



YELLOWSTONE
ACADEMY

**Student & Family
Handbook
2020 - 2021**

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Welcome Letter



Yellowstone Academy Families,

On behalf of our Board of Trustees and our faculty and staff, we want to welcome you to the 2020 - 2021 school year! This year marks our 18th 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, and 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,

Candice Lapid
Principal

Clark Thompson
Chair, Board of Trustees

Ryan Dolibois
Executive Director

School Calendar



Important Dates:

August 3: New Teacher Inservice

August 4-21: Teacher Inservice

August 24: First Day of School (YCP/YA)

September 7: Labor Day Holiday

September 10: Parent Open House

October 19: Fall Holiday

October 24: Community Day of Service

Nov. 23-27: Thanksgiving Break

Dec. 17: Christmas (YA)/Winter (YCP) Program

Dec. 21-Jan.1: Winter Break

January 4: Teacher Inservice

January 18: MLK Holiday

Jan. 23 & Feb. 20: YA Admissions Testing

Feb 15: President's Day Holiday

Feb 25: Black History Program

March 15-19: Spring Break

April 2: Good Friday Holiday

June 4, 11, 18: Last Day of School (TBD)

May 31: Memorial Day Holiday

June 7-8: Teacher Inservice

June 3 - 25: YCP Summer School

July 5-9, 2021
CAMPUS CLOSED

	FIRST DAY Early Release - Aug 24-YCP & YA DAY Early Release TBD-YA & YCP	LAST		26 SCHOOL HOLIDAYS
	4 SPECIAL EVENTS	[Beginning of Grading Period		17 TEACHER INSERVICE DAYS
	178 SCHOOL DAYS] End of Grading Period		3 EARLY RELEASE DAYS

Yellowstone Academy Guiding Statements

Belief

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.

Vision

We prepare and educate ALL students with the spiritual, social-emotional, and academic skills necessary to be servant leaders and lifelong learners who contribute to their communities.

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!

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 at every opportunity, staying true to God's commands and will, doing the right thing, no matter what.

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.

Yellowstone Academy Commitment to PRIDE Values

Teachers will...

- create a positive learning environment, assume positive intent from students and colleagues, and notice positive, wanted behavior from students. Teachers will focus on student strengths and offer support when needed to ensure student success.
- be responsible for planning engaging, relevant, and rigorous lessons and activities, embracing their role in student growth and success. Teachers will be responsible for creating a safe and nurturing learning environment, addressing the whole-child's needs.
- live lives of integrity, leading by example, staying true to their personal values as well as the values and virtues best exemplified by Jesus Christ, our Lord and savior.
- with diligence and determination work to meet each student where they are and work to grow each student to their highest potential. Teachers will continuously work to improve themselves as educators, not allowing any barrier to their success and growth.
- model excellence on campus by working to the highest standards and exceeding expectations.

Parents will...

- foster a positive relationship between school and home by being responsive to school communication and assuming positive intent in interactions with staff and students.
- model responsibility to their scholars by prioritizing attendance and punctuality as well as adhering to school uniform guidelines. Parents will ensure students have the necessary supplies, and they will communicate any needs with the school for support.
- live lives of integrity, leading by example, staying true to their personal values as well as the values and virtues best exemplified by Jesus Christ, our Lord and savior.
- relentlessly advocate for their child, insisting they thrive with the appropriate supports. Parents will encourage their children to learn from mistakes, accept feedback, and use all of this to grow.
- hold themselves, their children, and our staff to the highest standards and accept nothing less than the absolute best from and for their children.

Students will...

- learn how to self-regulate their emotions and strive for positive relationships with teachers and peers. With guidance, students will practice gratitude and assume positive intent.
- do the things they are expected to do and accept the results of their actions. Students will help to keep Yellowstone Academy a safe place by making safe choices and using safe words.
- do the right thing, no matter what. Students are committed to academic honesty and following school procedures and expectations. Students will be true to God's will in their lives and to themselves.
- strive to complete good work and won't give up. Students will give their full effort, and work to overcome obstacles to become their best selves.
- constantly go above and beyond expectations and exceed high standards of behavioral and academic success.

