



**Yellowstone College Prep
2018-2019
Family Handbook**

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August 2018

Yellowstone College Prep Families,

On behalf of our Board of Trustees and our faculty and staff, we want to welcome you to the 2018-19 school year! While this year marks our first year of operation, we are building on a legacy that began over fifteen years ago with Yellowstone Academy. Whether you are a former Academy family or you are new to campus, we are thrilled that you have made the choice to enroll your child at Yellowstone College Prep.

At Yellowstone, we believe that all students are born with purpose and destined for success. In many ways, this handbook is a reminder of that promise and our commitment to help make that promise a reality. As you will see, we take this work very seriously. From Ms. Lawson's inspiring welcome letter on the next page to the important policies and procedures that follow, we encourage you to familiarize yourself with this handbook. You play a critical role in helping us realize our collective mission: to inspire, empower, and invest in our students to achieve their highest potential and fulfill their intended purpose.

The Board of Trustees and School Leadership will be working alongside you to make this inaugural year a success for the entire Yellowstone family. Yellowstone has assembled an exceptional faculty and staff, with deep knowledge, experience, and passion for our mission. Your students will experience a campus facility that has received nearly \$1.5 million of renovations over the past two years, including new technology in our middle school classrooms, a new front office, a new security system and other campus improvements. As a community school, you will be invited to be part of our mission in a variety of ways, along with numerous community volunteers and leaders who will all support the teaching and learning in our classrooms.

We are excited to have you as part of the Yellowstone family and we look forward to all that we will accomplish together this year.

Sincerely,

Lionel Jellins
Chair, Board of Trustees

Ryan Dolibois
Superintendent

Yellowstone Family,

It is my honor to serve as the principal for Yellowstone College Prep. Our belief that *every child is born with purpose and destined for success* is the reason you've entrusted us with your child. I was called to the field of education because of my passion to inspire, empower, and invest in a community of children connected to my past, my present, and my future. I assure you that together we will create an environment for our scholars that encourages them to be their greatest selves and achieve their greatest purpose. We will work hard to keep your children safe, create and facilitate effective instruction, model great culture and citizenship, and foster true relationships throughout our school community. We will need you! We will need you to encourage your child, to assure them they can do great work, to push them when they want to give up, and to demand the best of them every day. We will need you to support the policies and procedures we put in place as a campus knowing they are in the best interest of all children. Our scholars will achieve great academic success this year. We will also accomplish some other things together, like building a strong school family. This is going to mean that we emphasize open communication, encouragement, and problem solving. I'm so excited about what that means for the days and weeks ahead. I look forward to serving you this year.

Deidra Lawson
Head of Schools

Yellowstone College Prep

Chair, Board of Trustees Lionel Jellins

Superintendent Ryan Dolibois

Head of Schools	Deidra Lawson
Office Manager	Kimberlei Brisbane
YCP Dean of Students	Derrick Bass
YCP Dean of Academics	Michelle Farris
YCP PIEMS Manager	Candice Saffold
Front Desk Coordinator	Lenora Cross
Special Education Chair	Meghan Guion
Director of Social Work	Laura Kerr

Finance and Operations

Director of Finance and Operations	Melanie Brooks
Human Resources	Jasmen Denton
Technology	Jeremy Campbell
Facilities Manager	Mitch Holyfield
Comptroller	Kevin Anderholm
Accounting	Chris O'Neil

Development

Director of Development	Maria Anderson
Stewardship and Communications	Tommy Parker
Special Events	Brooke Haney

Director of Campus Services	Damon Gunn
Transportation Coordinator	Fonda Goree

Transportation

<i>Bus Drivers</i>	<i>Bus Chaperones</i>
Nathaniel McNeil	Brenda Pruitt
Jennifer Davis	Jo Beth Anthony
Charles Battle	Tina Gipson
Eric Harper	Annette Kelly
	Mildred Turner
	Olivia Ingram
	Sheena Fletcher

Instructional Staff

5 th and 7 th Grade	
Lovie Lewis	Math
Natasha Vyas	ELA
Arleita Myers	Reading
Evan Harrell	Science
Garrett Rhyne	Social Studies
6 th and 8 th Grade	
Twila Hutchinson	Math
Marquita Gil	ELA
Emily Thompson	Reading
Devalyn Rogers	Science
Tim Warren	Social Studies
Electives	
Cheryl Davis	P.E.
Taylor Morell	Dance
Andrea Miranda	Art
Tiffany Reckley	Music
Allison Flores	Communications
JayMaymon James	Spanish
Tanisha Key	Technology
Instructional Assistants	
Reading Interventionist	Lillian Smith
Math Interventionist	Greta Peacock
Behavioral Management Assistant	Tremayne Johnson

Yellowstone College Prep Beliefs

We believe all students are born with purpose and destined for success.

Mission Statement

We seek to inspire, empower, and invest in our students to achieve their highest potential and fulfill their intended purpose.

Core Values

Positivity: At Yellowstone, we smile first. We are a positive presence on campus and extend a good-natured grace and enthusiasm in all personal interactions.

Responsibility: We follow through on our promises and commitments. We own our actions and will never settle for less than our best effort.

Integrity: We demonstrate integrity in all circumstances and always put the best interests of the Yellowstone community first. We “walk the talk” and lead by example.

Determination: We anticipate and overcome challenges. We are resilient in the face of obstacles and are committed to the success of every member of the Yellowstone community.

Excellence: We hold everyone (families, students, colleagues) to the highest standard of excellence and constantly look for ways to enhance the Yellowstone experience.

Student Creed

At Yellowstone College Prep:

We are respectful of ourselves, our peers, adults, and the community around us

We are leaders of tomorrow who display academic and emotional intelligence

We are of good moral character and take PRIDE in all that we do

We are developing the foundation for our future success in the world

We are held accountable for our goals and actions to the highest standard

We are....YELLOWSTONE!

Yellowstone College Prep Commitment to PRIDE Values

Teacher Commitments

Teachers are committed to set a positive and structured classroom environment to support student success.

Teachers are committed to responsibly plan out lessons that result in student mastery of taught skills and to provide a safe learning environment.

Teachers are committed to walk in integrity while leading by example.

Teachers are determined to challenge students using higher order thinking throughout the daily lesson cycle.

Teachers are committed to be exemplify professional excellence on this campus.

Parent Commitments

Parents are committed to positive communications with our school community to support student success.

Parents are committed to the responsibility of sending scholars to school ready to learn each day with appropriate supplies, uniform, and attitude.

Parents are committed to being an example of integrity for scholars and supporting the policies and procedures of the campus.

Parents are determined to push scholars towards excellence and high academic gains.

Parents are committed to engaging with the school community in a way that ensures family excellence.

Student Commitments

Students are committed to following directions of the adults at Yellowstone College Prep, helping their peers and building everlasting relationships.

