

Moffat Middle & High
School Student
Handbook
2022-2023



TABLE OF CONTENTS

TABLE OF CONTENTS	2
DISTRICT MISSION AND VISION	4
MOFFAT SCHOOL INFORMATION	4
PARENT COMMITMENTS	5
STUDENT RIGHTS AND RESPONSIBILITIES	5
Equal Educational Opportunities	5
Notice of Nondiscrimination/Equal Opportunity	6
Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)	6
Right to Consent Notification	7
Sexual Harassment of Students	7
Sex Offender Registry Information	7
Child Neglect/Abuse	7
Admission and Denial of Admission	8
Intra-District Choice/Open Enrollment	8
Student Withdrawal from School/Dropouts	8
Compulsory School Attendance	8
Zeros Aren't Permitted (ZAP)	11
Lockers for Secondary Students	11
Food Services for Breakfast and Lunch	11
Family Economic Data Survey	11
Closed Campus	11
Student Organizations	11
Student Interviews, Interrogations, Searches and Arrests	12
Grading and Assessment Systems	12
Concurrent Enrollment	13
Health, Immunization, Food Allergies and Administering Medications to Student	14
Use of Physical Intervention and Restraint	15
Visitors to School	15
Student Records and Sharing of Information	15
Textbooks and Library Materials	16
STUDENT CONDUCT	16
Tobacco Free Schools	17
Student Use of the Internet	17
Student Use of Cell Phones and Electronic Devices	17
Student Dress Code	18
Student Conduct in School Vehicles	19

Code of Conduct	20
Bullying Prevention and Education	20
Drug and Alcohol Involvement by Students	21
Violent and Aggressive Behavior	21
Secret Societies/Gang Activity	22
Public Demonstrations of Affection (PDA)	22
Dangerous Weapons	22
Suspension/Expulsion	23
STUDENT ACCOUNTABILITY & DISCIPLINE	23
School Wide Behavior Expectations	23
Student Discipline	23
Positive Behavior Interventions and Supports	24
Progressive Discipline Process	24
Rules of Student Conduct, Behavior Definitions and Infraction Levels	25
Student Discipline and Intervention Matrix	26
POSTSECONDARY WORKFORCE READINESS	28
Graduation Requirements	28
EMERGENCY PREPAREDNESS	29
Emergency Situations at School	29
Emergency Actions	31
ACTIVITIES & ATHLETICS	32
ELIGIBILITY	32

DISTRICT MISSION AND VISION

Moffat Consolidated School District exists so that our students have a safe learning environment with unique learning opportunities that prepare them for their future. To accomplish this, the district is committed to offering the following:

I. Safe Learning Environment

The district will operate with policies that ensure the physical and emotional safety of students and staff.

II. Unique Learning Opportunities

The district supports two campuses where every child will have the learning opportunities they need to be successful. The district maximizes opportunities for collaboration between the campuses to improve education.

III. Preparation for the future

The district will prepare students for the future by offering the education they need to navigate the future choices they will make by developing:

- o life, postsecondary and workforce readiness skills,
- o a passion for lifelong learning, and
- o the skills to be a productive member of the global community.

MOFFAT SCHOOL INFORMATION

P.O. Box 428
501 Garfield
Moffat, CO 81143
Telephone (719) 745-0500
www.moffatschools.org

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

Moffat School Administration

Joe Garcia, Superintendent
Kathy Garcia, Assistant Principal
Alex Moore, School Counselor
Haven Wellman, School Secretary

Get Social!

Friend us on Facebook:
Moffat School District #2
Follow sporting events on Facebook:
<https://www.facebook.com/groups/moffatmountainvalley sports/>
School Mascot: Cowboy
School Colors: Green & Gold

Moffat Consolidated School District Board of Education

Tina Freel, President (tfreel@moffatschools.org)
Bill Eastman, Director (beastman@moffatschools.org)
Jack Oman, Secretary/Treasure (joman@moffatschools.org)
Scott Swartz, Director (sswartz@moffatschools.org)

PARENT COMMITMENTS

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance; contacting the school by 8:30am to report excused absences and tardies,
- Familiarizing myself with the school's calendar of events,
- Encouraging the timely completion of homework and projects,
- Participating, as appropriate, in decisions relating to my children's education,
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by email or mail and responding as appropriate and in a timely manner, and
- Attending the scheduled Back to School Open House, Parent Teacher Conference Nights and other events during the year according to my student's grade level.

To aid us in keeping your child safe at Moffat School, we are requesting that you let us know immediately if the following information changes at any time during the school year. The school will not be responsible if we contact someone listed on your emergency information to pick up your child if you have not made the school aware of any or a combination of the following changes:

- Your home address
- Your primary email address
- Your home telephone number or cell phone number/s
- Your emergency contact telephone numbers
- The status of who has permission to pick your child up from school or other functions
- Guardianship

STUDENT RIGHTS AND RESPONSIBILITIES

Equal Educational Opportunities

Every student of this school district shall have equal educational opportunities through programs offered in the school district regardless of race, color, ancestry, creed, sex, sexual orientation (which includes transgender), religion, national origin, marital status, disability or need for special education services.

This concept of equal educational opportunity shall guide the Board and staff in making decisions related to school district facilities, selection of educational materials, equipment, curriculum and regulations affecting students.

Students with identified physical and mental impairments that constitute disabilities shall be provided with a free appropriate public education, consistent with the requirements of federal and state laws and regulations.

In order to ensure that district programs are in compliance with applicable laws and regulations, the Board directs the superintendent or designee(s) to periodically monitor the following areas:

1. Curriculum and materials - review curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - provide training for students and staff to identify and alleviate problems of discrimination.
3. Student access - review programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. District support - ensure that district resources are equitably distributed among school programs including but not limited to staffing and compensation, facilities, equipment and related matters.
5. Student evaluation instruments - review tests, procedures and guidance and counseling materials for stereotyping and discrimination.
6. Discipline - review discipline records and any relevant data to ensure the equitable implementation and application of Board discipline policies.

For additional information, please refer to District Policy JB, Equal Educational Opportunities

Notice of Nondiscrimination/Equal Opportunity

Moffat School is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The schools in the district are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services. Accordingly, no otherwise qualified student, employee, applicant for employment or member of the public shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity on the basis of race, color, national origin, ancestry, creed, religion, sex (which includes marital status), sexual orientation, disability or need for special education services. Discrimination against employees and applicants for employment based on age and genetic information is also prohibited in accordance with state and/or federal law. For additional information, including the complaint process, please refer to District Policies AC, AC-R and AC-E.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents/guardians certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

PPRA affords parents/guardians certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S.

