



**TRUE NORTH**  
CLASSICAL ACADEMY

**Family Handbook**  
**2019-2020**

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## Welcome To True North

Dear Families,

At True North our vision is to unleash a thirst for knowledge within our students. True North students will become lifelong learners as their passions align to their purpose in the pursuit of the True, Good, and Beautiful. We will achieve this 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.

We are honored that you've chosen to trust True North with the well-being of your child. Every decision we make as an organization will be in the best interest of our students and in helping them to develop them into well-rounded citizens and full human beings. Each month we will focus on a virtue essential to the liberal arts model of education. Virtues will be taught through stories read during our daily, Morning Assembly and will be modeled in the culture and discipline of our school.

This handbook contains excerpts from True North's full, policy manual and should serve as your parent guide regarding important rules and procedures to be acquainted with as a True North family member. 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.

If there is ever anything we can do to support your child, please reach out to the school's office at (305) 749-5725 or by emailing me directly at [msnyder@truenorthcharter.org](mailto:msnyder@truenorthcharter.org). I look forward to another fantastic school year.

Warm regards,

Marc Snyder, Ed.D.

Headmaster

## Core Virtues Program

Core Virtues is a literature-based approach to character education. Each morning, a story is read and discussed, providing inspirational and insightful examples of virtue in action. Core virtues uses a three-year approach, 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 makes 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.

Year 3: 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: Heroes are men and women who have tirelessly pursued excellence in their lives and helped improve the lives of others.

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: Loyalty is being faithful and true to our duties, relations, and ideals.

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

### **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 / June**

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.

## **True North Core Virtues**

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

## 2019-2020 School Calendar

August 2019						
S	M	T	W	H	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	

September 2019						
S	M	T	W	H	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					

October 2019						
S	M	T	W	H	F	S
	1	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		

November 2019						
S	M	T	W	H	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

December 2019						
S	M	T	W	H	F	S
	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				

January 2020						
S	M	T	W	H	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	

February 2020						
S	M	T	W	H	F	S
	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	

March 2020						
S	M	T	W	H	F	S
	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				1





April 2020						
S	M	T	W	H	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		




May 2020						
S	M	T	W	H	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	

June 2020						
S	M	T	W	H	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				

July 2020						
S	M	T	W	H	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	

**Legend:**

	New Teachers Report
	Teacher Work Day
	Legal Holiday
	Recess Day

	Beginning of Quarter
	End of Quarter
	Early Release

Days in Grading Period:

1 - 46; 2 - 44

3 - 44; 4 - 46

## 2019-2020 Calendar of Events

### August 2019 (ESOL testing 1<sup>st</sup> 10 days of school)

- 13<sup>th</sup>: Meet-and-Greet (3-8) (new students) at 6:00 pm (Main Campus)
- 15<sup>th</sup>: Meet-and-Greet (all High School students) at 6:00 pm (Main Campus)
- 16<sup>th</sup>: Meet-and-Greet (Kinder – all students / 1<sup>st</sup> and 2<sup>nd</sup> – new students) at 9:00 am (South Campus)
- 19<sup>th</sup>: 1<sup>st</sup> Quarter begins / first day of school (all grades)

### September 2019

- 2<sup>nd</sup>: No School (Labor Day); no school for students and teachers
- 5<sup>th</sup>: Open House (Kinder – 2<sup>nd</sup>-grade) at 6:30 (South Campus)
- 6<sup>th</sup>: Open House (5-8) at 7:00 pm (Main Campus)
- 9<sup>th</sup>: Open House (3-4) at 7:45 pm (Main Campus)
- 9<sup>th</sup>-13<sup>th</sup>: AP1 iReady Diagnostic
- 10<sup>th</sup>: Open House (9<sup>th</sup>-grade) at 7:30 pm (Main Campus)
- 11<sup>th</sup>: *9/11 Morning Assembly (w/ Color Guard)*
- 23<sup>rd</sup>(week of): 1<sup>st</sup> Quarter Progress Reports
- 23<sup>rd</sup>(week of): Book Fair (Main and South Campus)
- 26<sup>th</sup>: *Celebrate Freedom Night*
- 30<sup>th</sup>: Teacher Planning Day; no school for students

### October 2019

- 9<sup>th</sup>: Teacher Planning Day; no school for students
- 24<sup>th</sup>: End of 1<sup>st</sup> grading period
- 25<sup>th</sup>: Teacher planning day; no school for students
- 28<sup>th</sup>: Begin 2<sup>nd</sup> Quarter
- 28<sup>th</sup>(week of): 1<sup>st</sup> Quarter Reports Cards go out
- 31<sup>st</sup>: Historical Festival

### November 2019

- 1<sup>st</sup>: Early Release (12:00 pm dismissal / both campuses)
- 11<sup>th</sup>: No School (Veteran's Day); no school for students and teachers
- 21<sup>st</sup>: Thanksgiving Feast (K-2)
- 22<sup>nd</sup>: Thanksgiving Feast (6)
- 25<sup>th</sup>: Thanksgiving Feast (4, 5, 7)
- 26<sup>th</sup>: Thanksgiving Feast (3, 8)
- 27<sup>th</sup>-29<sup>th</sup>: Thanksgiving Break; no school for students and teachers

