



FAMILY HANDBOOK

2022 - 2023



AN AFFILIATE OF THE
BARNEY CHARTER SCHOOL INITIATIVE

HILLSDALE COLLEGE
PURSUING TRUTH · DEFENDING LIBERTY SINCE 1844

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GOVERNANCE

Board of Directors (Board)

Treasure Coast Classical Academy (or the “school”) is governed by its board of directors (the “board”). The board operates in accordance with its bylaws and using the principles of policy governance. The board has entered into a charter agreement with the Florida Department of Education and Martin School District. The bylaws and charter agreement shall be available on the school’s website, www.treasurecoastclassical.org.

Board Responsibilities

The board is the governing body of the school and is responsible for overseeing the effective, faithful execution of the mission.

The founding board created the school to implement a traditional, classical, liberal-arts education guided by the following mission:

To train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

The board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program. More specific responsibilities of the board include but are not limited to:

Advocacy

- Serving as ambassadors for the school by clearly protecting and articulating the school's mission and goals and by garnering support of the community.

School Leader Support

- Providing input and feedback to the principal on campus-specific issues and concerns (e.g. school culture, discipline policy, student recruitment, etc.).
- Supporting the principal by ensuring that he/she has the moral and professional support necessary to further the goals of the school.

Fiscal Accountability

- Participating in the budgeting process each year, providing advice and feedback to the principal.
- Monitoring the management of financial resources by approving the annual budget and ensuring that proper financial controls are in place.
- Financial reporting of the treasurer to the board as required in the by-laws to ensure the board is “hands-on” as it relates to fiscal controls and responsibility.

Development/Fundraising

- Assuring there are adequate resources for the school to fulfill its mission by raising funds from the local school community.

Compliance

- Monitoring and ensuring compliance with the Florida Department of Education regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices.
- Reviewing school data against charter and charter goals to ensure compliance with the vision, strategies, and objectives identified herein.

Other

- Serving as a source for appeals for parent and staff grievances that are unable to be resolved by the principal.
 - Actively recruiting new board directors and advisory council members.
- In summary, the board is accountable for the academic, financial, legal, and operational performance of the school. The board places responsibility for implementing its policies with the executive director, but the board remains accountable.

Core Principles Held to be Non-Negotiable

School Culture

- Employees will model and encourage students to uphold the school’s core virtues: courage, courtesy, honesty, perseverance, responsibility, self-government, and service.
- The academy is an open enrollment school with no enrollment criteria outside of statutory and contractual requirements.
- The school educational philosophy requires a small K-12 atmosphere with a closed campus. This conscious choice ensures that all students are known and educated by caring adults.
- The principal is accountable for the well-being of every student. Faculty members

personally know each of their students as well as others.

- Students and employees adhere to a dress code.
- Discipline policies are designed to prevent interruption of teaching and learning as well as reinforce the core virtues.
- Classrooms are open for observation (for the purpose of understanding classroom expectations and how to help your child be successful) any time by parents or guardians after Labor Day. Appointments must be made with the classroom teacher.

Academics

- Our educational philosophy is expressed in the writings of E. D. Hirsch, Jr., essays by T. O. Moore, and James Kilpatrick's *Why Johnny Can't Tell Right From Wrong*.
- Student services provides support to all students with academic and behavioral needs. Interventions utilized to achieve the school's expectations are targeted and specific to each individual student.
- The school resists grade inflation and social promotion. Mastery of core subjects always takes priority. Latin is required in the Upper School. Successful completion of a senior thesis is a requirement for graduation.
- Students will be academically prepared to pursue multiple post-secondary options. Although most graduates will go on to college, students who do not intend to attend college will always be welcome at the school.
- Literacy is taught through an explicit phonics program. Math is taught conceptually. Teachers frequently employ the Socratic method of discussion.
- Standardized tests do not drive the curriculum.