Department of Education (ED):

- a. Political affiliations or beliefs of the student or student's parent/guardian.
 - b. Mental or psychological problems of the student or student's family.
 - c. Sex behavior or attitudes.
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior.
 - e. Critical appraisals of others with whom respondents have close family relationships.
 - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
 - g. Religious practices, affiliations, or beliefs of the student or parents/guardians.
 - h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of:
- a. Any other protected information survey, regardless of funding.
 - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student.
 - c. Activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
- a. Protected information surveys of students.
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
 - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents/guardians to a student who is 18 years old or an emancipated minor ("eligible student") under state law.

For more information, please refer to district policy JLDAC-E, Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA).

Right to Consent Notification

Annual Notice of Consent

Parents/guardians or eligible students have the right to consent before students are required to submit to a survey that concerns one or more of the protected areas and to opt out of the following:

1. activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information;
2. the administration of any protected information survey; or
3. any non-emergency, invasive physical examination or screening (other than a hearing, vision or scoliosis screening) that is:
 - a. required as a condition of attendance;
 - b. administered by the school and scheduled by the school in advance; and
 - c. not necessary to protect the immediate health and safety of the student or of other students.

For more information, please refer to district policy JLDAC, Screening/Testing of Students.

Sexual Harassment of Students

The District recognizes that sexual harassment can interfere with a student's academic performance and emotional and physical well-being and that preventing and remedying sexual harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn. In addition, sexual harassment is recognized as a form of sex discrimination and thus is a violation of the laws that prohibit sex discrimination, as addressed in policy JBB.

The district is committed to maintaining a learning environment that is free from sexual harassment. It shall be a violation of policy for any staff member to harass students or for students to harass other students through conduct or communications of a sexual nature or to retaliate against anyone that reports sexual harassment or participates in a harassment investigation.

The district shall investigate all indications, informal reports and formal grievances of sexual harassment by students, staff or third-parties and appropriate corrective action shall be taken. Corrective action includes taking all reasonable steps to end the harassment, to make the harassed student whole by restoring lost educational opportunities, to prevent harassment from recurring and to prevent retaliation against anyone who reports sexual harassment or participates in a harassment investigation.

For additional information, please refer to District Policy JBB, Sexual Harassment.

Sex Offender Registry Information

To access the Sex Offender Registry for the state of Colorado Bureau of Investigation, please visit the web page: <http://sor.state.co.us/>. You can perform a search by name, location, conviction level, or even county. You can also perform a Map search to see anyone located in the area you wish to search. Use the top menu bar to select Search, then you must Accept the terms of service, then you can access the registry and see anyone registered in the State of Colorado and the home address of the registered offender.

Child Neglect/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 has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect, as defined by statute, shall immediately upon receiving such information report or cause a report to be made to the appropriate county department of social services or local law enforcement agency. A person who reports child abuse or neglect in good faith is immune from civil or criminal liability.

Reports of child abuse or neglect, the name, and address of the child, family or informant or any other identifying information in the report shall be confidential and shall not be public information.

School employees and officials shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school official or employee to prove that the child has been abused or neglected.

For more information, please refer to district policy JLF, Child Neglect and Abuse.

Admission and Denial of Admission

A birth certificate or other proof of legal age, as well as proof of residence, shall be required by the school administration. For more information, please refer to district policy JF, Admission and Denial of Admission.

Intra-District Choice/Open Enrollment

The Board of Education endorses the neighborhood school concept and makes many decisions based on student population within the attendance areas of residence. The Board recognizes, however, that resident students may wish to attend a school or participate in a program located in an area other than that of their assigned school. Therefore, students shall be allowed to attend any school or participate in any program of their choice on a space available, first-come, first-served basis.

Notwithstanding the provisions of this policy, a student may be assigned outside the attendance area by mutual agreement of the principals in the special interest of the student and/or school.

For more information, please reference district policies JFBA and JFBA-R, Intra-District Choice/Open Enrollment.

Student Withdrawal from School/Dropouts

Principals, teachers and guidance counselors are encouraged to make dropout prevention a priority through personal contacts with students and specialized programs. The goal is to enable those students who are considering dropping out or have dropped out of school to return and resume their programs with a minimum degree of disruption. To emphasize the importance of a high school diploma and to encourage students to reconsider their decision to withdraw from school, the district shall notify the student's parent/guardian in writing, when the district has knowledge that a student has dropped out of school. Such written notification shall be in accordance with this policy's accompanying regulation. For purposes of this policy, "dropout" shall mean any student included in the district's "student dropout rate," as defined by the rules of the State Board of Education.

For more information, please reference district policy JFC, Student Withdrawal from School/Dropouts.

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 Definitions

Absence: Absence is defined as non-attendance in school in an individual class, the entire school day or a combination of both. Absence includes tardiness to class and/or school as well as early dismissals. Absences are calculated on a per-year basis and are not calculated over multiple academic years.

Excused Absence: The following shall be considered excused absences:

1. A student who is temporarily ill or injured or whose absence is approved by the administrator of the school on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a *serious nature only* which cannot be taken care of outside of school hours.
2. A student who is absent for an extended period due to physical, mental or emotional disability.
3. A student who is pursuing a work-study program under the supervision of the school.
4. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
5. A student who is suspended or expelled.

As applicable, the district may require suitable proof regarding the above exceptions, including written statements from medical sources.

Chronic Absenteeism: When a student has an excessive number of absences, these absences negatively impact the student's academic success. For this reason, a student who has 14 total absences in a school year, whether the absences are excused or unexcused, may be identified as "chronically absent" by the principal or designee. Absences due to suspension or expulsion will not be counted in the total number absences considered for purposes of identifying a student as "chronically absent."

A student who has 24 or more total absences in a school year will be identified as "at risk" of retention.

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 include best practices and research-based strategies to address the reasons for the student’s chronic absenteeism. When practicable, the student’s parent/guardian will participate in the development of the plan.

Nothing herein will require the principal or designee to identify a student as “chronically absent” prior to declaring the student as a “habitual truant” and pursuing court proceedings against the student and his or her parents/guardians to compel the student’s attendance in accordance with state law.

Truant Students- Policy JHB: If a student is absent without an excuse signed by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant.

Habitually Truant Students: “Habitual truant” shall be defined as a student of compulsory attendance age who has four (4) total days of unexcused absences from school in any one month or ten (10) total days of unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as a “habitual truant.”

Tardy: Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, appropriate penalties may be imposed for excessive tardiness. Parents/guardians shall be notified of all penalties regarding tardiness.

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter the next class. Teachers shall honor passes presented in accordance with this policy. The provisions of this policy shall be applicable to all students in the district, including those above and below the age for compulsory attendance as required by law.

School Attendance is considered to be 7:50am - 4:00pm, Monday - Thursday. Arrival at school at or after 8:00am is considered tardy, leaving school before or at 3:50pm is also considered tardy.

A student will be allowed to be tardy 3 times, without penalty. Beginning with the 4th tardy, a student will be required to make up the time they missed after school/lunch detention.

