

FAMILY AND STUDENT HANDBOOK

2022- 2023 | YELLOWSTONE COLLEGE PREP



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WELCOME LETTER

Yellowstone College Prep Family!

It is with great honor that I work alongside you this year as Principal to fulfill our mission and vision of Yellowstone College Prep. Our vision is to develop our brilliant young thinkers into curious scholars and service-oriented leaders through a character empowerment program, a data-driven culture, and a student-centered teaching and learning environment where all our scholars are prepared to live choice-filled lives. Everything we do this year will support your scholars by equipping them with the tools they need to reach their fullest potential.

Achieving this year's academic and character development goals will take all of us working together and embodying the phrase, "One Band, One Sound!" This means that we all play different roles in supporting your child, but whatever role we play, we are committed to the same goals and outcomes for our children. We are all dedicated and will go the extra mile to ensure that our children have the best educational experience possible. Our commitment to excellence (see below) will ensure that we sing the same song and work as a team this coming school year.

Our policies and procedures will help us continue to hold the bar of excellence high for our scholars. Our priority is to ensure that every child is safe, in a nurturing environment, and has the support needed for success. We need your assistance with reiterating and encouraging your scholar to adhere to the procedures and expectations required this school year. Our staff is committed to modeling the expectations and to creating the structures necessary to ensure your scholar will have an awesome experience each day.

While each day our team will strive towards excellence, we also know that having a culture of feedback will ensure that we reach our end-of-year goals. We encourage you to communicate when your scholar requires additional support. We are committed to working together to meet your scholar's needs.

We are excited about your scholar joining us for the 2022-23 school year, and we look forward to working as a team to achieve Yellowstone College Prep's mission and vision.

With Zest,

Mesha White

Principal, Yellowstone College Prep

YELLOWSTONE COLLEGE PREP BELIEFS

WE BELIEVE ALL STUDENTS ARE BORN WITH PURPOSE AND DESTINED FOR SUCCESS.

Mission Statement

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

Core Values

Positivity: At Yellowstone College Prep, 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 College Prep 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 College Prep community.

Excellence: We hold everyone (families, students, colleagues) to the highest standard of excellence and constantly look for ways to enhance the Yellowstone College Prep 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 COLLEGE PREP!

Commitment to PRIDE Values

Teacher Commitments

- We will give each class period and each student a fresh start each day.
- We will use the behavioral systems and structures in place schoolwide with fidelity.
- We will adhere to the grade level and schoolwide norms and expectations.
- We will be a keeper of the school culture knowing that we all have a part in upholding students and ourselves to a high bar of excellence.
- We will be prepared daily with lessons, materials, and smooth classroom systems and procedures.
- We will thoroughly internalize lessons to model, teach and insist on excellence from our scholars.
- We will create a data-driven classroom environment where students know their goals and are invested in their growth and development.
- We will respond to data by using it to inform instruction and to strive toward student mastery of taught skills.
- We will create a classroom culture that inspires, empowers, and motivates our students to be their best selves.
- We will commit to modeling our PRIDE values.

Parent Commitments

- We will ensure that our children attend school every day and are on time.
- We will send our children to school in uniform, prepared to learn daily.
- We will be responsive to school communication and initiate communication with the school.
- We will check our children's schoolwork to ensure they submit quality work.
- We will participate in parent sessions that Yellowstone College Prep will host throughout the school year.
- We will work together to create solutions for our students struggling academically or behaviorally.
- We will commit to modeling our PRIDE values

Student Commitments

- We will follow the directions of the adults at Yellowstone College Prep, help our peers, and build everlasting relationships. We will communicate our concerns respectfully and at the appropriate time.
- We will be prepared to learn by holding each other accountable to the core values of Yellowstone College Prep and maintaining a safe learning environment.
- We will commit to academic honesty and follow all Yellowstone College Prep expectations.
- We will give 100% effort, overcome obstacles and be the best version of ourselves.
- We will exemplify academic and behavioral excellence on and off campus.
- We will commit to modeling our PRIDE values

School Calendar



2022-2023

SCHOOL CALENDAR

July 22						
Su	M	Tu	W	Th	F	Sa
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August 22						
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December 22						
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January 23						
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February 23						
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March 23						
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May 23						
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June 23						
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	Regular School Day		Teacher Inservice - No Students
	Special Events		School Holiday
	First or Last Day of Grading Period		Campus Closed
	Early Release		First or Last Day of School

Aug. 1: First Day for Teachers
 Aug. 16: First Day of School
 Sep. 5: Labor Day Holiday
 Sep. 6-9: BOY MAP Benchmark
 Sep. 8: Parent Open House
 Sep. 19: Teacher Inservice Day
 Oct. 17: Fall Holiday
 Oct. 18: Parent Conference Day (Teacher Work Day)
 Nov. 7-11: BOY STAAR Benchmark
 Nov. 21-25: Thanksgiving Break
 Nov. 28: Teacher Inservice Day
 Dec. 15: Christmas/Winter program
 Dec. 16: Early Release Day
 Dec. 19-30: Christmas/Winter Break
 Jan. 2: New Years Holiday
 Jan. 3: Teacher Inservice Day
 Jan. 23-27: MOY MAP Benchmark
 Jan. 16: MLK Holiday

