

Moffat PK-12

Student & Parent

Handbook



2026-2027

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DISTRICT VISION, MISSION, AND CORE VALUES

Moffat Consolidated School District #2 is a thriving rural learning community where every student is known, challenged, and inspired to contribute; rooted in our valley, strengthened by the grit and integrity of the Cowboy spirit, and prepared to succeed in a changing world.

Moffat Consolidated School District exists so that our students have a safe learning environment with unique learning opportunities that prepare them for their future.

- Student-Centered - Every policy, practice, and partnership keeps what is best for students at the center of our work, just as a good Cowboy never loses sight of what matters most.
- Integrity - Doing what is right for students is our compass; we lead with honesty, transparency, and responsible stewardship of our resources.
- Respect and Belonging - Every learner and staff member is valued, included, and treated with dignity as a respected member of our schools and community.
- Grit and Perseverance - We meet challenges with determination, resilience, and a strong work ethic, following our Cowboy tradition.
- Excellence and Innovation - We insist upon high academic standards and continuous improvement, embracing creative, real-world approaches that help every student succeed on whatever trail they choose to ride.

MOFFAT SCHOOL INFORMATION

P.O. Box 428
501 Garfield
Moffat, CO 81143
Telephone (719) 745-050

Office Hours: 7:30AM to 4:30PM Monday – Thursday
Teacher Hours: 7:30AM to 4:15PM Monday – Thursday
Instructional Hours: 7:50AM to 4:00PM Monday – Thursday

MSCD#2 Administration

Andrea Davis, Superintendent

Moffat PK-12 School Administration

Kathy Garcia, Principal
Melissa Armenta, Administration TOSA

Get Social!

Follow us on Facebook:
Moffat Consolidated School District #2

School Mascot: Cowboy
School Colors: Green & Gold

Moffat Consolidated School District Board of Education

Virginia Drake, Board President, (vdrake@moffatschools.org)
Michael Booth, Board Vice President,
(mbooth@moffatschools.org)
Lynn Ertle, Board Treasure, (lertle@moffatschools.org)
Patte Smith, Board Secretary, (smith@moffatschools.org)
Tina Freel, Board Member, (tfreel@moffatschools.org)

PARENT COMMITMENTS

Parents and guardians support student learning in the following ways:

- Monitor attendance and contact the school by 8:00 a.m. to report excused absences or tardies.
- Review the school calendar and stay aware of school events.
- Encourage completion of homework and projects on time.
- Participate, when appropriate, in decisions related to the student's education.
- Read school and district notices sent by email, mail, or through the student, and respond as needed in a timely manner.
- Attend Back to School Open House, Parent Teacher Conferences, and other grade-level events as applicable.

To help maintain accurate student safety and emergency information, parents and guardians must notify the school as soon as possible if any of the following information changes during the school year:

- Home address
- Primary email address
- Home telephone number or cell phone number
- Emergency contact telephone numbers
- Individuals authorized to pick up the student from school or school functions
- Guardianship information

If this information is not updated with the school, the school may rely on the contact and release information currently on file when responding to student needs or emergency situations.

STUDENT RIGHTS AND RESPONSIBILITIES

EQUAL EDUCATIONAL OPPORTUNITIES

All students in the district will have equal access to educational opportunities and programs without discrimination based on race, color, ancestry, creed, sex, sexual orientation, gender identity, religion, national origin, marital status, disability, or need for special education services.

This commitment to equal educational opportunity guides Board and staff decisions related to district facilities, selection of educational materials, equipment, curriculum, and regulations affecting students.

Students with disabilities will be provided a free appropriate public education in accordance with applicable federal and state laws and regulations.

To help ensure that district programs comply with applicable laws and regulations, the superintendent or designee will periodically monitor the following areas:

- Curriculum and materials: Review curriculum guides, textbooks, and supplemental materials for discriminatory bias.
- Training: Provide training for students and staff to identify, prevent, and respond to discrimination.
- Student access: Review programs, activities, and practices to help ensure all students have equal access and are not segregated except as permitted by law.

- District support: Review the distribution of district resources across school programs, including staffing, compensation, facilities, equipment, and related matters.
- Student evaluation instruments: Review tests, procedures, guidance, and counseling materials for stereotyping and discrimination.
- Discipline: Review discipline records and other relevant data to support equitable implementation of Board discipline policies.

TITLE IX INFORMATION AND NONDISCRIMINATION

If assistance is needed to access content on the Moffat Consolidated School District #2 website, contact the school and/or administration office at 719-745-0500.

Moffat Consolidated School District #2 does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to, access to, treatment in, or participation in its programs, services, or activities. Lack of English language skills will not be a barrier to admission or participation in district programs, activities, or employment practices.

This notice is provided in accordance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

Questions, complaints, or requests for additional information regarding these laws may be directed to the district's designated compliance officer or to the U.S. Department of Education, Office for Civil Rights, Region VIII, Federal Office Building, 1244 North Speer Boulevard, Suite 310, Denver, CO 80204.

The district's civil rights complaint procedures, incident report form, administrative policies, and Title IX training materials are available on the district website.

Title IX Coordinator, District Level
 Ande Davis, Superintendent
 Moffat Consolidated School District #2
 501 Garfield Avenue, PO Box 428
 Moffat, CO 81143
 Email: adavis@moffatschools.org
 Phone: 719-745-0500

Title IX Coordinator, School Level
 Kathy Garcia, Principal, Moffat PK-12 School
 501 Garfield Avenue, PO Box 428
 Moffat, CO 81143
 Email: kgarcia@moffatschools.org
 Phone: 719-745-0500

COMPLAINT PROCEDURES AND FORMS

Complaint procedures have been established for students, parents, employees, applicants for employment, and members of the public in connection with harassment and discrimination concerns.

The following Board policies and exhibits describe the district's complaint and investigation processes:

- Policy AC-R-1: Harassment and Discrimination Investigation Procedures for Students
- Policy AC-R-2: Harassment and Discrimination Investigation Procedures for Employees, Applicants for Employment, and Members of the Public
- Policy AC-R-3: Sexual Harassment Investigation Procedures under Title IX
- Policy AC-E-1: Nondiscrimination / Equal Opportunity Notice
- Policy AC-E-2: Nondiscrimination / Equal Opportunity Complaint
- FormAC-R-3-Sexual-Harassment-Investigation-Procedures

Copies of these policies and forms are available on the district website and upon request from the district office.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Parents and guardians have specific rights related to student surveys, the collection and use of information for marketing, and certain physical examinations and screenings.

These rights include the right to:

1. Consent before a student participates in any U.S. Department of Education–funded survey that asks about protected areas such as political beliefs, mental or psychological problems, sex behavior or attitudes, illegal or demeaning behavior, critical appraisals of close family relationships, privileged relationships (lawyer, doctor, minister), religious practices or beliefs, income (except when required by law for program eligibility), or Social Security number.
2. Receive notice and an opportunity to opt a student out of:
 - Any other survey that addresses these protected areas, regardless of funding.
 - Any nonemergency, invasive physical exam or screening required as a condition of attendance and not necessary to protect a student’s immediate health or safety.
 - Any activity that collects, discloses, or uses personal information from students for marketing, selling, or other distribution to third parties.
3. Inspect, upon request and before administration or use:
 - Surveys that address protected areas.
 - Instruments used to collect personal information from students for marketing or distribution purposes.
 - Instructional materials used as part of the educational curriculum.

These rights transfer from the parent or guardian to a student who is 18 years old or an emancipated minor under state law.

For more detailed information, refer to District Policy JLDAC-E, Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA).

SEXUAL HARASSMENT OF STUDENTS

Sexual harassment is a form of sex discrimination and can interfere with a student's ability to learn and feel safe at school. Preventing and addressing sexual harassment is an important part of maintaining a nondiscriminatory learning environment.

The district is committed to providing a school environment that is free from sexual harassment. It is a violation of district policy for any staff member to sexually harass a student, or for students to sexually harass other students, through conduct or communication of a sexual nature. It is also a violation of district policy to retaliate against anyone who reports sexual harassment or participates in a sexual harassment investigation.

The district will promptly review reports and complaints of sexual harassment involving students, staff, or third parties and will take appropriate action. Corrective action may include steps to stop the harassment, restore lost educational opportunities for affected students, prevent future harassment, and protect against retaliation.

Students or families who believe sexual harassment has occurred should report their concerns to school administration or the district Title IX Coordinator.

For additional information, refer to District Policy JBB, Sexual Harassment, and the district's Title IX procedures.

