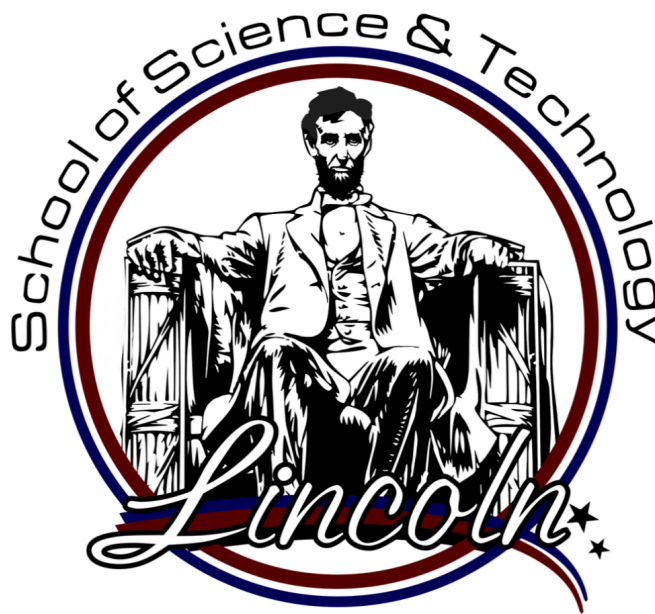


Lincoln School of Science & Technology

Student & Family Handbook

Cañon City Schools

2026-2027



Principal - Stephanie Veatch
420 Myrtle Avenue
Cañon City, Colorado 81212
P: (719) 276-5830

<http://lincoln.canoncityschools.org>

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School Vision & Mission



Lincoln School of Science & Technology

Vision Statement

Embracing a growth mindset, we empower all students to reach their social-emotional and academic potential.

Mission Statement

Lincoln School of Science & Technology is invested in the development of life-long learners with the traits and skills necessary for success in a changing world. We foster social-emotional and academic growth by...

Leading each other to

At Lincoln, We Are... **S**eek solutions in a

STEAM-focused environment with

Tenacity, civility, and integrity

School Culture Day-To-Day Expectations

School History & Important Times

Lincoln staff and students are proud to be the Lincoln Gorillas! Our school's roots trace back to the original Garfield School of the 1880s. The first part of the current Lincoln Elementary building was constructed in 1952, with most of the facility completed in the 1970s. In August 2025, we added a new gym, an additional classroom, and remodeled the office area to better serve our school community.



In 2012, we officially became Lincoln School of Science & Technology. Through every chapter of our history — from Garfield to today — our students and staff have proudly been known as the Gorillas. Our school colors are dignity blue and burgundy.

Lincoln School Day Times

Student supervision is available starting at 8:00 a.m.

Students may not be dropped off prior to that time.

Students Arrive at Door #33 (even if not eating breakfast)	8:00 a.m.
Breakfast Served in the Gym	8:00-8:15 a.m.
Morning Recess on Playgrounds	8:15-8:25 a.m.
First Bell Rings - Students Line Up in Assigned Areas	8:25 a.m.
Tardy Bell Rings - School Day Starts	8:30 a.m.
School Day Ends - Dismissal	3:45 p.m.

Student Drop Off

- Parents may not enter the breakfast area without first checking in at the office for a visitor's pass.
- Parents and younger siblings who do not attend Lincoln are asked to stay off the playground at any time Lincoln students are at recess.
- After 8:25, or once the classroom door is closed, parents should bring their child to the front office for an attendance pass.
- Parents may not enter the classroom at 8:25, when teachers welcome students in.
- During inclement weather, morning recess may be canceled, and all students gather in the cafeteria.

Student Pick Up

- Kindergarten students are dismissed from their individual exterior classroom door.
- First & Second grade students will be released through the exterior Door #6.
- Third grade students will be released through exterior Door #31
- Fourth & Fifth grade students will be released from their exterior classroom doors.
- Parents are asked not to wait on the playground for school dismissal or to arrive earlier than 3:35.
- An early dismissal within the last 30 minutes of the school day is considered tardy.

Principal's Message



Dear Lincoln Families,

Welcome to the 2026–2027 school year at Lincoln School of Science & Technology! It is truly an honor to join this incredible community as your new principal. As a proud Cañon City Schools graduate and someone beginning my 12th year serving in Cañon City Schools, I am especially grateful for the opportunity to lead and give back to the community that has meant so much to me.

Lincoln has a strong and inspiring foundation in Science and Technology, paired with a deeply rooted Discovery School Culture. I am excited to build on these strengths as we continue to provide meaningful, engaging learning experiences for all students. The Discovery framework — including our 6 Ps and Attending Skills — remains at the heart of how we build relationships, communicate, solve problems, and grow together as a school community.

I am committed to honoring the traditions that make Lincoln special while also working collaboratively with staff and families to continue moving our school forward. We are fortunate to have an outstanding team of educators dedicated to supporting students both academically and socially. I am excited to work alongside Mr. Mitch Ary, who is in his third year as Lincoln's Dean of Students and also serves as our Literacy Coach, bringing strong leadership and a shared commitment to student success.



Strong communication and partnership with families are essential to a successful school year. I encourage you to stay connected through our Facebook page, YouTube channel, and regular communication from your child's teacher through SchoolStatus Connect. Please also ensure you have access to your child's Campus Portal account for important updates and information.

I am looking forward to a fantastic year ahead and to getting to know each of you. Together, we will build on Lincoln's strong foundation and make the 2026–2027 school year an exceptional one for our entire community.

Sincerely,

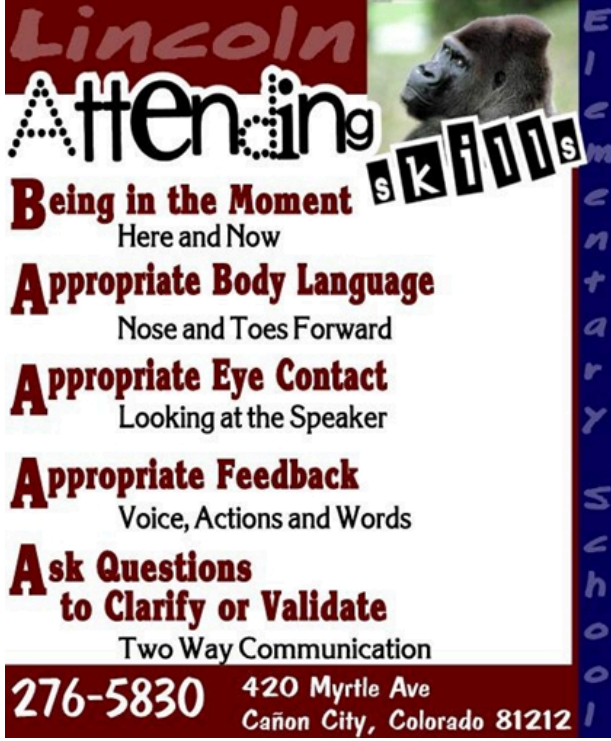
Stephanie Veatch

Stephanie Veatch

Principal, Lincoln School of Science & Technology

Lincoln Discovery Culture

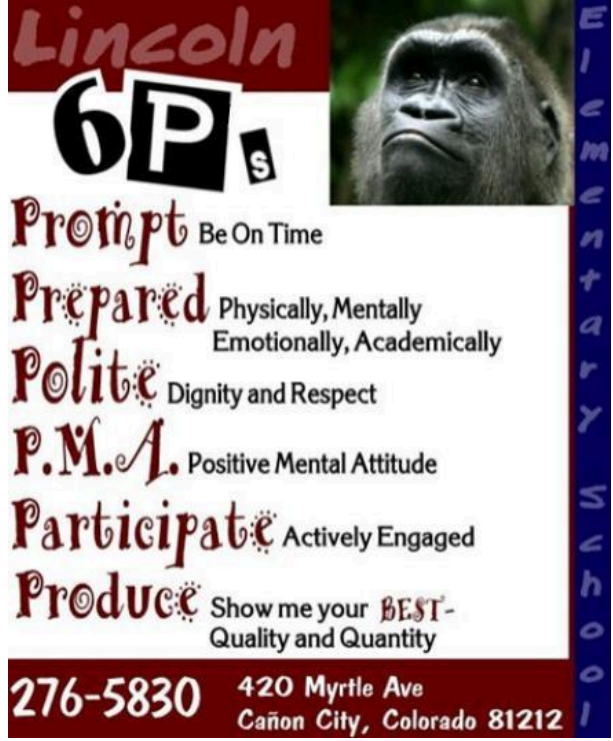
Lincoln School of Science & Technology has been using Discovery Culture for over 25 years, with the program originally implemented in the 2000/2001 school year. In addition to other aspects of the program, we incorporate two important components of the Discovery Institute Model. Our firm commitment to the Attending Skills and the 6 Ps is evident school-wide. All students learn, practice, and receive feedback on these specific positive social skills.



Lincoln Attending Skills

- Being in the Moment**
Here and Now
- Appropriate Body Language**
Nose and Toes Forward
- Appropriate Eye Contact**
Looking at the Speaker
- Appropriate Feedback**
Voice, Actions and Words
- Ask Questions to Clarify or Validate**
Two Way Communication

276-5830 420 Myrtle Ave
Cañon City, Colorado 81212



Lincoln 6Ps

- Prompt** Be On Time
- Prepared** Physically, Mentally
Emotionally, Academically
- Polite** Dignity and Respect
- P.M.A.** Positive Mental Attitude
- Participate** Actively Engaged
- Produce** Show me your **BEST**-
Quality and Quantity

276-5830 420 Myrtle Ave
Cañon City, Colorado 81212

Lincoln's Discovery Statement

We promote learning by treating each other with dignity and respect.

