



**YELLOWSTONE
COLLEGE PREP**

**YELLOWSTONE COLLEGE PREP
2019- 2020
FAMILY AND STUDENT HANDBOOK**



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August 2019

Yellowstone College Prep Families,

On behalf of our Board of Trustees and our faculty and staff, we want to welcome you to the 2019-20 school year! While this year marks our second year of operation, we are building on a legacy that began over fifteen years ago with Yellowstone Academy. Whether you are a former Academy family or you are new to campus, we are thrilled that you have made the choice to enroll your child at Yellowstone College Prep.

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

The Board of Trustees and School Leadership will be working alongside you to make this year a success for the entire Yellowstone family. Yellowstone has assembled an exceptional faculty and staff, with deep knowledge, experience, and passion for our mission. As a community school, you will be invited to be part of our mission in a variety of ways, along with numerous community volunteers and leaders who will all support the teaching and learning in our classrooms.

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

Sincerely,

Lionel Jellins

Chair, Board of Trustees

Ryan Dolibois

Superintendent



Yellowstone Family,

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

Deidra Lawson

Principal

Yellowstone College Prep Beliefs

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

Mission Statement

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

Core Values

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

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

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

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

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

Student Creed

At Yellowstone College Prep:

We are respectful of ourselves, our peers, adults, and the community around us. We are leaders of tomorrow who display academic and emotional intelligence. We are of good moral character and take
PRIDE in all that we do

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

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

We are....YELLOWSTONE!

Yellowstone College Prep Commitment to PRIDE Values

Teacher Commitments

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

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

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

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

Teachers are committed to exemplify professional excellence on campus.

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 each day.

We will be responsive to school communication and will initiate communication with the school.

We will track one academic goal at home that is tied to our children's success.

We will develop a healthy home habit to start and end our day with our children.

Student Commitments

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

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

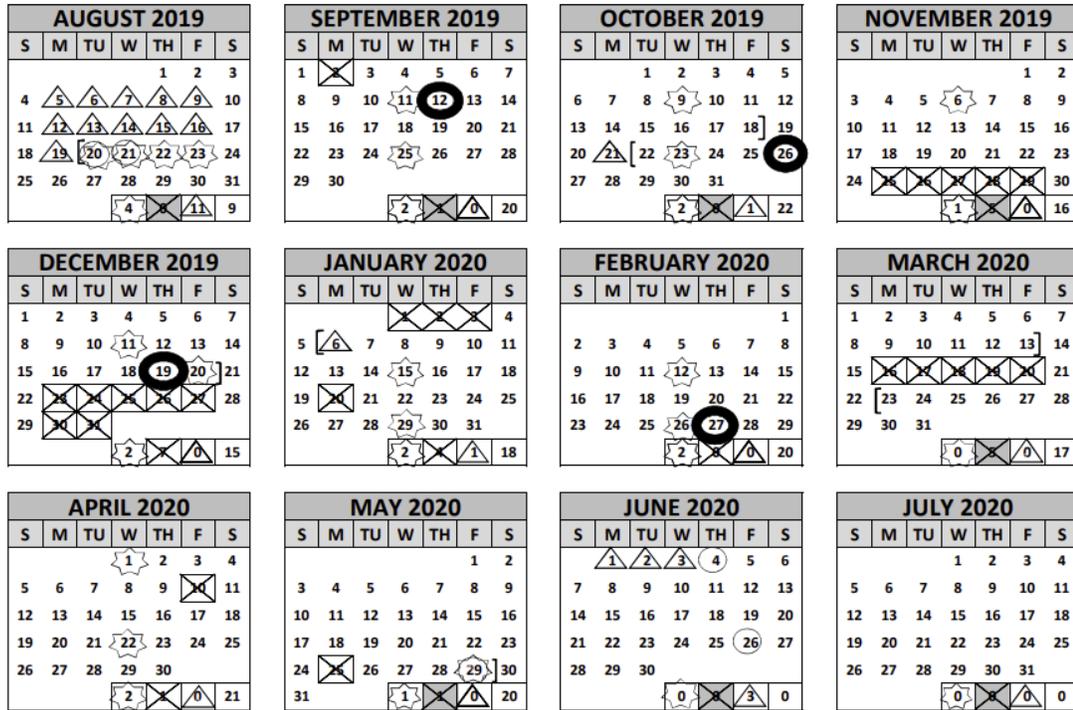
Students are committed to academic honesty and to following all of the Yellowstone College Prep rules and policies.