Uniform Policy & Dress Code

Students are expected to be in uniform every day. Teachers will perform uniform checks as students arrive to class. If students are out of uniform, teachers will contact parents to bring the appropriate item for the student to wear. Students with more than three uniform infractions in a quarter will be contacted by an administrator for further clarification. Parents and students must work together to ensure proper dress code policy is followed.

Each student will receive two logo embroidered polo-style tops from Yellowstone Academy. Additional shirts may be ordered through the school by contacting Ms. Cross, or directly through our vendor at the location below. Additionally, the appropriate plain color, polo-style shirts can be taken to The Needle for embroidery only for a small fee. Contact The Needle for more information.

The Needle
 5909 Scott Street, Suite B.
 Houston, Texas 77021
 needlestores@yahoo.com
 (713) 256-7642

Tops

					
Light Blue	Navy Blue	Goldenrod Yellow	Spirit shirt (Friday only)	College shirt (Friday only)	Plain Navy Sweatshirt

- ✓ Polo-style top colors are light blue, navy blue, or goldenrod yellow.
- ✓ Polo-style tops are to have the Yellowstone logo embroidered to the top left chest area of the shirt.
- ✓ Students may wear solid color undershirts or long-sleeved shirts under their school shirt.
- ✓ On Friday only, students may wear a Yellowstone spirit or college shirt.
- ✓ Students may wear a Yellowstone provided sweatshirt or a plain navy blue sweatshirt.
- ✗ Tops with characters, branding, and other text should not be worn.
- ✗ Variations of the above color polo-style shirts should not be worn.

Bottoms

				
<p>Khaki or Navy Uniform Pants</p>	<p>Khaki or Navy Uniform Shorts</p>	<p>Khaki or Navy Uniform Skirt</p>	<p>Khaki or Navy Uniform Jumper</p>	<p>Blue Jeans (Friday only)</p>

- ✓ Uniform-style bottoms of khaki, tan, or navy in color worn at the waist with a belt if needed.
- ✓ Uniform-style khaki, tan, or navy color skirt or jumper dress which comes to a minimum length of just above the knee.
- ✓ Solid color leggings, tights, or knee high socks are permitted as under layers.
- ✓ On Friday only, students may wear plain blue jeans free of embellishments, tears, or holes.
- ✗ Denim (jeans fabric), spandex, and sweat suit style material are not allowed.

Shoes

- ✓ Must be closed toe and closed heel.
- ✗ Heelys, crocks, heels higher than one inch, slides, house shoes, slippers, flip flops, and similar footwear are unsafe and not allowed.

Outerwear

- ✓ Solid navy sweatshirt or jacket, free of writing or designs.
- ✓ Yellowstone sweatshirt.

Headwear

- ✓ Religious scarves and headbands may be worn.
- ✓ Headbands and hairbands of little distraction.
- ✗ Bandanas, wave caps, and bonnets may not be worn.

Accessories

- ✓ Body piercings other than earrings are not allowed.
- ✗ Hairstyles and accessories which are distracting to students may not be worn.

School Supplies

Each grade level will compile a list of school supplies to be purchased by families for their individual students' use. Yellowstone Academy receives supply donations which can supplement any supply needs a family may have. If you are unable to provide school supplies for your child, reach out to their homeroom teacher for assistance.

There are also other items which help create a safe and dynamic learning environment for students and teachers such as facial tissue, disinfecting wipes, hand sanitizer, etc. Your child's teacher may reach out to you for assistance with these as well.