School-Wide Expectations

Lincoln School of Science & Technology takes a proactive approach to addressing disruptive behavior. Using the Discovery Program as our vehicle to success, our strategies are based on treating each student with dignity and respect. Our purpose is to assist students in learning the 6 Ps and Attending Skills. These skills offer our students valuable life lessons in appropriate social etiquette that will help ensure their development into productive citizenship.

Unfortunately, there are situations in which consequences are necessary. In these situations, the staff utilizes the school district's K-5 Progressive Discipline Matrix. If a child's behavior requires a visit to the office, the school principal or designee will assign consequences that include a restorative component and contact parents. The staff utilizes:

Cafeteria Expectations

➤ Wash or sanitize hands when entering	➤ Keep hands, feet, and body to self
➤ Walk in a single-file line, facing forward	➤ Once seated, sit-and-stick
➤ Food and drink remain in the cafeteria	➤ Eat your own food only
➤ Carefully bus trays, stacking properly	➤ Follow directions from adults at dismissal
	➤ Use Voice Level 3 - Classroom Volume

Playground Expectations

➤ Use I-Messages to solve minor conflicts	➤ Promptly line up when told to do so
➤ Return borrowed equipment	➤ Use appropriate language
➤ Leave rocks, snow, branches, etc., on the ground	➤ Use equipment properly, as intended
➤ Keep hands, feet, and body to self	➤ Play in the assigned area only
➤ Treat others with kindness	➤ Use Voice Level 4 - Recess (no screaming)

Hallway Expectations

➤ Walk single-file on right side of hallway	➤ Promptly & purposefully move to destination
➤ Respect hallway displays	➤ Greet others appropriately (<i>smile and wave</i>)
➤ Carry technology appropriately	➤ Hold doors for one another
➤ Treat others with kindness	➤ Use Voice Level 1 - Silent

Bus Lines

➤ Wait for assigned monitor	➤ Sit in line and wait patiently
➤ Meeting siblings in intermediate hallway	➤ Keep hands, feet, and body to self

➤ Walk single-file through hallways	➤ No cell phone use without permission
	➤ Use Voice Level 3 - Classroom Volume

Bathroom

➤ Do your business, using facility appropriately	➤ Flush toilet
➤ Wash hands with soap and water	➤ Place trash in the trash can
➤ Leave the bathroom immediately	➤ Use Voice Level 1 - Silent

Library

➤ Be prepared	➤ Use your time wisely to choose a book
➤ Patiently and quietly wait in line to check out	➤ Inform an adult if a book is damaged
➤ Be respectful of the library (books, furniture, etc.)	➤ Use Voice Level 2 - Whisper

Assemblies

➤ Use the restroom before entering	➤ Enter silently in line, hands/feet/body to self
➤ Be a respectful audience	➤ Look to the adult for direction to leave
➤ Leave silently in line, hands/feet/body to self	➤ Use Voice Level Appropriate for Presentation

Allergy Awareness

Please communicate with your child's teacher and our Health Technician if your child has any food or environmental allergies. We will take steps to provide a safe environment for your child while they are at school.

Awards Assemblies

At the conclusion of each trimester, we have an awards assembly. This is an opportunity to recognize our students' hard work for the entire trimester, based on final grades and academic achievements. Parents will receive communication from their child's teacher(s) indicating whether their child is receiving any awards each trimester.

If you are attending one of our awards assemblies:

- Please enter the gym through Door 23 and sign in on one of the sign-in sheets.
- Please understand that at the conclusion of the assembly, we need to keep our classes together in an orderly fashion and must dismiss back to classrooms from the gym. For this reason, we ask parents not to approach the front of the gym to meet your child. You are still welcome to take pictures from your seat in the audience throughout the event.
- Please refrain from bringing gifts to the assemblies for your children. There will not be time at the conclusion of the event to hand those off to your children.
- We work hard to cultivate our Discovery Culture and continually reinforce appropriate behavior across our school. This includes during assemblies. We ask that audience members show their support of award recipients with a single Gorilla clap. Please refrain from shouting out, whistling, etc., when children's names are called. This often prevents families from hearing their own child's name, who may be called next.
- If you need to take your child out early after an assembly, you must do so through our main office per normal protocol. Please be patient, as many families desire to do this, and it takes time to call all the children out.

Thank you so much for your enthusiastic support for your children and for our school. We hope to ensure our awards assemblies are a great experience for everyone attending!

Bicycles

Bicycles, scooters, skateboards, shoes with wheels (i.e., Heelys), and other forms of transportation involving “wheels” are not allowed to be used on the school grounds between 8:00 a.m. and 4:00 p.m. Students are asked to walk on school grounds during this time period. Bike racks are provided, and students are asked to walk their bikes onto the school grounds and park them on the racks. Skateboards and other transportation involving “wheels” may be stored in the office or classrooms during the day.

Birthdays

Children may bring a small pre-packaged treat to share with the class when celebrating their birthday. Nut snacks are discouraged due to nut allergies. Please coordinate your celebration with your child's teacher before bringing treats. Students are asked not to distribute invitations for home parties at school unless every child in the class is invited. Invitations are to be distributed at the 3:45 pm dismissal bell.

Conferences

Parent/Teacher conferences are held in the fall for each child. Please look for communication from the school on the dates and times for this year's conferences. Additional conferences may be set up with your child's teacher.

Curriculum & Special Services Offered

General Education

Cañon City Schools offers a curriculum that is aligned to the Colorado Academic Standards and grounded in the following:

- At least 120 minutes of literacy instruction each day. This includes reading, oral and written language, spelling, grammar, and literature.
- At least 60 minutes of math instruction each day.
- At least 90 minutes of social studies and/or science instruction each week.

Life Skills, Library, and Choices Education

Students are provided experiences with Life Skills classes beyond the basic subject areas:

- Science Studio
 - In alignment with Lincoln's focus on science and technology, students will participate in Science Studio, an art class that focuses on science, technology, engineering, and math. Using Lincoln's current resources, students will receive an extension of their grade-level science lessons through art enrichment. To increase capacity for knowledge and comprehension, students will then demonstrate their conceptual understanding of topics through creative design exploration and artwork. Students will have Science Studio each week.
- STEM (Science, Technology, Engineering & Mathematics)
 - In place of a traditional technology class, aligned with Lincoln's focus on science and technology, students will participate in a STEM class. Students in the primary grades, K-2, will first focus on learning foundational technology skills and begin transitioning into the Design Process. Our 3rd, 4th, and 5th grade students will apply the skills learned in earlier grades to engage in robotics and programming. Students will have STEM each week.
- Library
 - It is a privilege to check out books from the school library. The librarian works with students to foster a love of reading by finding literature at an appropriate reading level. Students are responsible for taking care of and returning their library books on time. Classes visit the library frequently throughout the week.

- Music - Vocal
 - Students will have music class where they will learn the basics of singing, reading music, and experiences with Orff instruments (i.e., xylophones). The music teacher works to build music appreciation and uses creative dramatics to engage students. Various vocal music concerts are given throughout the school year. Students will have music class weekly.
- Music - Band
 - Fifth grade students are encouraged to participate in the band program. Lincoln School is proud to foster a love for creating music and to prepare our students for further band participation in middle school. The music/band teacher will provide information on renting instruments at the beginning of the school year. Band is typically held daily.
- Physical Education
 - PE is a key part of our students' total educational development. Students learn how to cooperate with teammates, work together toward common goals, and practice our district trait of civility. Good sportsmanship is taught consistently through a variety of active lessons, both in the gym and on the Lincoln campus, when the weather is nice. Students participate in PE weekly.
- Choices
 - Our school counselor leads this class. In Choices, students learn what it means to be a great friend and member of the Lincoln community. The Discovery Program's skills are often woven into this course, where students learn the importance of communicating clearly and working through conflict. All students at Lincoln have Choices each week.

Special Services

Students at Lincoln are provided support with their academics and other skills when necessary, and as mandated by Individualized Education Plans, 504 Plans, Read Plans, or Advanced Learning Plans:

- Special Education
 - For children with an Individualized Education Plan (IEP), our special education programs offer a valuable service. Work is adapted, or specific techniques are applied to remediate a difficulty. Children spend varying amounts of time in this program according to their plan. They received personalized help from qualified instructors. Lincoln services students with mild, moderate, and severe needs.
- 504 Plans
 - Students with a 504 Plan may receive accommodations, including adjustments to instruction, classroom environment, or assessments. The goal of Section 504 programming is to remove barriers for students with disabilities so they have equal access to educational opportunities.
- Speech

- A Speech Language Pathologist works with children who have IEPs focused on speech. Children either spend one-on-one time or work in a small peer group with this specialist. The time scheduled varies with the child's needs as defined in their IEP.
- Occupational Therapy
 - Either an Occupational Therapist or an Occupational Therapist Assistant works with students who have this need identified in their IEP. Students typically receive one-on-one support from these specialists. Parents are updated on progress during annual IEP meetings.
- Title I Reading
 - Title I Reading personnel assist students on READ Plans in the classroom setting with reading, writing, and math. They often support small-group reading instruction by providing interventions in accordance with the child's plan. Additionally, Title I staff work alongside Homeroom Teachers to ensure that all students are benchmark-tested each year with district-level assessments.
- Gifted & Talented Education (GATE)
 - Students identified with an Advanced Learning Plan are considered gifted in one or more areas. The GATE Teacher challenges students beyond the standard curriculum through deeper exploration, accelerated learning, and complex problem-solving.

