



YELLOWSTONE ACADEMY
2019- 2020
FAMILY AND STUDENT HANDBOOK

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August 2019

Yellowstone Academy Families,

On behalf of our Board of Trustees and our faculty and staff, we want to welcome you to the 2019-20 school year! This year marks our 17th year of school operation. Whether this is your first year with us or you are a returning family, we are thrilled that you have made the choice to enroll your child at Yellowstone Academy.

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 the best year yet 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 blessed to have you as part of the Yellowstone family and we look forward to all that we will accomplish together this year.

Sincerely,

Brad Childers

Chair, Board of Trustees

Ryan Dolibois

Executive Director



Yellowstone Family,

It is my honor to serve as the principal for Yellowstone Academy. 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



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

Yellowstone Academy 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 Pledge

As a Yellowstone Lion I pledge to make positive and responsible choices while respecting myself and others.

I am determined to do my personal best and live life with purpose and integrity.

Today, I will learn more so that I can be more.

Today, I will strive for excellence with the help of God. Lions, PRIDE!

Yellowstone Academy 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 Academy, 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 Academy and maintaining a safe learning environment.

Students are committed to academic honesty and to following all of the Yellowstone Academy 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.

Parent Engagement Programming

August	Meet the Teacher	August 16 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	Wednesday, May 27 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 YA items can be purchased through our provider's website: www.kaleidoscopeuniforms.com.

	Yellowstone Academy
<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>Light Blue, Navy or Goldenrod Yellow polo-style shirt (Previously purchased white shirts may be worn) White Oxford-style dress shirt (<i>required for Mondays</i>) Yellowstone Sweatshirt Yellowstone Spirit T-shirt (<i>Fridays only</i>) College Shirt (<i>Fridays only</i>)</p>
<p>Bottoms Uniform-style bottoms of appropriate material (khaki dress) are found in the uniform section of all local stores. Bottoms are worn at the waist. Belts are to be worn if belt loops are present Jean, spandex, and sweat suit style material are not allowed. Pants should be free of embellishments, tears, or holes. **Skirts, skorts or shorts must come to a minimum length of just above the knee. Solid color leggings, tights, or knee high socks are permitted as under layers</p>	<p>NAVY OR KHAKI IN COLOR Shorts Skorts Skirts Dresses</p>
<p>Shoes Heelys, crocks, high heels, sandals, slides, houses shoes, slippers, flip flops and similar footwear are unsafe and not allowed.</p>	<p>Must be closed toe and closed heel Must not have a heel greater than 1 inch</p>
<p>Outerwear Non-Yellowstone outerwear must be solid navy in color and free from writing or designs.</p>	<p>Solid navy colored sweatshirt Solid navy colored jacket Yellowstone Sweatshirt</p>
<p>Headgear</p>	<p>Religious Scarves Headbands Hairbands *No Bandanas/Wave Caps/Bonnets Allowed*</p>
<p>Accessories and other</p>	<p>Hairstyles and accessories which are distracting to students are not permitted. Body piercings other than earrings are not allowed.</p>
<p>To be purchased from school</p>	<p><i>Through website:</i> Shirts</p>

Failure for students to be in dress code is considered a Level One offense and are subject to Level One consequences.

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 Academy

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:

PK3	Backpack HandSanitizer Clorox Wipes Kleenex
PK4	
Kinder 1st and 2nd Grade	Backpack Pencils HandSanitizer Clorox Wipes Kleenex EXPO Dry Erase Markers
3rd and 4th Grade	Backpack Pencils 4 Composition Books 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 Academy

Remind: Yellowstone Academy utilizes Remind texting service to communicate with our families upcoming events, school closures, assignment reminders or transportation delays. It is required that all parents subscribe to this service. **Text @yacademy to 41010.**

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

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

Take Home Folders (Yellowstone Academy) Vinyl take home folders will be provided to each student. Folders will come home every night with information from the school.