4th tardy = 1 hour after school/lunch detention, 1 day unexcused absence.

5th tardy = 1 hour after school/lunch detention, 1 day unexcused absence

6th tardy = 1 hour after school/lunch detention, 1 day ISS, 1 day unexcused absence.

After 6 times being tardy, your child may be considered habitually tardy. This action may lead to outside authorities being contacted. Penalties add up quickly. Please make sure your students arrive at school on time and please refrain from picking students up early.

Missed Class Work:

Make-up work shall be provided for any class in which a student has an excused absence unless otherwise determined by the building administrator or unless the absence is due to the student’s expulsion from school. It is the responsibility of the student to pick up any make-up assignments permitted on the day returning to class. There shall be 1 day allowed for make-up work for each day of absence.

Make-up work shall be allowed following an unexcused absence or following a student’s suspension from school with the goal of providing the student an opportunity to keep up with the class and an incentive to attend school. This work may receive full or partial credit to the extent possible as determined by the building administrator.

Unless otherwise permitted by the building administrator, make-up work shall not be provided during a student’s expulsion. Rather, the district shall offer alternative education services to the expelled student in accordance with

state law. The district shall determine the amount of credit the expelled student will receive for work completed during any alternative education program.

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

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

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

Zeros Aren't Permitted (ZAP)

When a student has not turned in an assignment, the teacher will **complete a ZAP form and attach it to the assignment**. The Teacher will then turn in the completed ZAP form to the office by **4:00**. The office will then **call the parent** to notify them of the missed assignment and that student will be attending ZAP lunch until the assignment is completed. The following day students assigned to ZAP will go to ZAP for the lunch period. Lunch will be provided by the cafeteria.

Lockers for Secondary Students

Each middle school and high school student is assigned a locker for his/her personal use. It is the student's responsibility to secure his/her personal belongings and materials. Lockers will be assigned by the secretary at registration in the fall and checked by teachers for cleanliness in the spring. **School lockers, desks and other storage areas are school property and remain at all times under the control of the school. All such lockers, desks and other storage areas, as well as their contents, are subject to inspection at any time, with or without notice.** For more information, refer to policy JIH.

Food Services for Breakfast and Lunch

Breakfast for all Elementary, Middle and High School Students: **Free**

Lunch for all Elementary, Middle and High School Students: **Free**

Breakfast is served at 7:30am

K-5 Lunch is served at 11:15am

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

Family Economic Data Survey

By filling out this survey in your student's registration packet, you help the school to maximize available funding from State and Federal Funds. This program is completely confidential.

Closed Campus

To maximize student safety and the opportunity for students to relate in an informal setting, it is the goal of Moffat School to continue with our Closed Campus Policy. Students will not be permitted to leave the school grounds before the end of the school day, except in case of emergency or with the approval of a school administrator, after a parent request has been made in advance in writing and the student is in "good standing" based on good academic standing and behavior. Parents may also come into the school and sign out their students. We will no longer be accepting phone calls to release students.

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 subject matter covered by the curriculum. Such organizations shall operate within the framework of state statutes, Board and District policy, administrative rules and the parameters of the learning program. All student organizations are required to open membership to all interested and/or eligible students. Fraternities, sororities and/or secret societies shall not receive recognition in any manner under this policy.

For additional information, please 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 climate in the schools which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff. Interviews may be conducted by school administrators, school personnel, law enforcement officers and other agency officials. Searches include those on property, including lockers, desks and other storage areas, and a student's person or personal effects.

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

Grading and Assessment Systems

The Board believes that students will respond more positively to the opportunity for success than to the threat of failure. The district shall seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes of evaluating student performance.

State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math and science. State law also requires students to take standardized assessments in the instructional area of social studies. Accordingly, the district shall administer standardized assessments pursuant to these state and federal legal requirements.

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 their children from taking state assessments; and the district's assessment calendar. This policy and its accompanying regulation represent the district's processes to address these requirements.

A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in accordance with this policy's accompanying regulation. Please see district policy IKA-R.

In accordance with state law, the district shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments.

This policy's exemption process shall apply only to state assessments and shall not apply to district or classroom assessments.

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 the state assessment results for the preceding school years. 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 with 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 gives them the opportunity to demonstrate their skills and knowledge;
- includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;
- 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 useful in determining whether the curriculum is aligned with the district's 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, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the district's academic standards.

The administration and professional staff shall devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with the district's academic standards. The records and reports of individual students shall be kept in a form 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. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow students.

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

Moffat High School 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 grading scale in percentages is as follows:

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

Some classes are given only an "S" or "U"; an "S" is given for the satisfactory completion of a course, and a "U" is given for unsatisfactory performance in a course or failure of the course. "NC" is given if the time frame scheduled is taken as 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 Board believes that students who wish to pursue postsecondary level work while in high school should be permitted to do so. In accordance with this policy and accompanying regulation, high school students may receive

course credit toward the fulfillment of high school graduation requirements for successful completion of approved postsecondary courses offered by institutions of higher education.

For more information, please reference district policy IHCD, Concurrent Enrollment.

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

Management of common communicable diseases shall be in accordance with the Colorado Department of Health guidelines (<https://drive.google.com/file/d/12NZoSBRjN5s4rFCNKaCu2RCzELeUT5nC/view>). A student who exhibits symptoms of a readily-transmissible communicable disease may be temporarily excluded from school attendance.

Students who complain of illness at school may be referred to the school nurse and may be sent home as soon as the parent/guardian or person designated on the student's emergency medical authorization form has been notified.

The district reserves the right to require a physician's statement authorizing the student's return to school. In all proceedings related to this policy, the district shall respect the student's right to privacy.

Immunization

No student is permitted to attend or continue to attend any school in this district without meeting the legal requirements of immunization against disease unless the student has a valid exemption for health, religious, personal or other reasons as provided by law.

Students who do not submit an up-to-date certificate of immunization or a written authorization signed by one parent/guardian requesting local health officials to administer the immunizations or a valid exemption will be suspended and/or expelled from school according to this policy's accompanying regulation.

All information distributed to parents/guardians by the district will inform them of their rights to seek an exemption from immunization requirements. For more information, please refer to district policies JLCB and JLCB-R, Immunization of Students.

Food Allergies

The District recognizes that many students are being diagnosed with potentially life-threatening food allergies. The school will support students with a health care plan, provide reasonable accommodations, access to emergency medications and training for staff as appropriate. Please refer to district policy JLCDA, Students with Food Allergies.

Administering Medications to Students

School personnel shall not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours. Medication may be administered to students by school personnel whom a registered nurse has trained and delegated the task of administering such medication. For purposes of this policy, the term "medication" includes both prescription medication and nonprescription medication but does not include medical marijuana.

