positive citizenship.	• Positive relationships and recognition • Leadership opportunities • Positive reinforcement • Continued encouragement of Portrait of a Graduate skills	H
Level 1 - (Classroom) Minor classroom misbehavior. Student is not consistently following classroom or school expectations, but behavior is corrected with teacher intervention. Tardiness	• Reteach expectations • Verbal reminder or redirection • Restorative conversation • Parent contact by teacher (as needed) • Informal documentation	S
Level 2 - (Classroom / School) "Repeated Level 1 behaviors or behaviors that distract, disrupt, or show disrespect. Student is tardy to class more than 3 times in a quarter. <i>Examples: Talking out, pushing, inappropriate language, minor disruption.</i> "	• Explicit teaching of replacement behaviors • Behavior tracker/check-in • Parent notification by teacher or administrator • Restorative conference • Informal documentation • Problem-solving conference	N
Level 3 School - "Repeated Level 1–2 behaviors or behaviors involving disrespect, defiance, property damage, or bullying. <i>Examples: Bullying, repeated defiance, insults, vandalism, repeated disruption.</i> "	• Refocus lesson • Behavior Action Plan • Behavior tracker • Formal documentation • Parent conference • In-School Suspension (if appropriate)	U
Level 4 School - "Serious or repeated behaviors involving safety or significant disruption. More than 6 tardies in a quarter. <i>Examples: Fighting, vaping, harassment, threats, drug possession/use, major property damage.</i> "	• Parent conference • Formal documentation • Behavior contract • Refocus lesson • In-School Suspension • Out-of-School Suspension • Academic Probation • Safety plan as needed	U
Level 5 School / District - "Severe or repeated Level 1–4 behaviors involving illegal substances or dangerous conduct. <i>Examples: Distribution of drugs, weapon possession, repeated violent behavior.</i> "	• Immediate parent notification • Formal documentation • Home placement for instruction (when appropriate) • Individualized behavior plan • New behavior contract • District review for placement	U
Level 6 District - "Failure of previous interventions or behavior requiring district-level action. <i>Examples: Repeated dangerous behavior, weapon violations, failure of school contract.</i> "	• Parent conference • Formal documentation • Alternative educational placement • Home placement (if appropriate) • Individualized behavior plan • District contract • Recommendation for expulsion when warranted	U
Level 7 District / Juvenile System - Failure of district interventions or behavior requiring juvenile justice involvement.	• Expulsion (per district policy) • Referral to Juvenile Justice System • Alternative education placement • Re-entry plan when applicable	U



Dress Code

Dress Code Philosophy

Green River High School's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Our values are:

- **All students** should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- **All students and staff** should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible. Our student dress code is designed to accomplish several goals:
- **Maintain** a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- **Allow** students to wear clothing of their choice that is comfortable.
- **Allow** students to wear clothing that expresses their self-identified gender.
- **Allow** students to wear religious attire without fear of discipline or discrimination.
- **Prevent** students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- **Prevent** students from wearing clothing or accessories that denote, suggest, display, or reference alcohol, drugs, or related paraphernalia or other illegal conduct or activities.
- **Prevent** students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- **Prevent** students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- **Ensure** that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Green River High School expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

*These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies.

Dress Code Basic Principles and Enforcement

1. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, nipples, and midriff are fully covered with opaque fabric. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

2. Students Must Wear*, while following the basic principle of Section 1 above:

- A Shirt (with fabric in the front, back, and on the sides under the arms), AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
- Shoes.

*Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoe requirements are permitted (for example, athletic shoes for PE).

3. Students May Wear, as long as these items do not violate Section 1 above:

- Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- Religious headwear
- Baseball caps or other hats (as long as they are not blocking another student’s view).
- Hoodie sweatshirts (wearing the hood overhead is not allowed)
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Athletic attire

4. Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments.
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance).

5. Dance Dress Code:

School dances are a fun way to socialize with your friends and a chance to dress up more than you do for school every day. The following information will help you know what to wear for each kind of dance.

- The neckline of a dress, top, or gown must be cut in a way without showing cleavage. Spaghetti straps or strapless dresses are allowed, as long as they are not low-cut.
- The cut of a dress in the back or sides must not be cut below the navel (below your elbow).
- A dress, skirt, or gown must be longer than mid-thigh at its shortest point.
- Slits in a dress/skirt may be no higher than 3 inches from the knee.

6. Dress Code Enforcement: To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code

consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided an opportunity to be dressed more to code during the school day:
- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
- Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
- If necessary, students’ parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school’s dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. “Shaming” includes, but is not limited to:
 - kneeling or bending over to check attire fit;
 - asking students to account for their attire in the classroom or in hallways in front of others;
 - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
 - accusing students of “distracting” other students with their clothing.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact the Principal.

Extracurricular Activities

Engage in clubs and activities to explore interests, develop skills, and build community.



Engaging School Life



Sports

Wide range of clubs caters to various academic and creative interests.



Activities

Activities foster leadership, teamwork, and problem-solving abilities.