Role of Principal

- The principal will implement a traditional, classical, liberal-arts curriculum.
- The principal makes final decisions on curriculum, subject to the approval of the board of directors.
- The principal, while chiefly the academic leader, is also responsible for the discipline and moral culture of the school.

Teachers

- The principal employs teachers based on their mastery of an academic discipline, their ability to convey knowledge to young people, and their capacity to maintain order and decorum in the classroom. Teacher certification is required.
- The school's teachers are treated as professionals. Their professional development consists of required training sessions at the end and the beginning of each school year, to be coordinated by the principal.

Parents/Guardians and Students

- Parents' or guardians' support of the school's academic and moral mission is essential. Parents or guardians are encouraged to learn more about the school's philosophy and curriculum in order to help support and guide their students.
- To thrive at the academy, students must be polite and attentive in class and have a strong work ethic and willingness to learn.

Fiscal Responsibility

- Our budgeting philosophy is conservative. We do not expend funds until we know they are in our possession. When budgeting, first priority is given to instructional materials, then faculty salaries, then other areas of the school deemed important by the administration and the board.

Conflict of Interest

Board members will confirm annually that they have no inappropriate conflicts that would preclude them from faithfully serving the school with fidelity. Board members shall keep on file and update at least annually the conflict of interest disclosure forms.

Adherence to Law

Charter Agreement

The board will adhere to federal, state, and local laws identified explicitly or implicitly in the Charter Agreement. In most instances, when the board has been granted autonomy through its full flexibility waiver, the board will develop its own policy.

Open Meetings Act

The board will adhere to the Florida Sunshine Laws. The board will:

- Establish a set schedule of meetings;
- Post meeting dates in a conspicuous location (date, time, location);
- Post agendas at least one week before a meeting;
- Post and place 24-hour notice for emergency called meetings;
- Provide specific agendas for meetings to advise the public of the matters expected to come before the board. Matters not on the agenda can be addressed if not anticipated before the meeting by amending the agenda.
- Keep minutes of all board meetings, including members present, description of

motions or proposals, record of votes.

Community Comments at Public Meetings

The board welcomes public comments at each board meeting. Community Comments are limited to three minutes. To ensure the accurate representation of the comments in the board's meeting minutes and to ensure that the board can accurately address the issues presented, it is requested that these comments also be submitted in writing.

Official Posting Place for Communication

Committee meeting times and agendas are visibly posted on the school website. Board of directors meeting agendas are posted in the same manner.

Policy Making

The board shall operate according to the policy governance model. The board shall be solely responsible for adopting, repealing, or amending governance policies for the school. The executive director shall be responsible for reasonably interpreting those policies and executing them. The principal shall be responsible for maintaining all school-level operating procedures, policies, and manuals.

Fundraising

Fundraising activities must not undermine the mission and philosophy of the school. Students of the school will not engage in door-to-door sales of any kind.

Parent Grievances

Grievance Related to the Classroom

This school firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

The Teacher: Parents or guardians should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.

The Dean of Students: If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the dean of students.

The Principal: If the grievance cannot be resolved with the dean, the parent should discuss the matter with the principal.

The Board: If the grievance cannot be resolved with the principal, the parent should refer the matter to the board.

Parental concerns and grievances may also be raised during the community comments portion of the board of directors meeting. The concern or grievance must be submitted in writing, and no more than three minutes will be granted. Grievances or discussions involving specific personnel will not be entertained at a public meeting. It is recommended that the concern or grievance be addressed in one of the aforementioned steps before using this option.

Grievance Related to an Administrator or Principal

Grievances regarding an administrator should be directed to the Principal then Optima's Director of Academics. Grievances regarding the Principal should be directed to Optima's Director of Academics, then in writing to the board.

Importance of Following the Chain-of-Command

The practice of following the chain of command in communications with the school on matters concerning particular students encompasses far more than grievances. It refers to parents' or guardians' communication of any kind that seeks or requires an action on the part of the school regarding their students. The school understands that parents or guardians will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

Our preference is that such communication be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the appropriate administrator (dean of students or principal), according to whether the matter concerns discipline or academics. If further communication is warranted after seeing an administrator, then the parent should refer the matter to the board, as needed.