The term "nonprescription medication" includes but is not limited to over-the-counter medications, homeopathic and herbal medications, vitamins and nutritional supplements. Medication may be administered to students only when the following requirements are met:

1. Medication shall be in the original properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, and the name of the prescribing health care practitioner shall be printed on the container.
2. The school shall have received written permission from the student's parent/guardian to administer the medication to the student and either:

- a. written permission to administer the medication from the student's health care practitioner with prescriptive authority under Colorado law; or
 - b. a standing medical order, if the medication is an over-the-counter medication such as Advil or Tylenol.
3. The parent/guardian shall be responsible for providing all medication to be administered to the student, unless it is an over-the-counter medication such as Advil or Tylenol.

Self-administration of medication for asthma, allergies or anaphylaxis

A student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition. Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication shall be in accordance with the regulation accompanying this policy.

Authorization for a student to possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or other related, life-threatening condition may be limited or revoked by the school principal after consultation with the school nurse and the student's parent/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy shall be considered a violation of District policy concerning drug and alcohol involvement by students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable District policy. For more information, please reference district policy, JLCD, Administering Medications to Students.

Use of Physical Intervention and Restraint

To maintain a safe learning environment, district employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

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

Visitors to School

The district will make reasonable efforts to accommodate requests to visit the district's schools, yet also recognizes concerns for the welfare of students. Therefore, the district limits visitors to:

1. Parents/guardians of current students;
2. Other family members of current students who are approved by the student's parent/guardian; and
3. Board members and other persons invited by the district for official business purposes.

To ensure visitors do not disrupt the educational process or other school operations and that no unauthorized persons enter schools, all visitors shall report to the school office immediately when entering a school. Authorized visitors may: (1) be required to sign in and out; (2) be given name-tags to wear identifying themselves as visitors; and (3) be accompanied by a district employee for some or all of the visit. School administrators may approve additional building procedures pertaining to school visitors to preserve a proper and safe learning environment.

For more information, please reference district policy KI, Visitors to Schools.

Student Records and Sharing of Information

In recognition of the confidential nature of student education records, no person or agency may access student education records without prior written consent from the student's parent/guardian or the eligible student, except as set forth in law and this policy. The superintendent or designee shall provide for the proper administration of

student records in accordance with law, including the implementation of safeguard measures or procedures regarding access to and disclosure of student education records.

It is the Board of Education's intention to utilize all avenues under state law to facilitate the sharing of relevant student records and information when necessary to protect the safety and welfare of school district staff, visitors, students, and the public and to protect property. For more information, please see 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 and Students of Rights Concerning Student Education Records)

The Family Educational Rights and Privacy Act (FERPA) and Colorado law afford parents/guardians (parents) and students over 18 years of age (eligible students) certain rights with respect to the student's education records, as follows:

1. The right to inspect and review the student's education records within a reasonable time period after the request for access is made (not to exceed 45 days). See JRA/JRC-R.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights. See JRA/JRC-R.
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent. See JRA/JRC-R.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
Family Policy Compliance Office,
U.S. Department of Education,
400 Maryland Avenue, SW,
Washington, DC 20202-8520.
5. The right to refuse to permit the designation of any or all of the categories of directory information. See JRA/JRC.
6. The right to request that information not be provided to military recruiting officers.

See District Policy JRA/JRC and JRA/JRC-E-2 for more information.

Textbooks and Library Materials

It is expected that students shall return textbooks and library resources to the school in good condition except for ordinary wear. Students shall be assessed fines for lost, damaged or defaced books (including those checked out from the library), materials or equipment. The fines will be for the amount of the loss. In computing a fine, 20% of the original cost of a book or library resource will be deducted for each year it has been used.

If the school district has made a reasonable effort to obtain payment for lost or damaged textbooks or library resources to no avail, the district may then withhold the diploma, transcript or grades of any student who fails to return or replace such textbooks or library resources at the end of the semester or school year. If a student is graduating, the district may deny the privilege of participation in the graduation ceremony if the student has failed to return or replace a textbook or library resource by the date of the ceremony. Alternative payment methods, such as installment plans or school service, shall apply to students who are unable to pay. A student shall not be refused use of textbooks based on failure to pay the required fees.

STUDENT CONDUCT

The Board, in accordance with applicable law, has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code emphasizes that certain behavior, especially behavior that disrupts the

classroom, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly, fairly and consistently for all students.

For additional information, refer to district policies JIC, Student Conduct.

Tobacco Free Schools

To promote the general health, welfare and well-being of students and staff, smoking, chewing or any other use of any tobacco product by staff, students and members of the public is prohibited on all school property. Possession of any tobacco product, including vapes and e-cigarettes, by students is also prohibited on school property.

For more information, please refer to district policy ADC, Tobacco Free Schools.

Student Use of the Internet

The Internet and electronic communications (email, chat rooms, text and phone messages and other forms of electronic communication) have vast potential to support curriculum and student learning. The Board of Education believes they should be used in schools as a learning resource to educate and to inform.

Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, use problem-solving skills and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals and locate material to meet educational and personal information needs.

The Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. While it is impossible to predict with certainty what information students might locate or come into contact with, the district shall take reasonable steps to protect students from accessing material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board. Students shall take responsibility for their own use of district technology devices to avoid contact with material or information that may be harmful to minors.

All students are required to sign the district's Student Use of the Internet and Electronic Communications Agreement as a part of registration. If the user is under 18 years of age, a parent or guardian must also sign the Agreement. For more information, please reference district policy JS, Student Use of the Internet.

Student Use of Cell Phones and Electronic Devices

The Moffat School administration recognizes that cell phones and electronic devices can play a vital communication role in today's society and during emergency situations. However, the social use of cell phones and electronic devices during instructional time can be disruptive to the educational environment and is not acceptable. Students may bring cell phones and electronic devices with them to school and store them in their lockers. If a student does not have a locker assigned to them, an appropriate storage area will be assigned by their classroom teacher. These devices may never be used during class time. Students may use cell phones and electronic devices to do appropriate business or personal entertainment during passing periods only. Violation of this policy will result in the confiscation of the cell phone and/or electronic device. Under extreme situations we reserve the right to search and seize the device for safety issues if conditions warrant. If a cell phone or other electronic device is confiscated it may be picked up from the main office at the end of the school day. After three violations of the policy a parent meeting may be requested and the student may lose all cell phone and electronic device privileges.

Misuse of cell phones while on school grounds, at school sponsored activities, or on buses or other vehicles provided by the School District is also prohibited. Misuse of a cell phone includes using a cell phone to commit any act which violates the District's Network Usage and Safety Policy, any school computing device use guidelines or mobile computing device program guidelines. School administration may approve the presence of an electronic communication device, including a cell phone, for a student only under the following circumstances:

- The student has a need for the presence of an electronic communication device due to the medical condition of an immediate family member.