Student Council

Connect with peers and faculty through shared experiences and passions.

Sports & Activities

Baseball	Volleyball	Cross Country
Head Coach: Devan Meadows	Head Coach: Kambre Patton	Head Coach: Kent Nelson
Assistant: Bryan Meadows	Assistant: Kaidence Meadows	
Boys Basketball	Girls Basketball	Cheerleading
Head Coach: Greg Parsons	Head Coach: Bryan Meadows	Head Coach: Kaidence Meadows
Assistant: Kent Nelson	Assistant: Tawni Jensen	Assistant: Taylor Burns
Track	Golf	
Head Coach: Stephanie Liechty	Head Coach: Tony Herrera	
	Assistant: Rebecca Herrera	
Middle School Volleyball	Middle School Basketball	Middle School Track
Stephanie Liechty	Girls - Stephanie Liechty	Kaidence Meadows
	Boys - Devan Meadows	

Esports	Quiz Bowl	FFA
Tessa Bridge	Tawni Jensen (HS)	Brennan Bigelow
Dale Roundy	Tony Herrera (MS)	
Music	Theater	Student Council
Tony Herrera	Kara Bigelow	Kayce May-Riches
Yearbook	Sterling Scholar	
Tony Herrera		



Extracurricular Participation

Extra-Curricular Activities Participation

For Athletics, all academically eligible individuals may participate.

Participation Fee

\$40.00 for each activity (Middle School \$25.00). Participation Fees pertain to: volleyball, basketball, baseball, golf, track, cross country.

ELIGIBILITY: To be eligible to participate in Extracurricular activities, a student:

(a) must be a full-time student,
(b) cannot fail any subject in the preceding grading period and,
(c) must have obtained a minimum grade of C in every class in the preceding grading period. A student who has failed to meet the minimum requirements set forth shall be ineligible for participation in extracurricular activities for two weeks after the previous grading period. Once the two weeks have expired, and the student has a C in every class, the student will be "eligible" to participate. If students do not have a C in every class, they will be put on a warning for that class and will have one week to make up that grade. If they make the grade up, they will remain eligible. However, if their grade does not get made up to a grade higher than a C, they will be deemed ineligible. The student will remain ineligible until this grade is improved to a C or better. A list will be created every week, and will be posted in the office, and teachers will be given a copy. Teachers must have grades posted by Friday of each week, and the eligibility list will be created each Monday morning. A student may be deemed ineligible for citizenship purposes as well. Students may not have N's or U's in any class to participate. Eligibility will work the same with citizenship as it does for academics.

Eligibility for Extracurricular Activities (Misdemeanors and/or Felonies)

Any student who is accused of, or arrested by law enforcement for, a misdemeanor (other than minor traffic violations) or felony, and the school principal determines that there is reasonable evidence of guilt, will be immediately excluded from participation in all extracurricular activities and from holding leadership positions in the school, pending the outcome of formal investigation and/or court action, or until all charges are dropped. Any student found guilty by a court of law of any misdemeanor or felony will be ineligible for participation in all extracurricular activities and from holding leadership positions in the school until all judgments and orders of the court, and any additional discipline imposed by the school, are met and satisfied. Any student who participates in activities which could be considered illegal under the law, but for which no formal charges are brought by law enforcement, may be excluded by school officials from participation in extracurricular activities and from holding leadership positions in the school until such disciplinary actions, as determined by the school, are satisfied.

Training and Conduct

The student participant will comply with the standards of health, safety, and appearance as established by the coach and the UHSAA and approved by the building principal at the beginning of each season of the activity.

Travel

The student will travel with the group to all contests. The student may be released to a parent after the contest. The student can be released to any other adult only if the parents have requested it in writing to the coach before the trip takes place.

FFA & E Sports

FFA at Green River High School

FFA is a student organization that helps students develop leadership skills, explore careers in agriculture, and participate in hands-on learning and community service. Although FFA originally stood for “Future Farmers of America,” today it includes many areas beyond traditional farming, such as animal science, natural resources, agricultural mechanics, plant science, public speaking, business, and technology.

Students participate in FFA through Green River High School’s agricultural education program.

Students interested in joining should enroll in an agriculture class and speak with the GRHS agriculture teacher, Mr. Bigelow and FFA adviser. He can provide information about membership, upcoming activities, competitions, travel expectations, and any associated costs.



Esports at Green River High School

Esports is a state-sanctioned activity that allows students to compete in organized video game competitions while representing Green River High School. GRHS offers esports participation during both the fall and winter seasons.

Students develop teamwork, communication, critical-thinking, problem-solving, and technology skills through practices and competitions. Like other school activities, participants must meet school eligibility, attendance, citizenship, and academic requirements.

Students interested in joining the GRHS Esports team should contact the Tessa Bridge, the esports adviser for information about available games, practice schedules, eligibility, and registration.