### December 2019

- 2<sup>nd</sup>-13<sup>th</sup>: AP2 iReady diagnostic
- 2<sup>nd</sup> (week of): 2<sup>nd</sup> Quarter Progress Reports
- 13<sup>th</sup>: *Holiday AM show preK-Kinder*
- 14<sup>th</sup>: Family Picnic (at Larry Penny Thomson Park)
- 16<sup>th</sup>: *PM Holiday Show (1-5)*
- 19<sup>th</sup>: *PM Holiday Show (6-9)*
- 20<sup>th</sup>: Clash of the Titans 3-8 (Main Campus)
- 23-January 3<sup>rd</sup>: Christmas Break; no school for students and teachers

## January 2020

- 6<sup>th</sup>: School begins
- 16<sup>th</sup>: End of 2<sup>nd</sup> grading period
- 17<sup>th</sup>: Begin 3<sup>rd</sup> Quarter
- 20<sup>th</sup>: No School (Dr. Martin Luther King's Birthday); no school for students and teachers
- 21<sup>st</sup> (week of): 2<sup>nd</sup> Quarter Report Cards
- 30<sup>th</sup>: *Mid-Year Honor Roll Assembly (K-2)*
- 31<sup>st</sup>: *Mid-Year Honor Roll Assembly (3-5) / (6-8)*

## February 2020

- 7<sup>th</sup>: Early release (12:00 pm)
- 17<sup>th</sup>: No School (Presidents' Day); no school for students and teachers
- 18<sup>th</sup> (week of): 3<sup>rd</sup> Quarter Progress reports

## March 2020

- 20<sup>th</sup>: End of 3<sup>rd</sup> grading period
- 23<sup>rd</sup>-27<sup>th</sup>: Spring Break; no school for students and teachers
- 30<sup>th</sup>: 4<sup>th</sup> Quarter begins

## April 2020

- 6<sup>th</sup> (week of): 3<sup>rd</sup> Quarter Report Cards
- 10<sup>th</sup>: Teacher Planning Day; no school for students
- 17<sup>th</sup>: Early release (12:00 pm)
- 25<sup>th</sup>: 5<sup>th</sup> Annual Gala
- 29<sup>th</sup>-May 18<sup>th</sup>: AP3 iReady diagnostic

## May 2020

- 4<sup>th</sup>(week of): 4<sup>th</sup> Quarter Progress Reports
- 7<sup>th</sup>: Mother's Day breakfast (K-1)
- 8<sup>th</sup>: Mother's Day breakfast (2)
- 15<sup>th</sup>: Early release (12:00 pm)
- 15<sup>th</sup>: Upper School formal (7<sup>th</sup> and 8<sup>th</sup> grade)
- 25<sup>th</sup>: No School (Memorial Day): no school for students and teachers
- 28<sup>th</sup>: *Kinder graduation / K-2 Celebration of Learning*
- 29<sup>th</sup>: *3-4 Celebration of Learning*

## June 2020

- 1<sup>st</sup>: *5-6<sup>th</sup> grade Moving-Up Ceremony*
- 2<sup>nd</sup>: *7-9<sup>th</sup>-grade PM Award Ceremony*
- 3<sup>rd</sup>: *Dave & Busters / End of 4<sup>th</sup>-grading period / Last day of school*
- 8<sup>th</sup> (week of): 4<sup>th</sup> Quarter Report Cards

**\*SAT / FSA / FCAT testing days will be announced once the 2019-20 testing calendar is released.**

**\*\* Field trips / culminating events will be announced once days are locked in.**

**\*\*\* Calendar events not representative of all events AND subject to change.**



## Reference Information

### School Phone Numbers

Main Campus Office Number: (305) 749-5725

Main Campus Fax Number: (305) 749-5729

South Campus Office Number: (305) 487-8884

South Campus Fax Number (786) 224-7340

### School Hours

	<b>Main Campus</b>	<b>South Campus</b>
<b>Before School Care</b>	7:15 am	7:15 am
<b>School Day Starts</b>	8:15 am	8:30 am
<b>School Day Ends</b>	3:15 pm	K-1 (2:30 pm) 2 (3:30 pm)
<b>After School Activities</b>	3:30-4:30 pm	K-1 (2:45-3:45 pm) 2 (3:45-4:45 pm)
<b>After-School Care Ends</b>	6:00 pm	6:00 pm

### Staff Information

Marc Snyder, Headmaster: [msnyder@truenorthcharter.org](mailto:msnyder@truenorthcharter.org)

Sari Guevara, Asst. Headmaster (Early Learning); Dean of Students: [sguevara@truenorthcharter.org](mailto:sguevara@truenorthcharter.org)

Chereen Coile, Assistant Headmaster, South (K-2): [ccoile@truenorthcharter.org](mailto:ccoile@truenorthcharter.org)

Jeanine Finlay, Assistant Headmaster, Main (3-6): [jfinlay@truenorthcharter.org](mailto:jfinlay@truenorthcharter.org)

Jorge Finlay, Assistant Headmaster, Main (7-9): [jgfinlay@truenorthcharter.org](mailto:jgfinlay@truenorthcharter.org)

Yesenia Cantillo, Director of Operations: [ycantillo@truenorthcharter.org](mailto:ycantillo@truenorthcharter.org)

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Jessica Perdomo, Registrar: [jperdomo@truenorthcharter.org](mailto:jperdomo@truenorthcharter.org)

Ellen Lufbery, Administrative Assistant: [elufbery@truenorthcharter.org](mailto:elufbery@truenorthcharter.org)

Shawn Ramirez, Athletic Director: [sramirez@truenorthcharter.org](mailto:sramirez@truenorthcharter.org)

## **Important Policies to Know**

### **Vision**

The vision of True North Classical Academy is to unleash a thirst for knowledge within our students. True North students will become lifelong learners as their passions align to their purpose in the pursuit of the True, Good, and Beautiful.