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 items of apparel or personal adornments that are disruptive or are reasonably expected to cause disruptions to the learning environment, or that impair or impede the maintenance of a safe and orderly school.

The Student Dress Code is effective in school buildings, on school grounds, or at school sponsored activities. 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.

If the student cannot promptly obtain appropriate clothing, on the first offense, the student shall be given a written warning and an administrator shall notify the student's parents/guardians. On the second offense, the student shall remain in the administrative office for the day and do schoolwork and a conference with parents/guardians shall be held. On the third offense, the student may be subject to suspension or other disciplinary action in accordance with administrative policy concerning student suspensions, expulsions and other disciplinary interventions.

For all students, clothes must be worn in a way such that traditional private parts (e.g., genitals, buttocks, and nipples) are covered with opaque material. Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length to the upper thighs. All tops must have shoulder straps.

Students must wear:

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes; Activity-specific shoes requirements are permitted (for example, for sports)

Students may wear:

- Hats, including religious headwear
- Hoodie sweatshirts
- Fitted pants, including leggings, yoga pants and "skinny jeans"
- Pajamas
- Ripped jeans, as long as underwear is not exposed.
- Tank tops; all tops must have shoulder straps
- Athletic attire; Appropriate athletic clothing may be worn in physical education classes. Clothing normally worn when participating in school-sponsored extracurricular or sports activities (such as cheerleading uniforms and the like) may be worn to school when approved by the sponsor or coach.
- Clothing with commercial or athletic logos, provided they do not violate Section A above.

Students may not wear:

- Bottoms that are shorter than 3 inches in length to the upper thighs
- Tops without shoulder straps
- Slippers
- Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are not a violation.
- Sunglasses inside the building
- Clothing that reveals genitals, buttocks, and/or nipples
- Bathing suits
- Helmets, hats, head coverings or headgear that obscures the face

- Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
 - Refer to or imply violence, drugs, tobacco, alcohol, or weapons
 - Refer to or imply hate speech, profanity, pornography, advocate for gangs or activity prohibited by the student code of conduct
 - Are obscene, profane, vulgar, lewd, or legally libelous
 - Threaten the safety or welfare of any person
 - Otherwise disrupt the learning environment or impair or impede the maintenance of a safe and orderly school

Additional information may be found in district policies JICA, Student Dress Code, and JICF, Secret Societies.

Student Conduct in School Vehicles

The privilege of riding in a school vehicle is contingent upon a student's good behavior and observance of the student code of conduct and established regulations for student conduct both at designated school vehicle stops and on-board school vehicles. Refer to district policy JICC for more information.

Parent and Student Responsibilities

- **Please ensure that you note any food allergies when completing your child's transportation packet.**
- **Get to your bus stop 5 minutes** before your scheduled pick-up time. The school bus driver will not wait; however, you can go to the next stop or take your child to school. At no time should you chase down any district vehicle or in any way interfere with the completion of the route and/or safety of the passengers in the vehicle.

School Bus Expectations

- Be respectful of yourself and others.
- Be responsible.
- Be safe.
- Listen and follow the directions of your bus driver.
- Keep food in backpack/lunch boxes, unless eating is approved on school bus.
- Use a quiet voice on the school bus.
- Use appropriate language on the school bus.
- Use headphones when using an electronic device.
- Get off the bus at your assigned bus stop.
- Stay in your seat while the bus is moving and face forward.
- Alcohol, tobacco, and drugs are not permitted on the school bus.
- Weapons are not permitted on the school bus.
- Be quiet at railroad crossings.

First Offense: Parents/Guardians will be notified by the bus driver or transportation director and the student will be warned about the consequences of not following the rules.

Second Offense: Parents/Guardians will be contacted by the transportation director and an administrator, a mandatory parent/student meeting will be set up and the child will lose all transportation privileges for 8 days – additional days will be added until the mandatory meeting is complete. A restorative conference may be offered, and voluntary participation in the conference may serve as an alternative to a longer suspension of privileges. The student may lose transportation privileges for a specific amount of time.

Third Offense: Parents/Guardians will be contacted by an administrator, and my child will lose all transportation privileges for the remainder of the semester.

A student who has been suspended from riding the district vehicle will also lose all district vehicle riding privileges, including field trips, regular route, athletic practices and trips or any other school function.

Code of Conduct

In accordance with applicable law and District policy concerning student 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 activities while in school buildings, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event and off district property when the conduct has a nexus to school or any district curricular or non-curricular event.

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion or blackmail, i.e., 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.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the Board and District's policy on bullying prevention and education (refer to district policy JICDE)
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board and District's policy or regulations, or established school rules.
11. Violation of the Board and District's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law (refer to district policy JICI)
12. Violation of the Board and District's policy on student conduct involving drugs and alcohol.
13. Violation of the Board and District's violent and aggressive behavior policy (refer to district policy JICDD).
14. Violation of the Board and District's tobacco-free school's policy (refer to district policy ADC).
15. Violation of the Board and District's policies prohibiting sexual or other harassment (refer to district policy JBB).
16. Violation of the Board and District's policy on nondiscrimination (refer to district policies AC and AC-R).
17. Violation of the Board and District's dress code policy (refer to district policy JICA).
18. Violation of the Board and District's policy on gangs and gang-like activity (refer to district policy JICF).
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. 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 exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff.

Bullying Prevention and Education

The purpose of Bullying Prevention and Education is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation (which includes transgender), national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Bullying is prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

A student who engages in any act of bullying and/or a student who takes any retaliatory action against a student who reports in good faith an incident of bullying, is subject to appropriate disciplinary action including but not limited to restorative practices suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment shall be subject to investigation and discipline under related Board and District policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board and District policies and procedures regarding unlawful discrimination and harassment.

Additional information may be found in district policies JICDE, Bullying Prevention and Education.

Drug and Alcohol Involvement by Students

The school shall promote a healthy environment for students by providing education, support and decision-making skills in regard to alcohol, drugs and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among the schools, parents/guardians, community and its agencies.

It shall be a violation of Board and District policy and considered to be behavior which is detrimental to the welfare or safety of other students or school personnel for any student to possess, use, sell, distribute or exchange or to 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 shall apply to any student on district property, being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event, or whose conduct at any time or place interferes with the operations of the district or the safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions which may include parent conferences, restorative justice interventions, suspension and/or expulsion from school and referral for prosecution. Disciplinary sanctions and interventions for violations of this policy shall be in accordance with Board and District policy concerning student suspensions, expulsions and other disciplinary interventions.

Additional information may be found in district policies JICH, Drug and Alcohol Involvement by Students.

Violent and Aggressive Behavior

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall be subject to appropriate disciplinary action including suspension and/or expulsion in accordance with Board and District policy concerning student suspensions, expulsions and other disciplinary interventions. As appropriate and in accordance with applicable law and Board and District policy, students may also be referred to law enforcement authorities. At the district's discretion and when appropriate, the student may receive appropriate intervention designed to address the problem behavior. The district may also conduct a threat assessment of the student.