Sex Offender Registry Information

The Colorado Bureau of Investigation (CBI) maintains the statewide Sex Offender Registry. Parents, guardians, and community members may search the public registry online to view information about registered sex offenders in Colorado. The registry can be accessed at:

- Colorado Sex Offender Registry: <http://sor.state.co.us>

The CBI website offers search options by name, location, county, and other criteria, and includes a map-based search to view offenders in a specific area. Questions about the registry or how to obtain additional information may be directed to local law enforcement or the Colorado Bureau of Investigation.

Child Neglect and Abuse

Any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect, or who observes circumstances or conditions that could reasonably result in abuse or neglect as defined by law, must immediately report or cause a report to be made to the appropriate county department of human or social services or to local law enforcement.

A person who reports suspected child abuse or neglect in good faith is immune from civil or criminal liability.

Reports of suspected child abuse or neglect, including the name and address of the child, the child's family, the reporting party, and any other identifying information, are confidential and are not public information.

School officials and employees must not contact the child's family or other individuals to investigate or determine the cause of the suspected abuse or neglect. It is not the responsibility of school staff to prove that abuse or neglect has occurred.

For more information, refer to District Policy JLF, Child Neglect and Abuse.

Admission and Denial of Admission

To enroll a student, the school may request documentation to verify the student's age and proof of residence within the district or as otherwise permitted by district policy. Proof of age may include a birth certificate or other acceptable documentation, such as a hospital or physician's record, adoption record, passport, affidavit from a parent or guardian, or previously verified school records.

Intra-District Choice / Open Enrollment

Moffat Consolidated School District #2 offers educational programs through Moffat PK-12 School and Crestone Charter School. Resident students are assigned to Moffat PK-12 School based on district attendance boundaries but may also seek enrollment at Crestone Charter School under its admission procedures.

Consistent with district policy, resident students may request to attend Moffat PK-12 School or Crestone Charter School, subject to space availability and each school's enrollment timelines and procedures. Placement decisions follow the processes outlined in district Regulation JFBA-R and in the charter school's enrollment policies.

A student may also be assigned outside their attendance area when the principals involved mutually agree that the assignment is in the best interests of the student and/or the school.

For more information, refer to District Policy JFBA and Regulation JFBA-R, Intra-District Choice / Open Enrollment, and to Crestone Charter School's enrollment information.

Student Withdrawal from School / Dropouts

The district makes dropout prevention and student re-engagement a priority. School leaders and counselors work with students through personal contact and available programs to help students remain enrolled and complete a high school diploma whenever possible.

When the district becomes aware that a student has dropped out of school, the district will provide written notice to the student's parent or guardian. The notice is intended to encourage the student to return to school, explain the potential long-term impact of dropping out, and share information about available educational options and support services.

For purposes of this section, "dropout" has the same meaning as in Colorado law and State Board of Education rules.

For more information, refer to District Policy JFC, Student Withdrawal from School / Dropouts, and any accompanying regulation.

Compulsory School Attendance

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

According to state law, it is the obligation of every parent/guardian to ensure that every child under his/her care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

School Responses to Support Student Attendance: In an effort to help students get to school and remove possible barriers that may be contributing to attendance or truancy concerns, the school may take the following actions:

- **Parental Notification**
- **Parent Conference**
- **MTSS Meeting to develop Attendance Success Plan**
- **Truancy Mediation**
- **Referral to Saguache Department of Human Service**
- **Referral to the Truancy Court**

Every child who has attained the age of six years on or before August 1 of each year and is under the age of 17 is required to attend public school with such exceptions as provided by law. It is the parents' responsibility to ensure attendance. It is mandatory for all children of compulsory school age to attend and be present at school unless excused from attendance for an approved reason. The School District is responsible for monitoring and maintaining records of attendance of students, and all absences will be treated as unexcused until the school receives and approves a written excuse explaining the reasons for an absence. Federal law also demands compulsory attendance. The attendance rates at all schools are used to determine School Performance ratings for state accountability and accreditation. The School District is required by law to enforce compulsory school attendance.

Attendance for Students with Disabilities: Students with disabilities and those suspected of having disabilities are subject to compulsory school laws. Each student's individual circumstances will be reviewed by the appropriate personnel and raised and addressed in the student's IEP or Section 504 Team meeting. A student with disabilities will not be removed from the school's enrollment based on attendance.

Student Attendance and Activities: Students must be in attendance at school for ½ day in order to participate in any school-sponsored activity that is conducted on that day. In cases of emergency or extenuating circumstances, the principal or designee may grant an exception to this limitation. For weekend activities, the student must be in school ½ day on that Thursday in order to participate. Exceptions will be made only for pre-arranged or extenuating circumstances, as approved and documented by the school's principal.

Attendance Standards and Definitions

Regular, punctual attendance is essential for student learning, social development, and academic progress. The district takes attendance seriously and expects students to be present and engaged each school day except when an excused absence applies.

Absence

An absence is non-attendance in school for an individual class, the entire school day, or a combination of both. Absences include:

- Arriving 15 or more minutes after the scheduled class start time without an approved pass.
- Leaving a scheduled class or the school day early without an approved checkout.

Absences are calculated on a per-year basis. Up to 10 parent-excused absences per school year may be accepted. After a student reaches this limit, additional absences require official documentation, such as a note from a medical provider or agency, in order to be considered excused.

Excused Absence

The following are considered excused absences:

- A student who is temporarily ill or injured or whose absence is approved by the school administrator on a prearranged basis. Prearranged absences are approved for appointments or circumstances of a serious nature that cannot be scheduled outside school hours.
- A student who is absent for an extended period due to a physical, mental, or emotional disability.
- Absences related to approved work-based learning, internships, or school-sponsored educational activities are recorded by the school and treated as excused.

The district may require suitable proof of excused absences, including written statements from medical sources or other agencies when appropriate.

Chronic Absenteeism

Excessive absences negatively impact a student's academic success. A student who has 14 total absences in a school year, whether excused or unexcused, will be identified as chronically absent by the principal or designee. Absences due to suspension or expulsion are not counted for purposes of identifying a student as chronically absent.

A student with 24 or more total absences in a school year will be identified as at risk of retention, subject to school and district review.

If a student is identified as chronically absent, the principal or designee will develop a plan to improve the student's attendance. The plan will use research-based strategies to address the reasons for the student's absenteeism. The student's parent or guardian will be involved in developing the plan.

Nothing in this section requires a student to be identified as chronically absent before the student may be declared habitual truant and truancy procedures pursued in accordance with state law.

Truancy (Policy JHB)

A student is considered truant when:

- The student is absent without a phone call or written excuse from the parent or guardian.
- The student leaves school or a class without permission from the teacher or administrator in charge.

Habitual Truancy

A student is considered habitually truant when they are a student of compulsory attendance age who has:

- Four total days of unexcused absences in any one month, or
- Ten total days of unexcused absences during the school year.

Absences due to suspension or expulsion are not counted as unexcused for purposes of defining habitual truancy.

Tardy

Tardiness is arriving to class after the start bell and within the first 15 minutes of class without an approved pass. Because frequent tardiness disrupts learning, the school may apply consequences for excessive tardiness. Parents and guardians will be notified of any consequences related to tardiness.

In unavoidable situations, a student detained by another teacher or administrator is not considered tardy if given a pass to enter the next class. Teachers will honor passes issued in accordance with this policy.

For attendance purposes, the school day runs from 7:50 a.m. to 4:00 p.m., Monday through Thursday. Arrival at or after 7:50 a.m. is considered tardy, and leaving school before 4:00 p.m. is also considered tardy unless the student has been properly signed out.

Tardy Consequences

A student may be tardy up to three times without penalty. Beginning with the fourth tardy in a school year, the following consequences apply:

- 4th tardy: 1 day lunch detention; parent/guardian notified.
- 5th tardy: 1 day lunch detention; parent/guardian notified.
- 6th tardy: 1 day in-school suspension; parent/guardian notified.

Patterns of excessive tardiness will be reviewed by school administration and will result in additional interventions and supports to improve on-time attendance.

Missed Class Work

Make-up work will be provided for any class in which a student has an excused absence, unless otherwise determined by the building administrator or when the absence is due to expulsion. It is the student's responsibility to obtain make-up assignments on the day they return to class. Students will have one school day to complete make-up work for each day of absence.

Make-up work will also be allowed following an unexcused absence or a suspension from school, with the goal of helping the student keep up with the class and encouraging continued attendance. This work may receive full or partial credit, as determined by the building administrator.

Unless otherwise permitted by the building administrator, make-up work will not be provided during a student's expulsion. Instead, the district will offer alternative education services in accordance with state

law and will determine the amount of credit the expelled student will receive for work completed in any alternative education program.

All work completed and grades earned by students assigned to in-school suspension, out-of-school suspension, or another temporary alternative education placement will be included when calculating the student's report period grade.

Students participating in school-approved activities will be permitted to make up missed assignments or exams.