Feb. 17: Black History Program
 Feb. 20: President's Day Holiday
 Feb. 21-24: MOY STAAR Benchmark
 Mar. 13-17: Spring Break
 Mar. 20: Teacher Inservice Day
 Apr. 7: Good Friday - School Holiday
 Apr. 24: Teacher Inservice Day
 Apr. 25-28: EOY MAP Benchmark (YCP)
 May 8-12: STAAR Testing Week One
 May 15-19: STAAR Testing Week Two
 May 15-19: EOY MAP Benchmark (YA)
 May. 29: Memorial Day Holiday
 Jun. 2: Last Day of School
 Jun. 2: Early Release Day
 Jun. 5-6: Teacher Inservice Day
 Jun. 8-30: YCP Summer school
 Jun. 12-23: YA Summer school
 Jun. 19: Juneteenth Holiday

Parent Engagement Programming

Please see the calendar above for important dates of programs and holidays.

Parent University

The goal is to create and provide a Parent University that will bring together Yellowstone College Prep staff, parents, and the community as equal partners in the education of Yellowstone College Prep students. Our Yellowstone College Prep Principal, Mrs. Mesha White, will facilitate the sessions and include campus staff based on the session topic.

The Parent University is based on a framework that will create a community in which parents and teachers collaborate to transform students' educational environment at home and school so that all students can achieve their highest potential. Participants will explore how to succeed at Yellowstone College Prep, the importance of building relationships with school staff, and supporting students at home.

Dates	Topic
Tuesday, December 8, 2022	Grade Level Teams & Fine Arts
Thursday, March 9, 2023	STAAR

Uniform Policy and Dress Code

Tops

All tops are to have the Yellowstone College Prep logo properly adhered to the top left chest area of the shirt.

Students can wear solid-color undershirts or long-sleeved shirts under their school shirts.

We suggest that shirts are hip length as halter tops are not allowed.

- 6th Grade: Gold
- 7th Grade: Royal Blue
- 8th Grade: Navy Blue
- PRIDE crew neck sweatshirts
- Yellowstone College Prep Spirit Shirt (Fridays only)
- College Shirt (Fridays only)

					
Navy Blue (6th Grade Only)	Goldenrod Yellow (7th grade Only)	Royal Blue (8th Grade Only)	Spirit shirt (Fridays only)	College shirt (Fridays only)	Plain Navy Sweatshirt

Bottoms

Uniform-style bottoms of appropriate material (khaki) are found in the uniform section of all local stores. Bottoms are worn at the waist.






Jean, spandex, and sweat suit style material are not allowed.

Pants should be free of embellishments, tears, or holes.

Solid color leggings, tights, or knee-high socks are permitted as under layers

- NAVY OR KHAKI IN COLOR **(Black pants are prohibited)**
- Pants
- Capris
- Skort*
- Skirt*
- Dresses*

*Skirts, skorts, or shorts must come to a minimum length of just above the knee.

				
Khaki or Navy Uniform Pants	Khaki or Navy Uniform Shorts	Khaki or Navy Uniform Skirt	Khaki or Navy Uniform Jumper	Blue Jeans (Friday only)

Shoes

Shoes must be closed-toe and closed-heel. They must not have a heel greater than 1-inch.

Heelys, crocs, high heels, sandals, slides, house shoes, slippers, flip flops and similar footwear are unsafe and not allowed.

Outerwear Non-Yellowstone College Prep outerwear must be solid navy in color and free from writing or designs.	Yellowstone College Prep Crew Neck Solid Navy Jackets or Crew Neck Sweatshirts All other outerwear must be removed upon entering the building. Failure to do so could result in disciplinary consequences.
Headgear	Religious Scarfs Headbands/Sweatbands *Bandanas are not allowed*

Accessories and other	Extreme hairstyles are <u>not</u> allowed. Excessive jewelry is <u>not</u> allowed. Body piercings other than earrings are <u>not</u> allowed.
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Below you will find a visual representation of the dress expectations for students daily.

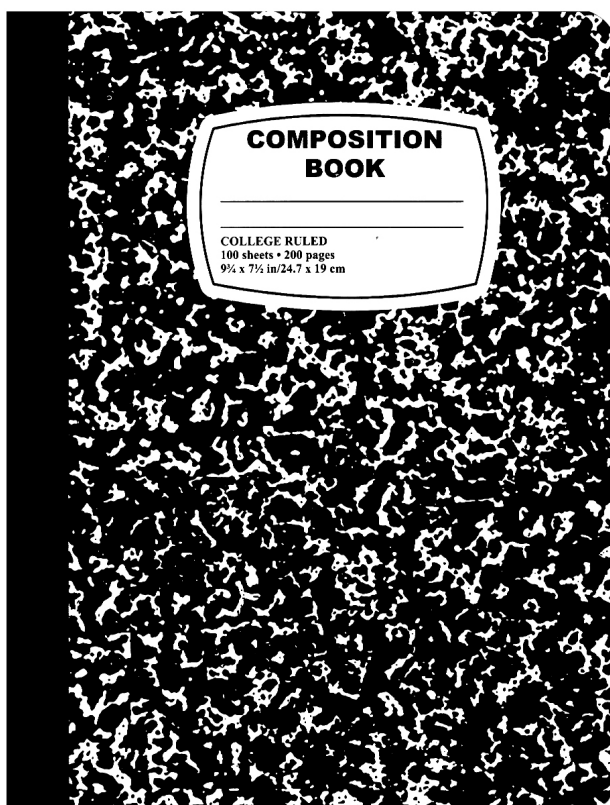
Dresscode	Yellowstone College Prep
Monday- Friday	<div style="text-align: center;">  <p>Grade Level Assigned Polo</p> <p>Uniform pants/shorts/skirt/dress</p> </div>

