TRUE NORTH
CLASSICAL ACADEMY

Family Handbook
2023-2024

Updated: 08/2023

Contents

Welcome to True North....3
Core Virtues Program....4
School Year Calendar....6
Reference Information....8
Our Philosophy....9
Student Admission....15
Attendance....16
Academics: Course of Study....20
Grading / Evaluation....21
Promotion....22
Guidelines for Grading and Evaluations....27
Extracurricular Activities....32
Parent Involvement....35
Communication....37
Medical Policies....39
Nutrition Services....42
Student Code of Conduct....44
Titan Honor Code....49
Dress Code and Uniforms....50
General Policies....59

Welcome to True North

Dear Families,

It is with great pride that we welcome you to our True North family. Not only will this Family Handbook introduce you to many of the practical questions you have about the operation of the schools, but it will also deepen your knowledge of our mission at True North.

We are honored that you've chosen to trust True North with the well-being of your child. Every decision we make as a school is centered on the best interest of your child and in helping them to develop into well-rounded citizens and full human beings. We believe classical liberal arts is most relevant in our current times as it addresses students in all the depth and breadth of their humanity. We ask the perennial questions that remain at the heart of life: What constitutes a just society? How do I lead a good life? What is good, noble and true? Each month, we focus on a virtue essential to the liberal arts model of education. Virtues are taught through stories read during our daily Morning Assembly and are modeled in the culture and discipline of our school.

This handbook contains information that serves as your parent guide regarding important rules and procedures to be acquainted with and adhered to as a True North family member in the best interest of all children.

Please take the time to read through this handbook carefully and keep it on hand throughout the year to reference as needed. Not only will the handbook answer many of the practical questions you have about the operation of the school, but it will also deepen your knowledge of the mission of our school. Additionally, the handbook serves as your quick guide to schoolwide events, important contacts, news and other pertinent information that will foster a positive experience at True North Classical Academy. To best keep up to date we encourage you to continually visit our website at www.tnclassical.org.

Core Virtues Program

Core Virtues is a literature-based approach to character education. Each morning, a story, poem, or vignette is read and discussed, providing inspirational and insightful examples of virtue in action. Core Virtues follows a three-year cycle, highlighting a different virtue each month.

September

Year 1: **Respect** is treating others in high regard

Year 2: **Responsibility** is doing your part for the groups that make us whole.

- Year 3: **Respect** and **responsibility**.

October

Year 1: **Diligence** is steady, earnest, and energetic effort

Year 2: **Self-control** and **self-discipline**. Self-control is stopping to think of my actions before I enact them. Self-discipline is giving the best of ourselves and saying "no" to our weaknesses.

- Year 3: **Perseverance** is pushing on despite difficulty and hardship.

November

Year 1: **Gratitude** is thankfulness for the gift of life and the gifts in life.

Year 2: **Wonder** is to delight in beauty and mystery.

- Year3: **Stewardship** is caring well for the gifts given to us – our life, our world, our talents, and those entrusted to our care.

December

Year 1: **Generosity** is giving with an open hand and an open heart.

Year 2: **Charity** is selfless giving to those in need.

- Year 3: **Service** is helping others with a cheerful heart.

January

- Year 1-3: **Courage** is doing what is right in the face of fear.

February

Year 1: **Honesty** is loving the truth, telling the truth, and living truthfully in word and deed.

Year 2: **Love of Country** means being devoted to our nation – loving its ideals, honoring its heroes, respecting its past, and working hard for a just and noble future.

- Year 3: **Loyalty** is being faithful and true to our duties, relations, and ideals.

March

Year 1: **Compassion** is feeling the pain of others, and acting to end their distress.

Year 2: **Faithfulness** is standing by those we love, those we serve, and what we believe.

- Year 3: **Mercy** is showing compassion to the enemy, the wrongdoer, or those over whom one has power.

April

Year 1: **Forgiveness** is finding it in your heart to pardon and excuse.

Year 2: **Courtesy** is showing respect through kindness, politeness, and consideration of others.

- Year 3: **Humility** is avoiding the temptation to exaggerate our own abilities and underestimate those of others.

May

Year 1: **Hope** is finding the light in the darkness and trusting in right endings.

Year 2: **Joy** is the fullness of spirit that blooms from the loving heart.

- Year 3: **Wonder** is to delight in beauty and mystery.

June

Year 1: **Heroism** is taking noble action for a good cause.

Year 2: **Lives to Learn From** is modeling ourselves on those who act well, think well, forge new paths, and seek a better world.

- Year 3: **Wisdom** and **Integrity** are knowledge of the things that matter and living life faithful to good principles and high ideals.

<u>True North Pillar Virtues</u>

- Courage
- Integrity
- Respect
- Responsibility
- Honesty
- Self-Discipline
- Perseverance
- Loyalty
- Humility

School Year Calendars

2023-2024 Calendar Overview (Grades K-6)

State Testing Windows

Specific testing dates will be shared.

Overview of dates available on pages 2-6.

Class Trips

Specific trip dates will be shared by campus

July '23

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

0 School Days

August '23

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11 School Days

17 **First Day of School**
17 Quarter 1 Begins
31 6th Grade Open House

4 No School (Labor Day)
5 Open House (K-1st)
6 Open House (2nd-3rd)
7 Open House (4th-5th)
13 Early Release
15 Picture Day
22 Q1 Progress Reports
23 Dash of the Titans
25 No School (Teacher Planning Day)

September '23

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

19 School Days

October '23

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21 School Days

11 Early Release (Teacher Planning Day)
24 Picture Day Make-Up
26 Quarter 1 Ends
27 No School (Teacher Planning Day)
30 Quarter 2 Begins
31 Historical Festival

9-17 Thanksgiving Celebrations
9 Quarter 1 Report Cards
10 No School (Veterans' Day)
15 Early Release (Teaching Planning)
16 Give Miami Day
20-24 Thanksgiving Break

November '23

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

16 School Days

December '23

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

15 School Days

1 Quarter 2 Progress Reports
4 Holiday Show (Gateway)
5 Holiday Show (Pinecrest)
6 Holiday Show (Dadeland 2nd-6th)
8 Holiday Show (Dadeland K-1st)
14 Ballet Holiday Show
21 Holiday Classroom Celebrations
12/22-1/5 No School (Winter Break)
TBD Clash of the Titans

12/22-1/5 No School (Winter Break)
15 No School (MLK, Jr. Day)
18 Quarter 2 Ends
19 No School (Teacher Planning Day)
22 Quarter 3 Begins

January '24

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

16 School Days

February '24

S	M	T		Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

18-20 School Days

2 and 5 Dadeland Greek Festival Field Trip/Closed
2 Class Picture Day (Pinecrest and Gateway)
2 Quarter 2 Report Cards
5 Early Release (Teacher Planning Day) (Pinecrest and Gateway
9 Class Picture Day (Dadeland)
13-15 Titan Dad Day (K-2)
19 No School (Presidents' Day)
23 Quarter 3 Progress Reports

21 Egg Hunt (K-2)
22 No School (Teacher Planning Day)
25-29 Spring Break

March '24

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

15 School Days

April '24

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

21 School Days

6 and 13 Spring Fine Arts Performance
9 Quarter 3 Ends
10 No School (Teacher Planning Day)
11 Quarter 4 Begins
20 8th Annual True North Gala
27-28 K-6 Art Exhibit

6-10 Teacher Appreciation Week
8-10 Mother's Day Celebration (K-2)
17 Q4 Progress Reports
21 Kindergarten Graduation
27 No School (Memorial Day)
29 Celebration of Learning (6th Grade)
30 Celebration of Learning (1st Grade)
31 Celebration of Learning (2nd Grade)

May '24

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 School Days

June '24

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4 School Days

3 Celebration of Learning (3rd Grade)
4-6 Early Release Days
4 Celebration of Learning (4th Grade)
5 Celebration of Learning (5th Grade)
6 5th Grade Honor Roll Assembly
6 Quarter 4 Ends
6 **Last Day of School**
24 Quarter 4 Report Cards

8/10/2023

2023-2024 Calendar Overview (Grades 7-12)

State Testing Windows

Specific testing dates will be shared.
Overview of dates available on pages 2-6.

July '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
0	School Days					

August '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
11	School Days					

14-16 High School Student Retreat (10th-12th Grade)
17 **First Day of School**
17 Quarter 1 Begins
17 Titan Takeover (9th Grade)

4 No School (Labor Day)
13 Early Release Day
15 Picture Day
22 Q1 Progress Reports
23 Dash of the Titans
25 No School (Teacher Planning Day)

September '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
19	School Days					

October '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
20	School Days					

11 PSAT
11 No School for Non-Testing Students
11 7th Grade At Home Learning
11 12th College Application Preparation
16-20 Homecoming Spirit Week
16 Powder Puff Game
20 Homecoming Pep Rally (9th-12th Grade)
24 Picture Day Make-Up
26 Quarter 1 Ends
27 No School (Teacher Planning Day)
30 Quarter 2 Begins

9 Honor Society Induction
10 No School (Veterans' Day)
15 Early Release Day
16 Give Miami Day
20-24 Thanksgiving Break
27-29 Junior College Trip

November '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
16	School Days					

December '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
15	School Days					

1 Quarter 2 Progress Reports
7 Holiday Show
18-21 Holiday Spirit Week
12/22-1/5 No School (Winter Break)

12/22-1/5 No School (Winter Break)
15 No School (MLK, Jr. Day)
18 Quarter 2 Ends
19 No School (Teacher Planning Day)
22 Quarter 3 Begins
22 Articulation Begins
25 Class of 2024 Senior Breakfast

January '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
16	School Days					

February '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
20	School Days					

2 Class Picture Day
2 Quarter 2 Report Cards
9 Class Picture Day Make-Up
19 No School (Presidents' Day)
19-23 Senior Class Trip
23 Quarter 3 Progress Reports
23 9th-10th Grade Busch Gardens Trip
23-24 Chorus Trip