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

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



2019-20 SCHOOL CALENDAR: Yellowstone Academy and Yellowstone College Prep



Important Dates:

- | | |
|---|-----------------------------------|
| August 20: College Prep First Day of School | January 6: Teacher Inservice |
| August 21: Academy First Day of School | January 20: MLK Holiday |
| September 2: Labor Day Holiday | Feb 27: Black History Program |
| September 12: Parent Open House | March 16-20: Spring Break |
| October 21: Parent/Teacher Conferences | April 10: Good Friday Holiday |
| October 26: Community Day of Service | May 25: Memorial Day Holiday |
| Nov. 25-29: Thanksgiving Break | May 29: Last Day of School |
| Dec. 19: Holiday Program | June 1-3: Teacher Inservice |
| Dec. 23-Jan.3: Winter Break | June 4-June 26: YCP Summer School |

	FIRST/LAST DAYS (Aug 20/21 & May 29)	LEGEND FOR SYMBOLS		24 SCHOOL HOLIDAYS
	SPECIAL EVENTS	[Beginning of Grading Period		16 TEACHER INSERVICE DAYS
	178 SCHOOL DAYS] End of Grading Period		18 EARLY RELEASE DAYS

Parent Engagement Programming

August	Parent Orientation	August 15 th and August 17 th
September	Open House	Thursday, September 12 th
October	Community Day of Service	Saturday, October 26 th
November	Yellowstone Family Lunch	Thursday, November 14 th
December	Christmas Program	Thursday, December 19 th
February	Black History Program	Thursday, February 27 th
May	Lemonade Day	Friday May 1 st
May	End of Year Awards	Thursday, May 28 th

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

Parent Academy

The goal is to create and provide a Parent Academy that will bring together Yellowstone staff, parents, and the community as equal partners in the education of Yellowstone students. These sessions will occur in the evening, and include childcare, transportation, and dinner. The sessions will be facilitated by our Director of Campus Services, Damon Gunn, and include campus staff based on the session topic. The Parent Academy is based on framework that will create a community in which parents and teachers collaborate to transform students' educational environment, both at home and at school, so that all students can achieve their highest potential. Participants will explore how to succeed at Yellowstone, the importance of building relationships with school staff, and supporting students at home.

Dates	Topic
September 26th	Welcome to Parent Academy & Home School Collaboration
October 24th	Motivation & Self Esteem (Elementary)
November 14th	Motivation & Self Esteem (Middle)
January 16th	Communication & Discipline (Elementary)
February 20 th	Communication & Discipline (Middle)
March 26 th	How the School System Functions & Road to College (Elementary)
April 23rd	How the School System Functions & Road to College (Middle)

Campus Wide Events

Parents, when participating in on-campus events, it is important that we maintain the excellence of our school environment. Please adhere to the following:

- Refrain from taking phone calls during the event. (*hallways and other private areas are available*)

- Refrain from holding conversations during times where faculty, staff, students, or other presenters are speaking.
- Set an example of audience decorum for our scholars.

Uniform Policy and Dress Code

All YCP items can be purchased through our provider's website: www.kaleidoscopeuniforms.com.