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:

General Supplies (All Classes): <ul style="list-style-type: none"> • Hand Sanitizer • Kleenex • Headphones • Notebook paper (Wide rule preferred) • 2 Packs of Pencils (Wooden or Mechanical) • 1 pack of Black or Blue Pens • Erasers • Pencil Pouch • 1 Pack of Colored Pencils • 1 pack of Notebook Dividers • 1 3-ring binder with loose leaf paper (can be shared amongst all classes) 			
ELA: <ul style="list-style-type: none"> • (2)Composition notebooks • (1)3-prong Pocket Folder (Yellow-ELA) • (1)pack of College or Wide Ruled Notebook Paper • (1) pack of highlighters • (1) Pack of Pencils or Pens (blue or black ink only) • (1) Pack of 	Math: <ul style="list-style-type: none"> • (2)Composition notebooks • (1) 1.5 inch binder • (1 Pack)dividers • (1 Pack)glue sticks • (1)graph paper • notebook paper • (1)12in ruler (inches and centimeters) • (1 Pack)pencils • (1 Pack) 	Science: <ul style="list-style-type: none"> • (2)Composition notebooks • (1) 1.5 inch binder • (1 Pack)dividers • (1 Pack)glue sticks • notebook paper • (1 Pack)pencils • (1 Pack)erasers • (1)scissors • (1)markers (8 pack crayola recommended) 	Social Studies: <ul style="list-style-type: none"> • (2) Composition Notebooks • 1 box of colored pencils or map pencils • (2) Packs of Index Cards (3x5) • (1) 3-prong Pocket Folder (Blue-Social Studies) • (2) Glue Sticks • (1)Pair of Scissors

Post-it Notes	erasers • (1) scissors • (1) markers (8 pack crayola recommended) • TI-83/TI-84 graphing calculator (Eighth and Ninth Grade Only)	• TI-83/TI-84 graphing calculator (for Eighth Grade only)	
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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 and pencils)
- Notebook paper
- Crayons, Map colors and Markers
- Poster Board/Display Board
- Scissors
- Glue
- Rulers

Communication Systems - Yellowstone College Prep

Remind:

Remind texting service communicates with our families as it regards upcoming events, school closures, assignment reminders or transportation delays. It is required that all parents subscribe to this service.

Weekly Newsletter:

Every Monday, teachers will communicate what's taking place in class for the week and important class updates. (Remind)

Behavior Reports:

YCP students may have behavior comments noted in their Class Dojo account. Disciplinary actions will be communicated via SKYWARD. Parents must sign up for this notification.

Email:

At Yellowstone College Prep, 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 College Prep 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 College Prep, 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.

Monthly Newsletters:

Monthly newsletters will be used to inform families of the events and important dates at Yellowstone College Prep. The newsletters will be distributed through email, our website and some paper copies will be available in our main office.

Communicating Concerns

Our front office staff wants to ensure that all concerns are addressed in a timely manner. Their first step will always be to provide you with the person and procedures necessary to resolve your problem.

- Step 1: Review school handouts or communications.
- Step 2: Reach out to your child’s teacher. Email is the best method. (You should expect a response within 24-48 hours.)
- Step 3: Reach out to your child’s grade level administrator. Email is the best method. (You should expect a response within 24-48 hours.)
- Step 4: If you have not received a response or your concern has not been resolved, reach out to our Principal via email. (You should expect a response within 24-48 hours.)

Teacher Responsiveness

We encourage open communication throughout the school year. Between the hours of 7:30 a.m. and 4:00 p.m. our teachers’ primary responsibilities are the safety and supervision of our scholars. Also, they are to provide excellent instruction in a safe learning environment. During instructional time, teachers will not be available. All teachers have a daily planning period and a weekly/bi-weekly conference schedule. Feel free to reach out to our teachers via email or phone call. You should expect a response to any concerns communicated within 48 hours (2 school days). If at any time this presents a concern, please communicate with your child’s administrator.

Administrator Responsiveness

Administrators will be available to parents as needed. Please understand our ultimate priority is student safety and ensuring great instruction is taking place. Administrators are available during scheduled appointments and office hours. If you have a concern that needs immediate attention, you may leave a message via email. The expectation of administrators is that all parent concerns are addressed within 24-48 hours.

Enrollment Documents, Withdrawals, Request for Records, Attendance, Scheduling	Ms. Garcia
Food Services, Transportation, New Student Admissions, Returning Student Re-enrollment	Mr. Gunn
Special Population Services	Mrs. Griffin
Academic Concerns	Mrs. White
Social/Emotional Concerns, Family Resources, Counseling Services	Ms. Dolf/Mr. Nelson

MAP/STAAR Test Information	Mrs. Fraiser & Mrs. White
Student Discipline	Principal White and Mr. Nelson
Athletics, Practices	Coach Oliver

Please see the *Staff List* to determine email addresses for the staff listed above. The email format is first initial, last name and @yellowstoneschools.org. Example: egarcia@yellowstoneschools.org.