For additional information, refer to District Policies JH, Student Absences and Excuses, and JHB, Truancy.

Zeros Aren't Permitted (ZAP)

Moffat PK-12 is committed to supporting students and families by providing staff assistance and resources when a student falls behind academically. The goal is to help students stay current with coursework and maintain eligibility.

When a student has a missing assignment, the teacher will complete a ZAP (Zeros Aren't Permitted) form, attach it to the assignment, and submit it to the designated ZAP teacher. Students assigned to ZAP will be excused from their 7th period elective class to complete the missing work.

Lockers for Secondary Students

Each middle school and high school student will be assigned a locker for personal use. Students are responsible for securing their belongings and keeping their locker clean and in good condition. Lockers are assigned through the front office during fall registration and will be checked for cleanliness at the end of the school year.

All lockers, desks, and other storage areas are school property and remain under the control of the school at all times. These areas, and any items stored in them, may be inspected by school officials at any time, with or without prior notice.

For additional information, refer to Board Policy JIH.

Food Services for Breakfast and Lunch

Breakfast and lunch are currently provided at no cost for all elementary, middle, and high school students.

Breakfast is served at 7:30 am

K-5 Lunch is served at 11:15 am

Middle School and High School Lunch is served at 12:17 pm

Education Benefit Form

While meals are free to all students at this time, families are strongly encouraged to complete the annual Education Benefit Form. The information collected on this form is essential for the district to maintain funding and continue offering free meals to all students. This program is completely confidential.

Student Parking Privileges

Student parking on district property is a privilege, not a right. Students who drive to school must obtain a district parking permit and comply with all school rules, traffic laws, and safety expectations. Parking privileges may be denied, suspended, or revoked for unsafe driving, rule violations, or other conduct that disrupts school safety or operations.

To receive a parking permit, a student must have a valid driver's license, current vehicle registration, current proof of insurance, and a completed parking permit application signed by a parent or guardian. A separate permit is required for each vehicle parked on campus, and the permit must be clearly displayed while the vehicle is on school property.

Students may park only in designated student parking areas and must drive safely at all times. Vehicles on school property may be subject to search when school officials have reasonable suspicion that the vehicle contains prohibited items or evidence of a violation of law or school rules.

The district is not responsible for theft, damage, or loss involving vehicles parked on school property. By signing the parking permit application, students and parents/guardians acknowledge that they have read and agree to follow all parking rules and expectations.

Closed Campus

To support student safety and encourage positive interaction during the school day, Moffat PK-12 maintains a closed campus policy. Students are not permitted to leave school grounds before the end of the school day except in cases of emergency or with prior administrative approval.

Requests for early release must be submitted in advance in writing by a parent or guardian. Approval will be granted only if the student is in good standing, including satisfactory academic performance and appropriate behavior.

Parents or guardians may also come to the school in person to sign out their student. Phone calls will not be accepted for student release.

Student Organizations

Schools in the district may encourage students to broaden their knowledge and citizenship by permitting the formation of clubs or other groups that relate to curriculum-based subject matter. Such organizations shall operate within the framework of state statutes, Board and district policy, administrative rules, and the approved learning program.

All student organizations must open membership to all interested and/or eligible students. Fraternities, sororities, and/or secret societies shall not receive recognition under this policy.

For additional information, refer to district policies JJA (Student Organizations), JICEA (School-Related Student Publications), and JICEC (Student Distribution of Non-Curricular Materials).

Student Interviews, Interrogations, Searches, and Arrests

The District seeks to maintain a school climate that is conducive to learning and protective of the safety and welfare of students and staff. To achieve this goal, it may be necessary for school administrators or other authorized school officials to search a student and/or the student's personal property and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff. Such searches may include school property (including lockers, desks, and other storage areas) as well as a student's person, bags, vehicles, or other personal effects.

Interviews may be conducted by school administrators, authorized school officials, law enforcement officers, or other agency officials, consistent with district policy and applicable law.

For more information, please refer to district policy JIH, Student Interviews, Interrogations, Searches, and Arrests.

Grading and Assessment Systems

The district is committed to an instructional program that makes student achievement both recognizable and attainable and that emphasizes achievement in evaluating student performance.

State and federal law require district students to participate in standardized assessments in English language arts, math, and science. Colorado law also requires students to participate in standardized assessments in social studies. Accordingly, the district shall administer standardized assessments in compliance with applicable state and federal law.

State law also requires the district to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments, parent requests to excuse students from state assessments, and the district's assessment calendar. This policy and its accompanying regulation set forth the district's processes for meeting these requirements.

A parent/guardian who wishes to exempt a student from one or more state assessments must make the request in accordance with this policy's accompanying regulation. In accordance with state law, the district shall not impose a negative consequence on a student whose parent/guardian has requested an exemption from a state assessment. This exemption process applies only to state assessments and does not apply to district or classroom assessments. For more information, please refer to district policy IKA-R.

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on prior state assessment results. This information shall be included in each student's individual student record. Appropriate school personnel, including those who work directly with the student, shall have access to the student's state assessment results and longitudinal academic growth information and shall share and explain that information to the student's parent/guardian.

In addition to the state assessment system, the district has developed a comprehensive assessment system that challenges students to think critically, apply what they have learned, and demonstrate their skills and knowledge; includes early warning features that allow problems to be identified promptly so

that students, teachers, and parents/guardians know when additional support or effort is needed; provides reliable and valid information on student and school performance to educators, parents/guardians, and employers; and provides timely and useful data for instructional improvement and improved student learning, including feedback that helps determine whether the curriculum is aligned with district academic standards.

In accordance with applicable law, the district's assessment system shall accommodate students with disabilities and English language learners. The district's assessment results, in combination with state assessment results, shall be used as measures of student achievement and progress on the district's academic standards.

The administration and professional staff shall establish a grading system for evaluating and recording student progress and measuring student performance in conjunction with the district's academic standards. Student records and reports shall be maintained in a form that is meaningful to parents/guardians as well as teachers. The grading system shall be uniform district-wide at comparable grade levels. Peer grading of student assignments and classroom assessments is permissible when used to reinforce learning, reteach content, and promote respectful academic collaboration among students.

Teachers shall maintain the district gradebook in a timely manner so that students and parents/guardians have access to current academic information. Unless otherwise limited by the nature of the course or approved by administration, teachers are expected to enter a minimum of two grades per week into the gradebook.

For more information, please refer to district policy IKA, Grading/Assessment Systems.

Moffat PK-12 Grading Profile

The following scale determines grade point average and class rank at Moffat High School:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points

Moffat High School's grading scale by percentage is as follows:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = 59% or below

Some classes are given only an "S" or "U." An "S" indicates satisfactory completion of a course, and a "U" indicates unsatisfactory performance in a course or failure of the course. "NC" indicates a no-credit course, such as intervention.

Honor Roll

The Student Honor Roll will be compiled each semester. Students with a 3.00 to 3.49 grade point average will be on the Principal's Honor Roll. Students with a 3.5 grade point average or above will be on the Superintendent's Honor Roll.

National Honor Society Selection Process

All sophomores, juniors and seniors who have been in attendance at MHS for at least one semester and who have a cumulative GPA of 3.4 or better will be invited to apply to the National Honor Society each school year.

Students will complete an informational packet as their application. The applications will be reviewed by a faculty council of five teachers appointed by the Principal. Students will be evaluated on the basis of service, leadership and character during the paperwork portion and interview portion of the screening process.

Concurrent Enrollment

The district is committed to providing qualified high school students with opportunities to pursue postsecondary coursework while enrolled in high school. In accordance with this policy and its accompanying regulation, qualified students may receive high school credit toward graduation requirements for successful completion of approved postsecondary courses offered by eligible institutions of higher education.

The district shall pay tuition costs for approved concurrent enrollment courses in accordance with applicable law, state funding, and the district's cooperative agreement with the participating institution of higher education. The district is not responsible for the cost of textbooks, materials, fees, or transportation; however, the district will endeavor to assist students and families with such costs to the extent resources are available.

For more information, please refer to district policy IHCD, Concurrent Enrollment.

Health, Immunization, Food Allergies, and Administering Medications to Student

Sickness and Disease

Management of communicable diseases shall be consistent with applicable Colorado law and guidance from the Colorado Department of Public Health and Environment. A student who exhibits symptoms of a communicable disease that is readily transmissible in a school setting may be temporarily excluded from school attendance in accordance with public health guidance and district procedures.

Students who become ill at school may be referred to the school nurse or other appropriate school personnel and may be sent home after the parent/guardian or emergency contact has been notified. The district may require a statement from a licensed health care provider authorizing a student's return to school when appropriate. In all matters relating to student health, the district shall respect student privacy in accordance with applicable law.