14 Junior Ring Ceremony
19-26 Language Department Trip (9th-12th Grade)
20 Egg Hunt
22 No School (Teacher Planning Day)
25-29 Spring Break

March '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
15	School Days					

April '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
21	School Days					

9 Quarter 3 Ends
10 No School (Teacher Planning Day)
11 Quarter 4 Begins
12 Senior Universal Studios Trip
20 8th Annual True North Gala
22-26 Senior Spirit Week
27 Junior and Senior Prom

6-10 Teacher Appreciation Week
17 Quarter 4 Progress Reports
22 Senior Graduation
23 8th Grade Formal (Early Release for 8th Grade)
24 8th Grade Home Learning
27 No School (Memorial Day)

AP Assessments: Week of May 6th and May 13th
(Specific testing dates will be shared)

May '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
22	School Days					

June '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
4	School Days					

4-6 Early Release Days
6 Quarter 4 Ends
6 **Last Day of School**
24 Quarter 4 Report Cards

8/10/2023

Reference Information

School Phone Numbers

Sunset Campus	305-749-5725
Dadeland Campus	305-487-8884
Gateway Campus	786-788- 5600
Pinecrest Campus	786-840-9333

School Emails

Sunset Campus	info@truenorthcharter.org
Dadeland Campus	dadelandinfo@truenorthcharter.org
Gateway Campus	gatewayinfo@truenorthcharter.org
Pinecrest Campus	pinecrestinfo@truenorthcharter.org

School Website www.tnclassical.org

Family Portal https://trn-fl.client.renweb.com/pwr

School Hours

	Sunset Campus		Dadeland Campus	Gateway Campus	Pinecrest Campus
School Grades	7-8	9-12	K-6	K-5	K-5
Before Care Begins	–	–	7:00 am	7:00 am	7:15 am
School Starts	7:45 am	7:45 am	K-1 (8:00 am) 2-3 (8:15 am) 4-6 (7:30 am)	8:00 am	8:15 am
School Ends	2:45 pm	2:45 pm	K-1 (2:00 pm) 2-3 (3:15 pm) 4-6 (2:30 pm)	K-1 (2:00 pm) 2-3 (3:00 pm) 4-5 (3:30 pm)	K-1 (2:15 pm) 2-5 (3:15 pm)
After Care Ends	–	–	6:00 pm	6:00 pm	6:00 pm

Our Philosophy

Vision

The vision of True North Classical Academy is to inspire a thirst for knowledge within our students' aligning passion to purpose in the pursuit of the True, Good, and Beautiful.

Mission

True North Classical Academy will achieve its vision through rigorous, knowledge-rich curriculum grounded in the tradition of a classical liberal arts education. Through steadfast focus on scholarship, citizenship, and leadership in an environment that values and models intellectual and moral virtue, we are committed to empowering our students to reach their highest potential and sustain a lifelong love of learning.

Educational Philosophy

True education has always rested on two presuppositions. The first is that truth is desirable for its own sake. It is good not for what it does, but for what it is. The second is that knowledge consists not in bending the truth to ourselves, but in conforming ourselves to truth. We can only conform ourselves to truth by freely embracing and loving it, and we can only love truth if we are enticed by its beauty. Love of beauty has therefore always been integral to the discovery of truth and true education has always sought to form the heart and mind, reason and will, desire and knowledge. In short, education forms the whole person in light of truth, beauty, and goodness.

The Vision Statement seeks to root a comprehensive understanding of education in a compelling and beautiful vision of reality worthy of student's love. This vision is intended to govern every facet of the school life. Its aim is twofold: first, to communicate a certain body of knowledge; and second, to cultivate a certain kind of person, to develop as far as possible what is uniquely human in him, and so to equip him with the skills, habits, and aptitudes necessary to embrace truth and to become the person he was truly created to be. Immediately it becomes clear that no aspect of a school's life is truly "extra- curricular" or falls outside of its core mission of education, because every aspect of its life—from the way the school gathers in the morning, to the dress code of students and staff, the arrangement of furniture in the classroom, the paint and posters on the wall, the activities during recess, the way technology is used, and the songs the children sing—reflects the school's judgments and priorities about the meaning of its educational mission. Everything a school does teaches something. Everything a school does is education of some sort. The important thing is to be sure that it is a good and coherent education and that policies, procedures, pedagogical methods, and the culture of the school are not at cross purposes with the vision.

Curriculum, pedagogical methods, and all the details of the school life should therefore be constantly assessed both in light of the conviction that knowledge and love of truth, beauty, and goodness are ends in themselves and in light of the twofold goal of the Vision Statement. Every activity, program, policy, method, or proposal should be tested by the following criteria, which follow from this vision, though not all are equally applicable to each of these facets of school life.

Grammar Stage (K-6)

In True North grammar school years, we seek to fan the flickers of those early yearnings to learn, discover, and love. We long to develop in each child a love of learning, a love and respect for neighbors, with a sense of wonder and adventure about discovering the world around them. We desire to nurture a love of the good, true, and beautiful with a joy for living a full and happy life. Above all, we strive to cultivate a heart for learning within our children which serves to heighten their sensitivities and respect for the world around them.

A lifelong love of learning develops when the earliest experiences of a child's education are positive and rewarding. In order for these years to provide such experiences, the natural development of the student must be understood. Kindergarten through sixth grade is called the grammar stage. Just as the study of grammar provides the foundation for understanding language. These early childhood years develop the essential building blocks necessary for more multifaceted, complex, and analytical learning that will occur in the dialectic (seventh through eighth grade) and rhetoric (ninth through twelfth grade) stages and throughout life. Curiosity abounds in a child during these grammar years—their minds want to absorb and learn information about the world past, present, and future. Singing, chanting, and much laughter can be heard emanating from the classrooms of the grammar school as students learn about the world around them through activities such as discovering the rules of phonics, listening intently to stories from history, identifying the parts of a plant, an animal, or the body, and authoring their own stories. None of these experiences would be possible if it weren't for the committed and enthusiastic faculty members who guide and instruct the students each day.

We know that grammar school students learn best when the information is delivered through multisensory approaches. Therefore, True North is committed to a classical curriculum that is intricately woven and integrated across all subject areas. Educator and author Susan Wise Bauer wrote, "because it [classical education] uses real, living books and hands-on experimentation rather than relying on textbooks and canned presentations, classical education is a matter of exploration, of reading, thinking, and talking, and of discovery—not of rote memorization and regurgitation."

The grammar school years at True North provide educational experiences full of wonder and growth. For example, students are able to chant the Presidents of the United States, State Capitals and famous historical events, perform poems and short stories in a one-of-a-kind "Readers Theater," dress up as their favorite historical figure: Greek Hero, Roman Gladiator, or Medieval Knight, embark on a field trip to Washington D.C., or watch King Peter and Edmond in a Narnian play, all within a loving, safe, thoughtfully designed, stimulating, yet peaceful environment conducive for children to thrive and grow.

Logic Stage (7-8)

The liberal art of dialectic is the skill of thinking. It is the skill of reasoning, questioning, and arguing in a way that intentionally recognizes grammatical and logical rules and honestly seeks what is true.

All students are thinkers. From the time children can speak at all, they express a desire to know. Filled with wonder, they are inquisitive and like to ask the question "Why?" As students approach their teens, though, this inquisitiveness becomes more pronounced. They realize that not all reasons are equally reasonable. They want verification, demonstration, and justification that a suggestion or explanation is correct. They begin to enjoy arguing. While this intellectual attribute can manifest itself as an irritation or even as disrespect, it is properly part of maturing and needs to be nourished.

In the logic school (seventh through eighth grades), one of our chief aims is to nourish our students' minds by training them to find arguments and distinguish the ones that are sound from the ones that are not. One way of accomplishing this is to give them formal training in Logic, teaching them how to discern fallacies and how to construct valid arguments. More pervasive in our curriculum during these years, though, is a method of teaching and learning that focuses on training the student to ask and to follow questions. This method is commonly called "Socratic," named for one of the earliest philosophers, Socrates, who used questions both to learn and to instruct. Beyond simply asking "why?", we want our students to habitually ask and follow questions that concern more particular categories, such as definition, comparison, cause, and purpose.

This skill of asking and following questions is prevalent in all of the courses in the logic school. In every class, the student is exposed to teachers who model Socratic instruction and to assignments that are intentional in requiring that they find and follow the most significant questions of the discipline. The skill of dialectic is a major source for integration across the curriculum in these grades.

We do not engage in "busy work" in the logic school. There are no assignments that are meant simply to give the students something to do to keep them quiet and behaving properly. Too often, it is the case with sixth through eighth grade instruction that it is focused on delivering information but does not instruct in how to question. Students may learn facts and collect data from this approach, but they will not learn how to find and understand the arguments that would give any enduring meaning to those facts. It does not take long for teenage students to become cynical about this type of education, and rightfully so, as it stunts their intellectual maturity.

Rhetoric Stage (9-12)

Ninth through twelfth grade at True North Classical Academy is referred to as the rhetoric school, because during these years, the liberal art of rhetoric is the most emphasized of the verbal arts. As the fundamental skills of writing and speaking, it is taught, practiced, and refined throughout every subject and class. Relying on the skills of grammar and logic, rhetoric is the skill of finding the best means of persuasion in order to lead others toward what is true, good, and beautiful. Speech, whether written or spoken, is never neutral, but always comes from and leads to a particular situation, or vantage point. Therefore, the speaker always has a responsibility to use his or her words to instruct, move, and delight others in ways that are truthful and ethical.

Students in rhetoric school are old enough to begin to understand that life is not simplistic. It is filled with complexity, nuance, and variation. They are ready to engage in deeper thinking and want to express their thoughts with more accurate analysis and more interesting style. They desire to participate in activities that are meaningful and productive. Due to two hallmarks of our classical, liberal arts model of education, we not only meet this capacity in our students, but we set it ablaze.