	Yellowstone College Prep
<p>Tops All tops are to have the Yellowstone logo properly adhered to the top left chest area of the shirt.</p> <p>Students can wear solid color undershirts or long-sleeved shirts under their school shirt.</p> <p>*We suggest that shirts are hip length as halter tops will be prohibited.*</p>	<p>Navy Blue, Goldenrod Yellow or White polo-style shirt White Oxford-style dress shirt (<i>Required for Mandays</i>) PRIDE crew neck sweatshirts Yellowstone Spirit Shirt (<i>Fridays only</i>) College Shirt (<i>Fridays only</i>)</p>
<p>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. **Skirts, skorts or shorts must come to a minimum length of just above the knee. Solid color leggings, tights, or knee high socks are permitted as under layers</p>	<p>NAVY OR KHAKI IN COLOR (Black pants are prohibited) Pants Capris Skort* Skirt* Dresses*</p>
<p>Shoes Heelys, crocks, high heels, sandals, slides, houses shoes, slippers, flip flops and similar footwear are unsafe and not allowed.</p> <p>Crocs, Slides, or Flip-Flops are prohibited</p>	<p>Must be closed toe and closed heel Must not have a heel greater than 1 inch</p>
<p>Outerwear Non-Yellowstone outerwear must be solid navy in color and free from writing or designs.</p>	<p>Yellowstone Crew Neck Solid Navy Jackets or Crew Neck Sweatshirts</p> <p>All other outerwear must be removed upon entering the building. Failure to do so could result in disciplinary consequences.</p>
<p>Headgear</p>	<p>Religious Scarfs Headbands/Sweatbands *No bandannas*</p>
<p>Accessories and other</p>	<p>Extreme hairstyles are prohibited Excessive jewelry is not allowed Body piercings other than earrings are not allowed</p>

Failure for students to be in dress code is considered a Level One offense and are subject to level one consequences. Administration reserves the right to determine if a student is in compliance with the dress code.

Below you will find a visual representation of the dress expectations for students on a daily basis.

	Yellowstone Academy	Yellowstone College Prep
Monday	 <p>Peter Pan Blouse/Short Sleeve Oxford</p> <p>Uniform pants/shorts/skirt/dress</p>	 <p>Long/Short Sleeve Oxford</p> <p>Uniform pants/shorts/skirt/dress</p>
Tuesday - Thursday	 <p>Light blue/gold polo style shirt</p> <p>Uniform pants/shorts/skirt/dress</p>	 <p>Navy blue/gold polo style shirt</p> <p>Uniform pants/shorts/skirt/dress</p>
Friday	 <p>Uniform/Yellowstone spirit/College shirt</p> <p>Jeans</p>	 <p>Uniform/Yellowstone spirit/College shirt</p> <p>Jeans</p>

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:

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

At Home Supplies

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

- Writing utensils (pens 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 to communicate with our families as it regards to upcoming events, school closures, assignment reminders or transportation delays. It is required that all parents subscribe to this service. **Text @7dkca4 to 81010.**

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

Community Binder Community binders will be provided to each student. Binders will be used for students to record homework assignments, record important dates, establish action plans, and monitor goal setting.

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

Behavior Reports YCP students may have behavior comments noted in their Stone Keeper Binder. Disciplinary actions will be communicated via SKYWARD. Parents must sign up for this notification. Students must bring their Stone Keeper binder

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

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

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

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

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

PRIDE Buck Card: Students will receive a behavior tracker every month. This tracker will allow parents to view a snap shot of the students' behavior either positive or negative.

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 2 business days.)
- Step 3: Reach out to your child's Dean. Email is the best method. (You should expect a response within 1 business day.)
- 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 1 business day.)

Teacher Responsiveness

We encourage open communication throughout the school year. Please know that 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. Secondary to this, they are to provide excellent instruction in a safe learning environment. Please know that 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, voicemail, Class Dojo etc. 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 Dean.

Administrator Responsiveness

Administrators will try their best to be available to parents as needed. Please understand our ultimate priority is student safety and supervision. Secondary to this, we are ensuring all students are receiving an excellent education in a stellar learning environment. Administrators are not available between the hours of 7:30 a.m. and 8:30 a.m. or 3:30 p.m.-4:15 p.m. If you have a concern that needs immediate attention, you may leave a message via voicemail, in person, or through email. The expectation of administrators is that all parent concerns are addressed within 24 hours. If at any time this presents a concern, please email our Office Manager at kbrisbane@yellowstoneschools.org

Question/Concern	Staff Contact
Enrollment documents, Withdrawals, Request for Records, Attendance	Ms. Hope
Food services, Transportation, New student admissions, Returning student re-enrollment	Mr. Gunn
Special Education services	Mrs. Guion
Academic Concerns	Ms. Farris
Social/emotional concerns, Family resources, Counseling services	Mrs. Kerr and Ms. Lewis
STAAR Test information	Ms. Lewis
Student discipline	Mr. Bass and Mr. Johnson
Athletics, Practices	Coach Davis, Coach Reed or Mr. Johnson

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: shope@yellowstoneschools.org.