Student Council

The Student Council is the student government organization of Green River High School. The Council consists of the Student Body officers and the Presidents and Secretaries of each class. The activities of classes and organizations are regulated and coordinated by the Student Council. Classes wishing to schedule activities, such as dances and fundraisers, should petition the Council to have the event entered on the student calendar at least two weeks in advance of the date of the activity. No solicitation of funds, sales, or circulation of petitions or drives may be carried out in the school without the approval of the Student Council and the School and District Administration. This rule applies to all school organizations as well as to individual students.

Student Body President	Jessica Norman
1st Vice President	Miley Gonzalez
2nd Vice President	Gracie Burnett
Secretary	Kenley Dinkins
Senior Class President	Mattie Meadows
Senior Class Secretary	Kailey Young
Junior Class President	Haylie Nelson
Junior Class Secretary	Brailie Parsons
Sophomore Class President	Marlene Alvarado
Sophomore Class Secretary	Cooper Meadows
Freshman Class President	Kayla Johnson
Freshman Class Secretary	Cassidy Erwin
8th Grade Class President	Case Meadows
8th Grade Class Secretary	McCoy Nelson
7th Grade Class President	Andrew Mayall
7th Grade Class Secretary	Alonso Ortiz

General Guidelines

Resources

Green High School provides a range of resources to support student well-being and academic success.



These include the library, counseling services, health office, and technology support.

Familiarize yourself with these facilities to access assistance when needed.



Effective use of campus resources is vital for a fulfilling and productive school journey.

General Guidelines

In order to assist you and others in the pursuit of a quality education, guidelines have been established. These guidelines are designed to create a pleasant and safe environment for all students in our school. Your attitude towards school will play a large role in determining how well you do in school. If your primary purpose for coming to school is to learn and participate in classroom and extracurricular activities, you probably will never encounter serious disciplinary problems.

Remember that you are responsible for your own actions. If your actions violate school guidelines, you will have to accept the consequences. Utah law allows the school district to hold you accountable for your behavior on the way to and from school and during any school-sponsored activity.

The following pages describe the rules for student behavior. At any time, you may be counseled by teachers or administrators regarding your behavior. Please accept their advice as valuable and understand that they intend to help you. We are proud of our students. We sincerely hope you will be one of those students who takes advantage of the programs provided to you and continues to be the best you can be.

Internet

To utilize the Internet services at the school, whether in the library, in classrooms, or any other school facility, a student must have on file with the school a signed agreement form with both the student's and their parent's/guardian's signature. This agreement specifies the conditions under which the Internet may be used and the prohibitions regarding the use of school Internet services. These rules apply equally to all school staff members as well as to all students. A violation of these rules will result in loss of Internet privileges and completion of the Emery School District Digital Citizenship course.

Classrooms

A student is expected to comply with all requests of teachers, including substitute teachers and other staff members, regarding classroom control and discipline as well as academic work. No students are permitted to leave the classroom without the permission of the teacher. Pupils asked to leave the classroom as a disciplinary action are required to report to the office immediately. Teachers will develop their individual classroom rules and communicate them to their students.

Hall Passes

Anytime a student needs to be out of a class, they should have a hall pass, issued by their teacher, in their possession. No student should be in the halls or out of class without such a pass or verified teacher permission.

Telephone

Students are to use classroom phones with teacher permission for personal calls. Phones should not be used during class time. Students should not use the office phone during school hours unless instructed to do so.

Electronic Communication & Device Use by Students

Green River High School is committed to providing a focused, safe, and respectful learning environment. Consistent with Utah law, this policy limits student use of personal electronic devices during the school day so students can participate fully in instruction, build positive relationships, and develop responsibility and strong work habits.

State-law requirement

Utah Code § 53G-7-227 establishes a default prohibition on student use of cell phones, smart watches, artificial-intelligence glasses, and other emerging personal technology during **school hours**. Beginning July 1, 2026, “school hours” means the entire period from the beginning bell through the ending bell, including instructional time, passing periods, breaks, lunch, and other transitions.

Devices covered

This policy applies to personally owned devices capable of communication, internet access, recording, gaming, or receiving notifications, including:

- Cell phones and smartphones;
- Smart watches and other wearable communication devices;
- Earbuds, headphones, and similar accessories when connected to a personal device;
- AI-enabled glasses; and
- Other emerging technologies that function as, replace, or extend a cell phone or smart device.

School-issued devices used under staff direction are governed by district acceptable-use rules and are not prohibited by this policy.

Student expectations: bell to bell

From the first bell until the final bell, students may not use a covered personal device anywhere on school grounds. This includes classrooms, hallways, restrooms, locker rooms, the cafeteria, assemblies, passing periods, breaks, and lunch.

Students may bring a device to school, but it must be:

- Powered off or placed in a mode that prevents calls, messages, alerts, vibrations, and other notifications; and
- Stored out of sight in the student's backpack, locker, or another location directed by school staff.

A device may not be kept on the student's desk, lap, clothing, or person in a manner that permits access or use.

Smartwatches and AI-enabled glasses must be removed and stored unless an approved exception applies. Earbuds and headphones must also be stored out of sight unless authorized by staff for a school-related purpose.