First, we take a teleological approach when thinking about our curriculum, beginning with what we have in mind for our graduating seniors. What skills and ideas should they have? What should they love and desire? What books should they have read? What theories should they understand? What experiences should they have? Answering these questions help give our curriculum intentionality and continuity beginning with K-5 but becoming much more detailed and specific in ninth grade. For example, in our Humane Letters sequence of classes, students will engage with some of the greatest thinkers in Western Civilization. In ninth grade, students will read literature in the American tradition; in tenth grade students will read literature in modern Europe; in eleventh grade, students will read literature in Ancient Greece; and as seniors, students will survey literature from Rome to Modernity. As seniors, students will deliver a speech and write a thesis that requires them to pick a topic or theme that runs through some of the major books read.

Second, our teachers are tremendously talented and have a deep conviction about teaching as a vocation. Many of our logic and rhetoric teachers have a master's degree in the area of study that pertains to the content of what they currently teach. A handful of our teachers also have earned doctorates. There is an atmosphere amongst our faculty of passion for their disciplines and personal care for their students. They understand that they are training their students to pursue "higher things," and this happens through relational teaching, where highly trained educators serve as models and mentors of deep thought and ethical practice. The strength of

any curriculum certainly rests on the teachers who implement it, but at True North we would say that our teachers are the curriculum.

Building on a foundation of training in the skills of grammar and logic, our students in the rhetoric school are taught according to a purposefully designed curriculum by stellar teachers and are being prepared for a lifetime of learning and service to the community.

Student Admission

Admission of Students

True North is a public charter school, which receives its Charter from the local school district, and as such, complies with all applicable requirements of state law and the charter contract. Admission is through a lottery process which is documented on our website at www.tnclassical.org.

Late Entries

Students who enroll in True North after the start of a term will need to work with each teacher to determine what prerequisite assignments must be completed to be at par with the rest of the class. Some assignments or testing which are essential to the completion of the required State Standards may be required. Teachers will give students until the end of the current term to complete assignments.

Withdrawals

Students who choose to leave True North will be assisted in their transition to their new school by providing the necessary documents and/or data to facilitate a smooth transition to their new school.

Attendance

There are probably no factors more important to successful school progress than regular and punctual school attendance. Absences shall be reported to the school attendance office by the parent within 5 days of absence. Parents and Students are responsible for attendance which shall be required of all students during the days and hours that the school is in session.

Students who are tardy or absent excessively from the instructional program will fall behind in academic achievement. Excessive school absenteeism precedes grade failure, loss of interest, and may result in students not being eligible for a class grade. **A student is not allowed 10 or more absences in a school year (excused or unexcused). A student accumulating 10 or more unexcused absences in an annual course or 5 or more absences in a designated semester course will have their grade withheld pending an administrative screening and completion of assigned interventions by the Attendance Review Committee.**

Ideally, students are expected to attend schools 180 days a school year. However, if a student has been absent three (3) consecutive days and the school has been unable to ascertain the reason for the absences, the absences shall be investigated by the Head of School or at any other time deemed necessary.

Students may request the make-up assignments for all excused absences/tardies from teachers upon return to school or class within three (3) school days.

Accordingly, students are not to be taken out of their regular classes to prepare for programs other than school-sponsored activities.

Excused Absences

An excused absence is defined as:

1. Personal illness of the student (medical evidence may be required by the Head of School for absences exceeding 5 consecutive days.)
2. Medical (A written statement from a health care provider is required to excuse the absence)
3. Death in the student's immediate family
4. An approved school activity
5. Military connected students
6. Religious holiday of the student's faith (prior notification required)

Parents have 5 school days to send a note to the office**. If that contact does not occur, the absence will be recorded as unexcused and cannot be changed to an excused absence by parents backdating notes.** If an unexcused absence is recorded, the school may attempt to

contact the student's parent or legal guardian regarding the absence to prevent a pattern of nonattendance. Under some circumstances, more than parental notification may be required by the Head of School.

A maximum of 5 handwritten notes will be accepted per school year, unless deemed otherwise by the Head of School due to the nature of absence. Once the limit for handwritten notes has been exceeded, absences will be marked as unexcused if not accompanied by a doctor's note.

Unexcused Absences

For every three (3) unexcused absences accrued in a nine-week period, a student will be referred to the Administration/Attendance Review Committee. Please note that any absence that cannot be defined as an excused absence, as listed above, will be unexcused.

Excessive absences may result in the student's report card reflecting insufficient attendance to receive a grade and / or grades being negatively affected, being kept off field trips and / or special activities.

Family Vacation

All family vacations should be scheduled during school breaks. ***Absences due to vacations will be considered unexcused absences.***

Tardiness

The parent is responsible for their child's school attendance as required by law and stresses the importance of regular and punctual school attendance. Furthermore, the parent shall report and explain tardiness to the school. ***If a student is late, the parent must walk their child to the office and sign them into school for the day. Please note: traffic is not an excuse.***

Arrival time for students is up to thirty minutes prior to the start of the school day. ***Students must be ready for class or assembly 5 minutes prior to the commencement of the class or assembly.*** Any student that arrives after school start time will be considered tardy.

All tardies will be considered unexcused unless a child has a doctor's note. **Excessive tardies may result in the student's report card reflecting insufficient attendance to receive a grade and / or grades being negatively affected, being kept off field trips and / or special activities.**

Three or more tardies in a month will result in a student being issued a detention.

Attendance is taken during morning assembly and at the beginning of each period. Three or more unexcused tardies within a grading period will result in a lower effort grade.

Early Removal / Dismissal

Students are expected to attend the entire day of school. The early release of students causes disruption to academic performance of all students and may create safety and security concerns. Students who are removed early from school are missing valuable instruction time; moreover, this communicates an erroneous message to students that not all subjects are equally important. Student drivers will be required to have written parent permission before being allowed to leave early. ***Once a student has been signed out for the day, they are not allowed back on campus, unless there is a medical note.*** *Please note: Sunset Campus is a closed campus for lunch.* Students may not sign themselves out. Students who are 18 years of age may not sign out a sibling, unless the sibling is on the emergency contact card.

Students may not be removed from school after the times noted below:

	Sunset Campus	**Dadeland Campus**	**Gateway Campus**	**Pinecrest Campus**
School Grades	7-12	K-6	K-5	K-5
Times	2:15 pm	(K-1) 1:30 pm (2-3) 2:45 pm (4-6) 2:00 pm	(K-1) 1:30 pm (2-3) 2:30 pm (4-5) 3:00 pm	(K-1) 1:45 pm (2-5) 2:45 pm

Students who are removed early from school excessively may result in the student's report card reflecting insufficient attendance to receive a grade and / or grades being negatively affected, being kept off field trips and / or special activities.

Make-Up Work

Students who miss school for any reason (excused or not) will be expected to make up all work missed during their absence, tardiness, early removal from school, or suspensions. Parents may contact the school to request work but should provide at least a 24-hour turn around to prepare such materials. *Students whose absences are excused will not receive an academic penalty for made-up work unless the work is not made up within seven days from the date of return.* Students with excused absences who pass this limit, or whose absences are unexcused are subject to an academic penalty and will receive a 10% grade reduction for every day absent. Classroom Quizzes and Exams: students must make up tests within 5 school days of their return to school.

Arrival / Dismissal

Student safety is a paramount concern for us. In order to ensure the safety of children, we have a system for students being picked up and dropped off at school. ***Students must be dropped off following carline procedures and the correct drop off point as noted by each individual campus.*** Families who are do not follow our arrival and dismissal procedures will result in disciplinary action.

Arrival Times for Drop Off

Arrival times for drop off are 30 minutes prior to school start time. Students are not permitted to be dropped off before start time or they can be enrolled in morning care.

Dismissal

Cars are allowed to start lining up at the following times:

	Sunset Campus	Dadeland Campus	Gateway Campus	Pinecrest Campus
School Grades	7-12	K-6	K-5	K-5
Times	2:30 pm	(K-1) 1:45 pm (2-3) 3:00 pm (4-6) 2:15 pm	(K-1) 1:45 pm (2-3) 2:45 pm (4-5) 3:15 pm	(K-1) 2:15 pm (2-5) 3:15 pm

- All cars must have the mandatory True North issued car tag with your child's name and teacher prominently displayed in the front window.
- Pull all the way forward in the pick-up area. Children will be called by name and directed to meet you at the designated numbered cone.
- Do not get out of your car. Elementary students will be escorted to your car. Students must wait for a staff member before moving toward the car.
- **ALL children must be picked up using the carline.** Please follow the directions of our staff as our number one priority is the safety of your child(ren).
- Please adhere to each campus' dismissal policy.

Students not picked up (K-6) 15 minutes after dismissal will be sent to aftercare and charged the $20 drop-in rate, which must be paid upon pick-up via credit/debit card.

Academics: Course of Study

To view our full K-12 Course of Study, please visit:
https://www.tnclassical.org/our-approach/our-curriculum/

Grading / Evaluation

There are multiple purposes for the assignment of grades, including but not limited to the documentation of student and teacher achievement; providing teacher feedback on student progress to students, parents and fellow teachers; monitoring for continuous student growth and concept mastery; and informing instructional practices and small-group instruction in the classroom.

Report Cards

Students will receive report cards once every nine weeks via our FACTS system.

Progress Reports

Midway through each quarter, progress reports will be emailed to parents via our FACTS system.

State Testing

Students will also be assessed according to state requirements. Students in K-2 take STAR in Reading and Math; students in grades 3-8 take the FAST in Math or EOC exam depending on mathematics level; students in grades 3-10 take the FAST in Reading. Students in grades 4-10 are also assessed in Writing. Students in grade 5 and 8 take FCAT in Science. Students in 7th grade take the EOC exam in Civics; Algebra 1, Geometry, and Biology students take the EOC exam. High school students will be taking the Florida Civic Literacy Exam (FCLE).