Deliveries to Students

To protect the learning environment, please minimize all deliveries to students and classrooms during school hours. Drop off any items needing to be delivered to your student at the office. Items that may be distracting to the learning environment, such as flowers or balloons, will be delivered at the end of the day.

Family Assistance

Donations

- Often, around the holidays, local community groups contact us because they are interested in giving gifts to Lincoln families who may be experiencing difficulty. This includes holiday food baskets, Christmas toys, clothing, shoes, etc. Other groups offer one-time assistance for items such as eyeglasses for students. If you are interested in being contacted by such groups, please let us know.

The Backpack Program

- Lincoln participates in the Backpack Program, which sends students home with basic food items each weekend. Please contact the front office if you are interested in learning more.

Students Experiencing Homelessness

- Students receive certain rights if their family is homeless. The following situations may qualify a family as homeless:
 - Living in a shelter
 - Living in a motel or campground due to the lack of an adequate alternative accommodation
 - Living in a car, park, abandoned building, or bus or train station
 - Living with others due to loss of housing or economic hardship

Please contact the principal directly if you wish to discuss your unique situation.

Field Trips

At times, teachers will invite parents to attend field trips. Parents who are district-approved volunteers may be invited to chaperone groups where they will supervise or work directly with students other than their own child. They must wear their volunteer ID. In other cases, parents might be invited simply as guests with their child. When parents attend field trips as guests with their child(ren), they must check in at the office and wear a Visitor's Pass for the duration of the trip. Due to supervision and safety reasons, siblings not enrolled at Lincoln may not attend any field trip. Refer to Canon City Schools SOP IJOA for more information about chaperoning field trips.

Kids Klub - Cañon City Recreation District

Kids Klub is available after school if at least 10 students are enrolled. Kids Klub is provided by the Cañon City Area Recreation and Parks District for a nominal fee. Please contact the Cañon City Area Recreation District directly at 275-1578, located at 575 Ash Street in Cañon City. Lincoln School of Science & Technology is happy to host this after-school program.

Lost & Found

Lost and found items will be placed in the hall by the Health Technician's Office. Sometimes, small, valuable items are kept in the office. Please put your child's name inside coats, etc., so that they may be identified if found. Twice per year, unclaimed items will be given to a charitable organization.

Parent Rights, Custody Arrangements, and Student Records

Unless the school is provided with a current court order stating otherwise, both parents or legal guardians have equal rights regarding their child at school. The school will follow the most recent legal documentation on file. Parents or guardians are responsible for providing the school office with copies of any court orders or custody agreements.

According to the Family Educational Rights and Privacy Act (FERPA) of 1974, both custodial and noncustodial parents have the right to access their student's education records unless the school is provided with a court order, state law, or other legally binding document that specifically revokes these rights.

Parent Visits to the School

All visitors who enter any part of our school building or campus must check in at the front office first. Visitors are required to present a state-issued ID, sign in at the school office, and have permission to visit specific school areas. Upon leaving campus, visitors must sign out and return their visitor's pass to the front office.

If parents wish to have breakfast or lunch with their child, they must follow the same visitor process as stated above. Parents who choose to bring an outside lunch may only bring food for their own child.

Lunch guests are not allowed to go to recess with their child.

Parent Volunteers

We encourage parents to volunteer in the school with our students and teachers. This is the best way to send students the message that we are all committed to quality education. All volunteers must follow the Canon City Schools Volunteer process before beginning to volunteer. When volunteering on an occasional basis for field trips or classroom parties, the School Check-in system is used with a required state-issued ID. To become a fully approved volunteer (if helping on a more consistent weekly/monthly basis), register online at the website below:

<https://www.canoncityschools.org/departments/human-resources/volunteer>

Personal Items at School

Students should not bring personal items such as trading cards, electronic games, radios, fidgets not approved by staff, toys, etc., to school, except for class displays or other educational purposes with permission from their teacher or principal. This prevents theft, loss, or damage to items, which can cause conflicts between students. Students may bring recreational items such as footballs, soccer balls, and tennis balls to school for use during recess. Hard items such as golf balls and baseballs are prohibited. Items should be labeled with the student's name.

Tobacco, vapes, toy weapons, multi-tools, weapons (i.e., knives), or any other potentially dangerous items are strictly prohibited on campus. These items will be confiscated and reported to the principal for possible disciplinary action, per the K-5 Progressive Discipline Matrix.

PTO & Accountability Team

Lincoln School PTO (Parent/Teacher Organization) is a vital part of our school. Parents are encouraged to volunteer with this organization. Monies from fundraisers are used to purchase playground equipment, assemblies, library and computer materials, and to fund the Lincoln PTO scholarship given to a CCHS senior at graduation.

PTO functions will be combined with the Accountability Planning Team. All parents are invited to attend the monthly meetings and to participate in our fundraisers and volunteer activities. Please get involved in this parent/teacher educational partnership. Everyone is welcome! Email linc.pto.ccs@gmail.com for more information.

The accountability process is an important part of public education. The principal leads the Accountability Planning Team and reviews the school system's plans and programs. They gather data about the community's views of our schools. They identify needs and recommend actions to improve our school.

Our own Lincoln Accountability Planning Team has been extremely helpful and has become very knowledgeable about all facets of our school. They have been very supportive of the principal and our staff. Interested parents are invited to join this team. It meets once a month immediately following PTO meetings. The team has been small enough that anyone interested has been allowed membership. For further information, contact the office.

Recess and Inclement Weather

Any time the outside wind chill temperature is below 20°, it is raining or snowing heavily, there is lightning nearby, or dangerous wind is present, we will have indoor recess. The principal or designee exercises discretion to mandate indoor recess any time safety may be in jeopardy.

School Approved Drinks

- Unless previously approved by staff, students are not permitted to bring coffee, espresso, or energy drinks to school. Students are encouraged to bring water with them to class. Hydration stations offer the opportunity to refill bottles throughout the day.
- For cold lunches, families are encouraged to provide healthy options and avoid sending sugary drinks. Energy drinks (i.e., Red Bull, Rockstar, Monster, Prime Energy) are not allowed at any time.



School Supply Lists



Lincoln School of Science & Technology 2026-27 Supplies List



\$20.00 per student annual mobile device fee

Some of the supplies have been provided this year thanks to P.T.O. and other community donations.

<u>KINDERGARTEN</u> 2 boxes of Kleenex 1 container of Clorox Wipes 1 non spill plastic water bottle (labeled) 4 glue sticks 1 pack of pencil top erasers 1 4 pack dry erase markers 1 1 inch 3 ring binder w/ front over plastic sleeve (labeled) 1 box of Ziploc Bags (Girls-snack & Boys-gallon) 3 boxes of snacks to share with the class (family size fruit snacks, family size granola bars, animal crackers, etc) 1 pkg of small Dixie Cups 1 large, 5X8 hard case pencil box (labeled) 1 three ring pencil pouch (labeled) 2 box crayons 1 pair wired over- ear headphones (labeled) to be replaced throughout the year broken/lost (no earbuds or bluetooth). *Except labeled items, all supplies are shared in classroom	<u>FIRST GRADE</u> 3 boxes regular sized crayons-24 ct (1 per trimester) 1 pencil box 6 Elmer's brand glue sticks (2 per trimester) 4 plastic folders with metal brads and pockets (2 red, 2 yellow) 1 one-inch 3 ring binder 4 fine point black Expo dry erase markers 3 pink erasers (1 per trimester) 1 large container Clorox wipes 2 boxes of tissues 1 plastic water bottle (non-spill, must be able to "close") 1 pair of headphones (NO BLUETOOTH OR EARBUDS) - Boys-one box of gallon ziplock bags - Girls-one box of sandwich size ziplock bags *Please label all items
<u>SECOND GRADE</u> 3 pink erasers 2 large boxes of tissues for classroom sharing 3 plastic folders w/bottom pocket and metal brads 1 school box (5 x 8 - maximum size to fit in desks) 1 box crayons any size 1 box of colored pencils and a pencil sharpener to sharpen them 1 small pack of glue sticks 2 dry erase markers (any color) 1 container bleach wipes 1 water bottle (with spill proof lid) 1 pair wired over- ear headphones to be replaced throughout the year if broken/lost (no earbuds or bluetooth)	<u>THIRD GRADE</u> 2 boxes of tissues 1 container of disinfecting wipes 4 folders with pockets 2 glue sticks 4 pink erasers 1 ruler 1 subject wide ruled spiral notebook 1 24-count box colored pencils 1 box of crayons 1 pack highlighters (with pink green,yellow) 1 pencil pouch 1 package dry erase markers (replace throughout year) 1 pair wired over- ear headphones to be replaced throughout the year broken/lost (no earbuds or bluetooth). 1 water bottle
<u>FOURTH GRADE</u> 1 pencil box 4 dry erase markers 2 glue sticks or 1 bottle of glue 1 24-count box colored pencils 4 highlighters (yellow, pink, green, and blue) 1 pair wired over- ear headphones or earbuds to be replaced throughout the year broken/lost (no bluetooth). 1 non spill plastic water bottle (labeled) 1 container Lysol wipes 1 pad sticky notes	<u>FIFTH GRADE</u> 2 large box of tissues 1 small pencil bag; <u>no boxes, please</u> 1 expand-a-file folder with multiple tabs; <u>NO Trapper Keepers</u> 1 black Sharpie 1 box colored pencils 2 glue sticks 1 pack dry erase markers with three different colors 1 pack highlighters with five different colors (green, yellow, blue, and pink included) 1 large container Clorox wipes 1 package notebook paper 1 pink eraser 1 pair wired over- ear headphones or earbuds to be replaced throughout the year broken/lost (no bluetooth).