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

Behavior Reports Yellowstone Academy reports will be sent home every Friday. If additional concerns present themselves, communication will be made directly with parents.

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.

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 or ClassDojo are the best methods. (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
Tuition Questions	Mrs. Cross
Food services, Transportation, New student admissions, Returning student re-enrollment	Mr. Gunn
Academic Concerns	Ms. Lapid or Mrs. Wardroup
Social/emotional concerns, Family resources, Counseling services	Mrs. Kerr
Student discipline	Mrs. Wardroup and Ms. Lapid
Athletics, Practices	Coach Davis

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 Academy

Grades PK3 - 2 Morning Routine	Students arriving before 7:30 a.m. will report to the library each morning. Assistants on duty will supervise until teachers arrive for pickup at 7:30 a.m.
Grades 3 - 4 Morning Routine	Students arriving before 7:30 a.m. will report to the art room. Assistants will supervise until teachers arrive for pickup at 7:30 a.m.
Grades PK3 - 4 Breakfast	Teachers will take students through designated breakfast pickup area and return to their classroom to eat.
Mindfulness	Teachers will model mindfulness routines with class and conduct School Family routines before Bible lesson.
Bible	Teachers will use CCFP lessons to teach weekly virtue and Bible stories. Teachers will adhere to the scope and sequence. Additional curriculum materials may be supplied by Dean(s). Teachers will close daily lesson with prayer requests and prayer.
End of Day Routine	Teachers will provide closure to students' day, share celebrations, and discuss areas of improvement for the next day. Students will gather materials for dismissal and wait for end of day song to signal transition.
Monday Chapel	Classes will report to the cafetorium at 8:10 to begin worship and chapel programming. Chapel will conclude by 8:45.
Honors Celebration	Students with perfect attendance, A/B honor roll, and A honor roll will be recognized quarterly during a designated Honors Chapel.
PRIDE Awards	Students exhibiting PRIDE values and/or CCFP virtues will be recognized quarterly during a designated Honors Chapel.
Holy Week	Teachers will share Holy Week curriculum, and classes will participate in an Easter celebration on the Thursday before Easter.
Week of Service (Date TBD)	Students will spend a week focusing on our Christian call to serve others. Each grade will learn about a charity or organization they will serve and support during Lemonade Day.
Chapel Pals	Students in Grades PK4 - 4 will be assigned a Chapel Pal. Pals will consist of one younger student and one older student. They will sit together during a designated chapel once per quarter. Chapel Pals will worship together, share prayer requests, and pray for each other.

Academic Honor Code

Yellowstone Academy 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:

- 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 Academy 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.

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:

20 minutes per subject a week if they are in Early Childhood

45 minutes per subject a week if they are in 1st through 4th 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

Early Childhood Assessment and Progress Monitoring

Pre-K

Students in Pre-K are held to the TEKS Pre-K Guidelines. These skills are assessed through an online progress monitoring system through the Children's Learning Institute called CIRCLE. CIRCLE is administered 3 times a year (beginning, middle, and end of year), and directly assesses the following skill areas:

- Letter Naming
- Letter Sounds
- Phonological Awareness
- Vocabulary
- Book & Print Awareness
- Mathematics

- Science
- Social Studies

CIRCLE also captures students’ social-emotional skills and early writing skills. A report is generated for each student after each round of assessment is completed, providing the teacher with thorough data on each student’s most and least developed skill areas. The teacher then, equipped with research-based activities, meets with students in small groups to address least developed skills. Through CIRCLE, informal assessments and ongoing observation, student progress is continually monitored, with the goal that each student will be Kinder-ready by the school years’ end.

Kinder

Students in Kinder are held to the Kindergarten TEKS and are assessed by the following: a standards-based rubric in Language Arts, Math, and Social-Emotional Skills (quarterly) TPRI Early Reading Assessment (beginning, middle and end of year) NWEA MAP Growth (beginning, middle and end of year)

The information and data generated from these assessments drive the teachers’ planning and instruction to meet the needs of the class as a whole, as well as meeting the needs of each individual student through small group and one-on-one instruction. Through these formal and informal assessments, as well as ongoing observations, student progress is continually monitored and needs are continually met through research-based activities.