At Home Supplies

Parents should keep the following supplies at home to ensure students can complete all necessary homework tasks:

- Writing utensils (pencils and/or pens)
- Notebook paper
- Crayons, colored pencils, markers
- Poster board or display board
- Scissors
- Glue
- Ruler

Communication

Communication Systems

Remind 101: 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 81010.

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

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

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.

Yellowstone Academy Website: Important updates will be posted to the school website at www.yellowstoneacademy.org. Under the parent portal of the website, families can access the Student and Family Handbook, the most current school calendar, announcements, re-enrollment, tuition payments, and Skyward login.

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 paper copies will be distributed to students for their Take Home Folder.

Communicating Concerns

The front office staff will ensure that all concerns are addressed in a timely manner. The following process will be followed to provide correct information and support.

1. Review school handouts or communications for correct information.
2. Reach out to your child's teacher. Email or a phone call are the best methods. (You should expect a response within 2 business days.)
3. Reach out to the assistant principal or social worker. Email is the best method. (You should expect a response within 1 business day.)
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

Open communication between school and home is vital and encouraged throughout the school year. Between the hours of 7:30 a.m. and 4:00 p.m. our teachers' primary responsibilities are the safety and supervision of our scholars. Secondary to this, they are to provide excellent instruction in a safe learning environment. During instructional time, teachers will be extremely limited on phone calls or meetings. All teachers have a daily planning period and a weekly/bi-weekly conference schedule. Feel free to reach out to our teachers via email, leave a voicemail, 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 contact the front office for assistance.

Administrator Responsiveness

Administrators will make themselves available to parents as needed. 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. In order to provide the needed support during arrival, the school day start, the school day end, and dismissal, 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 contact the front office. Use the following chart to determine who to contact in reference to a particular topic.

Topic/Concern	Contact
Enrollment documents, withdrawals, request for records, attendance, tuition	Mrs. Cross lcross@yellowstoneschools.org
Food services, transportation, new student admissions, returning student re-enrollment	Mr. Gunn dgunn@yellowstoneschools.org
Academic concerns, student discipline	Ms. Lapid or Assistant Principal clapid@yellowstoneschools.org
Social/emotional concerns, family resources, counseling services, student discipline	Mrs. Kerr lkerr@yellowstoneschools.org
Athletics, practices	Coach Davis cdavis@yellowstoneschools.org

A Day in the Life Components

Grades PK3 - 2 Arrival Procedures	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 Arrival Procedures	Students arriving before 7:30 a.m. will report to the multi-purpose room (across from the front office). Assistants will supervise until teachers arrive for pickup at 7:30 a.m.
Grades PK3 - KG Breakfast	Teachers will distribute breakfast to students in class. Breakfast service ends at 8:00 a.m.
Grades 1 - 4 Breakfast	Teachers will take students through the breakfast pickup area and return to their classroom to eat. Breakfast service ends at 8:00 a.m.
School Family Meeting	Teachers will conduct School Family routines (connections, commitments, decompression, etc.) before Bible lesson.
Bible	Teachers will use the Christian Character Formation Project to teach weekly virtue and Bible stories. Additional materials may be supplied by the school leadership team. Teachers will close daily lesson with prayer requests and prayer.
End of Day Routine	Teachers will provide closure to the students' day, share celebrations, and discuss areas of improvement and goals for the next day. Students will gather materials for dismissal.
Dismissal Procedures	Bus riders will be escorted to the bus area by a teacher and supervise as they load (PK3-KG 3:30; 1st & 2nd 3:35; 3rd & 4th 3:40). Parent pickup will begin calling for students to be released beginning at 3:40).
Chapel -- the first school day of the week	Classes will report to the cafetorium at 8:10 a.m. to begin praise and worship and chapel programming. Chapel will conclude by 8:45 a.m.
Honors Celebration	Students with perfect attendance, A/B honor roll, A honor roll, and PRIDE awards will be recognized quarterly during a designated Honors Chapel. Families are invited and encouraged to attend.
Holy Week	Teachers will share Holy Week curriculum, and classes will participate in an Easter celebration on the Thursday before Easter.