Social-Emotional Needs of Students

At Lincoln, the school counselor meets regularly with classroom teachers to understand individual students' social-emotional needs. The counselor communicates with and collaborates with parents to support our students' social-emotional needs.

Grading Practices and Assessment

Students in elementary school in the Cañon City School District earn standards-based grades. Each trimester, families will receive a report card indicating their student's progress on each applicable Colorado Academic Standards for their grade level. The office may hold report cards if a student has outstanding fees.

Students in grades 3-5 participate in the annual state-level Colorado Measures of Academic Success (CMAS). District-level benchmark assessments will be used for K-5 to determine each child's progress. Pertinent information will be shared with parents as needed, and beginning-of-year benchmark data will be shared at conferences. Parents can monitor their students' grades, attendance, and missing assignments through their Campus Portal account.

Cell Phone & Electronics Policy

Cell Phones

Student cell phones must remain off and in the backpack during the day. This includes all times when staff are responsible for and supervising students (i.e., breakfast, bus line after school). Refer to Canon City School District SOP JICJ.

School Phones

The school phone system is for school business and emergency use only. Students are not allowed to make phone calls to parents for personal reasons unrelated to school. In otherwise non-emergency situations, parents may call and leave a message for their child with the front office.

Smartwatches, Electronic Communication Devices, and Electronic Games

Smartwatches or other communication devices at school may not be used to make calls, send text messages, or browse the internet during the school day unless approved by staff. Electronic games are not allowed. Refer to SOP JICJ.

Dress Code

A safe and disciplined learning environment is essential to a quality educational program. Standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. Building Administrators will be sensible in their approach to enforcing the school dress code and will apply it equally across the entire student population. Consequences handed out for dress code violations will be sensible, consistent, and fair. Reference District Board Policy JICA.

The following clothing is appropriate for school:

- Clothing that covers all private parts of the body (chest, belly, back, and buttocks).
- Clean, properly fitting clothing.
- Clothing without rips, tears, or holes in areas covering all private parts of the body.
- Clothing that respects school culture and is not a distraction to the learning environment.
- Footwear that adequately protects a student's feet.

The following clothing/items are not appropriate for school:

- Bare feet, slippers, socks without shoes, or shoes with wheels (i.e., Heelys)
- Sheer, tight, or low-cut clothing.
- Clothing that exposes private parts of the body (chest, cleavage, belly, back, and buttocks).
- Clothing, jewelry, body art (including writing/drawing on one's body with markers), excessive makeup, face paint, hair color or any other type of dress or body adornments (i.e. fingernails, jewelry) that are disrespectful, or disruptive to the learning environment, including but not limited to items that contain inappropriate messages, pictures or sayings, references to alcohol, tobacco, gangs or drugs.
- Sunglasses, gloves, hats, caps, hoods, bandanas, or stocking caps worn inside the building.
- Items that are costume-like in nature (i.e., tails, ears, paws, capes)
- Tank tops with thin shoulder straps or large arm holes.
- Bagging/sagging pants.
- Low-cut shirts of a revealing nature.

Parents are expected to review the expectations with their child(ren) and adhere to this policy as well. If a student's parents cannot be reached when a dress code violation occurs, the school will provide clothing for the student.

Class Placement – Request for Teacher Deadline

Parents may request a teacher for their child before the next school year. Requests must be written or emailed directly to the principal by April 15th. The request must be in writing, include the date, student name, teacher requested, a positive, educationally-based reason for the selection, and signature (if handwritten). Every attempt will be made to accommodate requests, but no guarantees are given as teachers work to ensure balance in class enrollments with respect to student needs. Once a class has 1/3 of its roster composed of parent requests, the principal may close requests for that teacher before April 15th. Class changes mid-year are not typically considered except in extenuating circumstances.

District-Level Policies and Procedures

District Vision



District Mission

The Cañon City School District is future-focused, providing innovative educational opportunities to successfully prepare all students to meet any challenge they may face.

Core Beliefs

CAÑON CITY SCHOOLS

OUR CORE BELIEFS

1

CORE BELIEF ONE

We meet the social-emotional needs of all students, putting Maslow's Hierarchy before Bloom's Taxonomy.

2

CORE BELIEF TWO

We believe learning growth is what matters most, that it requires risk-taking, and the work we do has the greatest impact on growth outcomes.

3

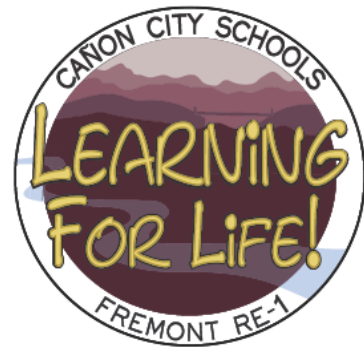
CORE BELIEF THREE

We're future focused, believing the development of certain *Skills and Traits* will prepare students for ever-changing careers.

4

CORE BELIEF FOUR

We emphasize what is good for kids over the needs and comfort of staff.



Graduate Profile

CAÑON CITY SCHOOLS

SELF | STUDENT EMPOWERED LEARNING FRAMEWORK



INNOVATION

Creating and adapting behavior that is fueled by curiosity.



CIVILITY

Valuing personal identity and beliefs while honoring those of others.



AGILITY

Learning from experience and adapting to new situations.



AGENCY

Acting independently with calculated purpose, courage, and power.



TENACITY

Persisting without exception.



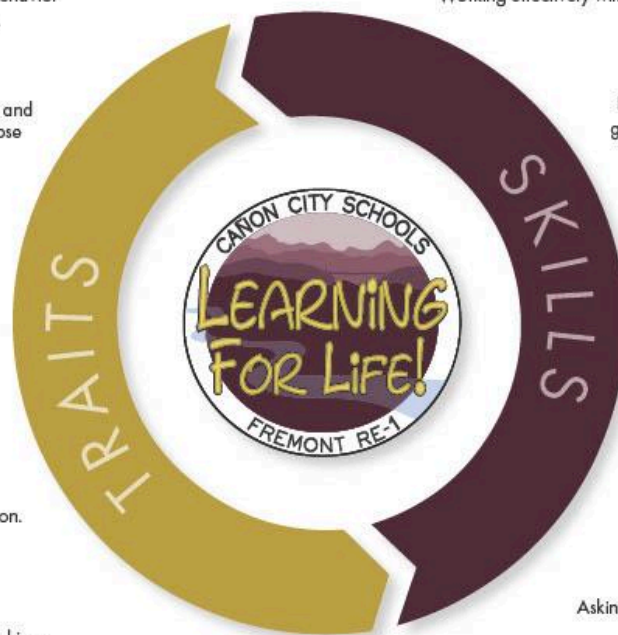
INTEGRITY

Doing the right thing even when no one is watching.



KNOWLEDGE

Acquiring understanding through experience of learning.



COLLABORATION

Working effectively with others, assuming shared responsibility, and valuing individual contributions.

REFLECTION

Evaluating practices and experiences to gain awareness of thinking and learning.

COMMUNICATION

Articulating thoughts and ideas through various means and listening effectively to decipher messages.

CONTRIBUTION

Enacting a set of intentional strategies designed to accomplish goals and contribute value.

LEADERSHIP

Accomplishing goals by building strong relationships, communicating effectively, and modeling expectations.

SOLUTION SEEKING

Asking significant questions that clarify needs and lead to desired objectives.

EMPOWERMENT

Taking charge of your own circumstance through trait and skill development, and by being personally vested in the results.



Board Policies

[Section A - Foundations and Basic Commitments](#)

[Section B - School Board Governance and Operations](#)

[Section C - General School Administration](#)

[Section D - Fiscal Management](#)

[Section E - Support Services](#)

[Section F - Facilities Planning and Development](#)

[Section G - Personnel](#)

[Section H - Negotiations](#)

[Section I - Instruction](#)

[Section J - Students](#)

[Section K - School-Community-Home Relations](#)

[Section L - Education Agency Relations](#)

Policy AC: Nondiscrimination/Equal Opportunity

Notice of Public

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, School District Fremont RE-1 does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, family composition, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law. Harassment, if it rises to the level described in state law, is a prohibited form of discrimination.

Complaint procedures have been established for students, parents, employees, and members of the public as follows:

- SOP AC-C-1: Students (Coming Spring 2026)
- SOP AC-C-2: Employees and Applicants for Employment (Coming Spring 2026)
- SOP AC-C-3: Members of the Public (Coming Spring 2026)

The following person(s) have been identified as the compliance officer for the district employees and members of the public:

Director of Human Resources

101 N. 14th St.
Cañon City, CO
81212
719-276-5700
jamie.davis@canoncityschools.org

The following person(s) have been identified as the compliance officer for the district students and parents:

Director of Special
Services 101 N. 14th
Cañon City, CO
81212
719-276-5700
tim.renn@canoncityschools.org

Complaints may be filed verbally, in writing or anonymously. If you wish to file a complaint using the district complaint form, please visit the Human Resources link at www.canoncityschools.org to access the form or see policy AC-E-2.

Outside agencies

In addition to, or as an alternative to, filing a complaint in accordance with the applicable complaint procedures noted above, a person may file a discrimination complaint with U.S. Department of Education, Office for Civil Rights (OCR); the Federal Office of Equal Employment Opportunity Commission (EEOC); or the Colorado Civil Rights Division (CCRD). The addresses of these agencies are listed below.

Denver Office for Civil Rights (OCR), U.S. Department of Education, 1244 Speer Blvd., Suite 310, Denver, CO 80204-3582. Telephone: 303-844-5695. Fax: 303-844-4303. TTY: 800-877-8339. Email: OCR.Denver@ed.gov.