The restriction ends after the final bell. Coaches, advisers, and activity supervisors may establish additional device expectations for practices, competitions, field trips, transportation, and other school-sponsored activities.

Communication with families

Parents and guardians should contact the school office when they need to deliver an urgent message to a student. School staff will relay the message promptly. Students who need to contact a parent or guardian during the school day may request permission to use the school office phone or another school-authorized communication method.

During an emergency, students must follow staff safety directions. Personal device use may be limited when it could interfere with emergency communication, reunification, accountability, or the work of first responders. The school will communicate with families through its established emergency-notification procedures.

Exceptions and accommodations

A student may use a covered device during school hours only when the use is:

- Required by the student's Individualized Education Program (IEP), Section 504 plan, health plan, or other legally required accommodation;
- Necessary to monitor or address a documented medical condition;
- Authorized by a school administrator in response to an emergency or another specific safety need;
- Directed and actively supervised by a teacher or administrator for a specific educational purpose permitted by district policy; or
- Approved through the parent-request process described below.

Parent request for limited non-instructional use

In accordance with Utah Code § 53G-7-227, a parent or guardian may submit a written request to the principal for an accommodation allowing the student to **briefly** use a device during non-instructional time in a designated area identified by the school.

Enforcement and progressive response

Staff members will enforce this policy consistently and respectfully. A student must immediately comply when directed to power off, put away, or surrender a device. If a student refuses to put away or surrender a device when directed by a staff member, the device will be confiscated and taken to the main office. It will be released only to the student's parent or guardian.

General Guidelines

Lockers

Do not write on the inside or outside of your locker or anyone else's locker. If your locker is not working properly, contact the office. Damaging lockers by kicking or banging on them is vandalism. Do not place stickers or decals on your locker. Pictures and mirrors inside lockers are considered acceptable as long as they are not offensive. The lockers are school property. They are provided for your convenience. The school accepts no responsibility for articles in lockers. You must make sure you close and lock your locker. Do not let anyone share your locker or have your combination. The school has the right to inspect all lockers at any time. The person who is assigned to a locker will be assessed charges for damages to their locker if warranted. The charge for changing the combination to your locker will be \$5.00

Health Issues

Only first aid is given at school in the event of an emergency; the parents/guardians will be contacted.

Illness during the School Day - If a student becomes ill during the day, he/she is to get a pass from the teacher to the office. If the condition warrants, parents will be called. A prolonged stay in the restroom because of illness is considered truancy; a student must go to the Office if ill. If a student leaves campus for any reason and does not have school and parental permission, the absence will be considered truancy.

Injuries - If a student is injured while participating in a supervised activity, they should report the injury immediately to the supervising teacher.

Immunization - The school will follow the state law regarding the health regulations relating to immunization and school attendance.

Insurance

Student Insurance will be made available to all students at their own expense. The district does not carry student accident or medical insurance. The public schools will offer a plan to all students for full and school time coverage. The coverage description for the voluntary plan is listed on the envelopes. Check in the office for information.

Library

Students are expected to use the library as a study area. Noise, rowdy behavior, and non-productive work habits will not be tolerated. Food or drink is also prohibited in the library.

Auditorium

Students are not permitted within the auditorium without adequate adult supervision. Food and beverages and behavior that might damage the facility will not be tolerated. Students who are attending an activity in the auditorium should behave in a manner that is supportive of those performing or addressing the group. Students shall be respectful during the pledge, remain in their seats until officially dismissed, and refrain from placing their feet on the seat in front of them. Hats are not appropriate in the auditorium.

General Guidelines

School Lunch Programs

Lunch costs are \$2.60 for High school students and \$2.40 for junior high students. School Lunch is provided daily. The school participates in the Federal Free and Reduced Lunch program for those qualified. Students are not allowed to charge for meals provided through the school food service program.

Visitors

The school is a place of business where an effort is made to avoid interruptions. Consequently, visitors, such as friends or relatives of students, are not allowed.

Parking

Parking at Green River High is considered a privilege. **Licensed student drivers** may only park in LEGAL STUDENT AREAS. After school, students may park in any legal parking spot. **The school assumes no liability for vehicles while parked on school property.** Parking lots may be checked during the day by the sheriff's office. The parking lots of the high school fall under the jurisdiction of the county sheriff. Parking in the wrong area will subject the individual to a ticket and possible towing. **Cars parked on school property are subject to search in compliance with the Safe Schools Act.**

Honesty and Integrity

Cheating and dishonesty need to be addressed by the educational institution because society has high expectations for schools. Any action that may be construed as dishonest or cheating is a serious matter. Each violation will be handled on an individual basis and in a grave manner, with severe consequences to be expected.