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 their full potential, Yellowstone Academy students pledge to value learning above grades and to hold themselves to the highest standard of academic integrity.

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 student's 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 unauthorized 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.

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:

- Plagiarizing by taking credit for work done by another.
- Copying text (ideas, words, or syntax) or other materials from the internet, book, article, computer code, or other source without citing the source.
- Purchasing or receiving, in any manner, an assignment that is the work of another person and submitting that assignment as your own.

Possible Consequences for Violation of the Academic Honor Code

As with any violation of school policy and discipline concern, each situation will be handled on a case-by-case basis. Yellowstone Academy holds Integrity as one of its core values, and violating the Academic Honor Code directly contradicts this. However, responsibility is also a core value, and often these instances are invaluable teachable moments for students to acknowledge a mistake, take responsibility, and grow. Repeat offenders of the Academic Honor Code, regardless of course in which the incident occurred, will face escalated, more severe consequences. Examples of possible consequences include but are not limited to:

- Teacher/admin conference with parent and student.
- Reduced or no credit for assignment.
- Alternative assignment.

Grading Policies and Procedures

Students, parents, and teachers all share roles and responsibilities in the grading and reporting process. Student grades are one measure which indicates the level of student performance. Other measures are also taken into consideration and families will be updated on each. The following are student, parent, and teacher expectations through the grading process.

Student Expectations

- Complete work on time and with their best effort
- Ask questions when he/she does not understand an assignment or when clarification is needed
- Maintain academic integrity and honesty
- Show assignments to parents/guardians regularly for review

Parent/Family Expectations

- Provide a quiet, comfortable place for students to complete assignments at home
- Help their child to organize their time so that assignments can be completed successfully
- Monitor assignments completed at home, but allow the child to complete work on their own
- Maintain clear and positive 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, review graded work with students, and discuss progress as necessary

Teacher Expectations

- 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 when needed
- 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
- Check student work for completion, review graded work with students, and discuss progress as necessary

Grading & 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
- written compositions

Alternative Assessments/Labs

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

Project Based Learning Assignments/Research Papers/Long Term Projects

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

Daily Grades

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

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.

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. 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 either with an adult or independently for 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.

Grade Level Specifics

Pre-Kindergarten

Students in pre-kindergarten 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
- Story Retell & Comprehension
- 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.

Kindergarten

Students in kindergarten 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), and 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	Bible	Specials
Grades:	9	9	18	9	9	Conduct only	Conduct only

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%

Test or Quiz - 20%

Homework - 10%

Maximum Weight of a Grade

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

Make Up Work (Absence from School)

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

- 1 - 2 Days Absent 3 days for make-up work
- 3 - 5 Days Absent 5 days for make-up work
- 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 Administrator discretion
- 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.

- 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 their instruction to the 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 the end of the 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 Standards