Traditional Grading System

The following grade scale will be used by the organization (Kindergarten):

- E (90% - 100%) Superior
- G (80% - 89%) Above Average
- S (70% - 79%) Average
- M (60% - 69%) Below Average
- U (0% - 59%) Unsatisfactory

The following grade scale will be used by the organization (Grades 1-12):

- A (90% - 100%) Superior
- B (80% - 89%) Above Average
- C (70% - 79%) Average
- D (60% - 69%) Below Average
- F (0% - 59%) Unsatisfactory

In addition to the students' academic grades mentioned above, students will receive a grade for effort: 1, 2, or 3; and a grade for conduct: A, B, C, D, or F.

Promotion

Adoption of District Progression Plan

True North follows the MDCPS Student Progress plan to determine promotional requirements.

Grade Level Retention

The purpose of promotion and retention is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress in the next higher grade. Retention normally occurs before the student leaves the primary grades.

Parents/guardians who wish to appeal the decision for retention must first contact the Head of School. If parents/guardians do not accept the decision of the Head of School, an appeal may be made in writing to the Board. All appeals must be requested within two (2) weeks after the close of school.

Grammar School (Third Grade)

A student who does not score a Level 2 or higher on the statewide, standardized English Language Arts Assessment for grade 3 must be retained unless good cause is met. For good cause criteria, please refer to MDCPS's Pupil Progression Plan.

Logic School (Middle)

End of Grade	Courses Passed	Status
6	All Courses Passed	Promoted to Grade 7 Regular 7th Grade Student
6	4-5 Courses Passed Must pass language arts* or mathematics and at least 3 other courses	Promoted to Grade 7 Placed in grade 7 and scheduled to repeat courses not passed, as appropriate.
6	Less than 4 Courses Passed in Grade 6	Retained in Grade 6
7	12 Cumulative Courses Passed 6 courses passed in grade 6 and 6 courses passed in grade 7	Promoted to Grade 8 Regular 8th grade student
7	8-12 Cumulative Courses Passed 4 courses passed in grade 6 including language arts*, mathematics, science, and social sciences. 4-5 courses passed in grade 7 including 7th grade language arts* or mathematics, science or social sciences.	Promoted to Grade 8 Placed in grade 8 and scheduled to repeat courses not passed, as appropriate.
7	7-8 Cumulative Courses Passed	Retained in Grade 7
8	15-18 Cumulative Courses Passed Must pass 3 courses each in language arts*, mathematics, science, and social sciences and 3 additional courses.	Promoted to Grade 9
8	14 or Fewer Cumulative Courses Passed	Retained in Grade 8

School of Rhetoric (High School)

Each student is required to have mastered the appropriate state standards, which are incorporated in the M-DCPS District Pacing Guides in order to be eligible for graduation from M-DCPS. The following table provides the high school promotion and retention requirements for students.

End of Grade	Minimum Cumulative Total of Credits for the Four-Year, 24 Credit Standard Program
9	4 credits, which will include one ELA or one mathematics
10*	9 credits, which will include: • two ELA, one mathematics, and one science OR • one ELA, two mathematics and one science
11	16 credits, which will include: • three ELA, two mathematics, and two science OR • two ELA, three mathematics and two sciences
12	24 credits required for graduation with all core credit requirements being met, based on the Florida Department of Education Standard Diploma Requirements.

*Students must pass both the Grade 10 FAST and the Algebra 1 EOC to graduate high school.
*Students enrolled in the following courses must participate in the EOC assessments, which constitute 30 percent of the final course grade:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

Students who go through True North Classical Academy's High School program will receive scholar diploma designation and exceed State University System (SUS) minimum graduation requirements. Below is a list of the required courses and credits earned by grade level.

Grade and Course	Credits Earned
9th Humane Letters I (Literature and History)	2.0
9th Algebra 1 or Geometry or Algebra 2	1.0
9th Foreign Language I	1.0
9th Biology or Chemistry	1.0
9th Chorus / Music Theory	0.5
9th Art	0.5
10th Humane Letters II (Literature and History)	2.0
10th Geometry or Algebra 2 or Calculus 1	1.0
10th Foreign Language II	1.0
10th Chemistry or Physics I	1.0
10th Elective	1.0
11th Humane Letters III (Literature)	1.0
11th Algebra 2 or Calculus 1 or Calculus 2	1.0
11th Foreign Language III	1.0
11th Physics I or Physics II	1.0
11th U.S. History	1.0
11th Elective	1.0
12th Humane Letters IV (Literature)	1.0
12th Calculus 1 or Calculus 2 or AP Statistics or AP Computers	1.0
12th Foreign Language IV	1.0
12th Advanced Science Course	1.0
12th Economics	0.5
12th Senior Thesis	0.5

12th Elective	1.0
Total	**24.50** (Exceeds minimum state requirement of 24 credits)

Guidelines for Grading and Evaluations

The evaluation of students by their teachers is an important part of the educational process. This on-going process of evaluation informs the teacher about the present state of the student; what the student has learned; and what he or she should learn next. It is also useful to the student's understanding of what has successfully been appropriated, what needs to be improved upon, and how improvement might be made. Finally, it is crucial information for the parents if they are to give oversight successfully in the education of their children.

We are not, however, of the mind that a grade can simply be determined by the calculation of performance on tests and assessments. Indeed, the way in which a student approaches learning itself (depth of inquiry), his or her contributions to the learning community (participation) and building the habit of consistent performance (homework) are all essential measures for the teacher in evaluating how a student is growing in knowledge and wisdom. Grades, then, are important even though they are often only a two-dimensional view of a child. For grades to have their desired effect, they must reflect actual student performance in relation to the material and to the rest of the class.

All of this builds to evaluations that avoid both a legalistic approach to grading (student received X out Y, grade is therefore Z) and the more frequent grade-inflation culture that so many schools possess. Our approach is, rather, a holistic vision of the person that assists in full and complete growth of the student.

In a typical class, the average class grade should be somewhere around a low B. There are exceptions to this, but it is a good rule of thumb to calibrate your assessments. If a classroom is averaging an A, it may mean that they are not being challenged enough. On the flip side, a class with a low C average may very well be expected to perform at unreasonable levels.
To accomplish these goals of evaluation, there are three categories upon which a student is assessed: 1. Content 2. Effort 3. Conduct. What follows are guidelines for how we approach each of these assessment areas:

Grade Category Rubric

The weighting of grading categories is an essential element of successful assessment practices. A grade category that is misaligned can often give an impression of comprehension and mastery that is inaccurate. For instance, a teacher who weighs tests at only 20% in a course, may have students who significantly struggle with the material achieving high B's or A's. This would be not only inaccurate but also unfair to the students and parents.

To avoid this, True North Academies provides the following guidelines regarding grade weighting:

- Tests / Quizzes should be weighted, at minimum, of 60% of total grade.
- Participation should range between 5-10% of total grade
- Homework should not be weighted higher than 10% of total grade
- Classwork should be no more than 30% of total grade

Effort Rubric:

Level 1 student	• Participates in discussions on a regular basis (though there are shy students who write their thoughts better than they could express verbally) • Takes initiative to discover answers • Applies the knowledge of subject in various types of assessments in a detailed manner (superior work) • Displays utmost respect to teachers and peers. • Follows directions consistently without reminders (posture, organization, conduct, instructions) • Asks questions to better understand a concept or to get clarity • Displays genuine interest and wonder at the material • Turns in homework regularly • Displays humility to teacher and other students when corrected
Level 2 student	• Participates in discussion sometimes • Responds to questions but rarely asks questions seeking clarification • Follows the rules the majority of the time though requires reminders to stay on task • Displays humility to teacher and other students when corrected • Strives for grades more than a deep comprehension of the material • Turns in homework regularly
Level 3 student	• Inattentive, though not willfully disobedient, in posture and conduct • Participates in class discussions irregularly (at times with not enough evidence/detail). • When called upon to answer, is sometimes reluctant and/or prideful in responses • Must be called upon a few times per day to correct comportment issues • Irregularly on task • Shows interest rarely in material being learned in class.

	• During independent work, sometimes must be redirected to work.

Conduct Rubric:

In general, there is a close correlation to all these elements. Typically, a student who excels academically will display strong effort and conduct. There are exceptions to this; for example, a student who struggles academically may receive a 1 in effort because it is obvious that he is (based on the rubric above) striving to master the material well.

A	A conduct grade of "A" reflects excellent behavior on the part of the student. The student consistently demonstrates outstanding behavior consistent with classroom and school standards. This student goes above and beyond what is expected of him / her as outlined by the school and teacher.
B	A conduct grade of "B" reflects consistently good behavior. The student meets established standards for student conduct.
C	A conduct grade of "C" reflects satisfactory behavior. The student's overall behavior is generally acceptable according to established standards of conduct. However, an occasional behavior notification, uniform violation and / or detention is needed for this child as a reminder.
D	A conduct grade of "D" shows that improvement is needed in the student's overall behavior. The student does not consistently demonstrate behavior which is acceptable. This student needs a behavior notification, uniform violation, and / or detention as a more frequent reminder.
F	A conduct grade of "F" reflects unsatisfactory behavior overall. The student regularly violates established classroom, school, or district standards of behavior.

Awards / Ceremonies

Any student who receives all A's and/or B's on their report card, all 1's in effort, and all A's and/or B's in conduct will be considered to be on the Honor Roll. Any student who receives all A's on their report card, all 1's in effort, and all A's in conduct will be added to the "Principal's List." Please refer to the rubric (see above) to understand the criteria used for grading students in effort and conduct. We will have a mid-semester honor roll assembly to publicly recognize students for excellence in academic achievement and virtue.