Federal Office of Equal Employment Opportunity Commission (EEOC), 950 17th Avenue, Suite 300, Denver, CO 80202. Telephone: 800-669-4000. Fax: 303-866-1085. TTY: 800-669-6820. ASL Video Phone: 844-234-5122. Website: <https://publicportal.eeoc.gov/portal>.

Colorado Civil Rights Division (CCRD), 1560 Broadway, Suite 825, Denver, CO 80202. Telephone: 303-894-2997 or 800-886-7675. Fax: 303-894-2683. Email: DORA_CCRD@state.co.us (general inquiries), DORA_CCRDIntake@state.co.us (intake unit).

Animals on School and District Property

Policy EJ

Cañon City School District is committed to providing a high-quality educational program and workplace for all students and staff in a safe and healthy environment. Consistent with this commitment, it is the policy of Cañon City Schools that live animals are prohibited on any Cañon City School Campus or District Property, with few exceptions. Exemptions to this policy include the following:

- 1) Fish in an aquarium
- 2) If the inclusion of an animal(s) in a given lesson/classroom is directly aligned to a specific educational objective, and is approved by the applicable administrator*
- 3) Service animals**

Permitted Animal On Campus

If an animal is permitted on a school campus or district property, the use of the animal must not jeopardize the health and/or safety of students or staff. Further, at no time will animals which are considered dangerous be brought on a school campus or district property. The building administrator has the authority to determine if the purpose of the animal's presence is educational and appropriate. If approved, the individual requesting the animal to be brought

on to a school campus or district property is responsible for ensuring the animal is properly restrained at all times.

Animals may cause an allergic reaction or otherwise impair the health of students or staff, and no animal may be brought into a school, office, building, or commons area that may negatively impact the health of any student or staff member. Accordingly, if/when an animal is approved to be brought into a classroom, a note will be sent home in advance with the students of that class notifying the parents that an animal will be present. It is up to the parents to notify the teacher or principal if their student is allergic to the animal. Upon such notice, the principal will confer with the teacher and determine what options are available, including not having the animal in the classroom. The school will not reveal the name of the student with allergy issues to parents of students.

Emotional Support Animals/Dogs

Americans With Disabilities cites that emotional support dogs or animals do not have the training to do specific tasks in assisting a person with disability or impairment, unlike service animals. Hence, these pets are not allowed to accompany their owner on school campus or district property unless under the provisions stated in this policy.

Service Dogs

Cañon City Schools does not permit discrimination against individuals with disabilities, including those who require the assistance of a service dog. If a service dog is brought onto a school campus or district property, the building administrator is to be notified immediately. The building administrator or designee shall be responsible for reviewing the requests for the use of a trained service dog.

A service dog is not a pet, but is a dog that has been trained and licensed to perform some of the functions and tasks that individuals with disabilities cannot perform themselves. The ADA states that in situations where it is not obvious that the dog is a service animal, staff may ask only two specific questions:

- 1) Is the dog a service animal required because of a disability?
- 2) What work or task has the dog been trained to perform?

Staff are not allowed to request any documentation for the dog, require that the dog demonstrate its task, or inquire about the nature of the person's disability. The ADA does require that service animals be under the control of the handler at all times. The service animal must be harnessed, leashed, or tethered while on a school campus or district property unless these devices interfere with the service animal's work. Under control also means that a service animal should not be allowed to bark repeatedly in a school building or other quiet place. If a service animal is out of control and the handler does not take effective action to control it, staff may request that the animal be removed from the premises.

Accommodation for an employee or student seeking to bring a service dog to school/work will

be accommodated according to ADA requirements.

Assessments

Social-Emotional Health of Students

A universal assessment in the social-emotional/behavioral health domain will be administered to all secondary students (grades 6-12). Data outcomes are used to provide students with additional social-emotional/behavioral health supports and targeted professional development for staff.

Addressing Concerns

Partnering With You to Address Your Concerns

We understand that concerns can arise during your child's educational journey, and the best way to address them is to work together.

To ensure we handle concerns efficiently, we kindly ask parents and guardians to follow the problem-solving process.

1. **Start with your child's teacher.** They work closely with your child and can provide helpful insight into academic progress, behavior, or any other concerns.
2. **If the issue isn't resolved, contact your child's Building Administration.** They can provide additional support and guidance.
3. **If you still have concerns, reach out to the Superintendent's office.** You can schedule an appointment with the Superintendent by calling the Administrative Assistant at 719-276-5704.
4. If you remain unsatisfied after following steps 1-3, you may seek to address the Board of Education by contacting the Board's Administrative Assistant at 719-276-5704.

To learn more about Board of Education Policy KE and KE-R regarding public concerns and complaints:

[Policy: KE](#)

[Policy: KE-R](#)

We appreciate your partnership in ensuring a positive school experience for your student and for all students!

2026-2027 District Calendar

161

Cañon City Schools - 26.27 Calendar

Approved 2/9/26
 updated 3/23/26

AUGUST

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

13

SEPTEMBER

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

20

OCTOBER

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

18

NOVEMBER

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

14

DECEMBER

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

14

JANUARY

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

16

FEBRUARY

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

17

MARCH

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

17

APRIL

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

19

MAY

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

13

28-30 ONSITE REGISTRATION

11 GRADES 6 & 9 - HALF DAY ORIENTATION

12 FIRST DAY OF SCHOOL (HALF DAY ELEMENTARY/FULL DAY GRADES 6-9)

13 ALL K-12 REPORT (FULL DAY)

TBD First Day - McKinley Preschool

7 LABOR DAY - HOLIDAY

1 OCTOBER COUNT

14 END OF 1ST QUARTER

15 Staff Report

15-16 FALL BREAK

19 START OF QUARTER 2

6 END 1ST TRIMESTER (no school elementary/1/2 day Secondary)

13 VETERANS DAY Observed

23-27 THANKSGIVING HOLIDAY

10 Capstone Grading Day

21-4 CHRISTMAS HOLIDAY

1 END OF 2ND QUARTER

4 Staff Report

5 START OF 3RD QUARTER

14 Career Pathway Day @ CCHS

18 MARTIN LUTHER KING, JR. DAY

15 PRESIDENTS' DAY

19 END 2nd TRIMESTER (no school elementary/1/2 day Secondary)

11 END OF 3rd QUARTER

17 Staff Report

15-19 SPRING BREAK

22 START OF 4TH QUARTER

CMAS Testing Window (4/6-24)

20-21 KINDERGARTEN ROUNDUP

6 KINDER BUDDY DAY

12 CCHS GRADUATION

20 LAST DAY - END 3rd TRIMESTER/4TH QUARTER (1/2 Day Students)

21 Flex Snow Day (determined by 4/30)

31 MEMORIAL DAY



Attendance / Absenteeism / Truancy

Cañon City Schools Attendance Policy JH and JHB

One criterion of a student's success in school is regular and punctual attendance. Regular attendance is of utmost importance for school interest, social adjustment, and scholastic achievement. Frequent absences may lead to poor academic work, a lack of social development, and academic failure.

No single factor may interfere with a student's progress more quickly than frequent tardiness or absence. According to state law, every parent must ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

Excessive absences seriously disrupt continuity in the learning process and social adaptation. In most situations, missed instruction cannot be recovered and can lead to learning gaps and lower academic scores. Students who attend regularly achieve higher grades, enjoy school more, and are more employable. For at least these reasons, the board believes that a student must satisfy two basic requirements to earn full class credit:

1. Satisfy all academic requirements and
2. Exhibit good attendance habits as stated in this policy.

Upon returning to school, students have a maximum of two weeks to submit a doctor's note to excuse an absence. If the two-week period passes without a doctor's note being submitted, the absence will remain unexcused. Additionally, the school must be notified within two weeks of any absence for which a parent intends to use their parent-excused absence. If a parent does not notify the school that they are requesting the school use their parent-excused absence within two weeks of the absence, the absence will remain unexcused.

Communication is paramount. If your student is absent for ANY reason, please call the school to report the absence.

Cañon Exploratory School: (719) 276-5700

Cañon City High School: (719) 276-5870

Cañon City Middle School: (719) 276-5740

Harrison School: (719) 276-5970

Lincoln School of Science and Technology: (719) 276-5830

McKinley Elementary School: (719) 276-6010

Mountain View Core Knowledge School: (719) 275-1980

Washington Elementary School: (719) 276-6090

Excused Absences

The following may be considered excused absences:

1. A student who is temporarily ill or injured. If a student provides a doctor's medical note specifically stating that the student was unable to attend school due to injury, illness, medical/dental procedure, or mental health appointment, they will be considered excused. A parent may excuse a student up to seven times during the school year for any absence from any part of the day (no matter the duration), without a doctor's note. After reaching the seventh parent-excused absence, the student will be considered excused only with a doctor's note or from the school nurse.
2. The principal may approve prearranged absences for appointments or circumstances that cannot be addressed outside of school hours.
3. A student who is absent for an extended period due to a physical disability, a mental or behavioral health disorder, or recovery from surgery. A doctor's note must be provided to the school.
4. A student pursuing a work-study program under the supervision of the school.
5. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
6. A student who is suspended or expelled.
7. If a student is in an out-of-home placement (as defined by C.R.S. 22-32-138(1)), absences due to court appearances and participation in court-ordered activities will be excused. The student's assigned social worker must verify that the student's absence was due to a court appearance or a court-ordered activity. As applicable, the district may require suitable proof regarding the above exceptions, including written statements from medical, court, or law enforcement sources.
8. Bereavement. A student who has suffered the loss of an immediate family member living in the home may be administratively excused for up to five days.
9. A student who is absent due to an appointment with a licensed professional (including medical, mental health, or counseling services) or engagement in another activity related to the student experiencing harassment, intimidation, or discrimination. Such absences shall be excused upon verification from the student's parent/guardian or appropriate professional, as required by law. A formal harassment complaint must be made to the school prior to the appointment with the professional being excused; however, the professional must be excused from the appointment.