Students shall immediately report questionable behavior or potentially violent situations to an administrator, counselor or teacher.

An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and a probability of harm or injury.

Additional information may be found in district policies JICDD, Violent and Aggressive Behavior.

Secret Societies/Gang Activity

The District desires to keep schools and students free from the threats or harmful influence of any groups or gangs which advocate drug use, violence or disruptive behavior. The principal or designee shall take reasonable steps to deter gang intimidation of students and confrontations between members of different gangs on school grounds, in school vehicles and at school activities or sanctioned events.

The presence of any apparel, jewelry, accessory, notebook or manner of grooming which by virtue of its color, arrangement, trademark or any other attribute denotes membership in gangs which advocate drug use, violence or disruptive behavior is prohibited on school grounds, in school vehicles and at school activities or sanctioned events.

Additional information may be found in district policies JICF, Secret Societies/Gang Activity.

Public Demonstrations of Affection (PDA)

Students should show respect for the people around them by restraining from publicly displaying their affection for one another. Hand holding or walking arm in arm is acceptable, but embracing inappropriately, kissing, groping, etc. in a public setting is inappropriate. PDA's are distracting and offensive.

Dangerous Weapons

Using, possessing or threatening to use a dangerous weapon on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, and off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or the school district is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

As used in this policy, "dangerous weapon" means:

- a. A firearm.
- b. Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
- c. A fixed blade knife with a blade that exceeds three inches in length.
- d. A spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length.
- e. 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 may be subject to disciplinary action in accordance with Board and District policy concerning student suspensions, expulsions and other disciplinary interventions.

In accordance with federal law, expulsion shall be mandatory for no less than one full calendar year for a student who is determined to have brought a firearm to or possessed a firearm at school in violation of this policy. The superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis. Such modification shall be in writing.

Additional information may be found in district policies JICI, Weapons in School.

Suspension/Expulsion

The Board of Education shall provide due process of law to students through written procedures consistent with law for the suspension or expulsion of students and the denial of admission. (See JKD/JKE-R.) In matters involving student misconduct that may or will result in the student's suspension and/or expulsion, the student's parent/guardian shall be notified and involved to the greatest possible extent in the disciplinary procedures. Proportionate disciplinary interventions and consequences shall be imposed to address the student's misconduct and maintain a safe and supportive learning environment for students and staff.

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion and include but are not limited to: in-school suspension, counseling, positive behavioral intervention supports (PBIS) program, peer mediation, referral to a juvenile assessment center for counseling or other services, or other approaches to address the student's misconduct that do not involve an out-of-school suspension or expulsion and minimize the student's exposure to the criminal and juvenile justice system. See, C.R.S. 22-32-109.1 (2)(a)(II).

As another intervention and alternative to suspension, the principal or designee may permit the student to remain in school with the consent of the student's teachers if the parent/guardian attends class with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulations. This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

Additional information may be found in district policies JKD/JKE, Suspension/Expulsion of Students.

STUDENT ACCOUNTABILITY & DISCIPLINE

School Wide Behavior Expectations

Moffat Cowboys always remember their BOOTS!

Be respectful

Own your actions

Operate safely

Think kindly

Strive for success

Student Discipline

We believe that effective student discipline is a prerequisite for a sound educational practice and a productive learning environment. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior.

For more information, please refer to district policies JK and JK-R.

A Focus on Supports: Shifting Culture, Climate, and Practices

School-wide behavior expectations are geared to help transition the school from less reactionary and exclusionary practices and toward proactive approaches that focus on building student and staff skills and competencies, which in turn leads to greater productivity and success. Our hope is that it moves us from a singular focus on safety to a comprehensive focus on creating the conditions that help make every classroom and every school a great place to learn and grow. The handbook embodies our belief as a school district that students learn by pushing and testing

limits, getting feedback about their behavioral choices, and making the changes needed to become contributing members of a community of learners. The handbook is also designed to reflect a commitment to student equity. This means that we hold all students to the same high expectations but provide different kinds of support to reach those expectations.

Positive Behavior Interventions and Supports

PBIS is a framework and philosophy that promotes positive school culture, social-emotional learning, and effective interventions for behavior problems. PBIS is a prevention-based framework for organizing evidence-based behavioral support into an integrated continuum that enhances academic and social outcomes for all students. Implementing the core fundamental principles of PBIS can help make schools positive places where students love to learn and staff experience satisfaction in their work.

Moffat School started implementing PBIS in 2017, which includes developing a common language, setting clear expectations, teaching social and emotional skills, reinforcing positive behaviors, and creating standard protocols for behavior intervention. You may recognize PBIS mottos and slogans such as “Moffat Cowboys always remember their BOOTS” and the school’s use of Cowboy Bucks. Training is provided for teachers and staff regarding PBIS philosophy and tools. Parents can get involved by participating in a PBIS committee, helping organize school assemblies, or helping develop recognitions for students and staff.

Fundamental Principles

- Providing behavior expectations: Students must be provided with clear, consistent, and positively stated expectations for their behavior. The expectations reflect the respect, responsibility, and safety of all.
- Teaching behavior: Schools must be intentional about teaching students what is expected of them at every grade level. This requires teaching them at the beginning of the year and re-teaching them throughout the year.
- Celebrating positive behavior: When students meet the behavior expectations set for them, staff acknowledge their efforts. Recognition of positive student behavior and strengths is critical to promoting positive behaviors for all students.
- Responding to behavior: When a student does not meet the behavior expectations set for him or her, staff respond in the moment by using a strategy and by providing an opportunity for the student to regain self-control. They also provide a resolution/ response that supports a student’s ability to repair the harm resulting from his or her behavior and actions in order to maintain the safety of the school community.
- Using data: Schools regularly use behavior data to guide the teaching and support that take place at the individual student level, classroom level, and school level. The following are proactive classroom and school-wide supports to prevent problems.

Examples of Evidence-Based Classroom Supports

Proactive systems of support assist all students in achieving social, emotional, and academic success. Proactive supports provide clear, consistent expectations so that every student knows exactly what is expected across school settings. When a student demonstrates irresponsible behavior, it is important to determine a reason for the misbehavior and take action such as teaching replacement behavior to reduce and eliminate the behavior. Teachers may also modify conditions that perpetuate the misbehavior, or implement corrective responses, thus promoting a safe and respectful learning environment.

We believe it is important to build all students’ social-emotional skills to help them relate to one another positively. Classroom circles, morning meetings, academic and social interventions are all examples of classroom supports. Though these strategies may vary in their time and focus, most share some common themes, where teachers participate in the circle as a listener to speak and listen along with their students.