Students are committed to being prepared to learn, holding each other accountable to the core values of Yellowstone College Prep, and maintaining a safe learning environment.

Students are committed to academic honesty and to following all of the Yellowstone College Prep rules and policies.

Students are determined to give 100% effort, overcome obstacles and to be their best selves.

Students are committed to be exemplify academic and behavioral excellence on and off campus.

Academic Honor Code

Yellowstone College Prep deeply values learning and seeks to empower each student to reach his or her full potential. We recognize that struggles and mistakes are necessary elements of the learning process; however, cheating and plagiarism deprives students from the process of learning. In order to realize our full potential, we pledge to value learning above grades and to hold ourselves to the highest standard of academic integrity.

THE CODE

Cheating—Cheating is misleading a staff member in some way as to receive, or attempt to receive, credit for work not originated by the student or work performed with unauthorized assistance.

Examples of cheating include, but are not limited to:

Copying another person's work.

Allowing another student to copy his/her work.

Using unauthorized notes, technology, or written material in any form during an assessment.

Revealing/receiving examination content, questions, answers, or tips from another student, or removing such information from the classroom after an examination through the use of notes, scratch paper, technology, verbal communication, etc.

Unauthorized collaboration/communication that violates the teacher's established expectations.

Plagiarism—Plagiarism is the use of passages, materials, words, or ideas that come from someone or something else, without properly naming the source.

Examples of plagiarism include, but are not limited to:

Copying text (ideas, words or syntax) or other materials from the internet, book, article, computer code, or other source without citing them.

Using any translation tool on a world language assignment.

Purchasing or receiving, in any manner, an assignment that is the work of another person and submitting that assignment as your own.

RESPONSIBILITIES

Students:

I promise to...

*Uphold the YCP Academic Honor Code by being honest myself and encouraging others to do the same,
Value learning over grades,
Take pride in myself and my work,
And understand and accept the consequences of the honor code.*

Parents:

I promise to...

*Actively promote and model honesty with my student,
Value learning over grades,
Actively communicate and collaborate with teachers regarding my student's learning,
And understand and accept the consequences of the honor code.*

Teachers:

I promise to...

*Actively promote and model honesty,
Value learning over grades,
Maintain vigilance and keep test materials secure and varied,
And adhere to the honor code.*

Administrators:

I promise to...

*Actively promote and model honesty,
Value learning over grades,
Maintain accurate records of honor code violations and ensure that the honor code is being applied consistently throughout the school,
And adhere to the honor code.*

RESPONSES

Repeat offenders will move up at least one tier in consequences, regardless of course in which the incident occurred. Offenses will not carry over from one academic year to the next.

Level of Severity	Examples Include But Are Not Limited To:	Potential Consequences
Tier 1	Copying student work or allowing another student to copy his or her work.	Teacher conference with parent and student. Office Referral Alternative Assignment Partial or No credit for assignment
Tier 2	Sharing or receiving questions/answers to items included on anything entered as a test or quiz grade. Communication of any kind during a test or quiz. Accessing information during a test or quiz using any electronic device or written source.	Teacher conference with parent and student. Office referral Detention Partial or No credit for assignment
Tier 3	Theft of a test or test key, including theft by digital means. Sabotaging a fellow student's work. Plagiarizing by taking credit for work done by another.	Office referral Teacher conference with parent and student. Family Administrative Meeting (Head of Schools and Dean)



2018-19 SCHOOL CALENDAR

AUGUST 2018						
S	M	TU	W	TH	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	

SEPTEMBER 2018						
S	M	TU	W	TH	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						

OCTOBER 2018						
S	M	TU	W	TH	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			

NOVEMBER 2018						
S	M	TU	W	TH	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	

DECEMBER 2018						
S	M	TU	W	TH	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						

JANUARY 2019						
S	M	TU	W	TH	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					

FEBRUARY 2019						
S	M	TU	W	TH	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

MARCH 2019						
S	M	TU	W	TH	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2019						
S	M	TU	W	TH	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				

MAY 2019						
S	M	TU	W	TH	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	

JUNE 2019						
S	M	TU	W	TH	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY 2019						
S	M	TU	W	TH	F	S
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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			

Important Dates:			
August 1-14: Teacher Inservice	January 21: MLK Holiday		holiday
August 15: First Day of School	March 11-15: Spring Break		diagnostic/benchmark
September 3: Labor Day Holiday	April 19: Spring Holiday		state testing
October 15: Fall Holiday	May 27: Memorial Day Holiday		data analysis
October 16: Teacher Inservice	May 31: Last Day of School		progress reports
Nov. 19-23: Thanksgiving Break	June 3-5: Teacher Inservice		report cards
Dec. 24 - Jan. 4: WinterBreak	June 6-July 31: Summer Break		
January 7: Teacher Inservice			

FIRST/LAST DAYS (Aug 15 & May 31)		LEGEND FOR SYMBOLS	
			25 SCHOOL HOLIDAYS
	SPECIAL EVENTS (TBD)		16 TEACHER INSERVICE DAYS
180	SCHOOL DAYS		7 EARLY RELEASE DAYS

A Day in the Life Components- Yellowstone College Prep

Daily	Weekly	Monthly	Quarterly/ Intermittently
<p>Morning Routine Morning Song Welcome Announcements Mindfulness Community Circle Commitments Creed</p>	<p>Monday Kick-Off Motivation videos Character Development Study Habits Current Events Community Leadership</p>	<p>Lunch and Learn YCP will partner with Corporate Partners and other sponsors to have lunch with our students, to inspire, cultivate and motivate our students.</p>	<p>Honors Roll Celebration Every quarter, students will be awarded Honor Roll and Perfect Attendance certificates along with other trinkets.</p>
<p>Mindfulness Students will recite positive affirmations and participate in meditation to get their day started. Students will make daily commitments.</p>	<p>Friday House Meetings Community Building School Culture School Family Activities Community Circles Family and House History</p>	<p>PRIDE Value Awards During Friday House Meetings PRIDE Recognition</p>	<p>. Book Club</p>
<p>Homeroom Community Circles (character development and community leadership conversations)</p>	<p>LEAD</p>	<p>Brotherhood/Leading Ladies</p>	<p>PBL Showcases</p>
<p>Advisory Team Building 21st Century Skills Study Habits Check Commitment Reviews</p>	<p>Friday Genius Hour Study Hall Data Conversations Tutorials/Enrichment PBL Work PBL Presentations</p>		

Communication Systems- Yellowstone College Prep

Remind: Remind texting service to communicate with our families as it regards to upcoming events, school closures, assignment reminders or transportation delays. It is a required that all parents subscribe to this service. Text @7dkca4 to 81010.

Class Dojo: At Yellowstone College Prep, we utilize ClassDojo a free app, to communicate positive behavior inside and outside the classroom. We also use this tool to invite parents into the classroom, as we post student completed assignments, projects or performances.

