



**2018-2019
Family Handbook**

Table of Contents

Student Pledge

School Calendar

Daily Schedule

Stakeholder Commitments

Student Commitment

Parent Commitment

Teachers Commitment

Campus Academic Information

Academic Philosophy

Promotion Requirements

Assessment Information

Grading Policy

Student Success Initiative

Attendance

Culture and Community

Athletics

Acknowledgement Page

Yellowstone Academy Families,

On behalf of our Board of Trustees and our faculty and staff, we want to welcome you to the 2018-19 school year! This year marks our 16th 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. Over the past two years, we have completed nearly \$1.5 million of renovations to our campus facility, which this year includes a new Academy computer lab, new front office, a new security system, and other improvements across campus. Finally, we have continued to make Yellowstone a community school—this past year, nearly 400 community members and volunteers joined you and our team to support this mission and work.

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
Head of Schools

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 be exemplify professional excellence on this campus.

Parent Commitments

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

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

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

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

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

Student Commitments

Students are committed to following directions of the adults at Yellowstone 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.

Yellowstone Academy

Chair, Board of Trustees Brad Childers
Executive Director Ryan Dolibois

Head of Schools (Principal)	Deidra Lawson
Office Manager	Kimberlei Brisbane
Dean of Early Childhood	Allison Wardroup
Dean of Elementary	Candice Lapid
Front Desk Coordinator	Lenora Cross
Registrar	Stephanie Hope
Director of Social Work	Laura Kerr

Finance and Operations

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

Development

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

Director of Campus Services	Damon Gunn
Transportation Coordinator	Fonda Goree

Transportation

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

Instructional Staff

Early Childhood	
Jessica Cooper	<i>Lead Teacher, Pre-K3</i>
Connie Harris	<i>Instructional Assistant, Pre-K3</i>
Inaies Brown	<i>Lead Teacher, Pre-K3</i>
Era Diamond	<i>Instructional Assistant, Pre-K3</i>
Desirae Thomas	<i>Lead Teacher, Pre-K4</i>
Katherine Cullivan	<i>Instructional Assistant, Pre-K4</i>
Baily Tsuru	<i>Lead Teacher, Pre-K4</i>
Tiffany Mays	<i>Instructional Assistant, Pre-K4</i>
Rebecca Reed	<i>Lead Teacher, Kindergarten</i>
Donna Fussell	<i>Instructional Assistant, Kindergarten</i>
Itahja Shields	<i>Lead Teacher, Kindergarten</i>
Elee'ce Hollis	<i>Instructional Assistant, Kindergarten</i>
Elementary	
Alissa Minshew	<i>First</i>
Laverne Gilliam	<i>First</i>
Christina Ferrell	<i>Second</i>
Johana Iyalekhue	<i>Second</i>
Ashley Trauber	<i>Third</i>
Marlana Smith	<i>Third</i>
Debra Queen	<i>Fourth</i>
Carolyn Wiley	<i>Fourth</i>
JoAnne Hadley	<i>Instructional Assistant</i>
Michelle Lyons	<i>Instructional Assistant</i>
Tanisha Key	<i>Instructional Assistant</i>
Electives	
Cheryl Davis	<i>P.E.</i>
Taylor Morell	<i>Dance</i>
Andrea Miranda	<i>Art</i>
Tiffany Reckley	<i>Music</i>
Tanisha Key	<i>Technology</i>

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.

RESPONSIBILITIES

Students:

I promise to...

Uphold the YA Academic Honor Code by being honest myself and encouraging others to do the same,

Value learning over grades,

Take pride in myself and my work,

And understand and accept the consequences of the honor code.

Parents:

I promise to...

Actively promote and model honesty with my student,

Value learning over grades,

Actively communicate and collaborate with teachers regarding my student's learning,

And understand and accept the consequences of the honor code.

Teachers:

I promise to...

Actively promote and model honesty,

Value learning over grades,

Maintain vigilance and keep test materials secure and varied,

And adhere to the honor code.

Administrators:

I promise to...

Actively promote and model honesty,

Value learning over grades,

Maintain accurate records of honor code violations and ensure that the honor code is being applied consistently throughout the school,

And adhere to the honor code.