### **Mission**

True North Classical Academy will achieve its vision through rigorous, content-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 students' love. This vision is intended to govern every facet of the school's 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 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's 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 the school's life.

## Guiding Questions for the Life of True North

1. Is it beautiful?
2. Are we doing this because it is inherently good, or as a means to an end? If the latter, what end?
3. Does it encourage the student to think of education itself as a high and noble enterprise, or does it cheapen education?
4. Is it excellent? Does it demand the best students and teachers have to offer, and hold them to the highest standard they are capable of achieving? Or does it give in to the gravitational pull of mediocrity? Is excellence the highest standard, or is excellence subordinate to lower standards such as convenience, popularity, or marketing considerations (i.e. consumer appeal)?
5. Does it encourage reverence for the mystery of the human person and respect for the student's own human dignity?
6. Does it encourage him or her to desire truth, to understand such virtues as courage, modesty, prudence, and moderation and to cultivate these within him or herself?
7. Does it encourage real searching and thinking? Does it provoke the student to ask "why?" Does it stir up a desire for understanding?
8. Does it encourage conversation between and across generations or does it hinder it?
9. Does it help to develop to the fullest extent what is uniquely human in the student: the powers of attending, deliberating, questioning, calculating, remembering, and loving?
10. Does it encourage the student to become patient, to take time, and if necessary, to start over in order to achieve excellence, or does it subordinate excellence to speed, ease, and efficiency?
11. Does it encourage the student to value rigor and discipline?
12. Does it deepen the role of the family in the life of the school and the role of education in the life of the family, or does it erect a barrier between family and school?

## Grammar Stage (K-5)

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 neighbor, 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 fifth 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* (sixth 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 (6-8)

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 (sixth 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 habituate asking and following questions that concern more particular categories like 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 (class of 2023). 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 pertain 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 of the community.

## Admissions

### **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 public school system as well as their Charter. Federal Law may also apply if the school is the recipient of federal grant funds. As such, we must admit all students based on space availability through use of the lottery process.

### **Late Entries**

Students who enroll in True North after the start of a term will need to work with each teacher to determine what back work, if any, needs to be completed. 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 having the school create a report indicating the student's performance and current grade in each class. The organization reserves the right to follow up with the student's future placement to ensure compliance with compulsory attendance laws.

## Attendance

There are probably no factors more important to successful school progress than regular and punctual school attendance. 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.

### **Excused Absences**

1. An excused absence is defined as:
  - a. Personal illness of the student
  - b. Medical appointment
  - c. Death in the student's immediate family
  - d. An approved school activity
  - e. Significant community event with prior permission of the Headmaster.
  - f. Military connected students
  - g. Religious holiday of the student's faith (prior notification required)
  - h. Religious institutes, conferences, or workshops (prior notification required)
  - i. Non-school sponsored event or educational enrichment activity, as determined and approved by the Headmaster
  - j. Forced absence by any law enforcement agency
  - k. Mental health counseling for the student (doctor's note required)
2. On the day the student returns to school, parents must send a note explaining the reason for their child's absence. A maximum of 5 handwritten notes will be accepted per school year. 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, 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 unless excused by the Headmaster prior to arranging the trip.

**Tardiness** – Arrival time for students is up to thirty minutes prior to the start of school. Students must be ready for class or assembly 5 minutes prior to the commencement of the class or assembly. Any student arriving after 8:15 am (3-9), or 8:30 am (K-2) will be considered tardy. All tardies will be considered unexcused unless a child has a doctor's note. **The school disapproves of the accumulation of unexcused tardies, as it results in students missing Morning Assembly and – in some cases – missing part or all of first period.** On the third occasion that a student has an unexcused tardy in a quarter, a detention will be issued. For each subsequent tardy in the quarter, another detention will be issued. When a student has received four detentions for tardiness in a quarter, then he or she may receive an in-school suspension for a duration determined by administration, in addition to his or her first period grade / effort being lowered.

**Parental Reporting** – Within 48 hours of a student's absence, the parent will send a note, email, or call the school explaining the absence. **If that contact does not occur, the absence will be recorded as unexcused and cannot be changed to an excused absence by parents back dating notes.** In the case that 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 Headmaster.

**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. Students may not be removed from school after last period starts (45 minutes before the end of the school day). **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 the time limits allowed. For every day a student is absent as allowable (excused), a student will have the same number of days to make up missed work. Students with excused absences who pass this limit, or whose absences are unexcused are subject to an academic penalty according to the teacher's policy.



**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. While we realize it may take a little more time to follow these rules, we are sure you will understand that we must be concerned about the safety of the students. All parents are expected to adhere to the following safety rules, as well as any directions given by school staff. Failure to do so may result in needing to park off campus to pick up students.