The board is not the first point of contact and therefore will refer communications that seek response or action to the appropriate members of the administration.

The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or ameliorate a situation than can

an administrator or board member. We understand that some parents or guardians are “conflict averse” and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

Some situations, admittedly, seem by their very nature to warrant a discussion with the principal initially. For example, parents or guardians may have questions or concerns about the overall homework load or a particular way of teaching, such as the Socratic method. As a result, it is easier and more expedient to speak to the principal first. In these cases, however, it is always better for the parent to have as much specific information as possible so the principal can act on that information.

ACADEMIC POLICIES

Educational Priorities

The board desires that all students receive a classical liberal arts education. To this end the board has determined the following educational priorities.

- Basic cognitive skills and academic fundamentals: reading/writing/mathematics;
- Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics;
- Other classical subjects: music; art; Latin;
- Auxiliary subjects: foreign languages, physical education, performing arts, other social sciences; and
- Extracurricular activities as defined by the principal.

Grades K-8: The K-8 curriculum will follow the Core Knowledge Sequence. Occasionally, the school will diverge from the Core Knowledge Sequence in order to raise the standards in teaching a particular skill or subject. The board and principal will determine these instances. The principal will ensure that all skill areas in the Grades K-8 Core Knowledge Sequence are taught at some point in Grades K-8.

Grades 9-12: The high school will feature an advanced arts and sciences curriculum. The objective of the high school curriculum is to explore issues and texts intensively rather than to offer a superficial “covering.” The humanities program will be centered on a coordinated Western Civilization sequence. In all humanities courses, priority will be given to original sources and great works as opposed to textbooks. Mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. *In all subject textbooks will*

be used as a resource, not as the basis of the curriculum.

Teachers must develop their courses under the direction of the principal, who is the chief academic leader and accountable to the board.

Homework and Classwork

Homework is a fundamental part of our general academic program. It prepares students for high school and college and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. Homework's immediate educational purpose is:

- to reinforce skills and concepts and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day's work so that the most can be made of class time; and
- to inform parents or guardians of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each younger child to read, or be read to, at least three times a week and preferably every day. As cited in *A Nation at Risk*, "the single most important factor for determining whether children will go to college is being read to as a child." Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good student and the first step to being able to explore the world. Reading to a child encourages the child's growth and also elevates and informs conversation within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature.

The expected homework time allotment for each grade is as follows:

Kindergarten	10 minutes plus family reading time
Grade 1	10 minutes plus family reading time
Grade 2	20 minutes plus reading time
Grade 3	30 minutes plus reading time

Grade 4	40 minutes plus reading time
Grade 5	50 minutes plus reading time
Grade 6	60 minutes plus reading time
Grade 7	70 minutes plus reading time
Grade 8	80 minutes plus reading time
Grades 9 -12	2 hours plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents or guardians are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load. Nonetheless, teachers will make every effort to give assignments well in advance, and students will be encouraged to work on those longer assignments steadily, so that students are able to manage their homework along with other activities and adequate sleep. In the upper school, students will often have the opportunity of taking a study hall, thus reducing the amount of time at home that must be devoted to homework.

For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Students are expected to complete all their homework.

Grading Policy

Grading is not the be-all and end-all of education. If anything, some students put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. The school will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject.

Grade inflation will be discouraged. In relation to the student's performance, the following is the school's traditional grading system:

Grades K through 12

- A (90% - 100%) Superior
- B (80% - 89%) Above Average
- C (70% - 79%) Average
- D (60% - 69%) Below Average
- F (0% - 59%) Unsatisfactory
- I – Incomplete
- P – Pass; credit earned
- W – No grade; no credit earned

Incompletes will only be given under special circumstances and must be approved by the principal. Parents/guardians and students should be regularly informed of the student's progress.