Displays of Affection

Holding hands is acceptable, but any physical contact beyond that is not allowed at GRHS. This would include, but is not limited to, hugging, kissing, stroking, petting, fondling, and groping. When students exhibit these behaviors, the following actions will be taken:

- First Offense: Students warned
- Second Offense: Students placed on Citizenship Probation and parents notified.
- Third Offense: Students suspended, in or out of school, for up to three (3) days and parents will be notified.
- Additional Offenses: Students involved will be suspended, in or out of school, for up to ten days, and placed on probationary status.

Skateboards, Scooters, and Rollerblades

Due to the damage caused to school property and the danger to participants and other people, neither skateboards, rollerblades, roller shoes, nor scooters (electric or non-electric) are allowed on school property. Violators will be referred to the discipline policy or to the Sheriff's Department.

Language

Students are expected to use language suitable for a public place. **Senate Bill 33 states, "A student may be suspended or expelled from a public school for any of the following reasons: a) frequent or flagrant willful disobedience; defiance of proper authority, or disruptive behavior including the use of foul, profane, or abusive language."** While involved in group activities, cheers that use profanity or make direct reference to profanity must be eliminated.

General Guidelines

Food and Drink in Buildings

Students may only have drinks with a screw-on lid on the carpeted areas of the building. Food and drinks except water are prohibited in classrooms. Drinks without a screw-on lid are allowed only in the lunchroom or gymnasiums.

Dances

The usual hours for dances are from 7:00 p.m. until 11:00 p.m. or 8:30 p.m. until 11:30 p.m. unless otherwise authorized.

The kind of clothes worn to a dance will depend upon the kind of dance being held. For all informal dances, the school dress code is in effect. For all formal dances, the dance dress code will be in effect. Once a student leaves a dance, he/she is not permitted to return. All dances require at least one parent chaperone. The student advisor of the dance should contact and invite law enforcement to the activity. Students from other schools and GRHS alumni may not attend high school dances unless they are open to the community.

Litter

The appearance of our building indicates to the public our appreciation of their efforts to finance your education. We ask you to clean up your own litter.

Vandalism

Any incidents of vandalism will be referred to the Emery County Sheriff's Office. There will be a reward for information that identifies parties guilty of vandalism. Students will pay for any damage they do, which will usually be seen on the security cameras.

Fighting

The school takes the stand that fighting is a socially unacceptable manner with which to resolve conflicts. Parties actually involved in a physical fight will receive suspensions and be referred to the Emery County Sheriff's Office when it meets the legal criteria of disorderly conduct. The school will not take sides and judge one student to be guilty and the other not guilty; however, the student trying to avoid a physical fight will be considered for a waiver of the suspension.

Sexual Harassment Policy

Sexual harassment is against the law! When a sexual harassment complaint is made and investigated and determined to be legitimate, the following steps will be taken:

First complaint-----one day out-of-school suspension.

Second complaint ----- two-day out-of-school suspension.

Third complaint----- Suspension and referral to the School Board for action.

General Guidelines

Hazing

The District prohibits hazing. "Hazing" means any intentional, knowing, or reckless act directed against a student, by one person alone or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

The following actions shall be included in the offense of hazing, and students or staff members who commit any of them will violate District policy:

1. engaging in hazing;
2. soliciting, encouraging, directing, aiding, attempting to aid another in engaging in hazing;
3. intentionally, knowingly, or recklessly permitting hazing to occur; and
4. having firsthand knowledge of the planning of a specific hazing incident involving a student, or firsthand knowledge that a specific hazing incident has occurred, and knowingly failing to report that knowledge in writing to the principal, superintendent, or designee. Students found in violation of this policy will be dismissed from the organization engaging in the hazing and may be suspended from school for up to three days.

Bullying

The Emery County School District supports a secure and safe school climate that is conducive to learning and is free from threat, harassment, and any type of bullying behavior.

Green River High School recognizes that bullying and intimidation hurt students and school climate. Students who are intimidated and fearful cannot give their education the focus needed for success. Bullying also leads to violence and other antisocial behavior. Every student has the right to an education and to be safe in and around school. Bullying is defined as any written or verbal expression, physical act or gesture, or a pattern thereof that is intended to cause distress upon one or more students in the school environment. Bullying is an unfair and one-sided pattern of abuse over time. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose. The school environment includes school buildings, grounds, vehicles, bus stops, and all school-sponsored activities and events...

Bullying behaviors include the following:

- Hurting someone physically by hitting, kicking, tripping, or pushing
- Stealing or damaging another person's things
- Ganging up on someone
- Repeatedly teasing someone in a hurtful way
- Using put-downs, such as insulting someone's race, gender, or beliefs
- Spreading rumors or untruths about someone

Staff members who observe or become aware of an act of bullying will take immediate and appropriate steps to intervene and shall report the bullying to the school principal for further investigation. Students and parents who become aware of an act of bullying should report it to the school principal for further investigation. Consequences for students who bully others shall depend on the number and severity of the incidents and the type of bullying that occurred.