<p>PK3</p>	<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>Student recognition of High Frequency Words – recognizing and reading words that appear very often in written and spoken language</p> <p>PK3 Goal: 10 HFW</p>				
<p>PK4</p>	<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>PK4 Goal: 25 HFW</p>				
<p>KG</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> <table border="1" data-bbox="280 659 1469 888"> <thead> <tr> <th data-bbox="280 659 875 716">Reading</th> <th data-bbox="875 659 1469 716">Math</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 716 875 888"> Letter Identification Letter Sounds Blending Sounds into Words Segmenting Words into Sound </td> <td data-bbox="875 716 1469 888"> Counting to 100 Composing and decomposing up to 10 Patterning Creating and counting sets of objects Joining and separating manipulatives </td> </tr> </tbody> </table> <p>Student recognition of High Frequency Words – recognizing and reading words that appear very often in written and spoken language</p> <p>KG Requirement: 25 HFW KG Goal: 50 HFW</p>	Reading	Math	Letter Identification Letter Sounds Blending Sounds into Words Segmenting Words into Sound	Counting to 100 Composing and decomposing up to 10 Patterning Creating and counting sets of objects Joining and separating manipulatives
Reading	Math				
Letter Identification Letter Sounds Blending Sounds into Words Segmenting Words into Sound	Counting to 100 Composing and decomposing up to 10 Patterning Creating and counting sets of objects Joining and separating manipulatives				
<p>1st & 2nd</p>	<p>Students must perform “on grade level” according to administered reading level assessments or show adequate progress.</p> <p>An average of 70 or above in reading, language arts, and mathematics.</p> <p>Student recognition of High Frequency Words – recognizing and reading words that appear very often in written and spoken language</p> <p>Grade 1 Requirement: 100 words Grade 2 Requirement: 300 words</p>				
<p>3rd & 4th</p>	<p>Students must perform “on grade level” according to administered reading level assessments or show adequate progress.</p> <p>Overall yearly average of 70 or above.</p> <p>An average of 70 or above in English (combined average of reading and language arts) AND mathematics.</p> <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 a student to 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 2020 - 2021 attendance goal is 95% for the year.

Logistics	Time	Notes
Doors Open	7:15 a.m.	This is the earliest students may arrive to campus.
Breakfast Served	7:30 a.m. - 8:00 a.m.	Students eat breakfast in the classroom.
Tardy Bell	7:45 a.m.	Students are considered tardy to school after this time.
Early Pick Up Cut-Off	2:00 p.m.	To protect our dismissal procedure and policy, students will not be released from campus after these times.
Transportation Changes	1:00 p.m.	To ensure student safety and time management, all transportation changes must be in writing. <i>See Transportation policy for details.</i>
Dismissal	3:35 p.m.	This will be our regular dismissal time beginning with early childhood except for early dismissal days. Students should immediately clear the campus. Campus includes the playground, city park, and any location that is within 300 yards or 1000 feet of the school. Students should report to their bus, vehicle, 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.

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 absences include:

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

Yellowstone Academy will communicate any school cancellations through Skyward or Remind 101 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 is necessary to send your student to school with a cell phone, it is to be powered 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. 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:

- 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;
- 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
- 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.

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 assistant principal 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 assistant principal 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.

School-Wide Behavior System

At Yellowstone Academy, we believe that behavior is taught and that “misbehavior” is a lack of a specific skill. Our goal is to deliver a system that empowers students to learn and practice self-regulation and problem-solving skills by providing a physically and emotionally safe environment with a focus connection and relationship-building.

As educators, we know that all children learn differently from each other. This philosophy is the same when considering learning social-emotional skills, as it is in learning language arts or math. It is understood that each behavior situation and issue is unique, and each will be approached and treated differently. Teachers and administrators work to ensure that outcomes for any intervened situation is equitable, handled in accordance to what the children involved need in order to be safe, learn from the situation, and improve.

Teachers and administrators will:

- be proactive in their approach to behavior.
- monitor students, focusing on WANTED behaviors, and intentionally teach students skills which appear to be lacking by observed unwanted behaviors.
- provide intensive intervention when necessary.
- involve parents and families at every step to ensure alignment.

Behavior Management – A Tiered Approach

The following tiered approach will be used to proactively build positive school culture and address student behavior concerns.

Tier 1 – A Proactive Approach – Strategies used with the WHOLE class.

- Build relationships with students.
- Make daily, intentional connections with students, routines and rituals (greeting at the door, learning students’ interests, birthday celebrations, etc.)
- Structures in place which focus on and empower WANTED behavior.
- Notice, acknowledge, and celebrate WANTED behavior (PRIDE/Virtue shout-outs, displaying exemplar work, positive phone calls home, etc.)
- Conscious Discipline structures (greetings, jobs, connective rituals, brain smart starts, safe place, etc.)
- Encouragement, using reinforcing language.
- Creating a School Family within each class, and school-wide.
- Building empathy with prayer requests and wish wells.