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 deprive students from the process of learning. 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 using notes, scratch paper, technology, verbal communication, etc.
- Unauthorized collaboration/communication that violates the teacher's established expectations.

Plagiarism

Plagiarism is using 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 sources 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.

CONSEQUENCES FOR VIOLATION OF THE CODE

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.

Examples Include But Are Not Limited To:	Potential Consequences
Copying student work or allowing another student to copy his or her work	Teacher conference with parent and student Reduced or no credit for assignment
Completing another student's work for them	Office Referral Reduced or no credit for assignment
Communication of any kind during a test or quiz	Alternative Assignment Reduced or no credit for assignment
Sharing or receiving questions/answers to items included on anything entered as a test or quiz grade	Teacher conference with parent and student Reduced or no credit for assignment Suspension
Accessing information during a test or quiz using any electronic device or written source	Teacher conference with parent and student Reduced or no credit for assignment Suspension
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	Teacher conference with parent and student Reduced or no credit for assignment Suspension

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:

- Create a Skyward account so that they can have consistent access to grades and assignments.
- Provide a quiet, comfortable place for students to complete assignments at home.
- Help their students 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.
- Send graded work home for parent acknowledgment 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 the 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 and office hours times or by agreed appointment arranged by the student or parent.

Assessments

Assessments are designed to evaluate students' progress toward 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 College Prep 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 curriculum objectives that differ from traditional paper and pencil assessments. These may include:

- Discussion research projects
- Checklists of skills
- Student portfolios
- Written responses
- Enrichment activities
- Lab experiments
- Group work/projects
- 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 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 Principal 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 College Prep 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 on a daily basis.

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.
- Projects will be assigned at the beginning of the quarter

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 on a daily basis 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.

Parents should expect their child to spend:

- 1 hour per day on all homework assignments if they are in 6th- 7th grade
- 2 hours per day on all homework assignments if they are in 8th 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. At the primary and elementary grade levels, 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. 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 assignments will be returned to students within a week of the due date.

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:

- Classwork - 40%
 - Labs, Essays, DBQs, Text-Dependent Questions, Independent Practice
- Summative Assessment - 30%
 - Benchmark (Taught Standards), Unit Tests, Projects

- Formative Assessment - 20%
- Quizzes, Exit Tickets
- Homework - 10%

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 (Absence from School)

Students shall be permitted to make up assignments and tests following any absence. 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 week to make up tests and other missed assignments.

If a student does not complete the work assigned after the allotted number of days has passed, a 50% will be recorded in the grade book. Parents can email the teacher to request work be sent home with the student.

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:

- *1-5 days late* *Maximum Grade of an 80*

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 50% 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.

Corrections

Students who make below a 70 on *daily work, classwork, or homework* will be allowed to submit corrections for a grade up to 80.

- Corrections must be submitted within 5 school days of the assignment being returned to receive credit.
- A parent signature must be obtained on all correction forms to be considered.

Students who make below a 70 on an *assessment* will be allowed to submit corrections for a grade up to 80.

- Assessment grades may only be made up during after-school tutorials or intervention time as scheduled by the classroom teacher.
- Assessment grades must be made up within 5 school days of the assessment grade being returned to students.

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 instructions to this 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 (re-teaching 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 80 shall be the highest grade recorded on reevaluation to designate the student's mastery of the TEKS.
- These opportunities will be provided during the school day using different methods of instruction.

Required Retest 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-teaching and re-evaluation must occur on campus. As stated in the "Corrections" section, students who make below a 70 on an *assessment* will be given an opportunity to submit corrections for a grade up to 80.

- Assessment grades may only be made up during after-school tutorials or intervention time as scheduled by the classroom teacher.
- Assessment grades must be made up within 5 school days of the assessment grade being returned to students.

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 the end of quarter, *the teacher is required to send an additional notification of progress to parents.*

Final Grade of 69 or below

At the end of each grading period, documentation must be submitted to the Principal for any student receiving a grade of 69 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 (at least 90% attendance)

Sufficient attendance requires you to be in attendance at least 90% of the days school is in session. There is no 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 2022-2023 attendance goal is 95% for the year.

ADA Time

Official ADA time for Yellowstone College Prep at 10:20 a.m. Students who arrive after 10:20 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. There is no differentiator between excused and unexcused absences for this criterion. 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

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

Students that arrive after 7:45 am must be signed in by a parent/guardian.

3rd tardy to school: School contacts parent

5th tardy to school: Parent required to sign Excessive Tardy Contract

10th tardy to school: Administrator schedules parent conference

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

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 discuss ways to earn or regain credit.

The Texas Education Code requires that a student is in attendance for 90% of the days a class is offered during a semester 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

requests 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).

YCP Culture and Community Policy

Code of Conduct

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.

Alcohol

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. Visitors found to be intoxicated will be asked to leave the premises. Students found in possession or under the influence may result in an expulsion hearing.