A Day in the Life Components- Yellowstone College Prep

Daily	Weekly	Monthly	Quarterly/ Intermittently
<p>Morning Routine Morning Song Welcome Announcements Mindfulness Community Circle Commitments Creed</p>	<p>Monday Kick-Off Motivation videos Character Development Study Habits Current Events Community Leadership</p>	<p>Perfect Attendance and Zero Hero Awards YCP will recognize students who have monthly perfect attendance and students who have not earned any behavior referrals for the month.</p>	<p>Honors Roll Celebration Every quarter, students will be awarded Honor Roll and Perfect Attendance certificates along with other trinkets.</p>
<p>Mindfulness Students will recite positive affirmations and participate in meditation to get their day started. Students will make daily commitments.</p>	<p>House Meetings Community Building School Culture School Family Activities Community Circles Family and House History</p>	<p>PRIDE Value Awards During Friday House Meetings PRIDE Recognition</p>	<p>. Book Club</p>
<p>Advisory Team Building Community Building Relationship Building Socio-Emotional Support Study Habits Check Commitment Reviews</p>	<p>LEAD</p>	<p>Brotherhood/Leading Ladies</p>	<p>PBL Showcases</p>
		<p>Genius Hour Study Hall Data Conversations Tutorials/Enrichment PBL Work PBL Presentations</p>	

Academic Honor Code

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

THE CODE

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

Examples of cheating include, but are not limited to:

Copying another person's work.

Allowing another student to copy his/her work.

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

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

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

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

Examples of plagiarism include, but are not limited to:

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

Using any translation tool on a world language assignment.

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

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
<ul style="list-style-type: none">• Copying student work or allowing another student to copy his or her work.	<ul style="list-style-type: none">• Teacher conference with parent and student.• Reduced or no credit for assignment
<ul style="list-style-type: none">• Completing another student's work for them.	<ul style="list-style-type: none">• Office Referral• Reduced or no credit for assignment
<ul style="list-style-type: none">• Communication of any kind during a test or quiz.	<ul style="list-style-type: none">• Alternative Assignment• Reduced or no credit for assignment

<ul style="list-style-type: none"> • Sharing or receiving questions/answers to items included on anything entered as a test or quiz grade. 	<ul style="list-style-type: none"> • Teacher conference with parent and student. • Reduced or no credit for assignment
<ul style="list-style-type: none"> • Accessing information during a test or quiz using any electronic device or written source. 	<ul style="list-style-type: none"> • Reduced or no credit for assignment
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Family Administrative Meeting (with Dean) • Reduced or no credit for assignment

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

Teachers are expected to:

- Provide meaningful assignments that reinforce classroom learning and provide meaningful practice towards mastery of Texas Essential Knowledge and Skills and concepts taught
- Create authentic assessments that accurately measure the student's mastery of skills and concepts taught
- Assign homework that provides extended practice of previously taught skills and that can be completed in a reasonable period of time based on the student's age and grade level
- Provide student and parents with required weekly homework on the first instructional day of the week

- Send graded work home for parent acknowledgement and student discussion
- Consider age and grade level appropriate time requirements and access to resources when assigning extended projects and long-term assignments
- Follow grading and reporting timelines/procedures, and seek assistance for clarification from administration.
- Provide students with a rubric for long term projects or alternative assignments when the assignment is given.
- Inform students of content covered on all major assessments.
- Be available to students during designated tutorial times or by agreed appointment arranged by the student or parent.