Tier 2 – Targeted Students – Individual students need additional and targeted support in safety and connection. A plan is made between the teacher and administrator to pinpoint the missing skill and create an approach to help the student learn and strengthen these skills.

- S.E.T. Time with the teacher (one-on-one relationship building time).
- Social skills small group (lunch club with social work intern).
- SEL small groups administered by assistant principal or social worker.
- Schedule or expectation visual prompts.
- Use of safe space and calm down techniques.
- Daily task logs to set several short term, manageable behavior goals.
- Student incident reflection exercise.
- Other behavior plan as needed.

Tier 3 – One-on-one, individualized interventions for students who continually (after 6 weeks of intervention) exhibit unwanted and unsafe behaviors.

- Individualized behavior plan written in partnership with the parent.
- Administrative referral.
- SAF (social work referral).
- Referral for student behavior evaluation.

Misconduct & Offense Levels

The following is an overview of possible acts of misconduct and levels of offense. 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.

Level 1: Teacher Interventions--Offenses that generally occur in the classroom and are corrected by the teacher.

- 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 1 misconduct.

- 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

Level 3: Serious Offenses--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 consequence.

- 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.

Level 4: Criminal Offenses--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.

- 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 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

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. The following are possible consequences imposed by an administrator which occur beyond the classroom.

Lunch Detention

A consequence used as an intervention for Level 1 misbehaviors. Students who are assigned lunch detentions must report to the designated area during their lunch period. While in Lunch detention, students will receive their lunch and silently complete a behavior reflection. The assistant principal 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 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.

When a student is assigned In-School Suspension, 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 Suspension, 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.

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.

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 a portion or the length of the entire school day. 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 or 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.

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 Academy will provide transportation services for our students. Transportation is a privilege and will be conditional based on the behavior of our students. The 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, Students and parents will adhere to the following expectations.

Student 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 Expectations:

- Parents/guardians shall be responsible and accountable for the conduct and safety of their children prior to the arrival and after the departure of the school bus at the assigned school bus stop.
- At no time are parents/guardians allowed to get on a school bus. This could be considered a criminal offense/trespassing.
- Please park and pick up students on the same side of the street as the bus stop.
- Parents/guardians should instruct their children to go directly home in the afternoons.
- Have your child at the bus stop 10 minutes prior to scheduled pick-up time. If the bus has to wait at a stop longer than 5 minutes, your student will be brought back to the school and you will have to pick them up from there.
- Teach your child their full name, home address, and telephone number where an adult family member may be contacted in an emergency.
- Review the *Bus Rider Expectations* with your child.
- Remind students to watch for siblings at bus loading or unloading times and encourage them to notify the bus driver of any concerns of a sibling not loading the bus or getting off at the appropriate stop.
- Follow campus procedures regarding transportation change requests.

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

Transportation Changes

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

- 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 Procedures

- No supervision before 7:15 a.m.
- PreK - 2nd grade students report to the library.
- 3rd and 4th grade students report to room 105, across from the front office.
- Breakfast is served between 7:20 a.m. and 7:50 a.m only.
- Students arriving after 7:55 a.m. must be signed in by a parent/guardian in the main office.

	Walkers	Parent Drop-off	Bus Riders
Location	Students enter through the gate on Trulley St.	Drive up to the gate on Trulley St.	Monitors escort students into the building at the grey stairwell entrance.

Dismissal Procedures

- The front office is closed between 3:15 p.m. and 4:15 p.m. to ensure a safe and secure dismissal process.
- Unless otherwise communicated, student supervision should not be assumed in any manner after school dismissal time.
- DISMISSAL DECALS are required in the Parent Pick Up Lane or Walk Up Pick Up Lane.

Walkers

- 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.
- Siblings meeting to walk will do so near the bus exit on Hadley.