Additionally, in an effort to instill a greater appreciation that the true mission of education is development of character and virtue, we will have an end-of-year award ceremony to give recognition to students for excellence of character as well as excellence in academics. Awards will be given in various academic and character-based categories, which will be selected by the teachers. Academic awards will not, necessarily, be tied to how students do on their report card; however, there will often be a correlation between the two.

Home Learning Policy

We believe that learning is not confined to the classroom and the school day. Regular, purposeful homework is an essential component of our instructional program. The following are guidelines for the frequency and amount of homework your child will be assigned. This time does not reflect the additional 30 minutes that are to be devoted to reading each day. Note that these times are recommendations only and will vary based on the classroom instruction taking place at any given time.

Grade Level	Frequency of Assignments	Daily Average	Reading
K-1	Daily (5 days per week)	30 minutes	30 minutes
2-3	Daily (5 days per week)	45 minutes	30 minutes
4-5	Daily (5 days per week)	60 minutes	30 minutes
6-8	Daily (5 days per week)	75 minutes	30 minutes
9-12	Daily (5 days per week)	90 minutes	30 minutes

Homework must be completed daily. **Lunch detention may be given so that homework can be completed for partial credit.**

Late Homework

If homework is turned in late, the grade the student receives shall be reduced by 10% per day. Students who pass this limit will be subject to an effort and/or conduct penalty as per teacher discretion, and/or be excluded from a school event, field trip or extracurricular activity.

Posting of Homework / Communication

Students in grade 2-12 will be required to use a daily agenda to write their homework in, reinforcing the idea of teaching our students responsibility.

The agenda should be the first place to check for homework and feedback from teachers. **As a backup, teachers of students in grades 2-12 are required to post homework on FACTS for the upcoming week. Please be advised that assignments may change from day to day and will be updated as needed. Parents are encouraged to check FACTS daily for any changes.**

High School students are required to write homework in an agenda and check FACTS daily. It is the belief that students in High School need to begin to take responsibility for their own learning and – therefore – need to begin monitoring homework on their own.

Textbook Policy

Books are at the heart of a classical, liberal arts education. At True North, last year we started the tradition for students to develop a personal library of books that they mark in, keep, and return to during their time at True North, and treasure for years to come. We call these books "Classics to Keep." Your child's class will utilize these classics during the upcoming school year. Parents and students are strongly encouraged to purchase these books for their own personal collections, so that they can mark them and keep them, allowing students to develop their own impressive personal library of classics over the course of their academic career with True North.

Students will be issued additional books in some of their classes, which remain the property of the school. Textbooks include either the physical copy of the book itself, or the digital version. Any lost, stolen, or damaged books are the sole responsibility of the student whom the book has been checked out to. If something occurs to this property, the incident must be reported immediately. Students not returning books or returning damaged books will be required to make payment for the replacement or repair costs to the school. Failure to pay financial obligation can result in withholding final grades and/ or diploma.

Extracurricular Activities

Attendance Required for Extracurricular Participation

Students participating in any school sponsored event must have been in attendance at school the day of the event, otherwise they will not be allowed from participating in the event(i.e. participation in school sports, after school activities/clubs). Additionally, students who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

Extracurricular Activities

Participation in interscholastic or extracurricular activities is a privilege and not a right. Interscholastic competition and participation in extracurricular activities may be withheld from any student as a condition of discipline. Furthermore, all policies that apply to the regular school day apply also to interscholastic competition and extracurricular activities. Coaches and sponsors may establish policies for their groups in addition to those set out by athletic associations.

Field Trips, Off Campus Events

Field trips are school-related events for which school staff arrange transportation and ensure an appropriate number of chaperones. All trips shall be subject to prudent safety precautions and conducted according to the rules established by the school. Every effort will be made to schedule field trips without interrupting other school functions.

Behavioral Exclusion

Field trips can be a valuable learning opportunity for students; however, behavioral expectations are even more important when students are taken off campus. As a result, if a child has demonstrated an inability to control his/her behavior in school, extra steps may need to be taken to ensure the student has a successful experience.

- The school reserves the right to require parents or guardians to attend the field trip to provide supervision for their child. In such cases, if a parent is unable to attend, the student will be required to remain at school.
- Field trips are reserved for students who show responsibility during the school year and meet school expectations. It is in administration's sole discretion to not allow a student from attending a field trip based on prior behavioral incidents such as detentions and suspensions. A student that has received a suspension (indoor or outdoor) will not be able to attend a field trip. It is the Behavior Committee's sole discretion based on the circumstances of the suspension if the field trip is allowed.
- Students must have a "C" average or better in conduct for the current quarter in order to attend field trips.

Financial Limitations

Field trips at True North are one of those "peak moments" that bring families and students together. In an effort to make these trips more accessible, we included in the budget some funds for families in need to attend field trips. If a family is in need, please reach out to school leadership for reductions in field trips and sports expenses.

Chaperones

Chaperones for field trips must follow the volunteer guidelines found within the policies of the school. Chaperones must be registered with the school prior to attending the field trip. All chaperones must be provided with a detailed list of the students they are responsible for, emergency contact information to reach the teacher in charge, as well as students' parents if the need arises. Chaperones will be selected by the teacher. Day trips will require chaperones to receive Level 1 clearance; night trips will require chaperones to receive Level 3 clearance.

Athletic Code of Conduct

1. True North Classical Academy's Athletics program conforms to the stated mission and vision of the school. As such, the goal of True North Athletics is to enhance the character development of students through the development of physical skills, teamwork, and leadership. Through team and individual sports, the student athlete will develop a knowledge and appreciation of the rules of the game, as well as the physical skills necessary for competition. Sportsmanship, self- discipline, perseverance, self-sacrifice, and contribution to the team are goals that we wish to cultivate in our students. In True North Athletics, character is prized above victory, and the cultivation of virtue and contribution to the team is prioritized over individual athletic achievement. Through this philosophy and vision, the True North Athletics program seeks to build school community, to instill in athletes an understanding of and appreciation for sport, and to further the student's development of virtue and leadership.
2. Students should practice sportsmanship and fair play; they should learn to win and lose with grace. They should participate in games and sports in which they can both lead and be led, subordinating their own role to the good of the team. A spirit of healthy competition as well as an attitude of perseverance, commitment, and excellence should be the norm. At the end of each game, as the teams line up to shake hands, athletes should congratulate the other team with respect and say, "good game."
3. All children will have the opportunity to play and develop skills throughout the season, however, playing time may not be evenly distributed throughout the players. Our goal is to balance player development and fun with competitive play. As such, there will be times in which the more skilled players may be in a game for a longer period of time. All children will have the opportunity for significant playing time, but this may vary from game to game. For playoffs and championship games, it is the coach's discretion to allot playing time.
4. It is important for students to attend practices and games. This communicates

commitment to the sport and them. Students who miss an excessive amount of both may be asked to leave the team.

5. Proper sports attire should be worn to all practices and games. Failure to come properly dressed will result in the athlete being sent home and not allowing him or her to practice or play with the team.
6. If a parent wishes to discuss an athletic concern with a coach, the following steps should be taken:
    a. Email the coach to set up an appointment.
    b. Do not attempt to confront a coach before, during, or after an athletic practice or game. Feelings can be heightened at these times. **Absolutely no conflict resolution should take place between a coach and a parent with students present.** Conflict resolutions should take place outside the athletic arena.
    c. If the issue could not be resolved through discussion with the coach, the parent should then email the Athletic Director (or Head of School if applicable) to set up an appointment. At this meeting the next appropriate step will be determined.
7. All students participating in sports are required to maintain a satisfactory standing academically. Failure of a student to maintain this standing will result in a loss of privilege to participate in athletics.
8. Students participating in sports must adhere to the student code of conduct. Any violations will result in the student being suspended or removed from the athletic team(s).

7. 9. All High School sporting teams will adhere to the FHSAA code of conduct and game policies (www.fhsaa.org).

Parent Involvement

Volunteer Hours

Parents/Guardians are requested to volunteer their time both at school and at home. There are ample opportunities for parents to volunteer throughout the school year.

Suggestions for completing the volunteer hours include, but are not limited to attending field trips, being a room parent, working with students in small groups, volunteering at special events, assisting a teacher, participating in school activities.

Parent Service Organization (PSO)

The Parent Service Organization is a home and school group acting under the direction of the Head of Schools which meets periodically to discuss ways in which the parents can further the mission of the school. There is a $25 cost to be a member.

The organization's functions are as follows:

- To enable and promote a clear understanding of the mutual educational responsibilities of the parents/guardians with the school.

  Education is always a joint effort between home and school. As parents, you have the primary role of educating your children. As educators, however, you have given us the privilege to help take part in that role. The PSO's purpose is to help facilitate unity between home and school, so children can see that union and ultimately benefit. That unity should happen naturally through the facilitation of meetings and events and constant communication and collaboration.

- To arrange for families to invest their time and talents in the school in order to enrich the children's education.

  Volunteering plays a vital role in the life of the school. For one thing, it helps students see the home-school connection in a much more concrete way. And aside from this, many of you have talents that can be placed at the service of the school and for the benefit of the children's education at True North. Therefore, one purpose of the PSO is to help facilitate and maximize the placement of parents' talents and skills in order to better enrich the education of our children.

- Fundraising is a key function of the organization in order to help bring down the operation costs of the school. Fundraising allows for the school to provide for greater enrichment and educational enhancements for our students that our normal, operating budget may not allow for. Whether it is providing our students with more books to read, having extra money for more "expensive" field trips, or improving upon existing facilities,

the list goes on. Fundraising plays a vital role to any educational institution.

Visitors

All visitors coming on campus during the school day must present a valid U.S. issued government photo I.D.