Immunization

No student shall attend or continue to attend school in the district without meeting the immunization requirements established by Colorado law, unless the student has a valid medical exemption or nonmedical exemption as provided by law. All information distributed by the district concerning immunization requirements shall include information regarding the right to seek an exemption as permitted by law.

A student who does not submit a current certificate of immunization, a completed exemption form, or other documentation permitted by law may be excluded from attendance in accordance with applicable law and this policy's accompanying regulation. For more information, please refer to district policies JLCB and JLCB-R, Immunization of Students.

Food Allergies

The district recognizes that some students have potentially life-threatening food allergies. The district shall support eligible students through appropriate health care planning, reasonable accommodations, access to emergency medication as authorized by law, and staff training as appropriate. For more information, please refer to district policy JLCDA, Students with Food Allergies.

Administering Medications to Students

School personnel shall not administer prescription or nonprescription medication to a student unless such administration cannot reasonably be accomplished outside of school hours. Medication may be administered by authorized school personnel in accordance with applicable law, district policy, and any required delegation or training by a registered nurse. For purposes of this policy, "medication" includes prescription and nonprescription medication but does not include medical marijuana.

For purposes of this policy, "nonprescription medication" includes over-the-counter medication and may include homeopathic or herbal remedies, vitamins, and nutritional supplements, as permitted by district procedures. Medication shall be administered only when it is provided in the original properly labeled container, when written parent/guardian authorization has been provided, and when any additional medical authorization required by law or district procedure has been received. The parent/guardian is responsible for providing the medication unless otherwise permitted by district practice for authorized stock medication.

Administration of Medical Marijuana to Qualified Students

Administration of medical marijuana to qualified students shall be in accordance with district policy JLCDB and JLCDB-E and applicable Colorado law. A qualified student's primary caregiver may administer a permissible nonsmokeable form of medical marijuana to the student in a designated location identified by the district, which may include a location on school grounds, on a school bus in Colorado, or at a school-sponsored event in Colorado, if all parameters in the district's written plan and policy are met.

Students may not possess or self-administer medical marijuana on school property, on a school bus, or at a school-sponsored event. This policy does not apply on federal property or at any location where marijuana is prohibited by law, and permission to administer medical marijuana may be limited or revoked if the student or caregiver fails to comply with district policy. For more information, please refer to district policy JLCDB and JLCDB-E, Administration of Medical Marijuana to Qualified Students.

Self-Administration of Medication

A student with asthma, a food allergy, other severe allergies, anaphylaxis, or a related life-threatening condition may possess and self-administer prescribed medication to treat that condition during school hours, at school-sponsored activities, and while in transit to and from school or a school-sponsored activity, in accordance with Colorado law and district regulation. Authorization for student possession and self-administration may be limited or revoked if the student demonstrates an inability to responsibly possess or self-administer the medication, following consultation with appropriate school personnel and the student's parent/guardian.

Student possession, use, distribution, sale, or being under the influence of medication in a manner inconsistent with this policy shall constitute a violation of district policy and may result in disciplinary consequences in accordance with applicable district policy and law. For more information, please refer to district policy JLCD, Administering Medications to Students.

Visitors to School

The district will make reasonable efforts to accommodate visits to its schools while maintaining a safe and orderly learning environment for students and staff. Accordingly, visitors to district schools shall generally be limited to parents/guardians of current students, other family members of current students who are approved by the student's parent/guardian, Board members, and other persons authorized or invited by the district for official school or district business.

All visitors shall report to the school office immediately upon entering a school so that the district may help ensure that no unauthorized persons enter school property and that school operations are not disrupted. Authorized visitors may be required to sign in and out, present identification, wear a visitor badge or nametag, and be accompanied by a district employee during part or all of the visit. School administrators may establish additional building-level procedures to preserve safety, security, and the educational environment.

Unauthorized persons shall not loiter on school property at any time. Visiting the district schools is a privilege, not a right, and may be limited, denied, or revoked by a school administrator or designee based on student or staff safety, efficient school operations, maintenance of a proper educational environment, or failure to comply with district policy or school procedures. For more information, please refer to district policy KI, Visitors to Schools.

Student Records and Sharing of Information

Student education records are confidential. The district will protect student records and will not allow access to or release of personally identifiable information without prior written consent from a parent/guardian or eligible student, except as permitted by law and district policy.

The district may share relevant student records or information without consent when allowed by law and necessary to protect the safety, health, or welfare of students, staff, visitors, the public, or district property. For more information, please refer to district policy JRCA, Sharing of Student Records, and policy JRCB, Privacy and Protection of Confidential Information.

Student Records/Release of Information on Students

(Notification to Parents/Guardians and Eligible Students of Rights Concerning Student Education Records)

Under the Family Educational Rights and Privacy Act (FERPA) and Colorado law, parents/guardians and eligible students have the following rights regarding student education records:

- The right to inspect and review the student's education records within 45 days after making a request. See JRA/JRC-R.
- The right to request amendment of education records believed to be inaccurate, misleading, or in violation of the student's privacy rights. See JRA/JRC-R.
- The right to consent to disclosure of personally identifiable information in education records, except when disclosure is permitted without consent by law. See JRA/JRC-R.
- The right to file a complaint with the U.S. Department of Education's Student Privacy Policy Office concerning an alleged FERPA violation. Complaints may be submitted to the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Ave, SW, Washington, DC 20202-8520.
- The right to refuse to allow the designation of any or all categories of directory information. See JRA/JRC.
- The right to request that student information not be released to military recruiting officers, as provided by law.

For more information, please refer to district policy JRA/JRC and JRA/JRC-E-2.

Textbooks, Library Resources, and School Property

Students are expected to return textbooks, library resources, and other district materials in good condition, allowing for ordinary wear. Students may be assessed fines for lost, damaged, or defaced books (including library materials), instructional materials, or equipment. The fine will be based on the amount of the loss, and in computing a fine for books or library resources the district may reduce the replacement cost by a percentage for each year of use.

The district shall make reasonable efforts to obtain payment of assessed fines or payment for lost or damaged textbooks, library resources, or other school property, including offering alternative payment methods such as payment plans or school service for students who are unable to pay. A student shall not be refused the use of textbooks or other required instructional materials based on failure to pay fees or fines.

In accordance with Colorado law, the district shall not withhold records required for enrollment, grades, transcripts, or diplomas due to a student's failure to pay fines or fees or to return or replace textbooks, library resources, or other school property. Nothing in this section limits the district's authority to pursue collection of debts owed by other lawful means.

STUDENT CONDUCT

Student Conduct and Code of Conduct

The Board has adopted a written student conduct and discipline code in accordance with applicable law. Students are expected to follow accepted rules of conduct, respect the rights of others, obey persons in authority, and conduct themselves in ways that support a safe, orderly, and productive learning environment. Behavior that disrupts the classroom, interferes with school operations, or threatens the safety or welfare of others is unacceptable and may result in disciplinary action. The code shall be enforced uniformly, fairly, and consistently for all students.

Student conduct expectations apply in school buildings, on district property, while being transported in district vehicles, during school-sponsored or district-sponsored activities or events, and off school property when the conduct has a connection (nexus) to school or to any district curricular or noncurricular activity or event. The district shall take reasonable measures to ensure students are familiar with the conduct and discipline code, and the code shall be provided to students upon enrollment and made available in each school.

In accordance with applicable law and district policy concerning suspensions, expulsions, and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student who engages in one or more of the following types of conduct:

- Damaging or attempting to damage district or private property; stealing or attempting to steal district or private property; or willful destruction or defacing of district property.
- Commission of any act which, if committed by an adult, would be robbery or assault as defined by state law.
- Committing extortion, coercion, or blackmail (obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force).
- Engaging in verbal abuse (including name calling, ethnic or racial slurs, or derogatory statements, orally or in writing) that disrupts the district or school program or incites violence.
- Engaging in hazing activities (forcing prolonged physical activity; forcing excessive consumption of any substance; forcing prolonged deprivation of sleep, food, or drink; or any other behavior that recklessly endangers the health or safety of an individual for purposes of initiation into any student group).
- Violating the district's policy on bullying prevention and education.
- Violating criminal law in a way that affects the district or the general safety or welfare of students or staff.
- Violating any Board or district policy, regulation, or established school rule, including policies concerning:
 - Weapons in schools (expulsion is mandatory for bringing or possessing a firearm, in accordance with federal law).
 - Student conduct involving drugs and alcohol.
 - Violent and aggressive behavior.
 - Tobacco- and nicotine-free schools.
 - Sexual or other harassment.
 - Nondiscrimination.
 - Student dress code.
 - Gangs and gang-like activity.

- Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or property damage.
- Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or others.
- Lying or giving false information, verbally or in writing, to a district employee.
- Engaging in scholastic dishonesty, including but not limited to cheating on a test, plagiarism, or unauthorized collaboration in preparing written work.
- Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
- Engaging in behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student or to one or more other students.
- Repeatedly interfering with the district's or school's ability to provide educational opportunities to other students.
- Continued willful disobedience or open and persistent defiance of proper authority, including deliberate refusal to obey a member of the district staff.

For additional information, refer to district policy JIC, Student Conduct, and related JIC subcodes.

Tobacco Free Schools

To promote the health, safety, and well-being of students, staff, and visitors, the use of tobacco, nicotine, and tobacco or nicotine-derived products is prohibited on all district property and at all school, and at district sponsored activities and events. This prohibition applies to smoking, chewing, vaping, or any other use of such products by students, staff, and members of the public.

Possession or use of any tobacco or nicotine product, including cigarettes, cigars, smokeless tobacco, electronic smoking devices, vapes, and e-cigarettes, by students is prohibited on school property, in district vehicles, and at school or district sponsored activities and events.

Drug and Alcohol Involvement by Students

The school promotes a healthy environment by providing education, support, and skills to help students make safe decisions about alcohol, drugs, and other controlled substances. Achieving this goal requires a cooperative effort among schools, parents/guardians, and the broader community.

It is a violation of Board and district policy, and is considered behavior detrimental to the safety or welfare of students and staff, for any student to possess, use, sell, distribute, exchange, or be under the influence of alcohol, drugs, or other controlled substances. The unlawful possession or use of alcohol or controlled substances is wrong and harmful to students. This policy applies to any student on district property, in vehicles dispatched by the district or one of its schools, at school or district sponsored activities or events, off school property when the conduct has a reasonable connection to school or to any district curricular or noncurricular event, or whose conduct at any time or place interferes with district operations or the safety or welfare of students or employees.

Students who violate this policy are subject to disciplinary sanctions, which may include parent conferences, restorative practices/interventions, suspension, expulsion, and/or referral for prosecution. Disciplinary responses to violations of this policy shall be in accordance with Board and district policies concerning student suspensions, expulsions, and other disciplinary interventions.

For additional information, please refer to district policy JICH, Drug and Alcohol Involvement by Students.

Public Demonstrations of Affection (PDA)

Students are expected to show respect for others by avoiding public displays of affection that are disruptive or make others uncomfortable. Quiet, appropriate contact such as hand holding or walking arm in arm is acceptable. Prolonged hugging, kissing, groping, or other intimate physical contact in public areas is not appropriate and may result in disciplinary action, as it distracts from the learning environment.

Student Use of the Internet and Electronic Communications

The district provides access to the Internet and electronic communications (such as email, learning platforms, messaging tools, and other digital resources) to support curriculum and student learning. The district recognizes that effective teaching relies on strong instruction and meaningful relationships between students and teachers, with technology serving as a supportive tool rather than a replacement. Classroom technology is designed to enhance and extend engaging, standards-based instruction, not to take its place.

Using the Internet and electronic communications as learning resources in school can help students think critically, analyze information, communicate clearly, and solve problems while strengthening essential research and computer skills. By supporting lifelong learning, such as through distance learning, expert consultation, collaboration, and information gathering, these tools prepare students for success both during their schooling and beyond.

Because the Internet is a global and constantly changing environment, students may encounter materials from many sources, including some that are inappropriate or harmful. While it is not possible to predict exactly what information students might encounter online, the district uses content-filtering and monitoring tools and other safeguards to prevent access to inappropriate material. Students are expected to use district technology responsibly and to avoid intentionally accessing material that is inappropriate or harmful to minors.

All students must complete the district's Student Use of the Internet and Electronic Communications Agreement as part of registration. If the student is under 18 years of age, a parent/guardian must also sign the agreement. For more information, please refer to district policy JS, Student Use of the Internet and Electronic Communications.

Cell Phones and Personal Electronic Devices

Students may bring cell phones and personal electronic devices to school, but they may not use them during class time.

During instructional time

- Cell phones and personal electronic devices must be powered off or in airplane mode and placed in a designated storage space in the classroom or out of sight in students' bags or backpacks during every instructional period.
- If cell phones and personal electronic devices are not stored out of sight in students' bags or backpacks, teachers will require students to store devices in a secure location at the start of class.

- Devices may not be used for calls, texts, social media, games, or other non-instructional purposes during class.
- School administration may authorize device use in limited cases, such as:
 - Medical monitoring (for example, glucose monitoring), or
 - Instructional purposes approved by the building principal.

Before/after school, passing periods, and lunch

- Students may use cell phones and electronic devices for appropriate business or personal use before school, after school, during passing periods, and at lunch.
- All use must follow district technology, network safety, and mobile device guidelines.

Misuse and consequences

- Misuse of devices on school grounds, at school-sponsored activities, or on buses is prohibited. Misuse includes any use that violates district technology/network policies or school computing/device guidelines.
- Violations may result in the device being confiscated. Confiscated devices may be picked up from the main office at the end of the school day.
- After two violations, a parent meeting may be requested and the student may lose cell phone and electronic device privileges.
- In extreme situations involving safety concerns, the school may search and seize a device as permitted by law and district policy.

Desk phones are available in every classroom and office if a student needs to place a call. School administration may make exceptions or decisions regarding this protocol based on specific circumstances and available information.

Student Dress Code

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board recognizes that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Any student deemed in violation of the dress code shall be required to change into appropriate clothing or make arrangements to have appropriate clothing brought to school immediately. In this case, there shall be no further penalty.

A student with a dress code violation shall be given a verbal warning, correct the violation, and return to class. The administration will document the dress code violation and notify parents/guardians of the infraction. On the second offense, the student shall correct the violation, receive a discipline referral, and return to class. The administrator will notify parents/guardians. On the third offence, the student will correct the violation, receive a discipline referral, and a conference will be held with administration, parents/guardians, and the student. A student's fourth dress code violation may subject them to suspension or other disciplinary action in accordance with Board policy concerning student suspensions, expulsions, and other disciplinary interventions.

Unacceptable Items

The following items are deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school and are not acceptable in school buildings, on school grounds, or at school activities:

1. Clothing that shows the private areas (chest, pelvic area, and buttocks).
2. Visible underwear is not allowed. Visible straps or waistbands from undergarments worn under clothing are not a violation.
3. Sunglasses are not allowed inside the building, unless they are prescription glasses or have been approved by the administration.
4. Slippers without hard soles.
5. Bathing suits (unless required for a school activity).
6. Helmets, head coverings, headgear, or masks that obscure the entire face.
7. Sheer or see-through material covering private areas (chest, pelvic area, and buttocks) is not allowed.
8. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or tattoos that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
 - a. Refer to drugs, tobacco, alcohol, or weapons
 - b. Are of a sexual nature
 - c. By virtue of color, arrangement, trademark, or other attributes, denote membership in gangs or those that advocate drug use, violence, or disruptive behavior
 - d. Are obscene, profane, vulgar, lewd, or legally libelous
 - e. Threaten the safety or welfare of any person
 - f. Promote any activity prohibited by the student code of conduct
 - g. Otherwise disrupts the teaching-learning process

Students must wear:

- Top with straps or sleeves.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Footwear (specific shoes may be required in certain areas for safety reasons, such as science, art, or woodshop).

Students may wear:

- Clothing that is worn as designed and covers all private parts of the body (chest, pelvic area, and buttocks).
- Bottoms that reach mid-thigh and do not show private parts (chest, pelvic area, and buttocks) or undergarments (visible straps and waistbands from undergarments worn under clothing are not a violation of the dress code).
- Hoodie sweatshirts.
- Hats.
- Fitted pants, including leggings, yoga pants, and “skinny jeans.”
- Ripped jeans, as long as underwear and/or private parts (chest, pelvic area, and buttocks) are not exposed.
- Tops that are not cut lower than an imaginary line from just below one armpit to the other (At no time should the chest be visible from an arm cutout/sleeve), and all tops must have straps or sleeves.

- Tops that completely cover the chest and hide all undergarments, even when arms are lifted over an individual's head.

Building principals may develop and adopt school-specific dress codes that are consistent with this policy.

The dress code outlined in the Student Handbook is not meant to be an exhaustive document of the dress code expectations for students at the Moffat Consolidated School District 2 and any situations that may arise. The administration reserves the right to make judgments regarding this document in order to fairly implement the dress code expectations for students in the school.

Student Conduct in School Vehicles

The privilege of riding in a district vehicle depends on students demonstrating safe, respectful behavior and following the student code of conduct and all transportation rules. These expectations apply at bus stops, on district vehicles, and during all school- and district-sponsored trips.