Assessments

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

Written Tests

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

Performance Assessments

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

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

Alternative Assessments/Labs

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

Project Based Learning Assignments/Research Papers/Long Term Projects

Research papers or projects are lengthy class and/or homework assignments that may take several weeks to complete. These projects and research papers must be included in the course syllabus and the due date must be stated in the syllabus. Projects may be assigned individually or to a group of students. The instructor will provide a rubric to the student that explains how the project or paper will

be assessed. A timeline of due dates will be included. Special projects, research papers, or other long term assignments are due on or before the due date stated in the syllabus. Students who are absent on the due date, including school business absences, must meet the stated deadline. Any exceptions for the late projects must be approved by the 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 Academy curriculum.

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

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

Homework

Yellowstone College Prep endorses homework as a valued extension of learning beyond the classroom and an integral part of the instructional program. Homework is a necessary part of the instructional process that may or may not begin in the classroom and extend into time outside of the regular class time. All students in all classes will receive homework assignments in weekly increments.

Teachers will provide weekly homework assignments on the first instructional day of each week. On RARE occasions, students will be required to complete assignments that are a continuation of classwork.

Purpose

To be effective, homework should:

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

Practical Considerations

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

Short Term Assignments

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

- Reinforce concepts and skills learned in class.
- Provide non-guided practice for newly learned skills.
- Allow make-up work because of absence.

- Review material in preparation for tests and other class work.
- Complete work begun in class.

Long-Term Assignments/Projects

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

- Extend in-depth learning beyond the classroom.
- Learn to organize and schedule independent work over time.
- Explore individual interests and needs.
- Integrate skills and concepts in new and different ways.
- 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 weekly in each class. Assignments should be appropriate to the developmental and ability levels of the student. Homework should be reasonable in terms of student time and available resources. Assignments should be made with consideration given to a student's total schedule and should be coordinated across subject areas at each school to avoid overloading students at any particular time.

Parents should expect their child to spend:

1 hour per subject a week if they are in 5th- 7th grade

75 minutes per subject a week if they are in 8th and 9th 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. *In addition, teachers must take a minimum of three (3) Major Grades per quarterly grading period (this includes the nine-week test/assessment).* No single grade may count for more than 10% of a total class grade per quarter. Science teachers must take a minimum of (3) Lab grades per quarterly grading period. Graded papers will be returned to students on Wednesdays.

Percentage of Grades Used for Reporting Purposes

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

Academic and Core

Electives

Grades/Classwork-50%

Assessments - 35%

Homework - 15%

Fine Arts and Physical

Education

Daily Grades/Classwork –
65%

Assessments - 35%

Maximum Weight of a Grade

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

Make Up Work (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 reasonable time to make up tests and other missed assignments.

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

If a student does not complete the work assigned after the allotted number of days has passed, the actual grade will be recorded in the grade book. Parents can email the teacher to request work be sent home with 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*
- 6-10 days late Maximum Grade of a 70*

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

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

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

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

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

Corrections

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

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

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

- 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 instruction to these TEKS.

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

Yellowstone College Prep utilizes ongoing mastery assessment to determine which students are in need of remediation and instructional intervention (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 70 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 a 70.

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

Final Grade of 65 or below

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

Promotion Requirements

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

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

Transfer Grades

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

ALL STUDENTS MUST HAVE SUFFICIENT ATTENDANCE TO BE CONSIDERED FOR PROMOTION.

Sufficient attendance requires you be in attendance at least 90% of the days school is in session. There is not a differentiator between excused and unexcused absences for this criterion.

Attendance Policy

At Yellowstone College Prep, we believe that students have to be present to learn. Our school wide 2019-2020 attendance goal is 95% for the year.

Logistics	Time	Notes
Doors Open	7:15 am	This is the earliest students can arrive to campus.
Breakfast Served	7:15 am - 7:45 am	Students can eat a nutritious breakfast.
Tardy Bell	7:45 am	Students are considered tardy to school after this time.
Tardy Sign-In	8:00 am	Students that arrive at 8:00 or later must report to the front office and be signed in by a parent/guardian.
Early Dismissal Cut-Off	10:00am	To protect our dismissal procedure and policy, students will not be released from campus after this time.
Transportation Changes	1:00 pm	To ensure student safety and time management, all transportation changes must be in writing. See <i>Transportation Policy for details.</i>
Early Pick Up Cut-Off	2:00 pm	To protect our dismissal procedure and policy, students will not be released from campus after these times.
Dismissal	3:45 pm	This will be our regular dismissal time for students every day except for days notated as early dismissal. Students should immediately clear the campus. Campus includes playground, the neighborhood park, and any location that is in 300 yards or 1000 feet of the school. They should report to their bus, car or afterschool activities.