**Arrival** – Kindergarten through second grade should plan to arrive at our South Campus between 8:00-8:28, third through 9<sup>th</sup>-grade should plan to arrive at our Main Campus between 7:45—8:13. Although, we strongly recommend you arrive no later than 8:25 (kinder through second) and 8:10 (3<sup>rd</sup>-9<sup>th</sup>-grade). Doors will open promptly at 8:00 am (kinder through second), and 7:45 am (3<sup>rd</sup>-9<sup>th</sup>-grade), which will open up the drop off line. At this point, parents should pull their car around to the drop-off zone at the direction of staff. Please be sure students are ready to get out of your vehicle when you get to the front of the line. Please note: **students are not permitted to be dropped off before 7:45 am (main campus) or 8:00 am (south campus) unless otherwise enrolled in Morning Care.**

**Dismissal** – Pick-up time for Kindergarten through first grade will be at 2:30 pm, and second-grade students will be at 3:30 pm; 3<sup>rd</sup> – 9<sup>th</sup>- grade pick-up time will be at 3:15 pm. Cars may begin to line up as early as 2:00 pm (kinder and first), 3:00 pm (second) and 2:45 pm (third through ninth) to wait for their child. Cars should park and wait on admin and / or teacher direction before pulling off with their child. At 2:25 (kinder and first) / 3:25 (second) / 3:10 (third through ninth), students will be brought outside by their teacher.

- To speed the process, have the mandatory True North issued car tag with your child’s name and teacher prominently displayed in the front window.
- If you do not have the True North issued car tag, you will be re-directed to the front office to pick up a new car tag (after showing proper identification) and will be asked to re-enter the carline to pick up your child.
- 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. Your child will be escorted to your car. Students must wait for a staff member before moving toward the car.
- Cars must be put in park when children are loaded and unloaded
- When exiting the parking lot, cars must turn right onto Sunset Drive (Main Campus)

**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 note: there will be a lost car tag fee of \$5.00.**

**Students not picked up by 3:00 (Kinder / 1<sup>st</sup>-grade), 4:00 (2<sup>nd</sup> grade), or 4:00 (3<sup>rd</sup>-9<sup>th</sup> grade) will be sent to after care and charges may apply.**

## Academics – Course of Study

### *Grammar School (K-5)*

	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
<b>History</b>	Emphasis: Cradle Civilization  Story of the World I	Emphasis: Greek  Story of the World I	Emphasis: Roman  Story of the World I	Emphasis: Medieval  Story of the World II	Emphasis: Renaissance to Early Modern Story of the World III	Emphasis: Modern  Story of the World IV
<b>English</b>	Reading Mastery	Reading Mastery	Reading Mastery	Reading Mastery	Reading Mastery	Novel Studies
	Junior Great Books	Junior Great Books / Literature	Junior Great Books / Literature	Junior Great Books / Literature	Junior Great Books / Literature	
		Shurley English/ IEW writing	Shurley English/ IEW writing	Shurley English/ IEW writing	Shurley English/ IEW writing	Shurley English / IEW writing
<b>Math</b>	Singapore Primary Mathematics	Singapore Primary Mathematics	Singapore Primary Mathematics	Singapore Primary Mathematics	Singapore Primary Mathematics	Singapore Primary Mathematics
<b>Science</b>	FOSS Science	FOSS Science	FOSS Science	Science Fusion	Science Fusion	Science Fusion
<b>Foreign Language</b>		Latin	Latin	Latin	Latin	Latin
<b>Fine Arts &amp; PE</b>	Core Knowledge Art & Music	Core Knowledge Art & Music	Core Knowledge Art & Music	Core Knowledge Art & Music	Core Knowledge Art & Music	Core Knowledge Art & Music
	PE	PE	PE	PE	PE	PE
<b>Extra-Curricular</b>	Sports, Dance, Choir, Ensemble, Violin, Judo	Sports, Dance, Choir, Ensemble, Violin, Judo	Sports, Dance, Choir, Ensemble, Violin, Judo	Sports, Dance, Choir, Ensemble, Violin, Judo	Sports, Dance, Choir, Ensemble, Violin, Judo	Sports, Dance, Choir, Ensemble, Violin, Judo

## Academics – Course of Study

### *Logic School (6-8) and Rhetoric School (9<sup>th</sup> only)*

	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>
<b>History</b>	Emphasis: Ancient The Books of the Ancient World, Greeks, and Romans	Emphasis: American/Civics Gateway to American History/Government	Emphasis: Middle Ages The Book of the Middle Ages	Humane Letters 1: The American Experience  America: A Narrative History
<b>English</b>	Novel Studies	Novel Studies / Composition	Novel Studies / Composition	
	Shurley English / IEW writing			
<b>Math</b>	Singapore Math-in-Focus	Singapore Math-in-Focus / Algebra 1	Algebra 1 / Geometry	Algebra 1 / Geometry / Algebra 2
<b>Science</b>	CPO Physical Science	CPO Life Science	CPO Earth Science	Biology
<b>Foreign Language</b>	Latin	Latin	Latin / Traditional Logic	Latin or Modern Language 1
<b>Fine Arts &amp; PE</b>	Core Knowledge Art & Music	Core Knowledge Art & Music	Core Knowledge Art & Music	Music / Logic
	PE	PE	PE	Competitive Sports

## 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 RenWeb system.

### **Progress Reports**

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

### **State Testing**

Students will also be assessed according to state requirements. Students in K-2 take SAT in Reading and Math; students in grades 3-8 take the FSA in Math; students in grades 3-9 take the FSA in Reading (students in grades 4-9 are also assessed in Writing as part of their Reading assessment); students in grade 5 and 8 take FCAT in Science. Students in 7<sup>th</sup>-grade take the EOC exam in Civics; Algebra 1 and Geometry students take the EOC exam.

### **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 1-9):

- 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 MDPCS Student Progress plan to determine promotional requirements.