Parent Pick Up

- Car pick up takes place on TRULLEY STREET only. TRULLEY will be conducted as a ONE WAY STREET during dismissal.
- 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
- Parents are TO REMAIN IN THEIR VEHICLES in the parent pick up lane. Vehicles left unattended are subject to being ticketed.
- Walk Up pick up takes place on the corner of TRULLEY and BRILEY.
- Families attempting to pick up from other areas of the campus are subject to trespassing tickets.

Bus Riders

- Bus riders are the first to be dismissed to begin loading. Students are escorted directly to their assigned bus by an adult.
- All busses leave campus at 3:55 p.m.
- Students not on the bus will be required to secure another mode of transportation.

Food Services

Yellowstone Wellness Policy

- Students are eligible to receive one breakfast and one lunch each day at no charge.
- Seconds or extras will not be served to students from the cafeteria.
- When taking meals, students must make sure they take the required amount of each meal component based upon the National School Lunch Program (NSLP) standards.
- Students may bring their own lunch, whenever they desire. Students who appear to have an insufficient breakfast or lunch will be provided with a meal from the cafeteria.
- If a student has food allergies, please refer to the **PROCEDURE FOR REQUESTING SPECIAL DIET MODIFICATIONS** below.

Dietary Needs

If a student has a food allergy, their parent or guardian 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.

Meal Charge Policy

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

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 any of the following methods:

Mail	Fax	Email
U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410	(202) 690-7442	program.intake@usda.gov

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](#).)

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 at Yellowstone Academy, 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 the child's file is incomplete and they will not be allowed to start school until they are in compliance.

Maintenance of Student Information

Throughout the school year it is very important that we keep our records up to date. There are many situations when parental contact by phone, email or mail is necessary. We must maintain accurate contact information for all students in the event of an emergency. If there are changes to your phone number or address, please contact the front office as soon as possible. If your address has changed, you will need to submit a new proof of residency. Also, we must have at least 2 emergency contacts with accurate phone numbers and addresses in the event 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. The parent or guardian will receive written notice if there are missing immunizations and the parent will be given a deadline to provide an updated immunization record. If the parent fails to provide updated immunization records to show the child is in compliance, the school can exclude the student from school until they have received their vaccinations. All immunization records are reviewed annually by the school to ensure we 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

A parent or guardian may request student documents (report cards, transcripts, immunization records, test scores etc.) from the school. You must allow 24 - 48 hours for the request to be filled. The parent may pick up the documents from the front office, or the documents can be sent home with the student.

Skyward Account

Skyward is the school's 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. It is vitally important for parents to stay connected and engaged with what is happening on campus and in the classrooms. This is a tool that parents can use to get the information they 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 events such as, school parties, awards assemblies, programs etc., check in wait times may be increased. Please remember, this process is for the safety of your children and the school staff.*

Visits to individual classrooms during instructional time are permitted only with approval of the principal, and the individual must check in at the main office upon arrival to campus. *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

- Cell phone conversations should take place outside of the front office area and outside of the main hallway, preferably outside of the building.
- 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 students.
- 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 young children.
- Headwear may be worn if it is part of a religious garment.
- Pants should be worn above the waist.
- Dresses, Shorts, Skirts, Skorts should be fingertip length, near the knee.
- 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 so appreciate the efforts of parents, grandparents, and community members that are willing to serve our students. Volunteers are required to follow the 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, Thursdays, and Fridays only. Lunch time is closed to all visitors on Mondays and Wednesdays. 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.

Lunchtime visitors will begin to be permitted after Labor Day. 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 *School Calendar*.
- _____ I have read and understand the *Uniform Policy & Dress Code*.
- _____ I have read and understand the *Academic Honor Code*.
- _____ I have read and understand the *Promotion Standards*.
- _____ I have read and understand the *Attendance Policy*.
- _____ I have read and understand the *Code of Conduct*.
- _____ 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: _____