Any visitors to the campus during school hours **must** report to the front office and present a valid U.S. government issued photo ID in order to gain admittance through our security system. All visitors are required to wear their visitor identification while on school property.

Please remember all children must be signed out through the office for your child's safety.

Communication

Open communication is an essential part of any successful organization. It is also a priority of our school. To accomplish our goal of open communication, all stakeholders (schools, parents, students and other community members) must be well informed and involved in the decision-making process. Our goal is to provide clear information in a timely manner to all interested parties. We strive to accomplish this through our:

- TNCA School Website
- TNCA Family Handbook
- FACTS (formerly named Renweb system)
- Text based messaging system

Communication with Teachers

Our teachers view parent-teacher conferences as an important part of the school program and encourage you to request a conference whenever you have a concern. We want to work with you to solve any problems which may be affecting your child's education.

Please do not "drop in" to see a teacher before or after school without an appointment.

The teacher's entire day is carefully scheduled to permit preparation for class work, team meetings, etc. All teachers will be happy to rearrange their schedule for a conference by appointment. To ensure good communication, we ask that you follow a few simple guidelines.

1. Send a note, email, or call the school office to request a conference. Teachers are required to respond to your request within 24 hours.
2. To speak with a teacher by telephone, please call the office and leave your name and telephone number.

Please note: Teachers are not permitted to conduct conferences or accept calls during instructional time with students.

Communication in Upper School

Once a student enters Upper School, True North believes that the student should be the primary agent in their education. Our first priority in this regard is to encourage student responsibility by establishing open lines of communication between students and their individual teachers. Timely and effective communication between teachers, students, and parents is essential in fostering growth.

As such, students in upper school are given their own email address and are responsible for tracking assignments, understanding stated course requirements, and meeting deadlines. We strongly encourage students to meet with their teachers regularly for tutoring if they are having difficulty understanding specific concepts or material. It is the job of the student to

communicate honestly to their parents about their day-to-day performance and academic standing.

Teachers are responsible for clearly communicating to the student what is expected of him or her. Teachers are also responsible for notifying parents when their student is struggling considerably with the material or is not performing as expected.

Parents are responsible for clearly communicating with teachers any conditions that may affect their student's ability to learn and focus in class. They are responsible for communicating respect for the teacher through their words and actions.

Medical Policies

Inoculation of Students

All students accepted by True North are required to be following state programs mandating immunization against specific diseases. Failure to comply with the state requirements will result in the students being unable to attend classes, and receiving unexcused absences, until proof of compliance is provided.

The Head of School shall institute procedures for the maintenance of health records, which are to show the immunization status of every student enrolled, and for the completion of all necessary reports in accordance with guidelines prepared by the Florida Department of Health.

Medication Administration at School

This policy is designed to ensure safe and accurate administration of routine medications to students in the school. Every attempt must be made by the student's parent and healthcare provider to have medications administered during non-school hours. However, in the event that it is not possible for medications to be administered at home this Medication Administration at School Policy shall be followed.

Submission and Required Documentation

All medications must be personally brought into the school by the student's parent/guardian accompanied by the appropriate required paperwork.

All prescription medications require written Authorization for Medication Administration, with original signature by the parent and health care provider before the school shall accept the medication.

Medication may not be dispensed until the written Authorization for Medication Administration form contains the date of the current prescription, the expiration date of the prescription, and the frequency by which the medication is to be administered.

Prescription Medication/Treatment must be received in a pharmacy labeled container with the student's name, healthcare provider's name, name of pharmacy and phone number, name of medication, directions for dosage, and date of prescription.

School personnel shall not administer medication if there is a change in type, dosage or frequency unless a new written Authorization for Medication Administration with original signature by the parent and health care provider is presented to the school official.

When medication is delivered to the school, the designated employees shall count the exact quantity of the medication being delivered and log the medication into the Medication Administration Log.

Students with Communicable Diseases

A student shall not attend classes or other school-sponsored activities, if the student (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is liable to transmit the contagious or infectious disease, unless the Head of School or its designee has determined, based upon medical evidence, that the student:

- No longer has the disease.
- Is not in the contagious or infectious stage of an acute disease.
- Has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

School personnel may require any child suspected of having a contagious or infectious disease to be examined by a physician and may exclude the child from school, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

A student who has a chronic infectious disease, and who is permitted to attend school, may be required to do so under specified conditions. Failure to adhere to the conditions will result in the student being excluded from school. A student who has a chronic infectious disease and who is not permitted to attend school or participate in school activities will be provided instruction in an alternative educational setting in accordance with the school's policy.

Students with acute or chronic contagious or infectious diseases and their families have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such students will be informed. Willful or negligent disclosure of confidential information about a student's medical condition by staff members will be cause for disciplinary action.

Fever

The normal body temperature for a well child is 98.6F oral or 99.6F rectally. If you suspect your child has a fever, always use a thermometer. Never try to guess by feeling their forehead. If your child is running a fever you may use a fever-reducing medication, such as Tylenol or Motrin.

Before returning to school, children should be fever free for at least 24 hours without any fever- reducing medication.

Children at school who develop a fever of 100 F or higher will be sent home and should not return to school the next day.

Head Lice

Mandatory attendance laws require all children to be in school. It is expected that if your child has been sent home with lice and or nits, he/she will be treated and will return lice-free the next school day. A parent must accompany the child upon return to school. Before readmission to school, your child will be checked by a staff member for lice. Staff members will also re-check your child periodically to be sure treatment was effective.

Student Physical Examination

True North may require any student to be examined by a physician for the purpose of determining whether the student is afflicted with a contagious or infectious disease or has the ability of transmitting the disease.

True North may also require certification from a physician indicating a student's fitness to participate in specific educational programs or extracurricular activities.

Refusal on the part of parent/guardian to obtain the required examination and to submit the certification indicating freedom from contagious or infectious disease may result in student exclusion from school.

Students may be excused from engaging in required educational activities upon proper certification from a physician advising of student disability.

Nutrition Services

Our school's nutrition program provides nutritious, balanced meals that can help your child reach and maintain a healthy weight.

Greater Miami Caterers is our meal service provider. Greater Miami Caterers is aligned to the National School Lunch Program.

Meals served through National School Lunch Programs will:

- Be appealing and attractive to children.
- Be served in clean and pleasant settings.
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.
- Offer a variety of fruits and vegetables.
- Serve only low-fat (1%) and fat-free milk and nutritionally equivalent non-dairy alternatives (to be defined by USDA); and
- Ensure that half of the served grains are whole grain. Ensure that school fundraising activities will use only foods that meet the nutrition and portion size standards. The school district will make available a list of ideas for acceptable fundraising activities.
- Ensure that instructional staff do not use food items that do not meet the nutrition standards for foods and beverages, as rewards for academic performance or good behavior.

Lunch Program

Students are welcome to bring a Home Lunch on any day.

For a purchased lunch, parents have the flexibility of selecting a lunch for their child by logging into your Family Portal (FACTS formerly known as Renweb) up to a month ahead of time. The deadline to order for the following week is the Tuesday before. The price for lunch for all students (unless the student is eligible for free and reduced lunch) is $4.00.

If a child forgets their home lunch, a hot lunch will be served to them upon their request and the parent account will be charged accordingly.

If you are eligible for Free and Reduced Lunch, the cost is a reduced price per day. Please see the additional guidelines for free and reduced lunch. Complete the Free and Reduced Lunch application to determine eligibility.

Instructions for Application

1. Select ***Create an Account*** and enter parent information and create login information.
2. Once you login - select ***Add a Student*** - you will need the student ID to complete
3. Then select ***Apply for Benefits*** and follow the prompts to complete the application

A La Carte Items

Students in Middle and High School will be able to purchase items such as drinks and chips during their lunch period. In order to do so, parents must pre-load money into a designated snack account for their child on the Family Portal. Cash will not be accepted for a la carte items.

Lunch Ordering and Payments

Lunch orders need to be purchased in advance on our FACTS. Please keep in mind that if you do not place an order through our lunch program, you will need to provide a lunch from home for your child.

Balances must be paid in full monthly in order to continue to receive hot lunch options. After 30 days delinquent, children who do not bring in lunch from home will be provided a cold lunch.

Monthly menus are viewable on our website.

Food Delivery

Parents dropping off lunch or sending food to the school via delivery service (Uber Eats, DoorDash, Grubhub, etc.) should be limited to an emergency only basis. If there is an emergency where lunch will need to be delivered, the parent will need to call the receptionist to make arrangements. Students may not Uber food for themselves. Any unexpected food deliveries will be kept at the front desk until the end of the school day. Calling students out of the classroom to pick up food is a disruption to the learning environment and impedes the flow and functions of the front office.

In addition, having multiple couriers enter our property to make deliveries creates a safety issue for our school. If your child forgets their lunch at home, we are more than happy to provide them with a hot, healthy meal from the cafeteria.

Student Code of Conduct

As a public charter school of M-DCPS, True North Classical Academy also follows the M-DCPS Code of Student Conduct, with the exception of the SPOT success program. Parents and students must be aware of the "Severe Clause" in the Code of Conduct that is invoked when a student engages in certain behavior. Please see the Student Code of Conduct at:

Elementary

Secondary

Rationale

We believe that at True North Classical Academy behavioral excellence is not achieved in a single act. Rather, it is achieved by repeatedly choosing the Good. Our job, therefore, at True North is to make behavioral expectations clear so students can choose the Good.

We are proud of our students and recognize that the vast majority of our students are exceptional young people who follow the rules and expectations of our school. Our leadership and virtue education programs are developed to help our students become role models within the community. We realize that high standards and clear boundaries will help every member of the school community experience a sense of safety and happiness within school.

Our virtue education program assists students in developing the virtues through instruction in specific virtues each month (respect and responsibility, diligence, gratitude, generosity, courage, loyalty, compassion, forgiveness, hope, heroism, etc.). We strive to include these virtues in our daily life at school and expect that parents will join us in modeling these virtues with their children as well.