General Guidelines

The four types of bullying are:

1. Indirect: emotional harassment, spreading rumors, slander, exclusion from social activities, gossiping, improper gestures, improper comments in notes, letters, email, etc.
2. Verbal: name-calling, insults, racist remarks, sexual remarks, teasing, taunting, threatening, etc.
3. Physical: hitting, kicking, taking another's possessions, theft, fighting, spitting, etc. (invasion of a person's space)
4. Cyber: The use of technology/social media to harass and/or bully another student

The following will serve as a recommendation for taking action regarding bullying incidents.

Indirect

1. Talk with principal/counselor (documented)

Verbal/ Cyber

2. Talk with principal (documented), parents contacted, student completes a Threat Assessment to be placed in student file

Physical-

3. Steps one and two, one-day suspension, meeting with principal
4. 3-day suspension, student placed on probation, complete threat assessment, juvenile court referral;
5. Same as No. 4 but with a 5-day suspension
6. Same as No. 5 but with a 10-day suspension
7. Recommendation to the school board for alternative school placement.

Use of Tobacco (Emery District Policy JICG)

Tobacco is the number one killer and the leading cause of preventable death in Utah. To support and encourage a healthy lifestyle for students, the Board of Education establishes the following smoking/vaping/tobacco policy.

Tobacco—

Students may not possess, use, or distribute tobacco or tobacco products on school property or during any school activity (whether or not it takes place on school property).

Nicotine Products—

Students may not possess, use, or distribute any nicotine product on school property or during any school activity (whether or not it takes place on school property).

Electronic Cigarette Products—

Students may not possess, use, or distribute any electronic cigarette product on school property or during any school activity (whether or not the activity takes place on school property). Students violating this prohibition are subject to discipline under Policy FHA and to action under Policy FF Student Activities and under Policy FHAE Safe Schools: Disruptive Student Behavior.

The use or possession of tobacco or any tobacco product, including smokeless tobacco, for students under the age of 19 is against Utah State Law. Violators are disciplined according to state law, USBE rule, district and school policy, but not under the Controlled Substance Act unless the inhaled substance contains illegal additives. Therefore, violators on school property, in district vehicles, at school-sponsored activities, or within 1,000 feet of school property, or while attending school-sponsored activities away from school, shall be issued citations by the school administration and/or law enforcement authorities, and subsequent action may be taken. School employees who witness student tobacco use in violation of this policy shall refer such use to the appropriate school administrator for action.

General Guidelines

Confiscation and Disposal of Electronic Cigarette Products—

Any electronic cigarette product found in the possession or control of a student on school property or at a school activity (including such products found in student lockers, desks, or similar locations) shall be confiscated by staff and shall be destroyed or otherwise disposed of. However, if the electronic cigarette product is suspected to contain illegal controlled substances or to be used to consume illegal controlled substances, a school administrator may release the product to law enforcement upon request of law enforcement as part of an investigation or action rather than destroying or destroying the confiscated product. (For purposes of this exception, nicotine or other tobacco derivatives are not considered illegal controlled substances.)

Utah Code § 53G-8-203(3)(b), (c) (2025).

Utah Code § 53G-8-508(2) (2020).

Schools shall, in addition to the above, for repeat violators, have students participate in a smoking cessation class, or place the student on in-school or out-of-school suspension.

Tobacco Use / Possession

- Disciplinary action, independent of any court action, shall be taken by the school in cases involving the use, possession, sale, or distribution of tobacco and vaping products. **For a first violation**, the principal or designee **shall** confiscate the product and notify the parents/guardians. Regarding vaping and vaping paraphernalia, administrators are required to confiscate such items and destroy them. A school official may release a confiscated electronic cigarette product suspected to contain illegal controlled substances or used to consume illegal controlled substances to law enforcement as part of an investigation or action instead of disposing of or destroying the confiscated electronic cigarette product. **The principal or designee may also:**
 - submit a court referral where allowed;
 - refer the student to a cessation program.
- **For the second violation**, the principal or designee **shall:**
 - confiscate the product;
 - submit a court referral where allowed;
 - notify parents/guardians;
 - suspend student from school for up to ten (10) days; and
 - order the student to complete a cessation program.
- **For the third and subsequent violations**, the principal or designee **shall:**
 - confiscate the product;
 - submit a court referral where allowed;
 - notify parents/guardians;
 - suspend student from school for up to ten (10) days; and
 - begin immediate expulsion procedures.

Advertising of tobacco/vaping products is prohibited in school buildings, on school property, at school functions, and in all school publications. This includes clothing that advertises tobacco products.

General Guidelines

Alcohol and Drug Use by Students Emery District Policy JICH

The Board of Education of the Emery County School District recognizes that all students have a right to attend school in an environment that is safe and conducive to learning. Since alcohol and other drug abuse is illegal and interferes with both effective learning and the healthy development of children and adolescents, the District has a fundamental legal and ethical obligation to prevent drug abuse and to maintain a drug-free educational environment.

VII. Penalties for Drug/Alcohol Related Activities:

Disciplinary action, independent of any court action, will be taken by the District in cases involving the use, possession, distribution, or sale of alcohol, controlled substances, imitation controlled substances, drug paraphernalia, or for students visiting/resorting. Students may be subject to immediate in-school suspension, suspension, change of school program, or possible expulsion for violation of the policy.