Weekly Newsletter/Homework Every Monday (or first day of the school week), teachers will send home a bulletin explaining what's taking place in class for the week, including homework instructions.

Agenda Books (Yellowstone College Prep) Agenda books will be provided to each student. Agendas will be used for students to record homework assignments, record important dates, establish action plans, and monitor goal setting.

Graded Papers: Graded papers will be sent home with students every Wednesday. See the grading policy for additional information.

Behavior Reports YCP students may have behavior comments noted in their agenda books. Disciplinary actions will be communicated via SKYWARD. Parents must sign up for this notification.

Email: Email: At Yellowstone, every family will need an email address. This email address will be used to connect families to our student information system Skyward. Families will be expected to maintain this email address during their student's time of enrollment. Teachers and staff can be reached via email and are expected to respond to email communication within 48 hours.

Skyward: Skyward is the student information system that Yellowstone will utilize to keep track of family information, student academics and behavior. Parents will have access to view academic information as well as be contacted with any behavior information.

Phone: At Yellowstone, we utilize phone calls to develop personal relationships with our families. When major academic/behavior concerns or emergencies arise, our primary form of contacting families will be through phone calls. It is imperative that families update their contact information as needed with the front office.

Social Media: Please follow our Twitter, Instagram and Facebook page to stay connected to Yellowstone.

Monthly Newsletters: Monthly newsletters will be used to inform families of the happenings at Yellowstone. The newsletters will be distributed through email, our website, and some paper copies will be available in our main office.

School Supplies- Yellowstone College Prep

We ask our families to support the creation and implementation of excellent learning environments. We provide a variety of supplies to students, but there are some items we use in substantial amounts and request support with. Please assist us with providing the following items to the school at the beginning of the school year.

All Grades brought to school daily	Clear or Mesh Backpack Zip Around Binder (or 3-inch binder) Composition Books (10) Notebook Paper Black and Blue Pens Pencils
To remain with homeroom teacher	Hand Sanitizer Kleenex Expo Dry Erase Markers

At Home Supplies

We ask parents to keep the following supplies **at home** to ensure students can complete all necessary homework tasks:

- Writing utensils (pens, pencils, etc)
- Notebook paper
- Crayons/map colors
- Poster board/display boards (intermittently)
- Scissors
- Glue
- Rulers

Parent Engagement Programming

August	Meet the Teacher	Monday August 13 th , Tuesday 14 th
September	Open House	Thursday, September 13 th
October	Fall BBQ and Community Service	Saturday, October 27 th
November	Yellowstone Family Dinner	Thursday, November 15 th
December	Christmas Program	Thursday, December 20 th
January	Spring Academic Night	Thursday, January 24 th
February	Black History Program	Thursday, February 28 th
March	Spring Game Night	Thursday, March 28 th
May	Lemonade Day/End of Year Awards	Friday May 3 rd

Throughout the year, Yellowstone will provide a variety of additional opportunities for parent engagement. This will include shadow days, workshops, round tables, student showcases, and other programming.

Curriculum

- Aligned to Texas Essential Knowledge and Skills (TEKS)
- Fosters 21st Century Competencies (Critical Thinking, Communication, Collaboration, etc.)
- Interdisciplinary STEM framework
- Rigorous, challenging, exciting, and engaging for students
- Builds character, confidence, and, and knowledge of community and culture
- Allows for integration of community leadership and industry learning experiences
- Ensures project-based/problem-based learning design
- Provides support and opportunities for students to acquire and generalize scholarly behaviors
- Helps scholars experience self-efficacy rooted in the building of self-determination.
- Encourages the development of lifelong learners

Grading Policies and Procedures

Roles and Responsibilities

Students, parents, and teachers all share responsibilities in the grading and reporting process.

Students are expected to:

- Complete work on time and with their best effort
- Return completed work to the teacher by the established time
- Carefully consider the time required to complete long-term assignments and projects so that they are completed successfully and within the time frame established
- Ask questions when he/she does not understand an assignment or clarification is needed
- Maintain academic integrity and honesty
- Show assignments to parents/guardians regularly for review

Parents are expected to:

- Provide a quiet, comfortable place for students to complete assignments at home
- Help their student to organize their time so that assignments can be completed successfully
- Monitor assignments completed at home but allow the child to complete the work on their own
- Help maintain clear lines of communication with the teacher
- Provide the necessary supplies and materials to help their child successfully complete an assignment
- Check student work for completion and review graded work with students and discuss progress as necessary

Teachers are expected to:

- Provide meaningful assignments that reinforce classroom learning and provide meaningful practice towards mastery of Texas Essential Knowledge and Skills and concepts taught
- Create authentic assessments that accurately measure the student's mastery of skills and concepts taught
- Assign homework that provides extended practice of previously taught skills and that can be completed in a reasonable period of time based on the student's age and grade level
- Provide student and parents with required weekly homework on the first instructional day of the week
- Send graded work home for parent acknowledgement and student discussion
- Consider age and grade level appropriate time requirements and access to resources when assigning extended projects and long-term assignments
- Follow grading and reporting timelines/procedures, and seek assistance for clarification from administration.
- Provide students with a rubric for long term projects or alternative assignments when the assignment is given.
- Inform students of content covered on all major assessments.
- Be available to students during designated tutorial times or by agreed appointment arranged by the student or parent.

Assessments

Assessments are designed to evaluate the progress of students towards mastery of learning goals and objectives. Assessments may vary in length and scope and include not only written assessments but performance-based measures and compositions.

Written Tests

Types of examinations include Curriculum-Based Assessments (CBAs), designed to measure progress towards curriculum mastery, and benchmark assessments, designed to provide practice in the state examination format. Yellowstone students will take no less than two cumulative curriculum assessments per subject per year.

Performance Assessments

Performance assessments are measures of a student's progress toward mastery of TEKS and District curriculum objectives that differ from traditional paper and pencil assessments. These may include:

- classroom participation and discussion research projects
- checklists of skills
- student portfolios
- written responses
- enrichment activities
- lab experiments
- group work/projects
- teacher observation
- research projects
- written compositions

Alternative Assessments/Labs

Alternative assessments will reflect real world tasks and relate to instructional objectives. This type of assessment often requires analyzing a task, developing a plan of action, gathering information, selecting of relevant information, and presenting the information. The presentation will be designed by the instructor and based on the subject and content objectives. Alternative assessments may be substituted for major tests. Instructors will provide a rubric for alternative assessments.

Project Based Learning Assignments/Research Papers/Long Term Projects

Research papers or projects are lengthy class and/or homework assignments that may take several weeks to complete. These projects and research papers must be included in the course syllabus and the due date must be stated in the syllabus. Projects may be assigned individually or to a group of students. The instructor will provide a rubric to the student that explains how the project or paper will be assessed. A timeline of due dates will be included. Special projects, research papers, or other long term assignments are due on or before the due date stated in the syllabus. Students who are absent on the due date, including school business absences, must meet the stated deadline. Any exceptions for the late projects must be approved by the Head of Schools or the designee.