Drug-Free Zone

To provide a safe drug-free environment for students and employees, Yellowstone College Prep prohibits drugs and/or controlled substances on Yellowstone College Prep property at any time, and at all school-sanctioned activities occurring on or off Yellowstone College Prep property. Visitors found to be intoxicated will be asked to leave the premises. Students found in possession or under the influence may result in an expulsion hearing.

Cell Phone Use

We understand that it may be necessary to send your student to school with a cell phone; however, it is to be turned off (not silent) and not visible upon entering school grounds. Students are to turn in cell phones to their Advisory teacher upon arrival to class. Students who violate this policy will be disciplined per the Student Code of Conduct.

Use of cell phones, smart watches, or other communication devices during the school day is prohibited. Students who violate this policy will be disciplined per the Student Code of Conduct. Consequences may include:

- Assignment of lunch or after-school detention
- Confiscation of the phone to be returned only to a parent/guardian after school (4:15 pm- 4:30 pm)

Cell phones will also be collected during state testing to follow TEA guidelines and expectations.

Bullying & Cyberbullying

Bullying is unwanted, aggressive behavior among children and staff members that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

Bullying is strictly prohibited, and Yellowstone College Prep may implement a variety of different techniques – both educational and disciplinary in nature – to eliminate bullying between students.

Students may face disciplinary consequences for bullying conduct that:

1. occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. occurs on a publicly or privately-owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity, or
3. is considered cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is classified as a Level 3 under the Student Code of Conduct.

Students are encouraged to report an alleged incident of bullying immediately to **any** adult on campus. Any adult receiving a report of bullying will notify the Social Worker by the end of the school day. Reports may be made orally or in writing, and reports may be made anonymously. Students or parents may contact the Social Worker to submit the report. No student or other person shall retaliate against any other student or person who reports bullying.

The school will promptly launch an investigation into the reported incident. The school will notify the parent(s) of the alleged victim and the parent(s) of the alleged bully on or before the third business day after the incident is reported. Pursuant to our Family/Student Handbook, our response to bullying may include the following:

- Students who are victims of bullying, witness bullying, or engage in bullying will have the option of meeting with our social worker
- Responses in alignment with our Student Code of Conduct
- The principal or a designated staff member may report acts of bullying that constitute assault or harassment to the local law enforcement office

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.

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.

Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off Yellowstone College Prep property, and during and outside of school hours.

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

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.

Activities Ineligibility List

The Activities Ineligibility List will be generated at the end of the week, and if a student's name appears on the list, then the student will not be allowed to participate in any extracurricular activity for the following week. Extracurricular activities include but are not limited to: athletic events, club-sponsored activities, campus celebrations, field trips, and volunteer opportunities. Students may be deemed ineligible for participation for things such as:

- Less than 90% attendance
- OSS or ISS/Detention
- Level 2 or above behavioral offense
- 69% or below on a progress report or report card

Enforcement

Yellowstone College Prep personnel shall enforce this policy on Yellowstone College Prep property and anywhere that Yellowstone College Prep has jurisdiction. Any student violating this Policy shall be subject to disciplinary action under 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 Misconduct, but not limited to:
Level 1: Potential Consequence could include:	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 (this includes gum), horseplay, excessive talking• Violating campus dress codes• Any other act that disrupts the classroom or interrupts

<p>“Ladder of Consequences” administered in the classroom: this includes a verbal warning, moving seating, a brief time in a partner classroom, a phone call home, lunch detention, or related teacher directed consequences</p>		<p>the operation of the class</p> <ul style="list-style-type: none"> • Failure to deliver or return written communications between home and school • Disruptive or non-compliant behavior on a school bus or at a school bus stop • Disclosure or sharing of individual computer-account passwords • Excessive talking during classroom instruction
<p>Level 2: Administrative Interventions</p> <p>Potential Consequence could include: In-school or Out of School Suspension / Parent Meeting / Counselor Re-entry / Behavior Plan / Parent Observation</p>	<p>Offenses that are more serious in nature or a continuance of Level I misconduct.</p>	<ul style="list-style-type: none"> • Repeated violation of classroom or transportation rules under Level 1 • Leaving the classroom or school grounds without the permission of school personnel • Cutting class or skipping school • Excessive tardies or absences • Use of extremely disrespectful or vulgar language towards a staff member, volunteer or fellow student • 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 including being on campus during unauthorized times • Unauthorized use of personal cell phone or electronic device • Harassing or threatening language toward another student
<p>Level 3: Behavioral Intervention</p> <p>Level 3. OS Suspension / Meeting with</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</p>	<ul style="list-style-type: none"> • Repeated acts of Level 2 behavior • Bullying • Cyber-Bullying • Physical Aggression towards another student which includes horseplay and fighting • “Hacking” or other use of computers to gain unauthorized access to District or other databases, including student, faculty, or school data files, without permission • Cheating, plagiarism, or copying the work of other students, which includes failure to comply with test security

<p>Discipline Committee / Final Warning</p>	<p>has engaged in a Level III offense may constitute a serious offense.</p>	<p>procedures and use of cell phones, smart watches, and electronic devices during testing</p> <ul style="list-style-type: none"> • 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 chemicals 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 • Defacement or destruction of school property • Harassing or threatening language toward any staff member or school personnel • Hazing, which means any intentional, knowing, or reckless act directed against a student by one person alone or acting with others that endanger 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>Level 4: Recommendation for Expulsion</p> <p>Level 4 Consequences may include: Out of School Suspension / Meeting with Discipline Committee / 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>	<ul style="list-style-type: none"> • 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 or 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 the 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. • “Sexting” or using a cell phone or other personal communication device to send a 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 • Possession of a firearm on or 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.