Progressive Discipline Process

Every reasonable effort should be made to correct inappropriate student behavior using logical consequences and restorative action. Significant disciplinary responses, such as out-of-school suspension and expulsion, are used for the most serious situations in accordance with district policies JKD and JKE. When an exclusionary disciplinary response is used (e.g., in-school suspension, out-of-school suspension), it must be paired with one or more interventions. In a progressive approach to intervention and discipline, students have the space to make mistakes, learn from them, and receive support to change their behavior over time. When a specific student behavior does not change using the lowest identified level of intervention and/or discipline—or the behavior increases in frequency, intensity, or duration—the next level of intervention/disciplinary response is used. All interventions and disciplinary responses should be selected, implemented, and assessed to help students do the following:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation
- Learn social strategies and skills to use in the future
- Understand the progression of more serious consequences if the behavior reoccurs

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in ways that are most supportive of student needs. The interventions and disciplinary responses described here should be carefully matched to the needs of the student and the overall context of the situation.

Disciplinary removal from the classroom

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

As soon as possible after a student has been removed from class, the teacher shall contact the parent or legal guardian of the student to request their attendance at a student-teacher conference regarding the removal. A behavior plan shall be developed after the second removal from class.

For more information, please refer to district policy JKBA, Disciplinary Removal from the Classroom.

Discipline of Student with Disabilities

Students with disabilities are neither immune from a school district's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their Individualized Education Programs (IEPs), any behavioral intervention plan and this policy. Nothing in this policy shall prohibit an IEP team from establishing consequences for disruptive or unacceptable behavior as a part of the student's IEP and/or behavioral intervention plan. For more information, please reference district policy JK-2, Discipline of Students with Disabilities.

Rules of Student Conduct, Behavior Definitions and Infraction Levels

Definitions

1. Parent: When used in these procedures, the term “parent” shall include every parent, guardian or person in parental relation, having control or charge of any child or children in attendance at a school in the School. The term “parent” also includes a court appointed educational decision maker or surrogate parent under the Individuals with Disabilities Education Act (IDEA).

2. Administrator: When used in these procedures, the term “administrator” shall refer to the principal, assistant principal, director, administrative practitioner, responsible teacher or any other person to whom the principal may legally delegate his/her authority.
3. Designee: When used in these procedures, the term “designee” shall refer to any administrator who has been designated to act on behalf of the Superintendent in matters of student discipline.
4. Student: When used in these procedures, the term “student” shall refer to any person enrolled in any of the District’s programs.
5. Student With Disabilities: One who is “eligible” or “thought to be eligible” as a student with disabilities under the IDEA or Section 504 of the Rehabilitation Act of 1973 (Section 504).
6. English Language Learners (ELL): Students who are active learners of the English Language and benefit from various types of language support programs.
7. Limited English Proficient (LEP): Individuals who do not speak, listen, read, or write English proficiently because it is not their primary language. LEP may be used to refer to parents/guardians, family members, or students.
8. Alternative Placements: A program where persistently disruptive students may be temporarily removed from their regular school environment and placed in an alternative program that provides an appropriate educational course of study.

Student Discipline and Intervention Matrix

Level I					
Behavior	Types of Incidents	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
Minor Incidents	Incidental profanity, horseplay, dishonesty, teasing	Restorative Dialogue	Action plan, practice correct behavior, handwritten apology letter, contact parents	Lunch/recess detention, Contact parents	Lunch detention, Contact parents, Behavior plan
Dress Code Violation		Restorative Dialogue, Lunch Detention	Contact Parents, Restorative Dialogue, Lunch Detention	Contact Parents, Lunch Detention/1-3 days ISS	Contact parents, 3-5 days ISS
Cell phone Misuse	Using cell phone in class	Restorative Dialogue, Confiscation (1 day)	Contact parents, Confiscation (1 week), 1	Contact parents, 1-3 days ISS, Long Term	Contact Parents, 3-5 days ISS

			day ISS	Confiscation	
Level II - Automatic Parent Contact					
Misconduct	Defiance of authority, disrespect, disruption, rudeness, disruption of: field trips, school events, school assemblies/programs	Loss of recess/privilege and/or Lunch Detention, and a handwritten apology letter	1 day ISS or 1-3 days Lunch Detention with loss of all recess and privileges	5 days Lunch detention or 1-3 days ISS	5-10 days Lunch detention or 3-5 days ISS
Minor Theft	Lunches, backpacks, school/classroom supplies, small quantities of money				
Inappropriate touch or display (PDA)	Public display of Affection (PDA) or touching of private parts				
Minor Vandalism	Graffiti, defacing/destroying school or private property, misuse of bathroom supplies				
Cheating	Copying, plagiarism, etc.	Automatic 0, Lunch Detention	Automatic 0 and 1 day ISS	Automatic 0 and 1-3 days ISS	Automatic 0 and 3-5 days ISS/Expulsion
Misuse of Technology	Violating district internet policy	1 day suspension of access	1-3 day suspension of access	3-5 days suspension of access, 1-3 days ISS	Loss of privilege of device
Level III - Automatic Parent Contact					
Verbal/Physical aggression toward students/staff	Directing profanity at staff, Provoking, taunting, spitting, teasing	1 day OSS	3 days OSS.	5 days OSS, Behavior Plan	Expulsion
Harassment	Physical, racial, verbal, or electronic intimidation				
Detrimental Behavior	Behavior on 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, throwing objects				
Paraphernalia	Bringing items to campus that are made specifically for the promotion of or use of an illegal substance	1-3 days ISS/OSS	3-5 days ISS/OSS	1-5 days OSS	Expulsion
Drug/Alcohol	Having on your person, in your locker or in your vehicle any substance which by state law is not legally possessed by a minor or adult on school grounds or any school event (Examples include: alcohol, marijuana, etc.) this includes anyone suspected to be under the influence.	3-5 days ISS	3-5 days OSS	Expulsion	
Tobacco/Nicotine	Cigarettes, chewing tobacco, vape	1-3 days ISS/OSS	3-5 days ISS/OSS	1-3 days OSS	5 days OSS or Expulsion
Theft		Restitution and Lunch detention	Restitution and 1-3 days ISS/OSS	Restitution and 3-5 days ISS/OSS	Restitution and Expulsion

Violent Display of Anger		1 day OSS, Counseling, RTI	3 days OSS, Counseling, RTI	5 days OSS	Expulsion
Level IV - Automatic Parent Contact					
Fighting	Knowingly or recklessly causes physical harm by punching, kicking, with intent to injure	1-3 days ISS or Expulsion	1-3 days OSS, Behavior Plan or Expulsion	3-5 days OSS or Expulsion	Expulsion
Dangerous weapons	Bringing a dangerous weapon as described in policy or using an object as a weapon				
Detrimental Behavior	Arson, purposeful destruction of school or private property				
Sexual Harassment	Verbal or physical touching of staff/students				
Bullying	Bullying is defined as any written or verbal expression, physical act or gesture, or a pattern thereof that is intended to cause distress upon one or more students in the school environment (school buildings, grounds, vehicles, bus stops and all school sponsored activities and events).				
Assault on a Staff Member		1-3 days OSS or Expulsion	3-5 days OSS or Expulsion	Expulsion	
Assault					
Threat to Employee					
<p>The degree of discipline to be imposed by school officials will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student and other relevant factors. The RTI process may be considered at any time with any level of incident. Restorative dialogue may be used with nearly all incidents. Administration will have discretion on the consequences.</p>					