Daily Grades

Teachers take grades on assignments, activities, and projects completed in class that are designed to measure progress towards mastery of the TEKS and district curriculum.

Daily grades consist of any instructional activity defined or planned by the teacher to be completed during the class period or continued as homework to facilitate the learning process. An assignment completed more than 50% outside of the classroom is designated as homework.

Quizzes or short assessments to evaluate a student's level of understanding and progress toward instructional objectives may also be considered daily grades. Quizzes do not have to be scheduled in advance, but must cover material previously taught where instructional feedback has been provided.

Homework

Yellowstone College Prep endorses homework as a valued extension of learning beyond the classroom and an integral part of the instructional program. Homework is a necessary part of the instructional process that may or may not begin in the classroom and extend into time outside of the regular class time. All students in all classes will receive homework assignments in weekly increments. Teachers will provide weekly homework assignments on the first instructional day of each week. On RARE occasion, students will be required to complete assignments that are a continuation of classwork.

Purpose

To be effective, homework should:

- Be meaningful, purposeful, and directed toward specific learning objectives.
- Build upon concepts and skills previously introduced in the classroom.
- Encompass a variety of activities.
- Encourage independent learning, responsibility, and self-discipline.
- Require students to apply various thinking skills.
- Be assigned at the student's ability level.

Practical Considerations

Teachers should systematically assign homework, offer direction, and evaluate student work. Parents should support homework by frequently reviewing assignments, providing a convenient time and place free from distractions, and encouraging excellence in student work. Students should make every effort to complete their own work. If an assignment is found to present difficulty, assistance should be sought from the teacher. In any case, students should not copy answers or have someone else do the work.

Short Term Assignments

Short-term homework assignments should not exceed four days from the date of assignment to the due date. The assignments are designed to:

- Reinforce concepts and skills learned in class.
- Provide non-guided practice for newly learned skills.
- Allow make-up work because of absence.
- Review material in preparation for tests and other class work.
- Complete work begun in class.

Long-Term Assignments/Projects

Long-term homework assignments would normally require a week or more for student planning and development. They should provide opportunity for the student to:

- Extend in-depth learning beyond the classroom.
- Learn to organize and schedule independent work over time.
- Explore individual interests and needs.
- Integrate skills and concepts in new and different ways.

Length and Difficulty of Homework

The length and difficulty of an assignment shall be directed by the teacher and should depend on grade level, student needs, content, purpose, and type of assignment.

Homework should be assigned weekly in each class. Assignments should be appropriate to the developmental and ability levels of the student. Homework should be reasonable in terms of student time and available resources. Assignments should be made with consideration given to a student's total schedule and should be coordinated across subject areas at each school to avoid overloading students at any particular time.

Homework should be a maximum of 45-75 minutes per subject/per week in fifth-eighth grade. This time requirement does not include independent reading at home, which should be part of every child's daily routine. Ideally, students will read independently 20-30 minutes each evening.

Due to its importance in the overall learning process, homework is to be evaluated and may be applied to the student's grade report. This grade application is to be employed for each quarterly grading period. Homework may not be used to solely determine student mastery. Homework may either raise or lower a student's grade once a minimum of 70 has been achieved by observable means. Homework may not constitute more than 15% of a child's grade in any subject.

Grading

Required Number of Grades

Teachers shall record a minimum of 16 grades for each core subject. Teachers are encouraged to provide multiple opportunities for students to demonstrate mastery of the TEKS. Teachers are required to take a minimum of two grades per week beginning the first full week of each grading period. *In addition, teachers must take a minimum of three (3) Major Grades per quarterly grading period (this includes the nine-week test/assessment).* No single grade may count for more than 10% of a total class grade per quarter. Science teachers must take a minimum of (3) Lab grades per quarterly grading period. Graded papers will be returned to students on Wednesdays.

Percentage of Grades Used for Reporting Purposes

For purposes of reporting grades for each quarterly grading period, the following scale shall be used in all academic classes:

Academic and Core Electives

Daily Grades/Classwork – 50%

Assessments - 35%

Homework - 15%

Fine Arts and Physical Education

Daily Grades/Classwork – 65%

Assessments - 35%

Maximum Weight of a Grade

When calculating a quarterly average, no single assignment/assessment grade may count more than 10% of the total average regardless of the grade category. It should be noted, however, that some major projects may comprise more than one assignment. Calculated averages reported on Progress Reports or Report Cards may not exceed 100%

Make Up Work

Students shall be permitted to make up assignments and tests following any absence from school. All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school.

A student will be given a reasonable time to make up tests and other missed assignments.

- o 1-2 days absent 3 days for make up work*
- o 3-5 days absent 5 days for make up work*
- o More than 5 days Admin discretion*

If a student does not complete the work assigned after the allotted number of days has passed, the actual grade will be recorded in the grade book

Teachers are encouraged, but not required to provide assignments prior to a scheduled absence. Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the student's absence.

Late Work

Students who turn in work late not related to an absence shall be penalized as follows:

1 to 5 days late- Teachers must accept, and the teacher's policy will indicate procedure and maximum grade value in their syllabi

Over 5 days late- teacher discretion on acceptance, maximum grade value of 70%

For an absence in any class, the teacher may assign the student makeup work. This work will be based on instructional objectives for the subject or course, needs of the individual students in mastering the essential knowledge and skills, or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.

A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student will be permitted to make up tests and turn in assignments due in any class missed because of absence in accordance with stated guidelines.

Teachers may assign a late penalty or not accept a long- term project or term paper in accordance with time lines approved by the principal and previously communicated to students.

Transfer Grades

Students new to the district or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school in a proportionally significant manner.

Curriculum Mastery

Mastery of Texas Essential Knowledge and Skills (TEKS)

Yellowstone College Prep has provided a well-balanced scope and sequence and curriculum resources based on state prescribed Texas Essential Knowledge and Skills (TEKS). All teachers are required to align all instruction to these TEKS.

Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards.

Yellowstone College Prep utilizes ongoing mastery assessment to determine which students are in need of remediation and instructional intervention (reteaching and acceleration).

The use of benchmark tests, teacher-made tests, performance assessments, and teacher observations helps to determine which students are not mastering instructional objectives.

Procedures for Reteaching and Reassessment

- Teachers will monitor and identify students in need of reteaching.
- Teachers will provide reteaching and intervention as necessary.
- Students will be reevaluated after reteaching has occurred.
- Re-evaluation may include, but is not limited to, oral examination, special assignments or a formal test.
- A grade of 70 shall be the highest grade recorded on reevaluation to designate the student's mastery of the TEKS.
- These opportunities will be provided during class time and other intervention times using different methods of instruction.