Students are expected to:

- Arrive at their bus stop on time and follow driver directions at all times.
- Remain seated and facing forward while the vehicle is moving.
- Keep aisles clear and store belongings safely, as directed by the driver.
- Use a quiet voice, appropriate language, and headphones with electronic devices.
- Get on and off the bus only at their assigned stop, unless a change has been approved by the school office.
- Refrain from eating or drinking on the bus unless the driver has given permission.

The following behaviors are prohibited and may result in loss of transportation privileges and additional discipline under the district code of conduct:

- Fighting, hitting, pushing, harassment, bullying, intimidation, spitting, biting, or horseplay on or around the vehicle.
- Possession or use of alcohol, drugs, tobacco, nicotine products, vapes, e-cigarettes, weapons, or other dangerous objects on the vehicle.
- Yelling, profanity, or other excessively loud or disruptive behavior.
- Throwing objects or otherwise interfering with the driver's ability to operate the vehicle safely.
- Damaging or attempting to damage district vehicles or property.

Students must be silent at railroad crossings. Any talking or loud noise at a railroad crossing will result in an automatic write-up.

Transportation consequences may include warning, temporary loss of bus riding privileges, mandatory parent/student conferences, and loss of transportation privileges for a semester or the remainder of the school year. Students who lose bus privileges also lose the ability to ride district vehicles for field trips, athletics, or other school activities.

Transportation is a privilege, not a right. Once a student boards a district vehicle, they are under the authority of district staff and may not get off except at their designated stop or when released by an administrator, parent/guardian, or authorized school staff member.

For more information, please refer to district policy JICC, Student Conduct in School Vehicles, and relevant student conduct policies (JIC and subcodes), as well as the Transportation Rights and Protocols addendum.

Bullying Prevention and Education

The district is committed to a consistent approach to bullying prevention and to creating a school climate in which all forms of bullying are recognized as unacceptable.

Bullying is the use of coercion or intimidation to gain control over another person or to cause physical, mental, or emotional harm. Bullying can occur through written, verbal, or electronic communication, or by physical acts or gestures. Bullying is prohibited against any student for any reason, including behavior directed at a student based on academic performance or on any characteristic protected by federal or state law, such as disability, race, creed, color, sex, sexual orientation (including transgender status), national origin, religion, ancestry, or the need for special education services, whether such characteristic is actual or perceived.

Bullying is prohibited on district property, at district or school sanctioned activities and events, in vehicles dispatched by the district or one of its schools, and off school property when the conduct has a nexus to school or to any district curricular or noncurricular activity or event.

A student who engages in bullying, and/or a student who retaliates against another student for reporting bullying in good faith, is subject to appropriate disciplinary action, which may include suspension, expulsion, and/or referral to law enforcement. Restorative practices may be offered as one way to address bullying or harassment when it is appropriate and safe. Participation in any restorative process is optional for the student who was harmed and their family, and they will not be pressured to take part. When determining consequences, the district will consider the severity of the behavior and any pattern of repeated bullying. Bullying that constitutes unlawful discrimination or harassment will be investigated and addressed under related Board and district policies and procedures. Students targeted by bullying that may constitute unlawful discrimination or harassment have additional rights and protections under those policies.

For additional information, please refer to district policy JICDE, Bullying Prevention and Education.

Use of Physical Intervention and Restraint

To maintain a safe learning environment, district employees may, within the scope of their employment and consistent with Colorado law, use physical intervention or restraint with students in accordance with this policy and its accompanying regulation. When used in good faith and in compliance with this policy and regulation, such actions are not considered child abuse or corporal punishment.

For more information, please refer to district policies JKA and JKA-R, Use of Physical Intervention and Restraint. For information on filing a complaint related to physical intervention or restraint, please refer to district policy JKA-E-2.

Weapons in School

Using, possessing, or threatening to use a dangerous weapon is strictly prohibited on district property, in vehicles dispatched by the district or one of its schools, at any school or district sponsored activity or

event, and off school property when the conduct has a reasonable connection to school or to any district curricular or noncurricular activity or event, unless expressly authorized by the school or district.

In accordance with federal and Colorado law, any student who brings or possesses a firearm at school, on district property, in a district vehicle, or at a school or district sponsored activity or event shall be expelled for at least one full calendar year. The superintendent may modify the length of the expulsion on a case by case basis in writing, as permitted by law and district policy.

For purposes of this policy, “dangerous weapon” includes:

- A firearm.
- Any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
- A fixed-blade knife with a blade that exceeds three inches in length.
- A spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length.
- Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury, including but not limited to a slingshot, bludgeon, nunchucks, brass knuckles, or artificial knuckles of any kind.

Students who use, possess, or threaten to use a dangerous weapon in violation of this policy are subject to disciplinary action in accordance with Board and district policies concerning student suspensions, expulsions, and other disciplinary interventions.

The Board of Education has determined that extra precautions are necessary to ensure student safety. Therefore, the use, possession, or threat of use of any knife regardless of blade length on district property, in vehicles dispatched by the district or one of its schools, at any school or district sponsored activity or event, and off school property when the conduct has a reasonable connection to school or any district curricular or noncurricular activity or event, without authorization from the school or district, is prohibited. Students who violate this provision are subject to disciplinary action, including suspension and/or expulsion, in accordance with Board and district policies on student suspensions, expulsions, and other disciplinary interventions.

For additional information, please refer to district policy JICI, Weapons in School.

Suspension/Expulsion

The Board of Education shall provide due process of law to students through written procedures consistent with Colorado law for the suspension, expulsion, and denial of admission of students. In matters involving misconduct that may result in suspension and/or expulsion, the student’s parent/guardian shall be notified and involved to the greatest extent practicable in the disciplinary process. Disciplinary interventions and consequences shall be proportionate to the misconduct and imposed in a manner that maintains a safe, supportive learning environment for students and staff.

In lieu of out-of-school suspension or expulsion, and in accordance with applicable law, the principal or designee may consider available interventions to address a student’s misconduct. The use of such interventions will vary based on the facts and circumstances of each case and is at the principal’s or designee’s discretion. Interventions may include, but are not limited to, in-school suspension, counseling, positive behavioral intervention supports (PBIS), restorative practices, peer mediation, referral to a juvenile assessment center or other community services, behavior plans, check-in/check-out supports, or

other approaches that do not involve out-of-school suspension or expulsion and that minimize the student's exposure to the criminal and juvenile justice systems.

Nothing in this policy limits the authority of the principal or designee to impose immediate consequences when necessary to protect the safety of students, staff, or school operations, consistent with applicable law and district policy. For additional information, please refer to district policies JKD/JKE, Suspension/Expulsion of Students, and JKD/JKE-R.

STUDENT ACCOUNTABILITY & DISCIPLINE

Student Conduct, Supports, and Discipline

Moffat PK-12 is committed to providing a safe, respectful, and supportive learning environment for all students. School-wide behavior expectations are designed to promote positive behavior, teach skills, and respond to misconduct in ways that are fair, consistent, and appropriate to the situation. Our goal is to help students learn from mistakes, repair harm when possible, and remain engaged in school while also protecting the learning environment for all students.

Our BOOTS expectations help guide student behavior across all grade levels: **B**e respectful, **O**wn your actions, **O**perate safely, **T**hink kindly, and **S**trive for success. Students are expected to follow school rules, staff directions, and behavior expectations in classrooms, on school property, during school activities, and when conduct has a connection to school.

Progressive response to behavior

Moffat PK-12 uses a progressive approach to behavior. When a student does not meet expectations, staff respond with interventions and, when needed, discipline. Staff first use reasonable classroom strategies, logical consequences, and restorative actions whenever appropriate. Students are given opportunities to reflect, repair harm, and learn stronger skills for the future.

When behavior is repeated, more disruptive, or more serious, school staff may increase the level of support and consequence. Administrators and staff use professional judgment and district policy to determine appropriate interventions and consequences based on the individual circumstances of each incident, including safety, severity of the behavior, age and developmental level of the student, intent, discipline history, disability status and legal protections, effectiveness of previous interventions, and whether restorative practices are appropriate.

When an exclusionary response is used, such as in-school suspension or out-of-school suspension, it should be paired with one or more supports or interventions when appropriate. These will include re-entry meetings and may include restorative conferences, counseling, behavior plans, check-in/check-out, skill-building supports, referrals for outside supports. Significant disciplinary responses, including suspension or expulsion, are reserved for serious or repeated misconduct and will be used in accordance with district policy and Colorado law.

Nothing in this handbook limits the authority of school officials to take immediate action when necessary to protect the safety of students, staff, or school operations, or to comply with reporting and legal

requirements. Staff are also required by law to report certain incidents, including threats, abuse, and suspected illegal activity.