A) A student who violates the District Alcohol and Drug policy for the first time shall be suspended from school for a minimum of three (3) days to a maximum of ten (10) days, as determined by the school principal.

1. A student returning to school following a suspension shall be automatically referred to the school counselor/advisor for supportive follow-up.

2. A non-use contract shall be signed by the student, parent, and the designated educator.

3. The student shall complete counseling sessions at school with the Four Corners Mental Health organization, and at least one parent should be encouraged to participate in these sessions.

However, if the student and parent so desire, they may choose counseling (at their own expense) from one of the licensed counseling agencies. They must provide proof of counseling arrangements, at the beginning of counseling, to the principal. At the end of counseling, they must submit to the principal a letter stating counseling has been completed.

4. If the student fails to complete a counseling program as outlined in 3 above, the student will be assigned to an alternative school program.

5. The student shall participate in a formal alcohol and/or drug assessment which is provided by the District, or from any alcohol and drug treatment agency approved by the District, with the cost of the alternative assessment assumed by the parents. Failure to secure such an assessment may result in further appropriate action such as placement in an alternative school program.

6. A student who participates in school-sponsored activities and functions such as clubs, teams, band, choir, etc. or who serves as an elected or appointed student body or class officer shall not participate during the time of suspension. During the professional counseling period provided, participation in school activities is dependent upon faithful attendance at the counseling session or counselor recommendation. To return to such activities, the student must also be in good standing with the school principal, who will authorize any return to participation in such activities.

B) A student who violates the District Alcohol and Drug policy a second time shall be expelled from school if he/she has attained the age of 16 years or more. If under 16 years of age, the student will be placed in an alternative school arrangement.

VIII. Student Self-Referral:

If a student voluntarily admits to having a drug or alcohol abuse problem, the District will provide a conference with the principal or designated educator, waive the school penalties regarding suspension, ineligibility to participate in school activities, and reporting to the sheriff. The District will provide counseling for first-time offenders as outlined in VII, A, 3. Possible additional resources for assistance will be provided and the student's participation in the Green River Youth Coalition will be encouraged.

Drug Testing

Statement of Purpose and Intent:

Participation in school-sponsored extracurricular activities in the Emery School District is a privilege. Students who participate in extracurricular activities at the high school level represent the school within the community and have a responsibility to conduct themselves at all times in a manner befitting their positions, which includes avoiding the use of illegal and performance-enhancing drugs. The Board of Education has implemented this random drug testing program for students in grades nine through 12 (eight through 12 for cheerleading) who voluntarily participate in extracurricular activities at the high school level as one way to prevent, deter, and detect drug use among students. Participation in Extracurricular Activities covered under this consent form includes: Baseball, Cross Country, Golf, Volleyball, Basketball, Track and Field, Student Government, FFA, Esports, Cheerleading, Sterling Scholars, Quiz Bowl, and Robotics.

For a student to participate in the school-sponsored extracurricular activities listed above, the student's parent/guardian must consent to their student's participation in the random drug testing program. A student participant's name will remain in the random pool throughout his/her extracurricular career with the district. Therefore, a student participating in competitive athletics may be selected for a random drug test during his/her off-season. Students are randomly selected from among other student participants at the same school. As a result, a particular student might be selected more than once while another student may not be selected at all. A student who is randomly selected will be privately notified to report to a designated site at his/her school to provide a urine sample for drug testing. Trained personnel will conduct all urine sample collection. If a student refuses to provide a sample at the time of collection, or provides a fraudulent sample, it will be counted as a positive test. Parents/guardians will not be contacted if testing results are negative. If a test result is positive, parents will be contacted by a school administrator and allowed to discuss the results. If a student's test is positive, he/she will be subject to the consequences outlined in district policy.

Consent of Parent/Legal Guardian: I confirm that I have read and understand the information contained herein.

Parent/Legal Guardian's Name (Print) _____

Parent/Legal Guardian's Signature _____

Date _____

Student: I understand and agree to abide by this policy.

Student's Name (Print) _____

Student's SIS No. Grade _____

Student Signature _____

Date _____

Circle all areas of anticipated participation:

Cross Country, Track, Golf, Basketball, Baseball, Volleyball,
Cheerleading, Student Government, Robotics, Quiz Bowl, FFA, Esports, Sterling Scholars
A consent form must be completed at least annually

General Guidelines

Bus Transportation

Bus drivers have a tremendous responsibility for the safe transportation of students. While on a school bus, students must obey the rules of the district as well as those of the driver. Failure to cooperate may result in suspension or complete removal from the school bus. Students involved in school activities must ride on the bus provided. Under no circumstance is a student allowed to drive a private car to such an activity or ride with another student.

Driver Education

Green River High School students complete driver education through the Southeast Education Service Center (SESC). Enrollment information and course requirements available through the school office.