"Extra credit," whether to make up for work not turned in on time or to increase a student's grade, will be discouraged at the school.

Florida Assessment of Student Thinking (F.A.S.T.) Testing Schedule

The school shall publish on the school website a detailed F.A.S.T. testing schedule.

Teacher Conferences

Arrangements for additional conferences may be made with your child's teacher before or after school hours.

Academic Textbooks and Supplies

The school will stamp each textbook "Property of Treasure Coast Classical Academy" in the inside cover. Students will write their names and date in the inside cover. The next year the next student will cross out carefully (with a single line) the name of the previous student and date and write their name and date and so on.

Materials that are loaned or given to students are to be treated appropriately. Students are responsible for these materials. If materials given or loaned to a student are lost or damaged

the student must pay for any needed replacement.

In the case that reimbursement has not been made to the school for lost or damaged materials, no further materials will be issued to that student until the past due fees are paid.

Reporting

For students to be successful, both they and their parents or guardians should be informed of their standing in class. In addition to the regular grading of assignments, students' progress will be formally reported eight times per year. Midway through each marking period a progress report will be sent home with students. At the end of each quarter report cards will be distributed documenting student progress.

Additionally, the organization will utilize an online grading system. Using this system, teachers will update student grades at least weekly onto the Internet so that parents can stay up-to-date about the progress of their children.

Schedule Changes

There will be no class schedule changes during the semester unless it is deemed in the best interest of the student by the school as determined by the principal.

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a student turns in is his own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as *the appropriation of another's ideas or words in order to present them as one's own*. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment.

Whenever a student has been caught plagiarizing, the following process will be followed.

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.

- The teacher will inform the dean of students and principal of the plagiarism.
- A disciplinary referral will be issued.
- Either the teacher or the dean of students will inform the student's parent of the plagiarism.
- The student will receive an F on the assignment if it is the first offense.
- For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.
- High school students found guilty of academic dishonesty or similar serious offenses may lose their class rank, and, where applicable, the status of valedictorian or salutatorian.
- Instances of plagiarism may be placed in the student's permanent record.

Cheating

Like plagiarism, cheating will not be tolerated by any teacher in any subject. *Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work.* Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. The same process outlined for plagiarism will be followed for instances of cheating. A student who allows others to copy his work will also be held accountable in the same fashion.

A disciplinary referral will be issued if cheating has occurred. High school students found guilty of academic dishonesty or similar serious offenses may lose their class rank and, when applicable, their status as valedictorian or salutatorian.

Promotion and Retention

General

It is our goal for parents or guardians, teachers, and students to work together during the year to ensure that students are developing responsible work habits and attaining a sufficient level of understanding in their courses. Please refer to the Student Progression Plan posted on the school website for more information.

Special Events and Parties

Special events held during the school day must be directly tied to the curriculum and add to

the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event must be approved by the principal a minimum of two weeks prior to its planning. Approval for one year does not carry over to the next.

The school recognizes that birthdays are a special day for our students. We must also ensure that parties and celebrations do not disrupt the instructional day or interfere with the health and safety of all of our students.

Parents, guardians, visitors, staff, and students may not bring food into the school to share with students with the exception of two parties per year: a winter break party and an end-of-the-year party.

To clarify, parents or guardians and visitors may not bring in birthday cupcakes, donuts, or other treats to share with children on their child's birthday. Parents or guardians are encouraged to eat lunch with their child on his/her birthday and to read a book to the child's class in honor of the birthday.

The school will not use food or beverages as rewards or incentives for academic performance, good behavior, or goal attainment.

Dances

The organization may periodically sponsor dances for students. Attendance is limited to those students who are enrolled with the organization, are achieving academically, and following the rules of conduct set forth by the school. Dances may be held separately for different age levels. Students are required to follow the rules and regulations of the organization while attending any dance. All dress code restrictions and intent for modest and acceptable fashion wear would apply.

Special Events – Guest Speakers

Guest speakers presenting during the school day must speak on topics covered in the course or grade. If possible, the students should be studying the given topic at the time of the presentation.