RESPONSES

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

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.• Completing another student's work for them.• Communication of any kind during a test or quiz.• Sharing or receiving questions/answers to items included on anything entered as a test or quiz grade.• Accessing information during a test or quiz using any electronic device or written source.• 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">• Teacher conference with parent and student.• Office Referral• Alternative Assignment• Reduced or no credit for assignment• Family Administrative Meeting (with Dean)



2018 - 2019 SCHOOL CALENDAR

<p>AUGUST 2018</p>	<p>SEPTEMBER 2018</p>	<p>OCTOBER 2018</p>	<p>NOVEMBER 2018</p>
<p>DECEMBER 2018</p>	<p>JANUARY 2019</p>	<p>FEBRUARY 2019</p>	<p>MARCH 2019</p>
<p>APRIL 2019</p>	<p>MAY 2019</p>	<p>JUNE 2019</p>	<p>JULY 2019</p>

Important Dates:

August 1-15: Teacher Inservice
August 16: First Day of School
September 3: Labor Day Holiday
October 15: Fall Holiday
October 16: Teacher Inservice
Nov. 19-23: Thanksgiving Break
Dec. 24 - Jan. 4: Christmas Break
January 7: Teacher Inservice

January 21: MLK Holiday
March 11-15: Spring Break
April 19: Easter Holiday
May 27: Memorial Day Holiday
May 31: Last Day of School
June 3-5: Teacher Inservice
June 6-July 31: Summer Break

	FIRST/LAST DAYS (Aug 15 & May 31)	LEGEND FOR SYMBOLS		25 SCHOOL HOLIDAYS
	SPECIAL EVENTS			17 TEACHER INSERVICE DAYS
	179 SCHOOL DAYS			7 EARLY RELEASE DAYS

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 8:00 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.

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 a 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.

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 Hand Sanitizer Clorox Wipes Kleenex
PK4	
Kinder	
1st and 2nd Grade	Backpack Pencils Hand Sanitizer 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, pencils, etc)
- Notebook paper
- Crayons/map colors
- Poster board/display boards (intermittently)
- Scissors
- Glue
- Rulers

Parent Engagement Programming

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

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

Curriculum

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

Grading Policies and Procedures

Roles and Responsibilities

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

Students are expected to:

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

Parents are expected to:

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

Teachers are expected to:

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

Assessments

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

Written Tests

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

Performance Assessments

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

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

Alternative Assessments/Labs

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

Project Based Learning Assignments/Research Papers/Long Term Projects

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

Daily Grades

Teachers take grades on assignments, activities, and projects completed in class that are designed to measure progress towards mastery of the TEKS and 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 occasion, students will be required to complete assignments that are a continuation of classwork.

Purpose

To be effective, homework should:

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

Practical Considerations

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

Short Term Assignments

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

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

Long-Term Assignments/Projects

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

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

Length and Difficulty of Homework

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

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

Homework should be introduced in the early grades with meaningful tasks requiring no more than a total of 15 or 20 minutes nightly in Pre-kindergarten and be increased gradually to a maximum of 45-75 minutes per subject/per week in fifth-eighth grade.

This time requirement does not include independent reading at home, which should be part of every child's daily routine. Ideally, students will read independently 20-30 minutes each evening.

Due to its importance in the overall learning process, homework is to be evaluated and may be applied to the student's grade report. This grade application is to be employed for each quarterly grading period. 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 district 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 work

o 3-5 days absent 5 days for make up work

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 to 5 days late- will be accepted, teacher policy will indicate procedure and maximum grade value

Over 5 days late- teacher discretion on acceptance

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

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

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

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

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

Transfer Grades

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

Curriculum Mastery

Mastery of Texas Essential Knowledge and Skills (TEKS)

Yellowstone 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 the district curriculum and the state standards.

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

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

Procedures for Reteaching and Reassessment

- Teachers will monitor and identify students in need of reteaching.
- Teachers will provide reteaching and intervention as necessary.
- Students will be reevaluated after reteaching has occurred.
- Re-evaluation may include, but is not limited to, oral examination, special assignments or a formal

test.

- A grade of 70 shall be the highest grade recorded on reevaluation to designate the student's mastery of the TEKS.
- These opportunities will be provided during the school day using different methods of instruction.

Required Retest/Reassess for Mastery

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

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

Intervention

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

Reasons for Acceleration

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

Occurs at the time the need is identified

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

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

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

Parent Notification of Progress

Grading reports will be sent home mid-quarter and end of quarter. If a scholar's grade was above a 70 at progress report time but falls below 70 prior to end of quarter, 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 Head of Schools for any student receiving a grade of 65 or below for the quarterly grading period. (See Grading Report)

Promotion Requirements

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

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. • An average of 70 or above in science or social studies.