Required Retest/Reassess for Mastery

Any student that does not demonstrate mastery at 70% or above is to be re-evaluated after they are re-taught or after additional activities are provided. Re-evaluation may include, but is not limited to, oral examination, special assignment sheets, special homework assignments, or a formal test. Reteaching and re-evaluation must occur during class if the class average on the assessment is below 70%

A student must score at least 70% on the re-evaluation to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS). A grade of 70 is the maximum that can be earned on the re-evaluation and is recorded to designate mastery. If the student fails to demonstrate mastery on the re-evaluation of the TEKS, the higher of the two grades is recorded.

Intervention

Acceleration (Intervention) is an integral part of the instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for acceleration.

Reasons for Acceleration

Provides frequent reinforcement and review so that a student does not get behind in the curriculum

Occurs at the time the need is identified

Allows the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement

Offers a variation in instructional approach – uses a new technique, strategies, materials, opportunity for review, and practice

Includes, but is not limited to, targeted small-group instruction, tutorials, and summer school

Parent Notification of Progress

Grading reports will be sent home mid-quarter and end of quarter. If a scholar's grade was above a 70 at progress report time but falls below 70 prior to end of quarter, a teacher is required to send an additional notification of progress to parents.

Final Grade of 65 or below

At the end of each grading period, documentation must be submitted to the Head of Schools for any student receiving a grade of 65 or below for the quarterly grading period. (See Grading Report)

Promotion Requirements

- 1) Overall yearly average of 70 or above
- 2) An average of 70 or above in **three of the four** core courses: Language Arts (average of reading and English), mathematics, science, and social studies.
- 3) Minimum standard met on three of the four end of year assessments. (Reading, Math, Science, Social Studies)
- 4) Sufficient attendance

Sufficient attendance requires you be in attendance at least 90% of the days school is in session. There is not a differentiator between excused and unexcused absences for this criterion. Students not meeting promotion standards are retained in their CURRENT grade for the FOLLOWING school year.

Attendance Policy

At Yellowstone College Prep, we believe that students have to be present to learn. Our school wide 2018-2019 attendance goal is 97% for the year.

Logistics	Time	Notes
Doors Open	7:15 am	This is the earliest students can arrive to campus.
Breakfast Served	7:15 am - 7:45 am	Students can eat a nutritious breakfast.
Tardy Bell	7:45 am	Students are considered tardy to school after this time.
Early Dismissal Cut-Off	2:30 pm	To protect our dismissal procedure and policy, students will not be released from campus after this time.
Transportation Cut-Off	2:00 pm	To ensure student safety and time management, all transportation changes need to happen before this time.
Dismissal	3:45 pm	This will be our regular dismissal time for students everyday except for days notated as early dismissal. Students should immediately clear the campus. Campus includes playground, the neighborhood park, and any location that is in 300 yards or 1000 feet of the school. They should report to their bus, car or afterschool activities.
Early Release	1:10 pm	This will be the dismissal time for days notated as "Early Release" on the school calendar.

ADA Time

Official ADA time for Yellowstone College Prep at 9:30 a.m. Students who arrive after 9:30 am will be considered absent for the day. Attendance will be taken every period during our school days, students who are not in attendance at least 90% of their classes could be subject to retention or loss of credit.

Excused Absences

Students returning from an absence must bring a written note from a parent/guardian or physician validating the reason for the absence, WITHIN THREE (3) DAYS, to the Attendance Office to record the absence as EXCUSED. No more than (3) three handwritten parent notes will be accepted for EXCUSED absences during the school year. Acceptable reasons for excused student absences include:

- a. Personal Illness
- b. Death of a Family Member
- c. Student Health Services; Family/Student Counseling Therapy Appointments
- d. Religious Holidays and Major Activities (*The student is counted present in school according to state statute and is not considered absent.*)
- f. Authorized School-Sponsored Activities
- g. Required Court Appearance

Yellowstone College Prep will communicate any school cancellations through Skyward, Remind, or ClassDojo as we will follow HISD school cancellation policies.

Tardy Policy

The YCP Tardy Policy has been developed to emphasize the importance of each student being in the classroom for the entire period, as well as arriving on time to school every day. Learning the responsibility of getting to class on time is an integral part of Yellowstone College Prep's core values, which prepares students for success.

CONSEQUENCES FOR ARRIVING LATE TO SCHOOL

1st tardy to school: school contacts parent

3rd tardy to school: administrator contacts parent

5th tardy to school: administrator contacts parent and parent conference

7th tardy to school: administrator contacts parent and lunch detention

9th tardy to school: administrator contacts parent and after school detention

10th & more tardy to school: Consequence will be at administrator's discretion.

CONSEQUENCES FOR ARRIVING LATE TO CLASS

1st tardy to class: teacher contacts parent, student/teacher conference

3rd tardy to class: teacher contacts parent and lunch detention

5th tardy to class: administrator contacts parent and after school detention

6th and 7th tardy to class: administrator contacts parent and parent conference

8th & more tardy to class: Consequence will be at administrator's discretion.

Note: A student arriving late to class 10 minutes or more without a pass will be considered as skipping and disciplined according to the YCP Student Code of Conduct.

We also want to be sure to reward the students who show they understand the importance of consistently arriving to class on time. Each nine weeks, students that do not have any tardies will receive a free dress pass from the administrators.

Attendance Review Committee

The Board shall appoint one or more attendance review committees to hear petitions for class credit by students who have not met the 90 percent rule to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate.

Appeal

The student or parent may appeal the committee's decision to the Board by filing a written request with the Superintendent. In determining whether there were extenuating circumstances for the absences, the attendance review committee will use the following guidelines:

All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons will be considered days of attendance for this purpose. A transfer or migrant student begins to accumulate absences only after he or she has enrolled in Yellowstone College Prep. For a student transferring into Yellowstone College Prep after school begins, only those absences after enrollment will be considered. In reaching a decision about the student's absences, the committee will attempt to ensure that it is in the best interest of the student. The committee will consider the acceptability and authenticity of documented reasons for the student's absences. The committee will consider whether the absences were for

reasons over which the student or the student's parent could exercise any control. The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject. The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The Texas Education Code requires that a student be in attendance for 90% of the days a class is offered during a semester in order to be awarded credit for that class (TEC 25.092). If a student fails to attend school without excuse on ten or more days or parts of days within a six-month period in the same school year, Yellowstone College Prep shall, within ten school days of the student's tenth absence, refer the student to a truancy court for truant conduct under Family Code 65.003(a). Yellowstone College Prep may delay a referral of a student for truant conduct, or may choose to not refer a student for truant conduct, if Yellowstone College Prep is applying truancy prevention measures to the student under Education Code 25.0915 and determines that the truancy prevention measures are succeeding and it is in the best interest of the student that a referral be delayed or not be made.