Early Release	1:00 pm	This will be the dismissal time for days notated as "Early Release" on the school calendar.
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ADA Time

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

Excused Absences

Students returning from an absence must bring a written note from a parent/guardian or physician validating the reason for the absence, WITHIN THREE (3) DAYS, to the Attendance Office to record the absence as EXCUSED. There is not a 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 8:00am must be signed in by a parent/guardian.

- 3rd tardy to school: School contacts parent
- 5th tardy to school: Administrator schedules a parent conference

CONSEQUENCES FOR ARRIVING LATE TO CLASS (within a month)

- 1st tardy to class: Skyward notice to parent, student/teacher conference
- 3rd tardy to class: Skyward email and lunch detention
- 5th tardy to class: Administrator contacts parent and student is assigned ISS

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

Attendance Review Committee

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

Appeal

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

All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons will be considered days of attendance for this purpose. A transfer or migrant student begins to accumulate absences only after he or she has enrolled in Yellowstone College Prep. For a student transferring into Yellowstone College Prep after school begins, only those absences after enrollment will be considered. In reaching a decision about the student's absences, the committee will attempt to ensure that it is in the best interest of the student. The committee will consider the acceptability and authenticity of documented reasons for the student's absences. The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control. The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject. The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

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

Yellowstone College Prep shall initiate truancy prevention measures under Education Code 25.0915 on a student, if the student fails to attend school without excuse on three or more days or parts of days within a four-week period, but does not fail to attend school for the time specified above.

Yellowstone College Prep shall notify a student's parents in writing at the beginning of the school year that, if a student is absent from school on ten or more days or parts of days within a six-month period in the same school year, the student's parent is subject to prosecution under Education Code 25.093; and the student is subject to referral to a truancy court for truant conduct under Family Code 65.003(a).

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

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

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

YCP Culture and Community Policy

School House System

Yellowstone College Prep will implement school wide house system to promote community and collaboration among our students. Students will be assigned to houses by grade level.

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

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

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

Each house is responsible for planning and executing a community service event with the help of the house faculty/staff members. This community service project should be one that helps beautify the school, enhance the Yellowstone College Prep community, serve or help Yellowstone College Prep.

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 Academy property. If you are found to be intoxicated, you will be asked to leave the premises.

Drug-Free Zone

To provide a safe drug-free environment for students and employees, Yellowstone College Prep prohibits drugs and/or control substances on Yellowstone College Prep property at any time, and at

all school-sanctioned activities occurring on or off Yellowstone College Prep property.

A person commits a criminal offense, if the person knowingly or intentionally possesses a controlled substance:

In, on, or within 1,000 feet of any real property that is owned, rented, or leased to Yellowstone College Prep or a playground; or on a school bus. If you are found to be under the influence, you will be asked to leave the premises.

Cell Phone Use

If you feel it necessary to send your student to school with a cell phone, it is to be turned off (not silent) and not visible upon entering school grounds. Students who violate this policy will be disciplined per the Student Code of Conduct as a Level 1 offense.