		<ul style="list-style-type: none"> • 8 or more administrative actions from Level 1 or Level 2 offenses • 3 or more out-of-school suspensions • Any egregious Level 2 or Level 3 offenses
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Student Expulsion

In addition to a Level IV offense, a student can be expelled if a student exhibits continuous or egregious Level II or Level III offenses.

Discipline 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.**

Possible consequences beyond the classroom include:

Lunch Detention:

A consequence used as an intervention for Level 1 misbehaviors. Students who are assigned lunch detentions must report to the designated area during their lunch period. While in Lunch detention, students will receive their lunch and silently complete a behavior reflection. The Grade Level Chair 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. The day and time of after-school detention will be announced 24 hours in advance. Students will be directed to sit silently and complete a reflection assignment during the duration of after-school detention. The Assistant Principal will be responsible for contacting parents to inform them of the detention issued. It will be the parents' responsibility to coordinate transportation for students in after-school detention. There will not be any transportation provided so parents are responsible for picking up their students.

In-School Reflection

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.

When a student is assigned In School Reflection, students will be expected to fully complete the structured activities provided in addition to their daily school work.

When a student is assigned to In-School Reflection, a parent conference must be held and scheduled within 5 school days. This meeting will be scheduled at your convenience to the best of our ability. The counselor or Assistant Principal will contact the parent to schedule a parent meeting at their convenience.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from 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 is considered trespassing if he or she comes onto school grounds while suspended from school. Out-of-school suspensions are excused absences. When a student is suspended, families are expected to complete a series of reflective activities during the time spent at home.

When a student returns from OSS, a parent/guardian must escort the student back to campus. Upon returning to campus, an administrative led family conference will take place.

Expulsion and Appeal Process

Notification of Expulsion

The Principal will notify parents if their child is being recommended for expulsion. The letter will state the reason the student is being recommended for expulsion. There are 3 different methods that the school will use to notify parents:

- A Letter will be sent via certified mail
- A copy of the letter will be available for parents to pick up in the main office
- A copy of the letter will be sent home with the student

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 testified.

Appeals

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

Due Process

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.

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.

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 the 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.

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.
- Students must wait to get off the bus until they are dismissed.
- When students exit the bus, they should always walk in front of the bus and never behind.
- Keep feet, books, instruments cases, and other objects out of the aisle.
- Students will not be allowed to get on a bus they are not riding.
- Do not deface the vehicle or its equipment.
- Do 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.
- Possession or use any form of tobacco, alcohol, and other illegal substances on any district vehicle is **not** permitted.
- 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

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.
- At no time are parents/guardians allowed to get on a school bus. **This could be considered a criminal offense/trespassing.**
- Please park and pick up students on the same side of the street as the bus stop.
- Parents/guardians should instruct their children to go directly home in the afternoons.
- Have your child at the bus stop 10 minutes prior to scheduled pick-up time.
- If the bus has to wait at a stop longer than 5 minutes, your student will be brought back to the school and you will have to pick them up from there.
- 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 requests.

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

Transportation Changes

Any changes that need to be made to a student's transportation must be in writing. We will **not** accept phone calls to change a student's transportation method. We will also not allow students to make changes to their (including siblings) transportation method. Only parents/guardians will be able to submit transportation changes. The following written forms will be accepted:

1. Submit a *Yellowstone Transportation Change* form. They will be available to you in the front office.
2. Send an email to transportationchanges@yellowstoneschools.org with the following information: **Parent/Guardian Name, Phone number, Driver's License number, Student Name and Birthdate, Transportation change request**
 - If the information listed above is missing or incomplete, your transportation change request **will not** be accepted and your child will follow their normal transportation route.
3. You may also submit the *Yellowstone Transportation Change* form by fax at 713-741-8006.
4. **All change requests must be submitted by 1:00pm. No exceptions!**
5. Please **do not** contact your child's teacher to make requests on your behalf.
6. **Do not** call or text students on their cell phones to request transportation changes.

7. All transportation change requests must be submitted by 10:00am on Early Release Days.

Food Services

Meal Charge Policy 2022-23

Our school operates under the Community Eligibility Provision (CEP), which means all students can receive a free breakfast and lunch at no charge to the student for the entire school year.

Yellowstone College Prep does not charge full paid or reduced-price students for meals under CEP and school lunch applications are not required to be completed to receive the free meal(s).

Dietary Needs

- Any students with food allergies must complete the form of the dietary need accompanied by a physician's signed Special Meal Accommodation form, each school year. This form can be obtained through the Office of Campus Services.

USDA Non-discrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027), found online at http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture (2) fax: (202) 690-7442 (3) email: program.intake@usda.gov

Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

All schools within the SFA participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *any additional programs the school may elect*. All schools within the SFA are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The SFA offers reimbursable school meals that meet [USDA nutrition standards](#).)