NOTE: As applicable, the district may require suitable proof regarding the above exceptions, including written statements from medical, court, or law enforcement sources.

Unexcused Absences/Truancy

Unexcused Absences

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions, or if the student leaves school or a class without permission from the teacher or administrator in charge. Each unexcused absence will be entered on the student's record. The parents or guardians of the student who receives an unexcused absence will be notified by the school, either orally or in writing.

To reduce truancy, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents/guardians shall be required to acknowledge in writing their awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day.

The school shall establish a system to monitor individual unexcused absences, including communication with the District Truancy Specialist. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent by telephone.

If a parent cannot be reached for three consecutive days and there is no communication from the student's home, the school may notify the School Resource Officer and the District Truancy Specialist to request a welfare check of that student.

Schools notify parents of attendance concerns electronically after 3, 6, and 10 unexcused absences, and when a parent has exhausted all 7 parent-excused absences. Optional electronic notifications are sent after 4 unexcused absences within a 30-day period. Families without means of electronic communication will receive notices by mail. All notifications to guardians about an intent to file a truancy court case are sent by mail. Attendance and truancy notifications are recorded in the district's student information system.

The maximum number of unexcused absences a student may incur before judicial proceedings may be initiated to enforce compulsory attendance is 4 in 30 days or 10 within a school year. CRS 22-33-107(3)(a) This is also the definition of "habitual truancy." CRS 22-33-107(3.5)

School Attendance Improvement Plan (SAIP)

A School Attendance Improvement Plan shall be developed for a student at risk of being declared habitually truant, with the goal of assisting the child in remaining in school. When practicable, the child's parent, guardian, or legal custodian shall participate with district personnel during the development of the SAIP. Appropriate school personnel shall make all reasonable efforts to meet with the parent, guardian, or legal custodian to review and evaluate the reasons for the child's truancy, identify barriers to attendance, and take action to address those barriers.

Once an SAIP is in place, it will be evaluated for effectiveness every four to six weeks. Ineffective SAIPs may result in a referral to the Truancy Review Board by the principal or designee.

Consequences

In accordance with the law, the district may impose consequences that relate directly to classes missed while unexcused. Consequences may include a warning, school detention, or in-school suspension.

The administration will develop regulations to implement appropriate consequences.

Students and parents or guardians may petition the superintendent of schools for exceptions to this policy or the accompanying regulations, provided that no exception will be sustained if the student fails to abide by all requirements imposed by this policy as conditions for granting any such exception.

Truancy

For truancy, one full day of unexcused absence at the secondary level equals the number of unexcused absent blocks/periods within the day (e.g., under CCHS's 5-block day, five unexcused absences over five individual blocks equals one unexcused day). At the elementary level, one full day of unexcused absences equals the number of unexcused mornings/afternoons combined.

Any student who has been absent from class for:

1. 15 consecutive school days or more in any one school year,
2. For a fully online student who has failed the Credit Recovery program, failure of Credit Recovery equates to disenrollment, or
3. Absences that total more than 85% of the student's total classes at any time after 50% of a quarter is complete for any consecutive period of 20 days or more.

The above criteria will be excepted for reasons of expulsion, excused long-term illness or death, any other reason is considered a "dropout" and shall be reported to the Department of Education by the school district. However, if the student is in attendance at the end of the school year or is enrolled in another school, a home study course, or an online program, such a student is not considered a dropout and shall not be reported.

Chronic Absenteeism

Excessive absenteeism can negatively impact the student's academic success. For this reason, a student who has 18 total absences in a school year, whether 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 of absences considered for purposes of identifying a student as "chronically absent."

NOTE: Research indicates that an absenteeism rate of 10 percent increases the likelihood that a student will struggle academically and potentially drop out of school. C.R.S. 22-32-109 (1)(n)(l)).

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, including but not limited to prearranged and extra instruction, such as work sessions, Friday or Saturday sessions, or credit recovery. When practicable, the student's parent/guardian shall 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.

Parents will be notified when a student reaches 3, 6, and 10 unexcused absences.

Make-up Work

For excused absences, make-up work for full credit will be allowed, including absences resulting from school suspension. It is the student's responsibility to acquire any make-up assignments permitted upon return to class. There will be a minimum of one day allowed for make-up work for each day of absence. For unexcused absences, make-up work will be allowed to provide 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 assigning teacher or building administrator.

Unless otherwise permitted by the building administrator, make-up work will not be provided during a student's expulsion. Rather, the district will offer alternative education services to the expelled student per state law. The district will determine the amount of credit the expelled student will receive for work completed during any alternative education program.

Tardiness

Tardiness is defined as a student's appearance in a class without a proper excuse after the scheduled start time. Students arriving more than 30 minutes late to a class shall be marked absent. Because of the disruptive nature of tardiness and its detrimental effect on the non-tardy student's right to uninterrupted learning, appropriate consequences may be imposed for excessive tardiness.

Six unexcused tardies shall equal one full-day unexcused absence. Parents or guardians will be notified each year of all consequences regarding tardiness.

Students who leave a class less than 30 minutes before it ends will be deemed tardy. In unavoidable circumstances, a student detained by another teacher or administrator will not be considered tardy, provided the teacher or administrator issues a pass for the student to enter the next class. Teachers will honor passes presented in accordance with this policy.

The provisions of this policy apply to all students in the district, including those above and below the age for compulsory attendance as required by law.

Extenuating Circumstances

If a student experiences extenuating circumstances that make school attendance impossible, the student's parents/guardians must inform the principal. Failure to do so can result in loss of credit or a Truancy Review Board referral. Final approval of all absences lies with the principal and will be assigned individually.

The provisions of this policy apply to all district students, including those above and below the age for compulsory attendance as required by law.

High School Students Only

Non-Aligned School Starts and Consecutive Absence Policy

A student who starts a course more than 15 school days after a quarter's start will not be able to earn more than .25 credits for that quarter unless they provide a transcript from another school showing a passing grade in a similar course. A student who starts a course more than 30 school days after a quarter's start will not be able to earn any credit for that quarter unless they provide a transcript from another school showing a passing grade in a similar course. A student who is unexcused from a course for more than 15 school days will be dropped from the course.

Any high school student who exceeds 8 unexcused absences or whose absences exceed 30% of the total classes (after the first quarter only) will lose privileges to attend or participate in extracurricular events. Parents will be notified once the ban is in effect. Students must attend 10 consecutive days of school to be removed from the ban.

Behavior Matrices

[Elementary School Behavior Matrix](#)

[Middle School Behavior Matrix](#)

[High School Behavior Matrix](#)

Colorado Governmental Immunity Act

Public school districts in Colorado are covered under a state statute called The Colorado Governmental Immunity Act. This statute limits the liability of governmental entities like public school districts.

For more information, visit <https://osc.colorado.gov/sorm/liability-claims/cgia-summary>.

Emergency Planning: Severe Weather

Severe Weather Safety Plan

Student safety is our highest priority, especially when severe weather arises unexpectedly.

To ensure everyone knows what to expect during weather-related emergencies, our district has created a **Severe Weather Safety Plan** outlining procedures for shelter-in-place, dismissal, transportation, and communication.

We encourage all families to review this plan in advance to understand the steps the school and district will take to keep students safe.

You can access the plan online at:

<https://www.canoncityschools.org/departments/safety/severe-weather-safety-plan>

By understanding the plan in advance, families, students, and staff can work together to ensure a calm, coordinated response during inclement weather.

We appreciate your partnership in keeping our schools safe!

Gifted and Talented Education

Vision Statement

Gifted and talented students in Cañon City Schools will be lifelong, engaged learners who contribute to society in meaningful and compassionate ways through achievement of their post-secondary goals.

Mission Statement

Identify and nurture the development of exceptional academic and specific talent abilities so that all gifted students demonstrate growth in social-emotional awareness, critical-thinking, creativity, communication, and leadership skills.

Definition

The Exceptional Children's Educational Act (ECEA) defines "gifted" children as:

Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services.

Gifted students include gifted students with disabilities (i.e., twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- *General or specific intellectual ability*
- *Specific academic aptitude*
- *Creative or productive thinking*
- *Leadership abilities*
- *Visual arts, performing arts, musical or psychomotor abilities*

At the elementary level, GATE students benefit from GATE pull-out classes, which center around critical thinking, creative problem-solving, leadership, and social-emotional development. We hope you enjoy perusing the site and return frequently for updates. The GATE (Gifted and Talented Education) program for Cañon City Schools provides programs and programming for academically and arts-identified GATE students.

Gifted services at the middle school occur during the regular school day through advanced classes and content extensions. Pull-out is also used at the middle school level and is differentiated throughout our three middle schools. Additional activities available to middle school GATE students are Math Counts, Knowledge Bowl, Geography Bee, and Spelling Bee.

Programs at the high school include: Honors classes, Advanced Placement classes, advanced-level subject classes, concurrent enrollment, and/or ability grouping (see the CCHS course list for more details).

Other extended activities for GATE students include school and district science fairs, experiential field trips, and SPLASH! (Summer Program Learning for Advanced Students) summer school is held in June each year!