Bus Rules

Students, while on a school bus, will be directly responsible to the bus driver. Disorderly conduct shall be sufficient reason for the driver to suspend the student's bus privileges for a designated period. The school district will not tolerate misbehavior on the buses.

• It shall be the duty of every teacher, coach, or sponsor to see that his/her students are familiar with all rules governing the conduct of students while riding the bus. Some of the most important rules are:

- Remain seated while the bus is moving
- Keep head and arms inside the bus
- Walk in front of the bus when crossing the street
- Remain quiet enough that instructions from the driver can be heard at all times
- Refrain from the use of profane language.

Released Time – Emery District Policy

Religious belief and disbelief are matters of personal consideration rather than governmental authority. As such, government must observe neutrality in matters of religion, neither opposing or promoting religion. At the request of parents/guardians and the availability of courses, students may be released one period per day to study in the belief of their choice.

No credit or grade may be recorded on the permanent records of the student.

Note: Any group to which the Governing Board grants released time will observe the following rules and

regulations: It is understood that the School District is not liable or responsible for students during the released time period. Students must go and come during the allotted released time.

Tardiness, truancy, and related problems will be just cause for withdrawing a student from the released time program.

Weapons in Schools

It is the policy of the Emery County School District that a student who is found to have brought a weapon to school, or to a school-supervised activity, or to have such a weapon while at school, or when involved in any school-sponsored activity, shall be expelled from school for a period of not less than one year.

The superintendent may modify the expulsion requirement for a student on a case-by-case basis.

Emergency Drills

Emergency Drills

Fire Drill

Upon hearing the fire alarm signal, students will vacate the rooms using procedures posted in each classroom. Fire drills must be taken seriously at all times, with all movement being done in an orderly manner. After all is clear, the call to return to classes will be given.

Hold

Hold is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.

Secure

Secure is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.

Lockdown

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.

Evacuation

Evacuation may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.

Shelter in Place

Shelter is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

TEACHERS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Do business as usual
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

Resources - Counseling

School Counselors help students develop the academic and social skills needed to succeed in school—and later in life. ... Beyond supporting the social and emotional needs of students, they also help pupils explore their interests and potential career options

Counselors will hold annual CCRs for grades 7- 12. These CCRs are for students and parents and supply information specific to the student's current grade level.

The Statewide Online Education Program (SOEP) allows eligible Utah students in grades 7-12 to take approved middle school or high school courses online. These classes may help students fulfill graduation requirements, recover credit, resolve scheduling conflicts, or explore subjects not offered at Green River High School. Students interested in an SOEP course must meet with the school counselor before enrolling. The counselor will determine whether the course fits the student's graduation plan and meets the appropriate academic requirement. SOEP classes must be scheduled during either first hour or fifth hour and completed at home. The student and parent or guardian are responsible for providing transportation to or from school. Green River High School or Emery School District will not provide transportation.

Schedule Change Policy

Anticipated schedule changes should be made during the registration period. All requests for schedule changes after the first day of a term must have administrative approval and will incur a \$10.00 charge.

Concurrent Enrollment Policy

11th and 12th grade students may enroll in college courses and receive dual high school/college credit, provided the college courses enrolled in are approved by, and processed through Green River High School. Students must meet college requirements to take distance learning classes. Students taking distance learning classes are eligible for participation in G.R.H.S. activities provided they carry the required minimum coursework load and meet the academic eligibility requirements.

*NOTE: Students and their parents need to understand that any course taken at the college level will affect that student's permanent College G.P.A. Any low grade in any college course could make the difference as to whether a student could gain admission to a "highly selective" program, such as medical school, in that student's future.

Maturity and commitment to high academic performance are things to consider before a high school age student chooses to enroll in a college course! All students must have administrative approval before enrolling in a college course to be paid for by the Emery School District.

NOTE: Students enrolling in college courses have the responsibility to attend all courses as scheduled, even if Green River High School is on recess on certain college class days. College attendance rules will always apply and take precedence over any high school attendance rules or regulations.

Mental Health Counseling

Mental health counseling is available to Green River High School students through Four Corners Community Behavioral Health. Virtual counseling services are also available through the University of Utah. Students or parents interested in these confidential support services should contact the school counselor or administration for additional information and assistance.



Looking Ahead

This handbook provides a foundation for your success at Green High. Familiarize yourself with its contents to maximize your experience.

We encourage you to embrace our school's values and contribute positively to our community. Your journey starts now!

GREEN RIVER HIGH SCHOOL

2026-27 THEME



SIDE BY SIDE

WORKING TOGETHER. GROWING TOGETHER. SUCCEEDING TOGETHER.



RESPONSIBILITY

We own our actions and make choices that lead to success.



CITIZENSHIP

We respect others and contribute to our community.



CRITICAL THINKING

We ask questions, solve problems, and think deeply.



RESILIENCE

We persevere through challenges and grow stronger.



COMMUNICATION

We listen, share ideas, and connect with others.



WORK ETHIC

We give our best effort and take pride in our work.

SIDE BY SIDE, WE ARE PIRATES.