Guest speakers must be approved by the principal prior to the invitation being extended. Approval must still be obtained for guest speakers used in the previous school year. Approval for one year does not carry over to the next.

Guest speakers who cover controversial topics must be screened by the principal. The screening may include an interview of the guest by the principal or designee. Parents or guardians must be notified prior to guest speaker presentations on controversial issues, including religions covered in the Core Knowledge Sequence. Parents or guardians may have students excused from such presentations in which case the student will be supervised in a silent study hall. Teachers will provide permission slips to Parents or guardians as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for student to be excused.

Special Events – Field Trips

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the principal a minimum of two weeks prior to planned execution. The field trip planner will work with the administration and staff to ensure that all procedures are followed.

Extended Field Trips

All extended field trips require board approval a minimum of 90 days (180 days outside the U.S.) prior to the trip. All students attending the extended field trip must have the approval of the administrators of the school. All extended field trips must have liability insurance protecting all the trip attendees and the school. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc.) must be paid for by increases in fees of trip participants. All adults attending the field trip are required to be currently registered volunteers. The field trip planner will work with the administration and staff to ensure that all procedures are followed.

Eligibility for Sports and Extracurricular Activities (Grades K-12)

Students are ineligible for extracurricular activities if they have two D's or one F in any subject(s). Academic eligibility will be determined with quarter ending grades. Ineligible students will remain ineligible for the remainder of the following quarter. Two disciplinary referrals in one quarter or three in one semester will render a student ineligible for any extracurricular activities for the remainder of that quarter. Four disciplinary referrals will render a student ineligible for all extracurricular activities and functions for the remainder of the school year. The dean of students or principal may deem a student ineligible for the following season or for off-campus field trips based on repeated misconduct.

Participation in Extra-Curricular Activities by Non-Enrolled Students

Only enrolled students may participate in school extra-curricular activities. Students must be present in school to participate in same day after school activities.

Teaching Controversial Issues

Controversial issues are defined as contemporary problems, subjects, or questions of a political or social nature where there are entrenched differences of opinion and passions run high. Controversial issues will be explored only when emanating from some part of the curriculum in Grades 9 through 12. When these subjects come up, teachers will present an impartial view of both sides of the issue without proselytizing. Contemporary controversial issues will not be discussed in the elementary school even if part of the Core Knowledge Sequence without principal approval. No part of the curriculum will be used to undermine the nobility of America's experiment in liberty and self-government under the rule of law.

Teaching Evolution

The school embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in the standard high-school biology textbooks and as also taught at the college level in both secular and religious colleges. The theory of evolution is largely misunderstood today by the general public. Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to students briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God. The school recognizes a clear distinction between *science* and *scientism*. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief—and it is a belief—that science is the *only* means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion. Keeping in mind this distinction, the teachers at the school will leave matters of faith up to students and their parents or guardians. The role of a teacher in a public school is neither that of preacher nor of skeptic. Rather, teachers of history, when

called upon by the curriculum, will teach the history of religion without either advocating or undermining religion in general or any specific faith. Likewise, science teachers will teach science, without comment on religion. Teachers, students, and parents or guardians must realize that a biology class has a particular purpose and is not the proper venue for a philosophical or theological discussion on the existence of God or claims relating to the activity of God or absence thereof in the natural world.

Role of Parents/Guardians and School in Relation to Human Sexuality

We believe parents or guardians own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions.

Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it for both children and parents (or guardians).

Teaching Human Sexuality

We will teach the Core Knowledge Sequence in the fifth grade, which includes a discussion on the reproductive organs, reproduction, and the menstrual cycle. The class will be taught in a gender-separated environment.

Parents or guardians will have the opportunity to preview the materials the class will be reading, on which the discussion is based. Parents or guardians will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. The lesson will focus on a scientific discussion of human anatomy and reproduction.