See our GATE Calendar on the district website for monthly events!

Health Services & Medication Procedures

A health technician is available at each school to assist children who may become ill or injured and to dispense necessary medications. A registered nurse is also available by appointment to consult with parents/ guardians regarding health-related concerns.

Illness

Children who are ill at school may be excluded based on the Infectious Diseases Guidelines in Child Care and School Settings. Contact your health care provider when a recurring health problem is impeding your child's attendance or performance at school. Please inform the health office of any diagnosed health conditions that may affect your child's performance at school. Per Colorado state

law, general vision and hearing screenings are conducted on all new students, those with teacher or parent concerns, and those in grades K, 1, 2, 3, 5, 7, and 9. Individual Health Care Plans may be required from a health care provider for chronic health conditions and some long-term medications.

Immunization

Colorado law requires all students attending Colorado schools and licensed child care centers to be vaccinated against certain diseases, unless an exemption is filed. If immunizations are incomplete, please see the health office for guidance on becoming compliant. The health office can assist parents/guardians with a plan to become compliant and/or obtain exemptions via the state website. Per Colorado state law, children who are non-compliant may be excluded from school for 30 days following notification of non-compliance.

Medication

Some prescription and non-prescription medications can be administered at school when administration cannot reasonably be accomplished outside of school hours. Medications to be given at school should be presented to the health office in the original container, along with a matching medication authorization form completed by a health care provider and the parent/guardian. Medication authorization forms are valid for the current school year. A new authorization form is required each school year and for any changes in medication, dosage, time, or route. Only the required amount of medication needed at school should be sent. Students may not keep medication in their possession or transport it into or out of the building.

Some children may be allowed to self-carry and self-administer asthma and anaphylaxis medications in school. Written permission from the Health Care Provider, parent, and Registered Nurse is required. Typically, this medication is not handled by school personnel, nor is it stored in the school medication storage area.

Protocol comfort medications are available at most schools through authorization by a local health care provider with prescriptive authority and the parent/guardian's signed permission upon registration. This list may change at any time. These medications can include, but are not limited to;

- Acetaminophen (headaches, pain)
- Sting kill swabs (insect bites)
- Menthol throat lozenge (sore throat or cough)
- Bacitracin topical cream (cuts or abrasions)
- Ibuprofen (pain, headache)
- Calcium Carbonate (stomach upset)
- Burn gel (minor burns)

The Pulse School-Based Health Center (SBHC)

The Pulse is a convenient option for students to access primary care, helping them minimize health-related absences.

SBHC's are staffed by a multi-disciplinary team of medical and mental health professionals. The Pulse is available to all.

Services offered may include:

- Physical exams, including sports physicals

- Immunizations
- Management of chronic conditions such as asthma, allergies, and diabetes
- Acute, minor injury, and illness
- Psychotherapy/Mental Health Services
- Routine laboratory testing and throat cultures
- Prescriptions and medications
- Health and wellness education
- Reproductive health
- Dental treatments
- Referral to community providers and agencies
- Insurance enrollment assistance

More information about the Pulse can be found at:

<https://valley-widehealth.org/valleywide-locations/pulse-school-based-health-center/>

Consent to Services

The Pulse will require the parent/guardian's signed consent form(s) before the minor child can access services. Unless prohibited by law, parents will be informed about their student's visit to the health center. By law, minors age 12 and over can access some forms of treatment without parental consent.

How do school staff "support" students who request information on services from The Pulse, including minor consent?

1. Provide an informational pamphlet
2. Provide a copy of the minor consent law

Information is also provided to families at the beginning of each school year and is available on the school district website: canoncityschools.org

I Love You Guys Standard Response Protocol

Safety First: Our Commitment to Your Student

In our district, the safety and well-being of every student and staff member are our highest priorities. We believe that school safety is a shared partnership between the district, local law enforcement, and you — our families. To ensure a consistent and effective response to any situation, we have adopted the **Standard Response Protocol (SRP)** and **Standard Reunification Method (SRM)** developed by the *I Love U Guys* Foundation.

This guide outlines what you can expect during an incident and how we can work together to keep our community safe.

The Standard Response Protocol (SRP)

The SRP is based on five specific actions. In the event of an emergency, one or more of these will be announced over the PA system.

- **HOLD: "In your Classroom or Area"**
 - **What it means:** Used to keep hallways clear (e.g., a medical issue in the hall).
 - **Student Experience:** Students remain in their current classroom and continue learning as usual until the "All Clear" is given.
- **SECURE: "Get Inside. Lock Outside Doors"**
 - **What it means:** Used when there is a potential threat outside the building.
 - **Student Experience:** All exterior doors are locked. No one is allowed in or out. Inside the building, it is "business as usual."
- **LOCKDOWN: "Locks, Lights, Out of Sight"**
 - **What it means:** Used when there is a threat or hazard inside the school building.
 - **Student Experience:** Students move to a safe spot out of sight, turn off the lights, and lock the doors. Students are trained to remain quiet.
- **EVACUATE: "To a Location"**
 - **What it means:** Used to move students and staff from one location to another.
 - **Student Experience:** Students leave their belongings behind (if instructed) and form a line to be guided to a safe assembly point outside or off-site.
- **SHELTER: "State Hazard and Safety Strategy"**
 - **What it means:** Used for environmental hazards like severe weather or hazardous materials.
 - **Student Experience:** Students move to designated "safe rooms" or use specific techniques (such as "Drop, Cover, and Hold") depending on the hazard.

Communication & Parent Instructions

During an active incident, our primary focus is the safety of the children. We will share information as quickly as possible once the scene is stable.

- **Official Channels:** Watch for updates via SchoolStatus Connect, district website banners, and our official social media pages.
- **Stay Informed:** Trust only official district communications. Avoid rumors on community forums.
- **Do Not Drive to the School:** Traffic congestion can prevent fire trucks and ambulances from reaching the site. Please keep the roads clear.

The Standard Reunification Method (SRM)

If an incident requires us to move students off-site, we will conduct a formal reunification. This is a structured process to ensure every student is accounted for and returned safely to their legal guardian.

Location for Off-Site Reunification

E-Free Church 3000 E Main St, Cañon City, CO 81212

What to Bring

You must bring a **valid Photo ID**. To ensure the safety of our students, we will not release a child to any adult, even a parent, without a verified ID and a check against the student's emergency contact list.

The Process

1. **Greeter Station:** You will be given a "Reunification Card" to fill out.
2. **Verification:** Staff will verify your ID and authority to pick up the student.
3. **Reunion:** A "runner" will bring your student to the designated reunion area to meet you.

We appreciate your patience during this process; while it may take time, it is designed to ensure no child is left behind or released to the wrong person.

Mobile Device Agreement

I. Educational Impact & Program Mission

- **Mission:** The mission of the 1:1 program is to create a collaborative learning environment using district-approved technology.
- **Goal:** This initiative allows educators to provide real, relevant, and meaningful instructional experiences.
- **Student Growth:** The program aims to transform students from consumers of information into creative producers and owners of knowledge, promoting critical thinking, problem-solving, and deeper engagement.

II. Device Ownership & Usage Guidelines

- **District Property:** The mobile device and charger are **Cañon City School District** property while the student is enrolled. Use of these devices is a privilege.
- **Intended Use:** The device provides access to Google Workspace for Education, Infinite Campus, Schoology, and other curriculum tools. It is **not** intended for gaming, social media, or high-end computing. Students agree to accessing school resources and will access digital resources responsibly.
 - Parents agree to monitor the use of school district devices while the devices are at home. Please contact your child's school for more information on accessing the school district-supported monitoring software.
- **Surrender & Inspection:** Students must return the device at the end of the school year or upon leaving the district. Devices may be selected at random for inspection or confiscated at any time if misuse or suspected misuse occurs.
- **Monitoring:** District IT staff will install software to track or monitor student actions on the device. Monitoring will take place 24 hours a day.

- **Daily Readiness:** Students who take their devices home are responsible for bringing completely charged devices to school each day.
- **Stickers/Device Alterations** - No stickers, gum wrapper foil, drawing, carving, or alteration of appearance will be permitted on student devices.

III. Digital Citizenship & Safety

- **Restricted Content:** Accessing adult content, alcohol/drug references, pornography, violence/terrorism, weapons, or other inappropriate material is strictly prohibited.
- **Internet Safety:** While the district implements safety options, no web filter is 100% successful. Parents are ultimately responsible for their child's internet security and supervision when devices are off school property.
- **Prohibited Modifications:** Students must not use replacement parts, as these may cause damage. All repairs or maintenance of devices must be handled by school district personnel.
- **Chargers:** Only approved chargers can be used with the devices. Non-approved chargers may lead to permanent damage to devices, resulting in a fee to replace the device.

IV. Insurance, Repair & Fees

- **Annual Technology Fee:** Students/Families will pay a **\$20 technology fee per student** at the start of each school year, and this fee is non-refundable. **For families that qualify for free and reduced-price lunch and/or students experiencing homelessness under McKinney-Vento regulations and have completed all necessary paperwork, this fee is reduced or waived.**
- **How to Pay the Annual Technology Fee:** All payments can be made electronically on Infinite Campus via the Parent Portal App. Payment will also be accepted during the on-site registration for each of our school buildings.
- **What Does this Fee Cover?** This fee covers:
 - The first repair/replacement for accidental damage, verifiably stolen devices, or lost/broken chargers at no cost.
 - Licensing of Chromebook services
 - District repair technicians who keep repair fines down to the price of parts and allow for expedited repair times.

For any damages/repairs/replacements after the first incident, families will be responsible for the full cost of replacement or repair. Repair costs can fluctuate based on device and part availability and current market rates.