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 2018-2019 attendance goal is 97% for the year.

Logistics	Time	Notes
Doors Open	7:15 am	This is the earliest students can arrive to campus.
Breakfast Served	7:25 a.m.- 7:55 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	2:30 pm	To protect our dismissal procedure and policy, students will not be released from campus after these times.
Transportation Cut-Off	2:00 pm	To ensure student safety and time management, all transportation changes need to happen before this time.
Dismissal	3:45 pm	This will be our regular dismissal time for students 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 vali-dating the reason for the absence, WITHIN THREE (3) DAYS, to the Attendance Office to record the absence as EXCUSED. No more than (3) three handwritten parent notes will be accepted for EXCUSED absences during the school year. Acceptable reasons for excused student absences include:

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

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

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

Uniform Policy and Dress Code

	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 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 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 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>School Provided</p>	<p>One light blue polo-style shirt One short-sleeved Oxford dress shirt</p>
<p>Can be purchased from school</p>	<p><i>Through website:</i> Shirts Bottoms <i>Directly from school:</i> Yellowstone logo patches</p>

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.

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.

Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off Yellowstone Academy property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

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

Standards of behavior for an extracurricular activity are independent of 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.

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

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 activities occurring on or off Yellowstone Academy property.

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.

Enforcement

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

Levels of Offenses/Overview

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

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

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

Interventions

Yellowstone 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 behavior coordinator will be responsible for contacting parents, to inform them of the lunch detention, teachers are responsible for contacting parents via phone as it regards to specific behavior concerns.

After school Detention:

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

In-School Suspension

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

Out-of-School Suspension

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

Transportation Policy

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

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

Bus Rider Expectations:

Cell Phones and other electronic devices are not permitted on the bus.

Follow the driver's directions at all times.

Enter and leave the vehicle in an orderly manner at the designated stop.

Keep feet, books, instruments cases, and other objects out of the aisle.

Not deface the vehicle or its equipment.

Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.

Not possess or use any form of tobacco, alcohol, other illegal substances on any district vehicle.

Observe all usual classroom rules.

Be seated while the vehicle is moving.

Fasten their seat belts, if available.

Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.

Follow any other rules established by the operator of the vehicle

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

Parent Responsibilities:

Parents/guardians shall always be responsible and accountable for the conduct and safety of their children prior to the arrival and after the departure of the school bus at the assigned school bus stop.

Parents/guardians should instruct their children to go directly home in the afternoons.

Have your child at the bus stop ten minutes prior to scheduled pick-up time.

Teach your child their full name, home address, and telephone number where an adult family member may be contacted in an emergency.

Review the Bus Rider Expectations with your child.

Remind students to watch for siblings at bus loading or unloading times, and encourage them to notify the bus driver of any concerns of a sibling not loading the bus, or getting off at the appropriate stop.

What if my child needs to get off at a stop other than their regularly assigned stop?

Students are only allowed to ride their assigned bus to and from their assigned bus stop to minimize the potential of hazardous situations. Any exceptions need to be made by 2:00 pm and approved by campus administration

Visitor Policy

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.

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 Head of Schools and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

Remaining in a designated place or seat

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

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

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

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

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

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

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

Volunteers

There are many opportunities for volunteers to serve at Yellowstone 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.

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:

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

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

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 adult on duty. In order to facilitate the timely dismissal of students from the cafeteria and to allow for tables to be prepared for the next lunch period, parents are asked to exit the cafeteria five minutes before the end of the lunch period. Parents will not be allowed to walk students back to class after lunch. There will be no lunch visitors for the first month of school. This will allow our campuses to make sure lunchroom procedures are understood and consistently practiced by all of our students. If grandparents or other relatives visiting our area want to have lunch with a student, the parent/guardian must write a note in advance indicating who the special visitor(s) is and the date the visitor will be on campus for lunch, this person must also be on your child's contact list through registration.

Family Hand Book Receipt and Agreement

Student Agreement:

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

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

Student Signature

Date

Parent/Guardian Agreement

Dear Parent or Guardian:

Yellowstone Academy believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all students. Please read the Family Handbook in its entirety and sign the document below to acknowledge your receipt and understanding of the handbook.

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

Print Name

Parent/Guardian Signature

Date