According to the Yellowstone Wellness Policy:

- Each day students are eligible to receive one breakfast and one lunch each day at no charge
- Students are not allowed to have second's or extra's at meals
- Students when taking meals must make sure they take the required amount of meal components based upon the National School Lunch Program (NSLP) standards
- Students are allowed to bring their own lunch, whenever they desire
- Parents must complete a Food Allergy Medical Statement Form and have it signed by a physician to make substitutions. Please see the Providing Special Meals to Children with Disabilities document.

PROVIDING SPECIAL MEALS TO CHILDREN WITH DISABILITIES

The ADA Amendments Act of 2008 made important changes to the meaning and interpretation of the term "disability" under the ADA and under Section 504 of the Rehabilitation Act of 1973. The ADA Amendments Act simplified the question of whether a child has a disability by requiring a broad interpretation of what constitutes a disability. Under the ADA, anything that substantially limits a major life activity (most physical and mental impairments) constitutes a disability. This includes conditions that impair immune, digestive, neurological, and bowel functions, as well as many others.

Prior to making any diet substitutions or diet changes for any child with a disability, school officials **must** ensure that the following two steps are completed:

1) The parent/guardian must obtain a medical statement from the child's physician and provide it to school officials. For a medical statement to be valid, it must be written by a medical authority licensed to write prescriptions by the State. The physician statement must state the following:

- Information about the child's physical or mental impairment that is sufficient to allow the SFA to understand how it restricts the child's diet;
- An explanation of what must be done to accommodate the child; and
- The food or foods to be omitted from the child's diet and the food or choice of foods that must be substituted.

2) Evaluate the physician's statement to see if it includes the required information above and meets Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Many

schools refer to this simply a “504”. If the child’s physician statement does include the required information and the disability is included in these Acts, the school **must** develop an Individualized Education Plan (IEP) for the child or include the physician’s statement in the child’s existing IEP.

A reasonable modification is a change or alteration in policies, practices, and/or procedures to accommodate a disability that ensures children with disabilities have equal opportunity to participate in, or benefit from, a program. A request for a reasonable modification must be related to a child’s disabling condition. Federal law and USDA regulations at 7 CFR 15b.13 require that schools make reasonable modifications to accommodate children with disabilities. Reasonable modifications to effectively accommodate children with disabilities must be made on a case-by-case basis. A meal modification must be related to the disability or limitations caused by the disability.

Training for staff on the procedures and requirements for accommodations will be provided annually. The Food Service Director will be the assigned coordinator who is designated to ensure that procedures are developed and followed, training is provided, and accommodations are monitored.

SERVING THE SPECIAL DIETARY NEEDS OF CHILDREN WITHOUT DISABILITIES

Children without disabilities but with special dietary needs (such as lactose intolerance, allergies, cultural dietary restrictions) requiring food substitutions or modifications, may request that the school meet their special nutrition needs and will be approved on a case by case basis. Documentation with accompanying information must be provided by a recognized medical authority.

While School Food Authorities are encouraged to consult with recognized medical authorities where appropriate, schools **are not required** to make meal modifications based on food choices of a family or child regarding a healthful diet. Special diet modifications will be completed for children with diagnosed medical conditions and life threatening allergic reactions.

FLUID MILK GUIDELINE

Upon request lactose free milk will be available to a student with a disability (504) when a licensed physician submits a statement that the substitution is necessary.

PROCEDURE FOR REQUESTING SPECIAL DIET MODIFICATIONS

- Parents of children requiring special diet modifications, may obtain a Special Meal Accommodation form from the school office.
- The special diet form is to be filled out by the child’s physician.
- Parents should bring form back to the front office.
- The front office will forward completed form to the Food Services Director via email to **dgunn@yellowstoneschools.org**
- Diet requests will be evaluated to determine whether it will be approved or denied.
- Once diet is received by the Food Services Director, Department’s Dietitian, the special meal accommodation will be formulated within 10 days and will be provided to the Child Nutrition Program (CNP) school staff. A copy will also be forwarded to the campus nurse, as applicable, and a copy placed in the student’s file. Households have the right to examine all relevant records and to appeal the

decision. The right to examine records and appeal the decision may be conducted in the same manner as an appeal for a Section 504 decision. A parent or guardian may have legal representation for this process.

- CNP staff shall make food substitutions or accommodations for students with those disabilities as outlined in the special diet order form.
- Substitutions for students with disabilities shall be based on a prescription written by a licensed physician.
- Under no circumstances is school CNP staff to revise or change a diet prescription or medical order.
- The CNP manager shall ensure that children with Special Dietary Needs are served the appropriate diet according to their paperwork.
- When uncertainty arises or the diet cannot be located, the manager shall notify the Food Services Director so that a diet plan may be formulated.
- If the parents or students cannot provide the CNP with a current statement, a special diet shall not be provided.
- In accordance with USDA's regulations for substitutions or modifications in school meals for children whose disabilities restrict their diet, the school requests that diets orders be updated every year.
- This documentation is required to justify that the modified meal is "reimbursable", as defined by federal guidelines, and to ensure any meal modifications meet nutrition standards that are medically appropriate for the student.

Student Enrollment Information

Required Enrollment documents

In order for your child to be officially enrolled in Yellowstone College Prep there are some specific documents that must be collected prior to their first day of attendance.