- **Total Replacement:** If a device is damaged accidentally 3 or more times in one year, or is rendered unusable, the parent/student may be responsible for the full replacement cost.
- **Intentional Damage:** If damage is determined to be intentional, the student/parent is responsible for the full replacement cost immediately.
- **Repair Authority:** All repairs must be completed by district staff or authorized third parties. Assessing the cause of damage is the sole responsibility of the school district's IT staff.

VI. Yearly Check In of Devices (6-12 Students Only)

All students will be responsible for maintaining their devices throughout the school year. At the end of the school year, all 6th-, 7th-, and 8th-grade students will remove any non-factory accessories and ensure that their devices are clean and functional. Devices will be turned in to the school for the summer and reissued at the beginning of the next school year. Their district-issued charger must be returned in the same condition in which it was issued.

All 9-12 students will be responsible for caring for and maintaining their devices over the summer months and will report any damages or repair needs at the beginning of the subsequent school year.

All 12th-grade students will have the option to take their devices with them upon meeting established graduation requirements.

Nutritional Services

Cañon City Schools Nutrition Services takes pride in the meals we provide to our students, and we invite all students to join us for breakfast and lunch each school day. Healthy, well-nourished students are better learners and more likely to get the nutrients they need to learn, play, and grow! All of our meals meet USDA guidelines to provide well-balanced meals for our students.

We are excited to share that ALL Cañon City students will continue to receive free breakfast and lunch at school through the Healthy School Meals for All program. Please note that taking a single milk does cost \$0.60 if not taken as part of a complete school breakfast or lunch, per state funding guidelines.

Menus

Our menus are available at www.ccsnutrition.org. Sign up for “Go Green,” and you will automatically receive an electronic menu each month for your child's school.

We work to ensure the menus are followed at each school, but unforeseen circumstances may cause changes.

Household Income Applications

These will be available during registration and must be completed by each household after July 1, 2026.

- Even though meals will be provided free of charge, we will need families to continue completing the household income information forms we will provide so our school can receive full access to federal funding to support the new program. These additional funds will go directly back to our schools to help cover the cost of meals and support after-school activities and other nutritional programs. Plus, families who qualify may receive discounted school fees, class materials, bus passes, utilities support, and more!
- As always, all household income information will be kept confidential and protected by law. Immigration status, migrant status, citizenship, or refugee status is not required when completing the form.

Meal Modifications/Food Allergies

- If your student has a documented medical need for meal modifications due to a disability or food allergy, their doctor must complete a meal modification form and return it to the school nutrition staff. The form can be found on our website, and copies will be made available at registration.
- We do not make accommodations for food preferences based on USDA regulations. Students are encouraged to bring their own meals for these situations.

Guest Meals

Meals for guests, parents, and staff can be purchased for \$3 for breakfast and \$5 for lunch (price subject to change annually). Cash accepted or add money to an account through the Infinite Campus Parent/Staff portal.

Follow us on Facebook at Cañon City Schools Team Nutrition for regular updates! If you have questions or would like additional support, please contact our nutrition department at 719-276-5813.

Safe2Tell Colorado: See Something, Say Something

A vital part of our district's safety network is Safe2Tell Colorado. This tool provides students, parents, and community members with a safe, anonymous way to report concerns about their own or others' safety. Our goal is to intervene before a situation escalates, ensuring that every student feels supported and secure.

How Safe2Tell Works

Safe2Tell is not a "snitch line." It is a tool for prevention. When a report is submitted, it is answered 24/7 by trained professionals who then relay the information to school administrators and, if necessary, local law enforcement.

When to Use Safe2Tell

If you have information about a potential threat or a friend who is struggling, Safe2Tell is the right place to turn. Common reasons for reporting include:

- **Safety Concerns:** Potential school threats, weapons, or planned fights.
- **Mental Health Issues:** Depression, self-harm, or suicidal ideation.
- **Peer Issues:** Bullying (physical or cyber), harassment, or hazing.
- **Substance Use:** Information regarding drugs or alcohol on campus.

The Power of Anonymity

The most important feature of Safe2Tell is that it is 100% anonymous. Colorado state law protects the anonymity of the person making the report. This allows students to do the right thing without the fear of social retaliation or peer pressure.

How to Make a Report

We encourage all students to download the Safe2Tell app to their mobile devices. Reports can be made through any of the following:

- **Mobile App:** Download the Safe2Tell Colorado app from the Apple App Store or Google Play.
- **Phone:** Call 1-877-542-SAFE (7233) to speak with a dispatcher.
- **Web:** Visit safe2tell.org and click "Submit a Tip."

Parent & Student Expectations

- **Be Descriptive:** The more detail you provide (names, times, specific locations), the more effectively our team can respond.
- **Use it for Good:** Safe2Tell is a safety tool. False reports made with the intent to harass others are taken seriously and may be investigated by law enforcement.
- **Trust the Process:** Once a tip is submitted, the school's threat assessment team or counselors take over. While we cannot always share the outcome of an investigation due to privacy laws, please know that every tip is investigated thoroughly.

Our Promise: In this district, we listen. When you speak up, you help keep our hallways, classrooms, and community safe.

School Closings, Delays, and Cancellations

In the event of inclement weather or mechanical breakdown, Cañon City's Schools may be closed for the day or placed on a delayed start. Similar conditions may necessitate early dismissal.

Decisions regarding school closure, delayed starts, and early dismissals shall be made by the superintendent of schools or a designee.

If school is canceled due to adverse weather conditions, all previously scheduled school-related activities shall be deemed canceled as well. In such circumstances, no school employee shall be authorized to carry on extracurricular activities involving students under the auspices of the school without the superintendent's approval.

In the event of a delayed start or closure, refer to SOP EBCE-E for guidance on specific operational functions.

Special Education General Description

Cañon City Schools is committed to ensuring that every student has access to a high-quality education that meets their individual needs. In accordance with the Individuals with Disabilities Education Act (IDEA) and the Colorado Exceptional Children's Educational Act (ECEA), CCS-RE1 provides special education services to eligible students ages 3 through 21 who have identified disabilities and require specially designed instruction to make meaningful educational progress.

What Is Special Education?

Special education is not a place. It is a set of services and supports designed to meet the unique learning needs of students with disabilities. Services are provided at no cost to parents and are individualized through an Individualized Education Program (IEP).

SchoolStatusConnect



Stay Connected with Your Student's School Community

Your school uses SchoolStatus Connect to communicate with families! What does this mean for you?



Your account has already been created by the school. You should begin receiving communications via email and text message automatically. Follow the instructions to access your account and update your preferences. **Download the optional app here >>>**

You Are in Control

Messages come to you the way you want them. Set your preferred language and channel (text, email, or app notification) to tailor your experience.

Central Feed

See all district, school, and classroom updates relevant to your student in a single view, from a single source.

Two-Way Messages

Have one-to-one conversations with your student's teacher and school staff via email, text message, or in our messaging app.



App Store

Download for iPhone



Google Play

Download for Android

We look forward to communicating with you!

Stolen, Lost, or Broken Property

Student Valuables and Thefts

The school and district do not accept responsibility for lost, broken, or stolen personal articles. Additionally, the school and district do not accept responsibility for damage or loss of all forms of student and staff transportation. Regarding lost items, check the school Lost & Found. If a theft occurs, file a report with the SRO as soon as possible.

Wellness Policy (Board Policy ADF Summary)

The Cañon City Schools Wellness Policy establishes a district-wide commitment to promoting the physical, mental, and social-emotional health of students and staff. Recognizing the strong connection between wellness and academic success, the district aims to create school environments that support healthy lifestyles, improve student engagement, and enhance overall learning outcomes.

The Superintendent oversees implementation, with annual monitoring and a formal review conducted every three years by the District Wellness Coordinator. The policy aligns with federal and state regulations, including the Healthy, Hunger-Free Kids Act and Colorado wellness laws, with results shared publicly to ensure transparency.

The policy is organized around three primary goals:

1. Comprehensive Wellness Environment

The district promotes a whole-child approach by integrating wellness into all aspects of the school environment. This includes health education aligned with state standards, social-emotional learning, and staff wellness initiatives. Schools are encouraged to embed wellness concepts across academic subjects and provide opportunities for students and families to build healthy habits.

Student safety and mental health are prioritized through suicide prevention programming, standardized threat assessment procedures, and violence prevention efforts. The policy also emphasizes balanced academic expectations, including structured homework guidelines that ensure assignments are purposeful, developmentally appropriate, and mindful of students' well-being and family time.

2. Nutrition and Healthy Eating Standards

The district ensures all meals and snacks meet USDA and state nutrition standards, including Smart Snacks guidelines. Schools participate in federal meal programs and provide free meals to all students under Colorado's Healthy School Meals for All program.

Nutrition transparency and education are emphasized, with accessible information for families and integration into classroom instruction. Schools promote a positive dining environment, ensure adequate time for meals, and provide access to free drinking water throughout the day.

The policy discourages using food as a reward or punishment and encourages healthy food choices at school events and fundraisers. Staff and families are encouraged to model healthy eating behaviors.

3. Physical Activity and Physical Education

Daily physical activity is a priority for all students. Elementary students receive at least 30 minutes of activity per day, and physical education is required for all K–12 students, taught by qualified instructors. Students engage in moderate-to-vigorous activity during PE and participate in annual fitness assessments to support personal goal-setting.

Physical activity is integrated throughout the school day, including classroom movement breaks and recess, and cannot be withheld as punishment. Schools also promote opportunities for activity beyond the school day through extracurricular programs, active transportation, and community partnerships.