Grades 1-4

Teachers shall record the minimum number of grades per quarterly grading period:

Subject:	Reading	Language Arts	Math	Science	Social Studies
Grades:	10	10	14	14	14

Teachers are required to input one grade per week per subject beginning the first full week of each grading period in order for parents to monitor student grades in Skyward. Teachers must take a minimum of two (2) major grades per quarterly grading period. Teachers are encouraged to exceed the minimum requirements for grades recorded to reflect multiple opportunities for students to demonstrate mastery of the TEKS and our curriculum. 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:

1st-4th Grade

- Daily Grades/Classwork – 70%
- Assessments - 20%
- Homework - up to but not to exceed 20%

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.

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 Academy 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 our curriculum and the state standards.

Yellowstone Academy 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 Principal for any student receiving a grade of 65 or below for the quarterly grading period. (See Grading Report)

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.

Promotion Requirements

PreK3	Students must be in the "ON TRACK" or "MONITOR" category for Phonological Awareness and Math portions of the CIRCLE Progress Monitoring Assessment <u>PreK3</u> <i>Goal: 10 HFW</i>
PreK4	Students must be in the "ON TRACK" category for Phonological Awareness and Math portions of the CIRCLE Progress Monitoring Assessment Student recognition of High Frequency Words – recognizing and reading words that appear very often in written and spoken language <u>PreK4</u> <i>Goal: 25 HFW</i>
Kinder	Students are required to score a 3 or above on the 4 th quarter Kindergarten skills-based report card in the areas of: <i>Letter Identification</i> <i>Letter Sounds</i> <i>Blending Sounds into Words</i> <i>Segmenting Words into Sound</i> Student recognition of High Frequency Words – recognizing and reading words that appear very often in written and spoken language <u>Kinder</u> <i>25 HFW</i> <i>Goal: 50 HFW</i> Students are required to score a 3 or above on the 4 th quarter Kindergarten skills-based report card in the areas of: <i>-counting to 100</i> <i>-composing and decomposing up to 10</i> <i>-patterning</i> <i>-creating and counting sets of objects</i> <i>-joining and separating manipulatives</i>

Grades 1 & 2	<ul style="list-style-type: none"> • Students must pass High Frequency Word Test – recognizing and reading words that appear very often in written and spoken language. <ul style="list-style-type: none"> ○ Grade 1 – 100 words ○ Grade 2 – 300 words • Students must perform “on grade level” according to administered reading level assessments or show adequate progress. • An average of 70 or above in reading, language arts, and mathematics
Grades 3 & 4	<ul style="list-style-type: none"> • Students must perform “on grade level” according to administered reading level assessments or show adequate progress. • Overall yearly average of 70 or above. • An average of 70 or above in English (combined average of reading and language arts) and mathematics. <p>An average of 70 or above in science or social studies.</p>

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.

Students not meeting promotion standards are retained in their CURRENT grade for the FOLLOWING school year.

Attendance Policy

At Yellowstone Academy, 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	7:30 a.m.- 8:00 a.m.	Students can eat a nutritious breakfast.
Tardy Bell	7:45 am	Students are considered tardy to school after this time.
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.
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>

Dismissal	3:45 pm	This will be our regular dismissal time for students except for days notated as early dismissal. Students should immediately clear the campus. Campus includes playground, city 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.

ADA Time

Official ADA time for Yellowstone Academy is at 9:30 a.m. Students who arrive after 9:30 am will be considered absent for the day. Students who are not in attendance at least 90% of their classes could be subject to retention, loss of credit, or affect future enrollment.