Yellowstone College Prep shall initiate truancy prevention measures under Education Code 25.0915 on a student, if the student fails to attend school without excuse on three or more days or parts of days within a four-week period, but does not fail to attend school for the time specified above. Yellowstone College Prep shall notify a student's parents in writing at the beginning of the school year that, if a student is absent from school on ten or more days or parts of days within a six-month period in the same school year, the student's parent is subject to prosecution under Education Code 25.093; and the student is subject to referral to a truancy court for truant conduct under Family Code 65.003(a).

Yellowstone College Prep shall notify a student's parent if the student has been absent from school, without excuse under Education Code 25.087, on three days or parts of days within a four-week period. The notice must inform the parent that:

It is the parent's duty to monitor the student's school attendance and require the student to attend school. The student is subject to truancy prevention measures under Education Code 25.0915; and Request a conference between school officials and the parent to discuss the absences.

The Texas Education Code requires that a student be in attendance for 90% of the days a class is offered during a semester in order to be awarded credit for that class (TEC 25.092).

Uniform Policy and Dress Code

	Yellowstone College Prep
<p>Tops All tops are to have the Yellowstone logo properly adhered to the top left chest area of the shirt.</p> <p>Students can wear solid color undershirts or long-sleeved shirts under their school shirt.</p>	<p>Navy Blue, Goldenrod Yellow or White polo-style shirt White Oxford-style dress shirt (<i>Required for Mondays</i>) ¾ Zip Sweatshirts Yellowstone Spirit Shirt (<i>Fridays only</i>) College Shirt (<i>Fridays only</i>)</p>
<p>Bottoms Uniform-style bottoms of appropriate material (khaki dress) are found in the uniform section of all local stores. Bottoms are worn at the waist. Belts are to be worn if belt loops are present Jean, spandex, and sweat suit style material are not allowed. Pants should be free of embellishments, tears, or holes. **Skirts, skorts or shorts must come to a minimum length of just above the knee. Solid color leggings, tights, or knee high socks are permitted as under layers</p>	<p>NAVY OR TAN IN COLOR Pants Capris Skort* Skirt* Dresses*</p>
<p>Shoes Heelys, crocks, high heels, sandals, slides, houses shoes, slippers, flip flops and similar footwear are unsafe and not allowed.</p>	<p>Must be closed toe and closed heel Must not have a heel greater than 1 inch</p>
<p>Outerwear Non-Yellowstone outerwear must be solid navy in color and free from writing or designs.</p>	<p>¾ Zip Embroidered Yellowstone Sweatshirt Yellowstone Crew Neck Solid Navy Jackets or Crew Neck Sweatshirts</p>
<p>Headgear</p>	<p>Religious Scarfs Headbands/Sweatbands *No bandannas*</p>
<p>Accessories and other</p>	<p>Extreme hairstyles are prohibited Excessive jewelry is not allowed Body piercings other than earrings are not allowed</p>
<p>School Provided</p>	<p>One navy blue polo-style shirt One long-sleeved Oxford dress shirt Bowtie or Crosstie</p>
<p>Can be purchased from school</p>	<p><i>Through website:</i> Shirts Bottoms Ties and accessories <i>Directly from school:</i> Yellowstone logo patches</p>

Students who do not meet uniform expectations, will be subject to consequences. (Repeated failure to meet dress code expectations will result in loss of Friday jean privileges)

YCP Culture and Community Policy

School House System

Yellowstone College Prep will implement school wide house system to promote community and collaboration among our students. Students will be commingled across the 5th through 8th grade levels.

Community - Houses will help create opportunities for student to student mentorship and to develop student leaders.

Competition - Our houses will obtain points through friendly competitions among each other. Competition is part of every culture and since education should duplicate culture, it is necessary to incorporate competition into education to help children become accustomed to it.

Collaboration - Our houses will create the opportunities for our students to solve problems and to service the Yellowstone and surrounding communities.

Each house is responsible for planning and executing a community service event with the help of the house faculty/staff members. This community service project should be one that helps beautify the school, enhance the Yellowstone College Prep community, serve or help Yellowstone College Prep. Houses will have designated captains. Captains will be 8th grade students who exude Positivity, Responsibility, Integrity, Determination and Excellence inside and outside the classroom. Captains will be responsible for planning House meetings, planning house service events, school dances with the help of the teachers and staff attached to the house and working with administration, faculty, and staff to ensure we are hearing our students voice.

House captains are chosen from their ability to exude Yellowstone College Prep's core values, at any moment a captain does not exhibit these traits they can be discharged from their duties as a captain. Examples of behaviors that can cause a captain to be dismissed:

Disrespectful behavior to any member of the Yellowstone College Prep staff, faculty or guest

Excessive absences/tardiness

Lack of effort in middle school classes, including electives

Lack of participation at school/house events

Poor grades on an interim and/or report card

Violation of the Code of Conduct as outlined in the Yellowstone College Prep Family Handbook

Students can earn points for Attendance, Behavior, and Competitions.

Code of Conduct

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

Made available for review in the main office; and

Made available on the Yellowstone College Prep website and/or as hard copy to students, parents, teachers, administrators, and to others on request.

Extra- Curricular Activities Behavior Standards

Sponsors and coaches of extracurricular activities may develop and submit for approval standards of behavior that are higher than the Yellowstone College Prep-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off Yellowstone College Prep property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of YCP Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in extra-curricular activity discipline and schoolwide discipline.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

Activities Ineligibility List:

The Activities Ineligibility List will be generated every week, if a student's name appears on the list then the students will not be allowed to participate in any extracurricular activity during that week. Extracurricular activities include but not limited to: athletic events, club sponsored activities, field trips and volunteer opportunities. Students can qualify for the list for the following behaviors:

Two Lunch Detentions in One Week

After-School Detention during the week of the activities

Attended Zero Aren't Permitted (ZAP) during the week of the activities

Three tardies the week of and/or the week before the activity

Two absences the week of and/or the week before the activity

Alcohol

In order to provide a safe alcohol-free environment for students and employees, Yellowstone College Prep prohibits alcoholic beverages on Yellowstone College Prep property at any time, and at all school-sanctioned activities occurring on or off Yellowstone College Prep property.

Drug-Free Zone

In order to provide a safe drug-free environment for students and employees, Yellowstone College Prep prohibits drugs and/or control substances on Yellowstone College Prep property at any time, and at all school-sanctioned activities occurring on or off Yellowstone College Prep property.

A person commits a criminal offense, if the person knowingly or intentionally possesses a controlled substance in, on, or within 1,000 feet of any real property that is owned, rented, or leased to Yellowstone College Prep or a playground; or
On a school bus.

Enforcement

Yellowstone College Prep personnel shall enforce this policy on Yellowstone College Prep property. Any student found in violation of this Policy shall be subject to disciplinary action in accordance with the Student Code of Conduct.