### Grade Level Retention

The purpose of promotions and retentions 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 Headmaster. If parents/guardians do not accept the decision of the Headmaster, an appeal may be made in writing to the Board. All appeals must be requested within two (2) weeks after the close of school.

#### Elementary (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.

#### Middle School

End of Grade	Courses Passed	Status
6	<b>All Courses Passed</b>	<b>Promoted to Grade 7</b>  Regular 7th Grade Student
6	<b>4-5 Courses Passed</b>  Must pass language arts* or mathematics and at least 3 other courses	<b>Promoted to Grade 7</b>  Placed in grade 7 and scheduled to repeat courses not passed, as appropriate.
6	<b>Less than 4 Courses Passed in Grade 6</b>	<b>Retained in Grade 6</b>
7	<b>12 Cumulative Courses Passed</b>  6 courses passed in grade 6 and 6 courses passed in grade 7	<b>Promoted to Grade 8</b>  Regular 8th grade student
7	<b>8-12 Cumulative Courses Passed</b>	<b>Promoted to Grade 8</b>

	<p>4 courses passed in grade 6 including language arts*, mathematics, science, and social sciences.</p> <p>4-5 courses passed in grade 7 including 7th grade language arts* or mathematics, science or social sciences.</p>	Placed in grade 8 and scheduled to repeat courses not passed, as appropriate.
7	<b>7-8 Cumulative Courses Passed</b>	<b>Retained in Grade 7</b>
8	<b>15-18 Cumulative Courses</b>	<b>Promoted to Grade 9</b>
	Passed Must pass 3 courses each in language arts*, mathematics, science, and social sciences and 3 additional courses.	
8	<b>14 or Fewer Cumulative Courses Passed</b>	<b>Retained in Grade 8</b>

### 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.

<b>End of Grade</b>	<b>Minimum Cumulative Total Of Credits For the Four-Year, 24 Credit Standard Program</b>
9	4 credits, which will include one ELA or one mathematics
10	9 credits, which will include: <ul style="list-style-type: none"> <li>• two ELA, one mathematics, and one science OR</li> <li>• one ELA, two mathematics and one science</li> </ul>
11	16 credits, which will include: <ul style="list-style-type: none"> <li>• three ELA, two mathematics, and two science OR</li> <li>• two ELA, three mathematics and two science</li> </ul>
12	24 credits required for graduation

\*Students must pass both the Grade 10 ELA FSA 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.

<b>Grade and Course</b>	<b>Credits Earned</b>
9 <sup>th</sup> Humane Letters I	2.0
9 <sup>th</sup> Algebra 1 or Geometry or Algebra 2	1.0
9 <sup>th</sup> Foreign Language I	1.0
9 <sup>th</sup> Biology	1.0
9 <sup>th</sup> Chorus / Music Theory	0.5
9 <sup>th</sup> Logic I	0.5
10 <sup>th</sup> Humane Letters II	2.0
10 <sup>th</sup> Geometry or Algebra 2 or Calculus 1	1.0
10 <sup>th</sup> Foreign Language II	1.0
10 <sup>th</sup> Chemistry	1.0
10 <sup>th</sup> Chorus / Music Theory	0.5
10 <sup>th</sup> Logic II	0.5
11 <sup>th</sup> Humane Letters III	2.0
11 <sup>th</sup> Algebra 2 or Calculus 1 or Calculus 2	1.0
11 <sup>th</sup> Foreign Language III	1.0
11 <sup>th</sup> Physics I	1.0
11 <sup>th</sup> U.S. History	0.5
11 <sup>th</sup> Studio Art or Drama	0.5
12 <sup>th</sup> Humane Letters IV	2.0
12 <sup>th</sup> Calculus 1 or Calculus 2 or AP Statistics or AP Computers	1.0
12 <sup>th</sup> Foreign Language IV	1.0
12 <sup>th</sup> Physics II or other approved AP Science course (e.g., AP Bio)	1.0
12 <sup>th</sup> Rhetoric	0.5
12 <sup>th</sup> Studio Art or Drama	0.5
12 <sup>th</sup> Senior Thesis	0.5
<b>Total</b>	<b>24.50</b> ( <i>Exceeds minimum state requirement of 24 credits</i> )

## 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 for the parents if they are successfully to give oversight to 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 of 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 weights tests at only 20% in a course, may have student 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:**

1 level student	<ul style="list-style-type: none"><li>• Participates in discussions on a regular basis (though there are shy students who write their thoughts better than they could express verbally)</li><li>• Takes initiative to discover answers</li><li>• Applies the knowledge of subject in various types of assessments in a detailed manner (superior work)</li><li>• Displays utmost respect to teacher and peers.</li><li>• Follows directions consistently without reminders (posture, organization, conduct, instructions)</li><li>• Asks questions to better understand a concept or to get clarity</li><li>• Displays genuine interest and wonder at the material</li><li>• Turns in homework regularly</li><li>• Displays humility to teacher and other students when corrected</li></ul>
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2 level student	<ul style="list-style-type: none"><li>• Participates in discussion sometimes</li><li>• Responds to questions but rarely asks questions seeking clarification</li><li>• Follows the rules the majority of the time though requires reminders to stay on task</li><li>• Displays humility to teacher and other students when corrected</li><li>• Strives for grades more than a deep comprehension of the material</li><li>• Turns in homework regularly</li></ul>
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3 level student	<ul style="list-style-type: none"><li>• Inattentive, though not willfully disobedient, in posture and conduct</li><li>• Participates in class discussions irregularly (at times with not enough evidence/detail).</li><li>• When called upon to answer, is sometimes reluctant and/or prideful in responses</li><li>• Must be called upon a few times per day to correct comporment issues</li><li>• Irregularly on task</li><li>• Shows interest rarely in material being learned in class.</li><li>• During independent work, sometimes must be redirected to work.</li></ul>
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**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 an 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. Quarterly honor roll certificates will also be issued to the students.