1. Official Birth Certificate (*original*)
2. Social Security Card (*original*)
3. Proof of Residence (*recent within the last 6 months*)
4. Complete immunization records
5. Parent/Guardian ID or Driver's License
6. Final Report Card with Promotion Status
7. Most recent STAAR scores

These documents must be provided to the Registrar in order for your child to be enrolled and receive a schedule prior to the first day of attendance. There are also required forms that should be completed online in Skyward. Failure to provide this documentation means that the child's file is incomplete and they will not be allowed to start school until they are in compliance.

Maintenance of Student Information

Throughout the school year it is very important that we keep our records up to date. There are many situations that cause parental contact by phone, email or mail. We must maintain accurate contact information for all students in the event of an emergency. **If there are changes to your phone number or address, please contact the front office as soon as possible. If your address has changed, you will need to submit a new proof of residency.** Also, make sure that **we have at least 2 emergency contacts** with accurate phone numbers and addresses in the event that we can't reach you.

Immunizations

- Under Texas law, all children are required to follow the state's vaccine requirements each year before enrolling in school.
- A medical exemption statement stating that vaccines would be medically harmful or injurious to the health and well-being of the child can be submitted.
- Claiming an exclusion for reasons of conscience, including a religious belief, the child's parent, legal guardian, or a student 18 years of age or older must present to the school or child-care facility a completed, signed and notarized affidavit on a form provided by the department stating that the child's parent, legal guardian, or the student declines vaccinations for reasons of conscience, including because of the person's religious beliefs.
- The form must be submitted to the school within 90 days from the date it is notarized. The affidavit will be valid for a two-year period from the date of notarization. A child or student who has not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the state's education commissioner.
- Forms must be requested directly from the Texas Department of State Health Services and submitted prior to the first day the student attends school.

All immunization records are reviewed by the school nurse to determine if students are in compliance. You will receive written notice if there are missing immunizations and you will be given a deadline to provide an updated immunization record. If you fail to provide updated immunization records to show your child is in compliance, we can exclude them from school until they have received their vaccinations. All immunization records are reviewed annually by the state to ensure they are in compliance with state law.

Requests for Withdrawal

Parents can request a withdrawal through the Registrar either by completing the *Record Request* form located on the Yellowstone College Prep website. **You must give 24-48 hours to complete that request.** Parents/Guardians are the only people allowed to request and sign withdrawal paperwork. Please make sure you have your ID and are prepared to speak with an Administrator once you have submitted a withdrawal request.

Request for Student Documents

Any request for student documents (report cards, transcripts, immunization records, test scores etc.) by completing the *Record Request* form located on the Yellowstone College Prep website. You must allow 24-48 hours for that request to be filled. You can come to pick up the documents from the front office..

Skyward Account

Skyward is our primary student management system and it is imperative that **all** parents have registered for their Skyward account. The link to Skyward is located on our website: www.yellowstonecollegeprep.org under *Parents*. The following information is easily obtainable through your Skyward account:

1. Your child's grades and assignments
2. Attendance and Tardy information
3. Campus updates
4. Behavior updates
5. Report Card
6. Schedule

There is also a Skyward App that you can download on your smartphones. We want our parents to stay connected and engaged with what is happening on campus and in the classrooms. This is a tool that you can use to get the information you need.

Front Office Procedures

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.

RAPTOR System

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. 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.

Front Office Decorum/Campus Access

- Refrain from holding cell phone conversations in the front office area.
- If waiting to pick up a student, wait in the front office, not in the hallway area.
- All school visitors must provide a valid form of identification.
- Demonstrate the highest standards of courtesy and conduct to our staff and each other.
- Do not engage in behavior that disrupts the conduct of classes, the school environment, or school activities. Threatening, abusive, or vulgar language towards faculty, students, or staff is not acceptable.

The Superintendent, Principal, or Administrator has the authority to request any disruptive parent or visitor to leave the campus. In extreme circumstances, the law does permit the Superintendent, Principal, or Administrator to bar a person from returning to the campus. If necessary, a written notice will be provided to parents regarding prohibited campus access.

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:

- Clothing should be appropriate for a public setting with children
- Pants should be worn above the waist
- Dresses, Shorts, Skirts, Skorts should be mid-thigh, near knee length
- Shirts should have sleeves and free of vulgar language or derogatory images
- All undergarments should be covered and not visible

Volunteers

There are many opportunities for volunteers to serve at Yellowstone College Prep. We appreciate 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.

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RTI). The implementation of RTI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parents may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the

evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Mrs. Griffin

Phone Number: 713-741-8000

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Mrs. Griffin

Phone Number: 713-741-8000

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

Family and Student Hand Book Acknowledgement and Receipt

Please initial next to each statement:

- _____ I have received a copy of the *YCP school calendar*.
- _____ I have read and understand the *Academic Honor Code*.
- _____ I have read and understand the *Attendance and Tardy Policy*.
- _____ I have read and understand the *Promotion Standards*.
- _____ I have read and understand the *Discipline and Expulsion Policy*.
- _____ I have read and understand the *Dress Code Policy*.
- _____ I have read and understand the *Transportation Policy*.
- _____ I have read and understand the *Front Office Procedures*.

Student Name: _____ Grade: _____

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 academic and disciplinary matters.

Parent Name (*print*): _____ Date: _____

Parent Signature: _____