POSTSECONDARY WORKFORCE READINESS

Graduation Requirements

1. It is the responsibility of the student to check with the Counselor to be sure you are on track for graduation.
2. Seniors taking correspondence courses must have them completed no later than May 1st to ensure that grades are received before the last day of the school year.
3. Seniors must be passing all courses required for graduation on the last day of attendance designated for seniors in order to participate in the graduation ceremony. Any senior not passing the required courses will not participate in the graduation ceremony.
4. Any senior not passing the required courses on the last day of attendance for seniors will be given the opportunity to return the following week to complete any work in order to raise the grade to a passing level for the purpose of earning a diploma. **This is only for the purpose of earning a diploma. The student does not earn the right to participate in the ceremony.**

Units of credit needed

A total of 25 credits earned during grades nine through 12 are required for graduation. A credit is defined as the amount of credit given for the successful completion of a course which meets four days per week for a minimum of 40 minutes daily for at least 36 weeks or the equivalent. Successful completion means that the student obtained a passing grade for the course.

The following criteria shall entitle a student to a high school diploma:

- Achievement in the district's academic standards as demonstrated by mastery of the curriculum, which may include, but is not limited to, daily classroom assignments, state and district assessments, classroom assessments, and student participation in and completion of assigned projects.
- Completion of 25 credits in grades nine through 12 in the prescribed categories listed below.

Required credits/courses

Credits	Area
4	English
3	Mathematics
3	Science
3	Social Studies- Including 1.0 Civil Government [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
1	Capstone Project
25	Total

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

EMERGENCY PREPAREDNESS

Emergency Situations at School

Moffat Schools is committed to ensuring the safety and the security of our students, staff and visitors. This overview contains useful information that we hope everyone will become familiar with in the event of an emergency. During an emergency situation, school officials must act quickly to secure schools, safeguard students and staff, and communicate promptly. Parents can help by being prepared before an emergency happens by giving the schools accurate contact information.

Parent Responsibilities:

- Talk to your children about what to do, where to meet and how to contact you.
- Provide names and contact information for people authorized to pick up your children.
- Notify us promptly if you have any changes in contact information during the year.

What to do During a School Emergency

In an emergency situation, your first reaction may be to call or come to the school. While that is a natural response, it will interfere with emergency agencies that are dealing with the situation. We ask that instead of coming to the school, you get information from the following sources:

- The automated calling system will contact families right away with pertinent information and next steps.
- Visit the Moffat Schools website: www.moffatschools.org
- Call the Saguache County Sheriff 719-655-2525
- Tune to local TV and radio stations for news alerts

What Types of Emergencies Might Impact School?

All emergencies impact schools, including local and national events. Here are some examples of emergencies with actions that a school may take in response:

- Severe Weather (hail, snow, tornado) – may result in shelter in place.
- Missing person or student – may result in lockdown.
- Fire – may result in evacuation or shelter in place depending on the location and severity of fire.
- Weapons – may result in an evacuation or a lock-down.
- Bomb threat – may result in an evacuation.
- Chemical/Hazmat/Biological Materials – may result in an evacuation or a shelter in place depending on the location and the type of incident.
- Intruder – may result in a lockdown or evacuation depending on the circumstances.

Fire Drills

Fire drills will be held at irregular intervals during the school year.

Remember these basic rules:

1. Check the instructions in each classroom (they are posted by the door of each classroom) indicating how to leave the building if there is a fire.
2. Exit the building in a quiet, orderly manner and return in the same manner.
3. Upon leaving the building, **students are to remain with their class, and attendance will be taken.**
4. The building administration will notify everyone when it is safe to return to the building.

Communication

It is understandable that parents will want to get in touch with their children in the event of an emergency.

However, trying to call your child's cell phone may prevent them from hearing important, even life-saving information. Students will only be able to use cell phones if they need immediate assistance and/or once they are safe. Please avoid calling the school during an emergency - the school staff will be dealing with the situation and may not be available to answer the phone. Parents should use the communication resources listed above to get information during an emergency.

Finding Your Child After an Emergency

Parents will be informed through the local media and/or by the school's automated calling system about when and where you can be reunited with your child.

We Are Prepared

As a parent, you should feel confident that Moffat Schools has an emergency plan that is modeled on the National Incident Management System. Yearly trainings are conducted to keep our staff prepared for emergencies. In addition, our school conducts emergency drills throughout the school year.

IN AN EMERGENCY TAKE ACTION



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

STUDENTS

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

ADULTS

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



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

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

ADULTS

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



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

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

ACTIVITIES & ATHLETICS

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

Sports physical documentation must be at the school that the student is enrolled in prior to or on the date of the first practice. You will not be allowed to practice if this documentation is not on file. Each school will make a copy of the students physical for the non-enrolled site. Please refer to the Sports Information Letter and the Sports Handbook for more information including eligibility, rules and regulations.

Moffat/Mountain Valley Combined Sports Program.

- | | |
|---------------|---|
| FALL | Football at Mountain Valley
Cross country at Moffat
Volleyball at Mountain Valley |
| WINTER | Basketball at Moffat
Wrestling at Mountain Valley |
| SPRING | Track at Moffat |

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 A.D.'s 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 will be interrupted by semester grade reports, these 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 MUST ATTEND CLASS.** If a student athlete misses more than half of any day of school, unless prearranged with his/her coach and the office (it is the athlete's responsibility to make arrangements) he/she shall not be allowed to practice or compete that day. Anyone missing school the day before or the day of an event or competition will not be allowed to participate unless the absence was approved in advance. If a student athlete misses more than half of his/her classes the day prior to

competition but is in school the full day of the competition, they are expected to attend the competition in support of the team but should expect reduced or no playing time.

Student athletes must attend and participate in class until excused for events. Although absence from class while representing Moffat and Mountain Valley in athletic competition is excused, it is the student athlete's responsibility to get assignments before leaving and complete them before returning to class.

- E. Student athletes must be eligible to participate in athletics based on compliance with CHSAA bylaws (if applicable), academic performance, school attendance and other participation requirements at the school in which they are enrolled in order to participate in the Program. A student who is ineligible to participate in the athletic program in the school he or she attends shall be also ineligible to participate in sports offered by any other school participating in the Program until his or her eligibility is established or restored.