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 (All Subjects)	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	Daily (5 days per week)	90 minutes	30 minutes

Homework must be completed on a daily basis. **On the third (3) missing / incomplete homework assignments, a student will receive a detention.**

For each subsequent missing / incomplete homework in the quarter, another detention will be issued. When a student has received four detentions for missed homework in a quarter, then he or she may receive an in-school suspension for a duration determined by administration.

### **Late Homework**

In addition to the behavioral consequences mentioned above for missing /incomplete homework, if homework is turned in late, the grade the student receives shall be reduced as per the policy of the teacher for each day late. Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to 7 days. Students who pass this limit will be subject to an academic penalty as per teacher policy.

### **Posting of Homework / Communication**

Students in grade 2-8 will be required to use a daily agenda book 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 2-8 are required to post homework on RenWeb by Sunday 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 RenWeb daily for any changes. High School students are required to write homework in an agenda of their own choosing. Teachers will not check agendas, nor are teachers required to post homework in RenWeb. 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. For families who do not purchase the texts, students will be given access to a copy of these books as part of their curriculum. Students should not mark these books provided by True North, and will be asked to return the books in good condition once their class has finished working with the book.

Furthermore, 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 severely damaged books will be required to make payment for the replacement or repair costs to the school.

## **Extra-Curricular 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 be disallowed from participating in the event. Additionally, students who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

### **Extra-Curricular 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 arranges transportation and ensures 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.

### **Approval**

All trips off campus must be approved by the Headmaster at least two weeks prior to the event occurring. Field trips should have an educational purpose to be approved. All trips must be conducted under the supervision of a certified School employee, and additional chaperones may be necessary dependent upon the activity. The request for approval must include all locations the students will visit while on the trip, the details of transportation, and any other logistical issues the Headmaster requests. Students will follow the specific itinerary provided to the administration on the field trip request.

### **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 of some students 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.
- If a student has received a referral, or has demonstrated unsafe behavior, the student's parent or guardian may be required to attend as a chaperone.

- End of the year class field trips are reserved for students who show responsibility during the school year and meet school expectations. Students who have been issued a suspension during the year will be disallowed from attending the end of the year field trip.
- Students must have a “C” average or better for the current quarter in order to attend. Students who demonstrate the right attitude towards learning, but unable to attain the minimum grade requirement, will be allowed to attend on a case by case issue.

### **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 free and reduced lunch students to attend field trips. We will set up a process and committee for parents to apply for a reduced or waived cost for trips and sports based on availability of the funds.

### **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; chaperones only can attend the field trip.

### **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 attire (PE Clothes) 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 Headmaster, 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).
9. All High School sporting teams will adhere to the FHSAA code of conduct and game policies ([www.fhsaa.org](http://www.fhsaa.org)).

## Parent Involvement / Communication

### **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 Headmaster which meets periodically to discuss ways in which the parents can further the mission of the school.

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 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.**



For the purpose of our visitor badge process, the school day is defined as 8:30-2:30 (K-1) and 8:30-3:30 (2) and 8:15-3:15 pm (3-9). Any visitors to the campus during that time 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.

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 Student Handbook
- Quarterly Teacher Communication Folder (in K-4)

## **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 at 305-749-5725 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.*

3. Communication Folders - A quarterly communication packet will be sent home (in K-4). Parents are expected to sign and return the folder, which should include all graded work, by the following morning.

## **Communication in High School**

Once a student enters high school, True North believes that the student should be the primary agent in their education. Our first priority in this regards 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 are responsible for tracking assignments, understanding stated course requirements, and meeting deadlines. RenWeb will not be used to post homework in high school. 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 in compliance with 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 Headmaster 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 Headmaster 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 100F 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 have the liability 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 schools nutrition program provides nutritious, balanced meals that can help your child reach and maintain a healthy weight.

True North uses Yummy in My Tummy as their meal service provider. Yummy in My Tummy is aligned to the National School Breakfast and Lunch Programs.

Meals served through National School Breakfast and 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.

### **Breakfast Program**

Breakfast will be served for students in Before School Care from 7:15 a.m. to 8:10 am (Main Campus) and 7:30 to 8:25 am (South Campus) and is included in the price of the program.

For children not in before school care, breakfast will be available from 7:45 to 8:10 at a cost of \$2.00.

Students eligible for free or reduced lunch are also eligible for free or reduced breakfast. Please see the additional guidelines for free and reduced lunch.

### **Lunch Program**

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

For a purchased hot lunch, parents have the flexibility of selecting a hot lunch for their child by logging into ParentsWeb up to a month ahead of time. The price for lunch for all students (unless the student is eligible for free and reduced lunch) is \$3.75.

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.

### **Breakfast and Lunch Ordering and Payments**

The best way to order lunch is through ParentsWeb. Parents can place their orders for the day, week or month through online ordering. When orders are placed by parents through ParentsWeb Lunch, a charge will be created to your Family Account. If the order is not placed through ParentsWeb, your child's teacher will take the lunch count in the morning during attendance.