Removal from the classroom

Removing a student from class is a serious step and is not used lightly. Teachers explain behavior expectations and use classroom strategies to address most concerns. In some situations, however, a student’s behavior may be disruptive or unsafe enough that removal from class is appropriate.

Teachers use their professional judgment to decide when a student needs to be removed from class. All formal removals from class are documented. As soon as reasonably possible after a removal, the teacher or school will contact the student’s parent or legal guardian and may request a conference about what happened and how to support the student moving forward. If a student is removed from class repeatedly, a behavior plan or additional supports may be developed, and the principal or designee may review repeated removals and adjust supports or consequences as needed to protect the learning environment.

Students with disabilities

Students with disabilities are expected to follow school rules and may be disciplined when their behavior disrupts learning or is unsafe for themselves or others. Any disciplinary response for a student with a disability will follow the student’s Individualized Education Program (IEP), any behavioral intervention plan, Section 504 plan, and district policy.

PK-5 behavior response matrix

This matrix is intended to teach behavior, repair harm, and support student success while keeping the school community safe. Responses are not automatic and may be adjusted based on the needs of the student and the circumstances of the incident.

Level	Focus	Example Behaviors	Example Staff Responses
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Level I – Classroom managed	Teach and Redirect	• Off-task behavior • Minor classroom disruption • Horseplay • Minor teasing • Minor profanity not directed at others • Dress code concerns • Misuse of classroom materials unprepared for class • Device misuse where applicable • Inappropriate physical contact	• Verbal reminder or redirection • Re-teach expectations • Restorative conversation • Reflection activity • Seat change • Brief loss of privilege • Parent communication check-in/check-out • Classroom consequence • Behavior tracker.
Level I – Classroom managed Behavior	Teacher Response		Teacher Response Step 1. Teachers will address and redirect minor infractions in class. Step 2. If in-class redirection and intervention fail, the teacher will document and make a parent phone call and/or schedule a parent conference. Step 3. If disruptive behavior persists after documentation and parent contact, the teacher will refer the student to the office.
Level II – Administrative support	Repair and Support	• Repeated Level I behaviors • Defiance • Disrespect • Ongoing disruption • Leaving class without permission • Minor theft • Minor vandalism • Cheating • Technology misuse	• Parent conference • Restorative conference • Mediation • Restitution • lunch or recess intervention • Temporary loss of privileges • Counseling referral • MTSS support • Behavior contract • FBA, BIP • In-school suspension with academic support

Level II – Administrative support	Teacher and Administrator Response		Administrator review 1. Due process / restorative/problem-solving conference with student a. Administrator holds conference with student (and when appropriate, parent). 2. Targeted intervention and ongoing monitoring a. Administrator assigns Level II supports/consequences 3. Family contact
Level III – Serious misconduct	Restore and Protect	• Bullying • Harassment • Threatening behavior • Fighting without serious injury • Repeated aggression • Significant vandalism • Theft • Tobacco or nicotine possession/use • Alcohol or drug possession/use • Drug paraphernalia • Flagrant or continued Level II infractions • Behavior that creates a threat to safety	• Immediate parent notification • Investigation • Restorative conference when appropriate • Safety plan • Threat assessment • Counseling • Substance-use referral • Restitution • Community service • BIP • In-school suspension • Short-term out-of-school suspension • Recommendation for Expulsion • Re-entry meeting required
Level III – Serious misconduct	Teacher and Administrator Response		Administrator review 1. Due process / restorative/problem-solving conference with student a. Administrator holds conference with student (and when appropriate, parent). 2. Targeted intervention and ongoing monitoring

			a. Administrator assigns Level III supports/consequences 3. Family contact
Level IV – Major safety violations	Ensure safety	• Assault • Serious fighting causing injury • Sexual assault • Serious sexual harassment • Dangerous weapon possession • Arson • Major property destruction • Credible threats of violence • Conduct that may result in expulsion under Colorado law	• Immediate removal from campus when necessary • Immediate parent notification • Safety plan • Threat assessment • Law enforcement notification when required by law • Short-term suspension • Recommendation for long-term suspension or expulsion when authorized by law • Referral for outside services • Re-entry planning when appropriate
Level IV – Major safety violations	Teacher and Administrator Response		Administrator review 1. Due process / Refer to proper civil authorities a. Administrator investigates and provides due process as appropriate b. Law enforcement officials will be involved at the discretion of the school administration c. Family contact 2. Targeted intervention and ongoing monitoring a. Administrator assigns Level IV supports/consequences

Secondary behavior response matrix

The matrix below applies to both middle and high school students. Moffat Pk-12 recognizes that older students have more independence and may be involved in more complex situations, including ongoing

peer conflicts, misuse of technology, or behaviors that raise safety concerns. Moffat PK-12 will still use a step-by-step (progressive) and restorative approach whenever it is appropriate. However, when behavior is serious or continues after supports and warnings, students may receive stronger disciplinary consequences to protect the learning environment and keep everyone safe.

Level	Focus	Examples	Possible responses
Level I – Classroom managed	Teach and redirect	• Off-task behavior • Classroom disruption • Minor profanity not directed at others • Horseplay • Minor dishonesty • Dress code concerns • Tardiness • Unprepared for class • Minor misuse of materials • Cell phone or electronic device misuse • Inappropriate physical contact or PDA.	• Verbal reminder or redirection • Restorative conversation • Reteach expectations • Reflection activity • Classroom consequence • Parent communication • Temporary loss of privilege • Seat change • Check-in/check-out • Behavior tracker
Level I – Classroom managed Behavior	Teacher Response		Teacher Response Step 1. Teachers will address and redirect minor infractions in class. Step 2. If in-class redirection and intervention fail, the teacher will document and make a parent phone call and/or schedule a parent conference. Step 3. If disruptive behavior persists after documentation and parent contact, the teacher will refer the student to the office.

Level II – Administrative support	Repair and support	• Repeated Level I behaviors • Defiance • Disrespect toward staff • Ongoing disruption • Leaving class without permission • Minor theft • Minor vandalism • Technology misuse • Academic dishonesty	• Parent conference • Restorative conference • Mediation • Restitution • Community service • Lunch detention or intervention • Behavior contract • Counseling referral • MTSS intervention • FBA, BIP • In-school suspension with academic support • Temporary loss of privileges including device access.
Level II – Administrative support	Teacher and Administrator Response		Administrator review 1. Due process / restorative/problem-solving conference with student a. Administrator holds conference with student (and when appropriate, parent). 2. Targeted intervention and ongoing monitoring a. Administrator assigns Level II supports/consequences 3. Family contact

Level III – Serious misconduct	Restore and protect	• Bullying • Harassment • Cyberbullying • Threatening behavior • Fighting without serious injury • Significant vandalism • Theft • Nicotine or tobacco possession/use • Alcohol or drug possession/use • Drug paraphernalia • Repeated aggressive behavior • Extortion • Hazing • Detrimental behavior that threatens safety.	• Immediate parent notification • Investigation • Restorative conference when appropriate • Safety planning • Threat assessment • Counseling • Substance-use referral • Restitution • Community service • BIP • In-school suspension • Short-term out-of-school suspension • Recommendation for Expulsion • Re-entry meeting
Level III – Serious misconduct	Teacher and Administrator Response		Administrator review 1. Due process / restorative/problem-solving conference with student a. Administrator holds conference with student (and when appropriate, parent). 2. Targeted intervention and ongoing monitoring a. Administrator assigns Level III supports/consequences 3. Family contact

Level IV – Major safety violations	Ensure safety	• Assault • Serious fighting causing injury • Sexual assault • Serious sexual harassment • Dangerous weapon possession • Arson • Robbery • Credible threats of violence • Major destruction of property • Distribution of controlled substances • Conduct authorized by Colorado law for expulsion.	• Immediate removal from campus when necessary • Immediate parent notification • Threat assessment • Law enforcement notification when required by law • Safety plan • Short-term suspension • Recommendation for long-term suspension • Recommendation for expulsion when authorized by Colorado law • Referral for outside services • Re-entry planning when appropriate.
Level IV – Major safety violations	Teacher and Administrator Response		Administrator review 1. Due process / Refer to proper civil authorities a. Administrator investigates and provides due process as appropriate b. Law enforcement officials will be involved at the discretion of the school administration c. Family contact 2. Targeted intervention and ongoing monitoring a. Administrator assigns Level IV supports/consequences

Restorative practices and discretion

Restorative practices may be used at any level when appropriate, safe, and responsive to the needs of everyone involved. These may include restorative conversations, circles, mediation, reflection, restitution, community service, and re-entry meetings. Restorative practices are designed to help students understand the impact of their behavior, take responsibility, repair harm when possible, and rebuild trust.