While our students are typically very well behaved and demonstrate the emotional maturity standards our school was founded on, we realize that clear boundaries are necessary to help them feel successful and understand expectations. Therefore, our behavior program has been developed to provide opportunities for students to learn, and to change any negative behaviors they may be exhibiting. We also realize that consequences need to be reasonable, clear, and administered fairly with the intention of creating positive change.

When a student exhibits misbehavior, there are several avenues we can use within the school setting to help students change their behavior, and keep parents informed of what is happening. Within the classroom, our K-4 teachers use a clip-chart system for managing misbehavior. Students start on "Ready to Learn" each day. They move up the scale for good and virtuous acts and move down the scale for making poor choices, such as not following school and/or

classroom rules. Students in grades 2-4 who move down the scale will receive a note in their agenda (students in K-1 will have a note sent home or via Dojo). If a student reaches the bottom of the scale for that day, he/she will be sent to the Dean of Students/Head of School, who will make the decision whether to issue a Behavior Notification, Detention, or other consequence.

Our 5-8 teachers use the student agenda for managing misbehavior. Students who violate classroom rules, after failure of Least Invasive Intervention to correct, will be asked to move to the back of the room, will be spoken to outside the classroom, and will then be sent to the Dean of Students (after all failed attempts to correct behavior), who will issue an appropriate consequence. Fifth 12th grade teachers have the authority to issue an automatic Behavior Notification and/or Detention if such offenses warrant such a consequence. If a Behavior Notification is issued, an email will be sent home.

Please note that True North follows M-DCPS's 'discipline matrix' (attached) as a guideline in classifying student behavior into one of five levels. Infractions are assigned an appropriate consequence based on the level. For more serious infractions, corrective strategies from a previous plan may be used in conjunction with a corrective strategy from the plan in line with the level infraction. We encourage you to spend time reviewing this matrix with your child along with some of the consequences found below:

Detention

Detentions are held on an agreed-upon day after school or during lunch. Times will be determined depending on the campus. If a student does not show up or is late for a detention, they will be issued a second detention, and will still need to re-serve the initial one. During detention, students may be asked to complete tasks which relate to their misbehavior, provide restitution to the school for the misconduct, or may be asked to complete work, at the discretion of school staff. This should not be seen as a time for students to complete their normal homework. A student must be promptly picked up after serving a detention. If they are not, they will be asked to go to after-care, for which the parent would incur an aftercare charge.

In-School Suspension

In-School Suspensions (ISS) are designed to allow students the opportunity to reflect on the misbehavior which caused the student to receive the suspension. During the in-school suspension a student will be secluded from his or her peers and will be given a task to complete. The duration of the In-School Suspension will be determined by the Head of School. The student may be required to complete an essay related to their misconduct, completing homework, restitution to the school, etc. Students will be required to complete their regularly scheduled daily assignments. All assignments will be completed in their entirety and submitted to the respective classroom teacher for grading for half credit. Following suspension students are placed on extra-curricular probation for thirty days.

Out-of-School Suspension

An Out-of-School Suspension (OSS) is time away from the school. Again, our hope is that the student will use this time to reflect on the misbehavior. While suspended, students are not allowed on True North or any public-school property, and to do so is considered trespassing. Out-of- School Suspensions will be considered unexcused absences, and the student will be required to make up on their own time all work from time missed. When returning, students will not be allowed to participate in extracurricular activities for thirty days following the suspension.

Social Media

Students who post inappropriate images or videos in TN attire or on TN property/ TN events are subject to disciplinary consequences as solely determined by school administration.

Students caught distributing, using, and/or in possession of vaping paraphernalia or any controlled substance, will receive an automatic 5-10 day out-of-school suspension, and law enforcement will be notified.

Right to Search

The school reserves the right to question students about any disciplinary issue. A student's locker, car, phone, or personal belongings may be searched by school administration at any time without prior notification.

Public Displays of Affection (PDA)

Students may not engage in public displays of affection. For example: handholding, kissing, etc.

In rare circumstances, if the school's repeated attempts to help a child experience behavioral success have failed, a child may be recommended for reassignment. The School's Administrative team will discuss the student and the issues that have been occurring. The team may recommend to the school district that the student be reassigned to another Miami-Dade Public School.

While we hope that these consequences will not be necessary, we want students and families to understand that they are in place to ensure a safe and cooperative learning environment at school. We also realize that while the school can impose various consequences, the only way true change and learning is possible is if the students internalize the circumstances and learn from the situation. We expect that parents are spending time discussing the situations with their children as they may occur throughout the school year and helping them to reflect upon and devise strategies to deal with future situations more appropriately.

Most importantly, we are NOT trying to create students who simply avoid getting into trouble. We are trying to create virtuous citizens who will one day become leaders in their community.

The following list is in line with M-DCPS Code of Student Conduct. It is representative, but not all-inclusive, of misbehaviors that will be used by True North to determine appropriate consequences:

Discipline Matrix

This discipline matrix is in line with M-DCPS Code of Student Conduct. It is meant to be representative, not all-inclusive, of corrective strategies that may be used based on the level offense.

Misbehavior	Range of Corrective Strategies (Consequences)
Level 1 Offense	**Plan 1:** Parent/guardian contact (Behavior Slip); Student, parent/guardian/staff conference; Revocation of the right to participate in social and/or extracurricular activities; Confiscation of electron device; Detention; Temporary assignment from class where the infraction occurred; Student contract; Replacement or payment for any damaged property (if appropriate); Participation in counseling session related to infraction; Behavior plan.
Level 2 Offense	**Plan 2**: Parent/guardian contact; School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior; Suspension from school for one to five days for habitual infractions; In-school suspension; Participation in counseling session related to the infraction Refer to outside agency/provider; Diversion Center; Corrective strategies from Level 1;
Level 3 Offense	**Plan 3:** Parent/guardian contact; Suspension from school for one to ten days; In- school suspension; Corrective Strategies from Level I & II; Permanent removal from class (placement review committee decision required); Recommendation for alternative educational setting; Recommendation for expulsion; Participation in counseling session related to the infraction; Refer to outside agency/provider. Corrective strategies from previous plans.
Level 4 Offense	**Plan 4:** Parent/guardian contact; Suspension from school for one to ten days; In- school suspension; Participation in counseling session related to the infraction; Refer to outside agency/provider; Recommendation for expulsion; Corrective strategies from previous plans.

Level 5 Offense	**Plan 5:** Parent/guardian contact; Suspension from school for ten days; In-school suspension; Participation in counseling session related to the infraction; Refer to outside agency/provider; Recommendation for expulsion; Corrective strategies from previous plans.

Titan Honor Code

The objective of the True North Classical Academy's Honor Code is to build trust among students and to maintain an academic community in which a code of values is shared.

This honor code was created in collaboration with the class of 2023 and school leadership.

Honor Pledge

As a True North Titan, we pledge to:

- Judge by character, not appearance
- Strive for excellence
- Value honor
- Do what is morally right
- Be courageous
- Never cheat or lie
- Be humble
- Hold ourselves to a higher standard
- We are friends pursuing the True, Good and Beautiful.

Dress Code and Uniforms

Dress Code

True North has a primary objective of developing a community of learners, dedicated to the highest standards of academics and deportment. As such, a distinctive uniform is a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. This is one of the most important functions of a uniform: it identifies its wearer as part of a distinctive group with a distinctive purpose. It is a reminder to its wearer of that purpose and of one's responsibility to that group.

The uniform is the basis of a dress code that reflects the nobility and seriousness of our mission. A strong correlation exists between student appearance and the perception of excellence. Our students should dress their best, look their best, and do their best. All clothing must be clean, neat, reasonably pressed, and in properly fitting condition. If a child is deemed to be wearing inappropriate attire, the parent will be notified and a change of clothing may be required for attendance that day. If in doubt about the appropriateness of an article of clothing, check with the school office before purchasing. Good judgment exercised at home will be a learning activity for the child that will help to avoid embarrassment or wasted time at school. Questions about the appropriateness of apparel may be referred to the Head of School, whose judgment will be final.

Our desire is not to squash students' individuality, but to secure their commitment to scholarship and character development, goals which can potentially be obscured by a focus on the latest trends or fads. We ask not only for student commitment to this concept, but for the parents' as well. The uniform and dress code of True North support and reinforce our academic goals. The uniform assists us in staying focused on the true individuality offered by healthy dialogue and the development of the life of the mind for each student.

Students must stay in uniform whenever they are on campus (including the parking lot) during a school day. This means arriving on campus fully in uniform and leaving campus fully in uniform (correct shoes, shirts tucked in, etc.). If a student is found out of compliance with the uniform policy, he/she will receive a uniform violation notice. Please note for every three (3) times a student is found out of compliance with the uniform policy, he/she will receive a detention.

Uniforms must be purchased exclusively from Dennis Uniform by either purchasing online at www.Dennisuniform.com or by visiting the Kendall store located at 8807 SW 132nd Street, Miami, FL 33175. Phone: 305-254-0000.