In the middle and end of month, the lunch charges will be posted to your Family Account. Parents will be able to pay via credit card through the PayNow payment system within Renweb.

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 (UberEATS, DoorDash, Grubhub, etc.) should be limited to an emergencies only basis. 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.

### **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). If a student reaches the bottom of the scale for that day, he/she will be sent to the Headmaster, who will make the decision whether to issue a Behavior Notification, Detention, or some other consequence.

Our 5-9 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 Headmaster (after all failed attempts to correct behavior), who will issue an appropriate consequence. Fifth- through 9<sup>th</sup>-grade teachers have the authority to issue an automatic Behavior Notification and/or Detention if such offenses warrant such a consequence. If a form is issued, the form needs to be signed and returned to the teacher the next day. The teacher will make a copy for his or her own records and send the original form



to the office. In the case of misbehavior, a note will be written in the student's agenda in which parents are expected to sign.

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 from 3:15pm – 4:00pm. 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. After a detention, a student should be promptly picked up by at 4:00. If they are not, they will be asked to go to after-care, for which the parent would receive the normal charge.

**Referral** – A referral will be a paper that is completed by the Headmaster (or designee) after an internal investigation, including the student's comments regarding the misbehavior. This hard copy must be taken home, signed by the parent, and returned to school the next school day. Indication of the incident may also be recorded within the student's permanent school records, and appropriate sanctions levied according to existing behavioral expectation guidelines. If the student does not return the referral with a parent signature, they may receive additional consequences, and the parent will be called.

Be advised that once a student receives two (2) referrals for any reason, a mandatory parent meeting with the Headmaster is required and consequences can include detention, suspension or other alternatives.

**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 Headmaster and will range from ½ day to two days. 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. Following a 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 extra-curricular activities for thirty days following the suspension.

**Recommendation of Reassignment** – 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 the 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 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:*

**LEVEL 1 BEHAVIORS** are acts that disrupt the orderly operation of the classroom, school function, and extracurricular activities or approved transportation.

**Disruptive Behaviors**

- Unauthorized location
- Confrontation with another student
- Cutting class
- Misrepresentation (lying)
- Disruptive behavior (including behavior on the school bus and at the school bus stop)
- Failure to comply with class and/or school rules
- Possession of items or materials that are inappropriate for an educational setting
- Inappropriate public display of affection
- Use of profane/crude language
- Unauthorized use of electronic devices
- Violation of dress code

**LEVEL 2 BEHAVIORS** are more serious than Level 1 because they significantly interfere with learning and/or the well-being of others.

**Seriously Disruptive Behaviors**

- Cheating
- Confrontation with a staff member
- Defiance of school personnel
- Failure to comply with previously prescribed corrective strategies
- False accusation
- Fighting (minor)
- Harassment (non-sexual or isolated)
- Petty theft (under \$300.00)
- Use of profane and provocative language directed at someone
- Possession of and/or use of tobacco products
- Slander

**LEVEL 3 BEHAVIORS** are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment.

**Offensive/Harmful Behaviors**

- Assault/Threat against a non-staff member
- Breaking and Entering/Burglary
- Bullying (repeated harassment)
- Disruption on campus/disorderly conduct
- Fighting (serious)
- Harassment
- Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Possession of simulated weapons
- Sexual harassment; sexting (1)
- Vandalism (major)

**LEVEL 4 BEHAVIORS** are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property.

**Dangerous of Violent Behaviors**

- Battery against a non-staff member
- Grant theft (over \$300.00)
- Hate crime
- Hazing (felony)
- Motor vehicle theft
- Other major crimes/incidents
- Intent to sell/distribute or sale of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Sex offenses (other) (including possession and/or distribution of obscene or lewd materials); sexting (2)

**LEVEL 5 BEHAVIORS** are the most serious acts of misconduct and violent actions that threaten life.

**Most Serious, Dangerous or Violent Behaviors**

- Aggravated assault
- Aggravated battery against a non-staff member
- Aggravated battery against a non-staff member
- Armed robbery
- Arson
- Assault/threat against True North or M-DCPS employees
- Making a false report/threat against the school
- Sexual battery; sexting (3)
- Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons

## Discipline Matrix

*As mentioned above, 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)
<b>Level 1 Offense</b>	<b>Plan 1:</b> 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.
<b>Level 2 Offense</b>	<b>Plan 2:</b> 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;
<b>Level 3 Offense</b>	<b>Plan 3:</b> 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.
<b>Level 4 Offense</b>	<b>Plan 4:</b> 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 alternative educational setting; Recommendation for expulsion; Corrective strategies from previous plans.
<b>Level 5 Offense</b>	<b>Plan 5:</b> 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.

## **Academic 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. The True North Classical Academy Code is given below:

### **Motto:**

*Making virtue visible; Latin: Virtutem visibilem faciens*

### **Short Version – 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.

### **Long Version – Honor Pledge**

As a True North Titan we pledge to:

- Judge students by their character, not by their appearance
- Strive for academic excellence
- Value honor in the highest regard
- Do what is morally right inside and outside of school
- Be courageous when facing adversity
- Never cheat or lie no matter the circumstance
- Be humble about our accomplishments / (Show humility in victory and defeat)
- Hold ourselves to a higher standard
- Seek Truth, Goodness, and Beauty

## Student Life

### 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 Headmaster, 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 AA** by either purchasing online at <https://www.aauniform.com/>, or by visiting the Kendall store located at 8807 SW 132<sup>nd</sup> Street, Miami, FL.