Participation in restorative processes is voluntary for a student who was harmed and that student's family. They will not be pressured to participate.

Repeated behavior at any level may result in increased administrative involvement and stronger supports, interventions, or consequences. Out-of-school suspension will be used when necessary to maintain safety and may be used when prior interventions have not been successful. School administrators will consider the specific facts of each situation when determining the appropriate response, consistent with applicable law and district policy. For more information, please refer to district policies JIC, JK, JK-R, JKBA, JK-2, JKD/JKE, JICDA, JICDE, JICH, and JICI.

GRADUATION

Graduation Requirements

1. It is the responsibility of the student to meet regularly with their school counselor to ensure that they are on track to meet all graduation requirements.
2. Seniors who are taking concurrent enrollment, online courses, and credit recovery courses to meet graduation requirements must complete those courses no later than May 1 so that final grades are received before the last day of the school year.
3. To participate in the graduation ceremony, seniors must be passing all courses required for graduation on the last day of attendance designated for seniors. Any senior who is not passing one or more required courses on that date will not participate in the graduation ceremony.
4. Any senior who is not passing required courses on the last day of attendance for seniors will be given the opportunity to return the following week to complete additional work in order to raise the grade to a passing level for the purpose of earning a diploma. This opportunity is solely for earning their high school diploma; students who were not passing on the designated last day of attendance for seniors do not earn the right to participate in the graduation ceremony.

Units of credit needed

A total of 25 credits earned in grades nine through twelve are required for graduation. A credit is awarded for the successful completion of a course that meets at least four days per week for a minimum of 40 minutes per day over approximately 36 weeks, or that provides an approved equivalent amount of instructional time. Successful completion means the student earns a passing grade for the course. Moffat PK-12 Middle and High School operates on a semester basis, with students earning one-half credit per semester for each course successfully completed.

Concurrent Enrollment

Moffat PK-12 High School encourages students in grades 10-12 to participate in concurrent enrollment as part of their graduation and postsecondary pathway. Approved concurrent enrollment courses may count for core academic credit toward graduation and will earn one full high school credit when the course meets daily for at least 40 minutes per day over a semester and the student earns a grade of C or better. The district encourages students to use concurrent enrollment to work toward a certificate or

associate degree aligned with their career plans while taking advantage of low-cost or no-cost college access during high school. In accordance with Colorado law, the district pays tuition for approved concurrent enrollment courses and, when possible, assists families with fees and textbooks. Utilizing time during the school day to complete internships and apprenticeships is also encouraged as they are valuable experiences for students' career pathway development.

Required Credits/Courses for High School Graduation

Credits	Area
4	English
3	Mathematics
3	Science
3	Social Studies- Including 1.0 American Government [includes civics instruction required by state law]
1	Physical Education [participation in athletics earns. 25 per season]
1	Technology
.5	Humanities [includes art, drama, or music courses]
1	Foreign Language
7.5	Electives
.5	Senior Seminar
.5	Financial Literacy
25	Total

For more information, refer to district policies IKF and IKF-2 Graduation Requirements.

EMERGENCY PREPAREDNESS

Emergency Situations at School

Moffat PK-12 Middle and High School is committed to maintaining a safe and secure environment for students, staff, and visitors. In any emergency, school officials must act quickly to protect students and staff, secure the campus, and communicate accurate information to families as soon as possible.

Families can help us respond effectively by keeping contact information current and making sure the school has updated emergency contacts for each student. Parents and guardians should also talk with their children about what to do in an emergency, where to meet, and how to reconnect if normal routines are disrupted.

Parent Responsibilities

- Talk with your child about what to do in an emergency, where to meet, and how to contact you.
- Provide the school with the names and current contact information of adults authorized to pick up your child.
- Notify the school promptly if your phone number, address, email, or emergency contact information changes during the school year.

During an Emergency

In an emergency, a parent's first instinct may be to call or come to the school. While that response is understandable, coming to the school campus may interfere with emergency operations or delay reunification procedures.

Instead, families should watch for official school communication and follow directions provided by school or public safety officials. Students will only be released to a parent, guardian, or other authorized emergency contact identified in school records.

How Information Will Be Shared

During an emergency, Moffat PK-12 will provide information and next steps through official communication channels, including:

- The school's automated calling, text, or email notification system.
- The Moffat CSD#2 website: www.moffatschools.org
- Local television and radio stations for emergency updates.
- Information from emergency responders or the Saguache County Sheriff's Office when appropriate.

Parents and guardians should avoid calling the school during an emergency, as staff will be focused on managing the situation and may not be able to answer phones. Families should use the communication resources listed above to receive updates and instructions during an emergency.

Reunification

If a reunification process becomes necessary, families will be told where and when to pick up their child. Parents, guardians, and authorized emergency contacts should be prepared to follow school directions and may be asked to present identification before a student is released. A reunification process may take time, and families are asked to remain patient so staff and emergency responders can account for every student and ensure a safe release.

Fire Drills and Lockdown Drills

Moffat PK–12 Middle and High School conducts regular safety drills to prepare students and staff for emergencies. The school holds one fire drill each month that school is in session and two lockdown drills each year.

During any drill, students are expected to take the practice seriously, follow staff directions immediately, and not disrupt the drill in any way. Misconduct or disruption during a safety drill may result in disciplinary action because drills are an important part of maintaining school safety.

Students are expected to:

- Follow the posted instructions in each classroom about how to exit or where to go during a drill.
- Exit or move to the designated area in a quiet, orderly manner and remain with their class.
- Stay with their class while attendance is taken.
- Wait for directions from school staff and return to class only when building administration notifies everyone that it is safe to do so.

ACTIVITIES & ATHLETICS

Moffat/Mountain Valley Combined Sports Program for Secondary Students in grades 6-12

A current sports physical must be on file at the school where the student is enrolled no later than the first day of practice. Students will not be allowed to practice until the required physical documentation has been submitted and is on file.

If a student is participating at a school other than the school of enrollment, the enrolling school will provide a copy of the physical to the other site. Families should refer to the Sports Information Letter and the Sports Handbook for additional information about eligibility, rules, and participation requirements.

FALL	Football at Mountain Valley Cross Country at Moffat PK-12 Volleyball at Mountain Valley
WINTER	Basketball at Moffat PK-12 Wrestling at Mountain Valley
SPRING	Track and Field at Moffat PK-12

Clubs & Organizations for Secondary Students 9th-12th

National Honor Society (NHS)
 Middle School Student Council
 High School Student Council
 Knowledge Bowl
 Key Club
 Drama Club

ELIGIBILITY

- A. Rules and guidelines for high school interscholastic athletics at Moffat and Mountain Valley Schools shall be governed by the Colorado High School Activities Association (CHSAA) bylaws and policies. The athletes, coaches, and school administrators are responsible for abiding by these bylaws and policies. Eligibility should be made available to the Athletic Director every Monday, by 10:00 am.
- B. Middle School athletes will abide by all applicable eligibility rules, including academic performance and attendance standards, of the school they attend.
- C. **Academic Performance.** Weekly and semester grades are the determining factor for eligibility. Since the high school winter athletic season is interrupted by semester grade reports, these weekly reports are imperative for participation throughout the season. If at the end of a semester a student has two failing grades, two incompletes, or a combination of both the student is ineligible for participation until the CHSAA deadline for regaining eligibility. The following table outlines weekly grades that result in a student being ineligible for participation:

Weekly Grades

Period of Ineligibility (no practice/competition)

Any F's	from notification until the next eligibility check
3 D's	from notification until the next eligibility check
1 D, in same class, consecutively	from notification until the grade is raised and eligibility is met

- D. **Attendance** - Student athletes are expected to attend class regularly and be in school in order to practice or compete. If a student athlete misses more than half of the school day, they may not practice or compete that day unless the absence was approved in advance by both the coach and the school office. It is the student athlete's responsibility to make those arrangements ahead of time. A student athlete who is absent the day before or the day of a game, event, or competition may not participate unless the absence was approved in advance. If a student athlete misses more than half of their classes on the day before a competition but attends school for the full day of the competition, the student is expected to attend the event in support of the team but may have reduced playing time or may not play. Student athletes must attend and participate in class until they are officially excused for an athletic event. Absences from class for school-sponsored athletic participation are considered excused; however, it is the student athlete's responsibility to check with teachers, get assignments before leaving when possible, and complete missed work. Absences from class while representing Moffat PK-12 and Mountain Valley in athletic competition are

excused and it is the student athlete's responsibility to get assignments before leaving and complete them before returning to class.

Addendums

[MSCD#2 Transportation Responsibilities and Protocols](#)

[MSCD#2 Athletic Handbook](#)

[Moffat PK-12 Student Parking Privileges](#)