Use of cell phones, smart watches, or any other communication devices during the school day is prohibited. Students who violate this policy will be disciplined per the Student Code of Conduct as a Level 2 Offense. Consequences may include:

- Assignment of detention
- Confiscation of phone to be returned only to a parent/guardian after school (4:15pm- 4:30pm)
- **The parent will have to pay \$15.00 to retrieve the phone every time the phone is confiscated.**

Bullying

Bullying is unwanted, aggressive behavior among school aged children 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 – in order 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 Dean, Counselor, or 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 Dean of Students, Counselor, or 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 engages in bullying will have the option of meeting with our counselor or 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 students will not be allowed to participate in any extracurricular activity for the following week. Extracurricular activities include but 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
- ZAP for homework
- 2 or more discipline incidents

Enforcement

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

Levels of Offenses/Overview

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

Level of Offense:	Description	Acts of Misconducts, but not limited to:
Level 1: Violation of Classroom Rules	Offenses that generally occur in the classroom and are corrected by the teacher.	<ul style="list-style-type: none"> • Violations of rules or procedures established by the teacher • Failure to participate in classroom activities • Unexcused tardiness to class • Failure to bring required classroom materials or assigned work to class • General misbehavior such as eating in class (this includes gum), horseplay, excessive talking • Violating campus dress codes • Any other act that disrupts the classroom or interrupts the operation of the class • Failure to deliver or return written communications between home and school • Disruptive or noncompliant behavior on a school bus or at a school bus stop • Disclosure or sharing of individual computer-account passwords • Excessive talking during classroom instruction
Level 2: Administrative Interventions	Offenses that are more serious in nature or a continuance of Level I misconduct.	<ul style="list-style-type: none"> • Repeated violation of classroom or transportation rules under Level 1 • Cheating, plagiarism, or copying the work of other students which includes failure to comply with test security procedures and use of cell phones, smart watches, and electronic devices during testing • Leaving the classroom or school grounds without the permission of school personnel • Cutting class or skipping school • Use of extremely disrespectful or vulgar language toward a staff member or volunteer • 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 style="text-align: center;">Level 3: Suspension</p>	<p>Offenses that seriously disrupt the educational process in the classroom, in the school, and/or at school-related activities, or repeated instances of Level I, II, or III misconduct. A finding that a student has engaged in a Level III offense may constitute a serious offense.</p>	<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 • “Sexting” or using a cell phone or other personal communication device to send text or email messages or possessing text or email messages containing images reasonably interpreted as indecent or sexually suggestive while at school or at a school-related function • Misdemeanor extortion, which is defined as obtaining money or information from another by coercion or intimidation of a value less than \$1,500 • Possession or use of any prescription or nonprescription drug, medicine, vitamins, or other chemical in violation of the Guidelines for Dispensing Medications at School • Any other acts of serious misconduct that disrupt the school environment in the classroom, on a school bus, and/or in school • 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 endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization or general classification of students whose members are or include other students. • Assisting directly or indirectly with the promotion of any behavior prohibited by this Code of Student Conduct.
<p style="text-align: center;">Level 4: Expulsion</p>	<p>Criminal offenses as defined in Level IV. This may include any felony, whether school-related or not, unless it is one for which expulsion is required. A finding that a student has engaged in an offense listed under Level IV constitutes a finding that the student has engaged in serious misbehavior.</p>	<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 • Selling, giving, delivering to another person, possessing, using, or being under the influence of an alcoholic beverage. • Engaging in conduct that contains the elements of an offense relating to an abusable volatile chemical or possession of inhalant paraphernalia • Engaging in assault, which is defined as intentionally, knowingly, or recklessly causing bodily injury to a staff member or volunteer.

		<ul style="list-style-type: none"> • Engaging in conduct that contains the elements of deadly conduct. • Possession of a firearm on or off school property and not 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. • 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 designated area during their lunch period. While in Lunch detention, students will receive their lunch and silently complete a behavior reflection. The behavior coordinator will be responsible for contacting parents, to inform them of the lunch detention, teachers are responsible for contacting parents via phone as it regards to specific behavior concerns.

After school Detention:

A consequence used as an intervention for repeated Level 1 and some Level 2 misbehaviors. The day and time of after school suspension will be announced. Students will be directed to sit silently during the duration of after school detention. The behavior coordinator will be responsible for contacting parents to inform them of the detention issued. It will be 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 Behavior Coordinator will contact the parent to schedule a parent meeting at their convenience.

Reverse Suspension

Students who demonstrate repeated Level II or III Offenses may receive Out of School Suspension (OSS) as a consequence. In lieu of OSS, the administration may offer the opportunity for a reverse suspension.