Levels of Offenses/Overview

Acts of misconduct are categorized into the following four levels of offenses:

Level of Offense:	Description	Acts of Misconducts, but not limited to:
Level 1: Violation of Classroom Rules	Offenses that generally occur in the classroom and are corrected by the teacher.	<ul style="list-style-type: none"> Violations of rules or procedures established by the teacher Failure to participate in classroom activities Unexcused tardiness to class Failure to bring required classroom materials or assigned work to class General misbehavior such as eating in class, horseplay, making excessive noise, or violating campus dress codes Any other act that disrupts the classroom or interrupts the operation of the class Failure to deliver or return written communications between home and school Disruptive or noncompliant behavior on a school bus or at a school bus stop Disclosure or sharing of individual computer-account passwords
Level 2: Administrative Interventions	Offenses that are more serious in nature or a continuance of Level I misconduct.	<ul style="list-style-type: none"> Repeated violation of classroom or transportation rules under Level 1 Cheating, plagiarism, or copying the work of other students, which includes failure to comply with test security procedures and use of cell phones, smart watches, and electronic devices during testing Leaving the classroom or school grounds without the permission of school personnel Cutting class or skipping school Possession of matches or other flammable materials Inappropriate display of affection, which should be enforced equitably without regard to sexual orientation, gender identity, or gender expression Posting or distributing unauthorized materials on school grounds Failure to abide by rules and regulations at extracurricular activities or at co-curricular activities such as field trips Loitering in unauthorized areas Unauthorized use of personal cell phone or electronic device

<p style="text-align: center;">Level 3: Suspension</p>	<p>Offenses that seriously disrupt the educational process in the classroom, in the school, and/or at school-related activities, or repeated instances of Level I, II, or III misconduct. A finding that a student has engaged in a Level III offense may constitute a serious offense.</p>	<p>Repeated acts of Level 2 behavior Bullying Cyber-Bullying Physical Aggression towards another student "Hacking" or other use of computers to gain unauthorized access to District or other databases, including student, faculty, or school data files, without permission "Sexting" or using a cell phone or other personal communication device to send text or email messages or possessing text or email messages containing images reasonably interpreted as indecent or sexually suggestive while at school or at a school-related function Misdemeanor extortion, which is defined as obtaining money or information from another by coercion or intimidation of a value less than \$1,500 Possession or use of any prescription or nonprescription drug, medicine, vitamins, or other chemical in violation of the Guidelines for Dispensing Medications at School Any other acts of serious misconduct that disrupt the school environment in the classroom, on a school bus, and/or in school Hazing, which means any intentional, knowing, or reckless act directed against a student by one person alone or acting with others that endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization or general classification of students whose members are or include other students. Assisting directly or indirectly with the promotion of any behavior prohibited by this Code of Student Conduct.</p>
<p style="text-align: center;">Level 4: Expulsion</p>	<p>Criminal offenses as defined in Level IV. This may include any felony, whether school-related or not, unless it is one for which expulsion is required. A finding that a student has engaged in an offense listed under Level IV constitutes a finding that the student has engaged in serious misbehavior.</p>	<p>Selling, giving, delivering to another person, possessing, using, or being under the influence of marijuana, a controlled drug, or other controlled substances Selling, giving, delivering to another person, possessing, using, or being under the influence of a dangerous drug Selling, giving, delivering to another person, possessing, using, or being under the influence of an alcoholic beverage. Engaging in conduct that contains the elements of an offense relating to an abusable volatile chemical or possession of inhalant paraphernalia Engaging in assault, which is defined as intentionally, knowingly, or recklessly causing bodily injury to a staff member or volunteer.. Engaging in conduct that contains the elements of deadly conduct. Possession of a firearm a off school property and not at a school activity but within 300 feet of the school property line. Engaging in any conduct listed under Required Expulsion off of school property and not at a school activity but within 300 feet of the school property line.</p>

Interventions

Yellowstone College Prep personnel shall adhere to the following general guidelines when imposing discipline:

A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case.

Disciplinary consequences shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Lunch Detention:

A consequence used as an intervention for Level 1 misbehaviors. Students who are assigned lunch detentions must report to designated area during their lunch period. While in Lunch detention, students will receive their lunch and silently complete a behavior reflection. The behavior coordinator will be responsible for contacting parents, to inform them of the lunch detention, teachers are responsible for contacting parents via phone as it regards to specific behavior concerns.

After School Detention:

A consequence used as an intervention for repeated Level 1 and some Level 2 misbehaviors. After school detentions will be held on Tuesdays and Thursdays from 4pm till 5pm. Students will be directed to sit silently during the duration of after school detention. The behavior coordinator will be responsible for contacting parents to inform them of the detention issued. It is the parents' responsibility to coordinate transportation for students in after school detention.

In-School Suspension

A skill-building in-school suspension is the removal of a student from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension. A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school. Out-of-school suspensions are excused absences.

Discipline of Students receiving Specialized Services

A student with disabilities is one who has been determined by an Admission, Review, and Dismissal/Individual Education Plan (ARD/IEP) committee as having a non-categorical early childhood condition, mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific

learning disabilities, and who, because of those impairments, needs special education and related services.

Students with disabilities are expected to exhibit appropriate conduct and may be subject to the requirements of this Code of Student Conduct. Nothing in these rules prevents District personnel from reporting a crime committed by a student with a disability, and nothing prevents the police from arresting and prosecuting a student with disabilities for commission of a criminal act.

Upon request or subpoena, copies of special education and disciplinary records are required to be provided to appropriate law-enforcement or judicial authorities investigating or prosecuting reported criminal conduct. The parent or guardian shall be notified of such transmittal, and in the absence of a subpoena, parents shall be asked to consent to the release of the records. In some instances, the ARD/IEP committee of a student with disabilities may have developed a behavior-intervention plan that must be followed in administering discipline in situations addressed by the behavior-intervention plan. If the ARD/IEP committee developed a behavior-intervention plan for a student with disabilities, that plan will be contained on the ARD/IEP supplement: Behavior Intervention Plan form, which is placed in the special education folder.

Additionally, it may become necessary for the ARD/IEP committee to determine whether the alleged conduct in question was related to the student's disability (manifestation determination). If the ARD/IEP committee determines there is a connection, it must also determine what educational action is appropriate to minimize the misbehavior. In the implementation of any discipline that will result in a change in the student's educational placement, the ARD/IEP committee must review the behavior-intervention plan and/or determine whether there is a relationship between the conduct and the disability prior to changing the student's placement for disciplinary reasons.

Expulsion and Appeal Process

Due Process

Before a student may be expelled, the Board or its designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution. The minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

Notice

The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her and an oral or written report on the facts to which each witness testifies.

Hearing

The rights of the student may properly be determined upon the hearsay evidence of school administrators who investigate disciplinary infractions.

Representative

At the hearing, the student is entitled to be represented by the student's parent, guardian, or another adult who can provide guidance to the student and who is not an employee of Yellowstone College Prep. If Yellowstone College Prep makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, Yellowstone College Prep may

hold the hearing regardless of whether the student, the student’s parent or guardian, or another adult representing the student attends.