<u>Grammar School Uniforms (K - 5th grade)</u>

ALL UNIFORM ITEMS MUST BE PURCHASED AT DENNIS UNIFORM (except shoes)
<u>ALL K-5 Students must have at least one gray polo.</u>

Boys Uniform (K – 5th grade)

Worn 2 days a week

- Navy blue pants or shorts
- Yellow or gray polo shirt with logo
- Navy blue fleece jacket with logo or True North sweatshirt (for cooler weather)
- Black belt
- White ankle crew socks (Dennis Uniform)

Boys Shoes – may be purchased at Dennis or any retail store

- **Solid black** athletic sneaker (no canvas, e.g., no Converse);

Examples:

Girls Uniform (K – 5th grade)

Worn 2 days a week

- Navy blue pants or skort (top of the knee)
- Yellow or gray polo shirt with logo
- Navy blue fleece jacket with logo or True North sweatshirt (for cooler weather)
- Black belt (with pants)
- White crew socks (Dennis Uniform)

<u>Girls skorts and PE shorts may not be rolled up or shortened in any way and must pass the "fingertip test." The hem of the garment must reach the tips of the fingers when a student is standing straight and arms/hands are placed by their side.</u>

Girls Shoes – may be purchased at Dennis uniform or any retail store

- Solid white athletic sneaker (no canvas, e.g., Converse);

Examples:

P.E. Uniform – Boys & Girls (K – 5th grade)

Worn 3 days a week

- True North PE uniform
- White ankle crew socks (Dennis Uniform)
- Navy blue fleece jacket with logo or True North sweatshirt (for cooler weather)
- Athletic sneaker (any type) – may be purchased at Dennis Uniform or any store

<u>Logic School Uniforms (6th - 8th grade)</u>

ALL UNIFORM ITEMS MUST BE PURCHASED AT DENNIS UNIFORM (except shoes)

Boys Uniform (6 - 8th grade)

Worn on formal days:

- Khaki pants with Dennis logo
- Oxford white short-sleeve shirt with embroidery
- True North Tie
- Black belt
- White ankle crew socks (Dennis Uniform)

Boys Shoes – may be purchased at Dennis uniform or any retail store

- Black dress shoes with laces or slip-on

Examples:

Girls Uniform (6 - 8th grade)

Worn on formal days

- Khaki skort or pants with Dennis uniform logo
- Oxford white short-sleeve shirt
- Navy vest with embroidery
- Black belt (with pants only)
- White crew socks (Dennis Uniform)

<u>Girls skorts and PE shorts may not be rolled up or shortened in any way and must pass the "fingertip test." The hem of the garment must reach the tips of the fingers when a student is standing straight, and arms/hands are placed by their side.</u>

Girl Shoes - may be purchased at Dennis uniform or any retail store

- Black Penny Loafer

Example:

P.E. Uniform – Boys & Girls (6 – 8th grade)

- True North PE uniform
- White ankle crew socks (Dennis Uniform)
- Navy blue fleece jacket with logo or True North sweatshirt (for cooler weather)
- Athletic sneaker (any type) – may be purchased at Dennis Uniform or any retail store

Rhetoric/High School Uniforms (9 - 12th grade)

ALL UNIFORM ITEMS MUST BE PURCHASED AT DENNIS UNIFORM (except shoes)

Boys Uniform (9 – 12th grade)

- Khaki pants with Dennis uniform logo
- Oxford light blue short-sleeve shirt with embroidery
- True North Tie
- Black belt
- White crew socks (Dennis Uniform) or black dress socks (any department store)

Boys Shoes – may be purchased at Dennis uniform or any retail store

- Black dress shoes with laces or slip-on

Example:

Worn on Fridays:

- Performance Polo Short Sleeve – Purple or Navy Blue with School Logo
- Rugby Long Sleeve Navy/White Stripe with School Logo
- Traditional school uniform bottoms
- Black dress shoes with laces or slip-on

Girls Uniform (9- 12th grade)

- Khaki skort or pants with Dennis uniform logo
- Oxford light blue short-sleeve shirt
- Navy vest with embroidery
- TN striped belt (with pants only)
- White crew socks (Dennis Uniform)

<u>Girls skorts and PE shorts may not be rolled up or shortened in any way and must pass the "fingertip test." The hem of the garment must reach the tips of the fingers when a student is standing straight, and arms/hands are placed by their side.</u>

Girl Shoes - may be purchased at Dennis uniform or any retail store
Black Penny Loafers

Example:

Worn on Fridays

- Performance Polo Short Sleeve – Purple or Navy Blue with School Logo
- Rugby Long Sleeve Navy/White Stripe with School Logo
- Traditional school uniform bottoms
- Black Penny Loafers

Additional Dress and Uniform Expectations (ALL GRADE LEVELS)

Dress Code Violations: Students not in uniform will be sent to the office and parents must bring a correct uniform. Students will receive a conduct penalty if there is any dress code violation. For every three dress code violations will result in a detention.

Spirit Wear: True North Spirit shirts can be worn on Fridays **only** with uniform bottoms and uniform shoes, unless specified otherwise by administration.

Cold Weather: All sweaters and jackets must be purchased from Dennis Uniform. Sweatpants are available for PE days. Leggings should not be worn under skorts or shorts.

Shirts: traditional dress (polos) uniform must be always tucked in. Shirts must also be buttoned to one below top.

Belts: black belts (with shorts or pants) must be always worn.

Socks: must be Dennis Uniform white ankle crew socks

Skorts: Girls skorts and PE shorts may not be rolled up or shortened in any way and must pass the "fingertip test." The hem of the garment must reach the tips of the fingers when a student is standing straight, and arms/hands are placed by their side. ***Three violations will result in loss of permission to wear skorts.***

Hair: hair must be clean, neat, and out of the eyes. Only natural colors are allowed. In grades K-6, no hair dye is allowed. Hair styling or coloring arrangements which are disruptive, or distracting are not permissible. Disruptive or distracting hair styling is determined solely by school administration. A child with colored hair will be sent home.

- **For Girls:** only solid colored hair bows/headbands (royal purple, white, grey, light yellow, and navy) are permitted, along with school purchased bows.
- **For Boys:** no hair accessories. Hair must be worn neatly combed above the collar, eyebrows, and ears. No lines, mohawks, coloring, etc. Hair length is not to pass the eyebrows regardless of style. No facial hair for boys. Hair must be kept max 2 inches in height.

Jewelry: Any jewelry which might create a safety hazard or distraction should not be worn. Body/facial piercings are not permitted. Necklaces and bracelets should be discrete and simple, not wider than ½ inch and no bright colors. No chokers. Limited bracelets permitted. Watches are permitted if they only function as a watch, are discrete, and simple in design. No smart watches (Apple, Fitbit, etc.).

- **Girls:** students are allowed to wear small earrings. Dangling or hoop earrings are safety hazards and are not permitted.
- **Boys:** no earrings are permitted.

Cosmetics:

- **Girls:** in kindergarten through 6th grades are prohibited from wearing make-up or hair dye. Girls in 7th through 12th grade may wear light makeup and nail polish (no bright colors).
- **Boys:** none permitted.

Other: no tattoos, temporary or permanent will be permitted.

General Policies

Backpacks

Backpacks, book bags and totes are not considered technically to be a part of the school uniform. However, they are expected to be clean, in good condition and appropriate for a school environment. For safety and space reasons, **wheeled backpacks are not permitted.** Any item which attracts undue or negative attention, or which infringes on the rights or values of others will not be allowed.

FACTS Billing

True North is a cashless campus. All school related fees and purchases will be billed through the FACTS system. In order to use FACTS, parents must have a debit/credit card or bank information on file. All charges will be approved by the parent prior to posting onto their family account. Any outstanding balances will be automatically charged to the credit card or EFT drafted on the 15th and 30th (or last day) of each month using the payment information saved to the FACTS account.

Cell Phone Policy

True North allows students to have cellular phones at school **ONLY** if parental permission is given to have the device at school. Students must keep their phones turned off and in their backpacks, unless they receive permission from their current teacher to use the phone for educational purposes. If a phone is seen or heard while under school supervision without teacher permission, they will be taken away and existing behavioral sanctions will apply.

Cell phones or other electronic devices that are confiscated for the first time will be given to the student at the end of the day. When a student has a legitimate need to make a call during the school day, they may use a school telephone, provided they obtain permission from a staff member prior to use. Parents who need to contact their children during the school day for valid emergencies should contact the school office to relay a message, and that message will be relayed to your child in a timely fashion.

Consequences for cell phone usage are as follows:

Cell Phone Confiscations	Consequences
1st time	Held by administration and given back and end of day
2nd time	Must be picked up by parent at parents' convenience
3rd time	Held by administration for a month
4th time	Held by administration until rest of school year

Hurricane Closure

True North will follow the same emergency closures of Miami-Dade County School District. Parents should monitor local news outlets during inclement weather. If the public Miami-Dade County Schools are closed, True North will also be closed.

Computers and Internet Acceptable Use Policy

By virtue of using a school computer, network, or online tool the students and parents of the organization agree to abide by the organization's acceptable use policy. This policy will be sent home annually. If a parent wishes to opt out of accepting this policy, they should notify the school in writing, and access to all school electronic resources will be denied for the individual student.

Fundraising

True North is a nonprofit organization which relies on governmental funds and contributions to effectively educate our students. As a result, fundraising is necessary to help support the educational programs offered. Fundraising donations are completely voluntary, and contributions are at the option and discretion of each family.

Photographs of Students

Press Release: Parents fill out a press release form in the registration process.

Portraits: True North will sponsor one formal portrait day for students. True North will utilize a company which best meets the needs of the families for a reasonable cost. These photos will be utilized for the creation of the yearbook in addition to being sold to the families.

Snapshots: Frequently throughout the school year school staff take pictures of events that happen during the school day. Should a parent not want their child photographed in such a way, they must submit written notification of their request to the Head of School. This request will then be passed along to school staff. Snapshots may periodically be used for promotional materials for the school. Every attempt will be made to receive parental permission prior to the publishing of promotional materials which include the photograph of students. Additionally, the school reserves the right to utilize such snapshots through electronic media which do not individually identify any specific student. If a parent or guardian requests the removal of such a photograph, the school staff will comply with the request within 72 hours.

Birthday Parties

In lower school, celebrating birthday parties at school are not encouraged in the classroom but during lunch time. Please coordinate with your child's teacher about making appropriate arrangements.

Lost and Found

Please be sure your child's name is in her/his sweater, lunchbox, etc. Many such articles are lost and unclaimed. Items not claimed will be donated to charity.