Reverse suspension requires a parent/legal guardian to attend school with their student for the length of the entire school day (7:30am- 3:45pm). Parents/Legal Guardians are required to sign in and out for the day and attend every class for which their student is enrolled.

The parent/guardian must always sit next to their child and refrain from using electronics/technology in the classroom. When attending PE, parents/guardians are permitted to stand to the side as not to interfere with the physical activity of the class. Just like OSS, if a student is involved in school clubs or sports, they are not permitted to attend their extracurricular activity for the day of the assigned Reverse Suspension.

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 out of 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. Families should anticipate this process taking place between 8:30 a.m. and 9:00 a.m.

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 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/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 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 be 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 request.

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.**

Arrival/Dismissal Procedures for Yellowstone College Prep

	Arrival	Dismissal
	<p>No supervision before 7:15 a.m.</p> <p>Breakfast is served between 7:20 a.m. and 7:50 a.m only.</p> <p>Students arriving after 7:55 a.m. must be signed in by a parent/guardian in the main office.</p>	<p>Our front office is closed between 3:15 p.m. and 4:15 p.m. to ensure a safe and secure dismissal process.</p> <p>Unless otherwise communicated, student supervision should not be assumed in any manner after school dismissal time.</p> <p>DISMISSAL DECALS are required in the Parent Pick Up Lane or Walk Up Pick Up Lane.</p>
Walkers	<p>Students will enter through the gates on Hadley and report to the cafeteria.</p> <p>Students enter the cafeteria and follow morning procedures.</p>	<p>Walkers are the first to be dismissed. Students walking home must leave campus promptly upon dismissal. They should clear the campus by 3:50 p.m. Students are not to congregate on the campus to wait on others.</p> <p>If a student must pick up a younger sibling, they will do so on the corner of TRULLEY and BRILEY.</p>
Parent Drop Off Parent Pick Up (car or walk up)	<p>Parents should drop students off at the gate on Hadley.</p> <p>Students enter the cafeteria and follow morning procedures.</p>	<p>Car pick up takes place on TRULLEY STREET only. TRULLEY will be conducted as a ONE WAY STREET during dismissal.</p> <p>There should be no personal vehicles on Briley or Hadley. Families attempting to pick up from other areas of the campus are subject to trespassing tickets</p> <p>Parents are TO REMAIN IN THEIR VEHICLES in the parent pick up lane. Vehicles left unattended are subject to being ticketed.</p> <p>Walk Up pick up takes place on the corner of TRULLEY and BRILEY.</p> <p>Families attempting to pick up from other areas of the campus are subject to trespassing tickets.</p>
Bus Riders	<p>Bus riders will be escorted into the cafeteria by transportation staff. Students enter the cafeteria and follow morning procedures.</p>	<p>Bus riders are the first to be dismissed at 3:45 p.m. Students are to report directly to your assigned bus by 3:50 p.m. All busses will leave campus at 3:55 p.m. Students not on the bus will be required to contact another mode of transportation.</p>

Food Services

Meal Charge Policy 2019-2020

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 Academy and Yellowstone College Prep do 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 dietary needs form 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
- Parent must complete 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 office manager.
- The office manager 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 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 3 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 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 for 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 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 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 with are in compliance with state law.

Requests for Withdrawal

Parents can request a withdrawal through the Registrar either in by completing the *Record Request* form located in the front office. **You must give her 24- 48 hours to complete that request.** Parent/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.) must be submitted to the Registrar. You must allow 24-48 hours for that request be filled. You can come to pick up the documents from the front office or they can be sent home with your child.

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 or Principal has the authority to request any disruptive parent or visitor to leave the campus. In extreme circumstances, the law does permit the Superintendent or Principal 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!
- No headwear unless it is a religious garment
- 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 so much the efforts of parent, grandparent and community member volunteers that are willing to serve our district and students. Volunteers are required to follow our Visitor Policy, in addition to giving some additional information, during the initial check-in process.

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 parent 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: Meghan Guion

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: Meghan Guion

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: _____