Term of Expulsion

If the period of expulsion is inconsistent with the guidelines on length of expulsion in the Student Code of Conduct, the order must give notice of the inconsistency.

Appeals

A decision by the Board’s designee to expel a student may be appealed to the Board. The parent/guardian must appeal within 48 hours in writing.

Athletics

The mission of the Yellowstone College Prep Athletics program is to provide an enjoyable and educational experience for young adolescents based on their developmental characteristics and needs. The goals of the Athletic Program at YCP are to develop a young adolescent’s self-esteem, citizenship, responsibility, and skills in cooperative and leadership behaviors. These programs will emphasize participation and the chance to compete at a high level. Our program aims to provide enjoyable, vigorous, and safe athletics along with the support and leadership of responsible adults.

The Yellowstone College Prep Athletic Department strives to provide:

1. *Adequate equipment and facilities;*
2. *Educated and experienced coaches;*
3. *Appropriate competitions with certified officials;*
4. *Support to athletes, coaches, and parents.*

We believe athletics is an integral part of the middle school educational experience, both as a competitor and spectator. We look forward to working with you and to supporting your child as he/she participate in their chosen sport.

Sports Provided:

Sports	Season
Cross Country Boys and Girls	Fall September - Mid October
Flag Football	Fall September - Mid October
Volleyball	Fall September - Mid October
Cheerleaders/Dance	Fall-Spring September - Mid May
Basketball Boys and Girls	Winter November - Early February
Track and Field	Spring March - April

Transportation Policy:

Yellowstone College Prep will provide transportation services for our students. Transportation is a privilege and will be conditional based on the behavior of our students, our buses are an extension of our campus and all rules and consequences listed in this document applies. Parents are expected to be at their designated stop ten minutes before the scheduled time of pick up and after the scheduled time of drop off.

Safety is our number one concern as it pertains to transportation, in order to provide the safest environment for all stakeholders, we will enforce the following expectations:

Bus Rider Expectations:

- Cell Phones and other electronic devices are not permitted on the bus.
- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instruments cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco, alcohol, other illegal substances on any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle

Misconduct will be addressed in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

Parent Responsibilities:

- Parents/guardians shall be responsible and accountable for the conduct and safety of their children prior to the arrival and after the departure of the school bus at the assigned school bus stop.
- Parents/guardians should instruct their children to go directly home in the afternoons.
- Have your child at the bus stop ten minutes prior to scheduled pick-up time.
- Teach your child their full name, home address, and telephone number where an adult family member may be contacted in an emergency.
- Review the Bus Rider Expectations with your child.
- Remind students to watch for siblings at bus loading or unloading times and encourage them to notify the bus driver of any concerns of a sibling not loading the bus or getting off at the appropriate stop.
- Follow campus procedures regarding transportation change request

Visitor Policy

Parents and others are welcome at Yellowstone College Prep. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and comply with all school policies and procedures.

When arriving on campus, all parents and other visitors should be prepared to show identification.

All visitors and volunteers must check in through the RaptorWare® system, before being granted access past the point of the office.

RaptorWare® will: 1) scan your driver's license or state-issued identification, 2) match your information against registered sex offender databases, 3) print a photo identification badge.

Once the person has been cleared for entry, the badge must be worn at all times while on campus and then returned to the school office upon checkout.

Persons without identification will not be granted access. *During high visitor traffic such as, school parties, awards assemblies, plays etc., check in could take a significant amount of time. Please remember this process is for the safety of your children and the school staff.*

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

Because classrooms and other instructional areas are the most vulnerable to disruption, specific conditions may be imposed upon visitors, including but not limited to:

Remaining in a designated place or seat

Refraining from speaking to students/teacher while the class or activity is in session

Limiting the duration of the visit to particular times or lengths of times

Limiting the activities of the visitor to a particular purpose(s)

Designating particular routes of travel in the building or upon the school grounds

Requiring that the dress and grooming of the visitor be consistent with the dress code for the students and employees in the building

The Superintendent and Head of School, or their designee have the authority to exclude from the school premises any person who disrupts or who appears likely to become a disruption to the educational program. Any such individual shall be directed to leave the school premises immediately and law enforcement authorities shall be called if necessary.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Volunteers

There are many opportunities for volunteers to serve at Yellowstone College Prep! We appreciate so much the efforts of parent, grandparent and community member volunteers that are willing to serve our district and students.

Volunteers are required to follow our Visitor Policy, in addition to giving some additional information, during the initial check-in process

Visitor Dress Code

At Yellowstone College Prep, we believe that our students will mirror the images that they see. To ensure we are surrounding them with examples of excellence, we are asking that adults who enter our building meet the following dress expectations:

No headwear unless it is a religious garment

Pants should be worn above the waist

Dresses, shorts, skirts, skorts should be proper length (near the knee)

Shirts should have sleeves and free of vulgar language or derogatory images

Any questions or concerns, please feel free to contact a member of administration.

Lunch Time Visitors

Parents are welcome to visit their child during lunch at Yellowstone College Prep on Tuesdays and Thursdays only. Lunches are closed to all visitors on Mondays, Wednesdays, and Fridays.

Parents who come to school to eat lunch will sit at the designated table with their child only. The sharing of food with other students is prohibited. We ask that parents respect the cafeteria rules and the directives of the adult on duty. In order to facilitate the timely dismissal of students from the cafeteria and to allow for tables to be prepared for the next lunch period, parents are asked to exit the cafeteria five minutes before the end of the lunch period. Parents will not be allowed to walk students back to class after lunch. There will be no lunch visitors for the first month of school. This will allow our campuses to make sure lunchroom procedures are understood and consistently practiced by all of our students. If grandparents or other relatives visiting our area want to have lunch with a student, the parent/guardian must write a note in advance indicating who the special visitor(s) is and the date the visitor will be on campus for lunch, this person must also be on your child's contact list through registration. Please understand cupcakes/treats will not be allowed in the classroom or lunchroom and special deliveries will not be accepted for any occasion.

Family Handbook Receipt and Agreement

Student Agreement:

I, _____ (print student's name) have received and read the Family Handbook for the Yellowstone College Prep.

I am aware of my rights and responsibilities under the handbook. Furthermore, I understand that inappropriate student behavior will result in interventions and consequences as stated under the handbook.

Student Signature

Date

Parent/Guardian Agreement

Dear Parent or Guardian:

Yellowstone College Prep believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all students. Please read the SCC and sign the document below to acknowledge your receipt and understanding of the handbook.

I am the parent or guardian of the above named student. I have received and read the handbook. I understand that by signing this document, I agree to support and promote the goals of the handbook and make every effort to work with the school in resolving all disciplinary matters.

Print Name

Parent/Guardian Signature

Date