Excused Absences

Students returning from an absence must bring a written note from a parent/guardian or physician validating the reason for the absence, WITHIN THREE (3) DAYS, to the Attendance Office to record the absence as EXCUSED. No more than (3) three handwritten parent notes will be accepted for EXCUSED absences during the school year. There is not a differentiator between excused and unexcused absences. Acceptable reasons for excused student absences include:

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

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

YA Tardy/Attendance Policy

Students are considered tardy after 7:45 a.m. Students will accumulate 1 unexcused absence for every 5 tardies.

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 Academy 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 Academy prohibits alcoholic beverages on Yellowstone Academy property at any time, and at all school-sanctioned student 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 Academy prohibits drugs and/or control substances on Yellowstone Academy property at any time, and at all school-sanctioned activities occurring on or off Yellowstone Academy 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 Academy or a playground; or on a school bus.

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 detention
- Confiscation of phone to be returned only to a parent/guardian
- **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 Academy 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 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 Academy-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 Academy 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 *YA 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.

Enforcement

Yellowstone Academy personnel shall enforce this policy on Yellowstone Academy property and anywhere that Yellowstone Academy 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 4 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 • Showing excessive disrespect to teachers or other campus staff and/or repeatedly using inappropriate or foul language • 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,

		<p>knowingly, or recklessly causing bodily injury to a staff member or volunteer.</p> <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 at a school activity but within 300 feet of the school property line. • Engaging in any conduct listed under Required Expulsion off of school property and not at a school activity but within 300 feet of the school property line. • 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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Discipline Interventions

Yellowstone Academy 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 Dean 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.

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.

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.

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.

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:

- Submit a *Yellowstone Transportation Change* form. They will be available to you in the front office.
- 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.

- You may also submit the *Yellowstone Transportation Change* form by fax at 713-741-8006.
- **All change requests must be submitted by 1:00pm. No exceptions!**
- Please do not contact your child's teacher to make requests on your behalf.
- Do not call or text students on their cell phones to request transportation changes.
- **All transportation change requests must be submitted by 10:00am on Early Release Days.**

Arrival/Dismissal Procedures for Yellowstone Academy

	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 Trulley and proceed to their designated area: cafeteria or classroom or library.</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>
<p>Parent Drop Off</p> <p>Parent Pick Up (car or walk up)</p>	<p>Parents should drop students off at the gate on Trulley.</p> <p>Pre-K- 2nd grade students will report to the library.</p> <p>3rd and 4th grade will report to designated area.</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.

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.

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 (*if applicable*)

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 person or by phone. **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.yellowstoneacademy.org under *Parents*. The following information is easily obtainable through your Skyward account:

- Your child's grades and assignments
- Attendance and Tardy information
- Campus updates
- Behavior updates
- Report Card
- 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 Academy. 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 while modeling behaviors of excellence for our student body.
- 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 Executive Director or Principal has the authority to request any disruptive parent or visitor to leave the campus. In extreme circumstances, the law does permit the Executive Director 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 Academy, 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 Academy! 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.

Lunchtime Visitors

Parents are welcome to visit their child during lunch at Yellowstone Academy on Tuesdays and Thursdays only. **Lunches are closed to all visitors on Mondays, Wednesdays, and Fridays.** Parents who come to school to eat lunch will sit at the designated table with their child only. The sharing of food with other students is prohibited. We ask that parents respect the cafeteria rules and the directives of the adults on duty. In order to facilitate the timely dismissal of students from the cafeteria and to allow for tables to be prepared for the next lunch period, parents are asked to exit the cafeteria five minutes before the end of the lunch period. Parents will not be allowed to walk students back to class after lunch. If grandparents or other relatives visiting our area want to have lunch with a student, the parent/guardian must write a note in advance indicating who the special visitor(s) is and the date the visitor will be on campus for lunch, this person must also be on your child's contact list through registration.

There will be no lunch visitors for the first month of school. This will allow our campuses to make sure lunchroom procedures are understood and consistently practiced by all of our students.

Family and Student Hand Book Acknowledgement and Receipt

Please initial next to each statement:

- _____ I have received a copy of the *YA 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 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: _____