## Boys' Uniform

### (K-6)

- 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 – must be purchased at AA
- True North crew socks

### Any Type

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

Examples (can be found at Famous Footwear or purchased at AA)



## Girls' Uniform

### (K-6)

- Navy blue pants or skirt (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) - must be purchased at AA
- True North crew socks

### Any Type

- **Solid white** athletic sneaker (no canvas, e.g., Converse); Examples  
(can be found at Famous Footwear or purchased at AA)



**Phy. Ed. Uniform (to be purchased at AA)**

**(K-6)**

- True North PE uniform
- True North crew socks
- Navy blue fleece jacket with logo or True North sweatshirt (for cooler weather)

**Any Type**

- Athletic shoes (any type)

**Upper School Uniforms (7<sup>th</sup> & 8<sup>th</sup> grade)**

**Boys Uniform (everything must be purchased at AA, except shoes)**

- Khaki pants with AA logo
- Oxford white short sleeve shirt with embroidery
- True North Tie
- Black belt
- True North crew socks

**Boys Shoes – may be purchased at AA or any retail store**

Black dress with shoelaces or slip-on



**Girls Uniform (everything must be purchased at AA, except shoes)**

- Khaki skort or pants with AA logo
- Oxford white short sleeve shirt
- Navy vest with embroidery
- Black belt (with pants only)



-True North crew socks

**Girl Shoes - may be purchased at AA or any retail store**

Black Penny Loafer



**Phy. Ed. Uniform (must be purchased at AA)**

**7<sup>th</sup> & 8<sup>th</sup> grade**

- True North PE uniform
- True North crew socks
- Navy blue fleece jacket with logo or True North sweatshirt (for cooler weather)

**Any Type**

- Athletic shoes (any type)

**High School Uniforms (9<sup>th</sup> grade)**

**Boys Uniform (everything must be purchased at AA)**

- Khaki pants with AA logo
- Oxford light blue short sleeve shirt with embroidery
- True North Tie
- Black belt
- True North crew socks

**Boys Shoes – may be purchased at AA or any retail store**

Black dress with shoelaces



### **Casual Friday**

- Performance Polo Short Sleeve – Purple with School Logo
- Performance Polo Short Sleeve – Navy Blue with School Logo
- Rugby L/S Navy/White Stripe with School Logo

### **Girls Uniform (everything must be purchased at AA)**

- Khaki skort or pants with AA logo
- Oxford light blue short sleeve shirt
- Navy vest with embroidery
- TN striped belt (with pants only)
- True North crew socks

### **Girl Shoes - may be purchased at AA or any retail store**

Black Penny Loafer



### **Casual Friday**

- Performance Polo Short Sleeve – Purple with School Logo
- Performance Polo Short Sleeve – Navy Blue with School Logo
- Rugby L/S Navy/White Stripe with School Logo

## **Additional Uniform Expectations**

**Shirts:** traditional dress (polos) uniform must be tucked in at all times (PE shirts are an exception). Shirts must also be buttoned to one below top.

**Belts:** black belts (with shorts or pants) must be worn at all times.

**Socks:** True North ankle crew socks – to be purchased at AA.

**Hair:** hair must be clean, neat, and out of the eyes. Only natural colors are allowed. Hair styling or coloring arrangements which are disruptive or distracting are not permissible. **For Girls:** only hair bows purchased at AA are permitted. **For Boys:** no hair accessories. Hair length: 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.***

**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.).

**For Girls:** students are allowed to wear one pair of small earrings, with no more than one earring in each ear and no larger than ½” in diameter. Dangling or hoop earrings are safety hazards and are not permitted.

**For Boys:** no earrings are permitted.

**Cosmetics:** **For Girls:** in kindergarten through 6th grades are prohibited from wearing any nail polish, make-up or hair dye. Girls in 7<sup>th</sup> through 9<sup>th</sup> grade may wear light make up and nail polish (no bright colors). **For Boys:** none permitted.

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

## **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.

## General

### **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, and with the Headmaster's approval. Once approved, 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. All confiscated cell phones or other electronic devices will be made available only to the parent/legal guardian for direct pick-up at their convenience. 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. Phones that are confiscated for a 2<sup>nd</sup> time in a school year will be held for month; phones that are confiscated for a 3<sup>rd</sup> time in a school year will be held for the entire school year.

### **Games and Electronic Devices**

Toys, games, playing cards, electronic devices and other non-academic items or games are only allowed with specific permission from a staff member (for example, clubs or special events). All usage of these items should be educationally focused and directed by a staff member. Any items found without permission will be confiscated and made available to parents for direct pick up. Items not picked up within five (5) school days may be discarded or given to charity. The organization cannot be held liable for any lost or stolen items.

### **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. In the event that too many closures occur, and time must be made up, the Miami-Dade County School District's schedule will continue to be followed by True North.

### **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. The Board shall approve all fund raising activities and ensure that families are not being asked to contribute excessively at any given time. Efforts will be made to ensure only one fundraiser occurs at a time. All fundraisers will identify the purpose.

### **Photographs of Students**

**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 Headmaster. 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**

Celebrating birthday parties at school are strongly discouraged as it interferes with instructional time. If you would like to bring in a birthday cake or cupcakes to share with your child's classmates, please make sure you clear it with the teacher first. All treats should be brought to the cafeteria and eaten there. No decorations are allowed.

### **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.