Parents or guardians will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the upper school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Anna Karenina* or *Brave New World* or *The Scarlet Letter*. When these topics do

emerge from the curriculum itself, teachers and students will engage the material in a serious way. The ability to engage in thoughtful, sober discussions that touch on sensitive subjects is one of the marks of the mature, intelligent young people our curriculum and school culture seek to produce.

In the higher grades, students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the administration or a faculty member who has the full confidence of the principal in these matters. Moreover, parents or guardians will always be notified of these discussions before they take place in case parents or guardians wish their children to opt out.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents/guardians and children on this sensitive subject.

Employees will not discuss their personal lives on such matters with students.

Video Viewing Policy

From time to time videos or other media may be used to support the lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the principal to show a video. Teachers are responsible for previewing videos to ensure that they are appropriate.

Student Agenda Policy

Organization is an important part of self-government and is woven into our curriculum. To help students manage their assignments, students will be given a “planner” or agenda. This planner will allow students to write down assignments and encourage teachers and parents/guardians to communicate regularly. The planners should go home every night and provide parents or guardians with a convenient method to monitor their student’s work. In Grades 7-12, the planner may serve double duty as a hall pass. All students must have a planner. If lost, the replacement cost is \$5.00.

SCHOOL LIFE AND ENVIRONMENT

Attendance

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. We also discourage doctors' and other appointments when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both student and teacher to make prior arrangements to meet that requirement.

	School day begins	School day ends
Elementary (K-6):	8:00 a.m.	3:00 p.m.
Upper School (7-12):	8:00 a.m.	3:00 p.m.

Students who arrive after 11:00 a.m. will be considered absent for the day. Students who depart before 1:00 p.m. will be considered absent.

Florida Statutes § 1003.21 mandates that all students are required to attend school and sets forth specific requirements for the school. Parents and students can be held legally accountable for truancy.

Truancy Consequences

If a student has at least five (5) unexcused absences within a calendar month, or ten (10) days out of ninety (90) days, the student's homeroom teacher shall report to the principal that there may be a pattern of absence existing. After this referral, the principal will consider referring the student to the School Based Leadership Team (SBLT). The SBLT is a "child study team" for the purposes of satisfying the requirements of § 1003.26, Florida Statutes. If the SBLT finds a pattern of nonattendance, the team will meet with the parent to identify potential remedies; the principal must notify the school district's charter school office of the identified pattern of nonattendance. If the initial meeting with the parent does not resolve the problem, the SBLT shall implement the following pursuant to Florida Statutes:

1. Frequent attempts at communication between the teacher and the family.

2. Evaluation for alternative education programs.
3. Attendance contracts.

The SBLT may also, but is not required to, implement other interventions that include referral to other agencies for family services or changes to the learning environment. Additionally, legal authorities will be notified if the problem is not corrected.

If the parent refuses to participate in the remedial strategies because he or she believes those strategies are unnecessary or inappropriate, the parent may appeal to the principal.

Absences (Excused/Unexcused)

1) Excused Absences

Excused absences include:

- a) An illness of the student of two (2) or less days needs to be documented by a parent note or a documented medical/dental appointment.
- b) Mental health counseling for the student. A note on business stationery from the mental health facility or personnel may be required by the principal.
- c) Major illness in the family. (If illness persists for three or more consecutive days, or requires numerous nonconsecutive absences, a doctor's note may be required, as requested by the principal).
- d) Death in the immediate family of the student. A student's immediate family includes biological parents, grandparents, siblings, or adults and siblings from an immediate extended family unit, at the principal's discretion.
- e) An observance of an established religious holiday or for pre-arranged religious instruction as defined in F.S. 1003.21 (documentation of the religious affiliation of the student may be required by school officials).
- f) Religious institutes, conferences, or workshops (only two days allowed if the request is signed by a parent and given to the school at least forty-eight (48) hours before the absence).
- g) Subpoena or forced absence by any law enforcement agency. A copy of the subpoena or summons will be given to the school's principal (or designee). This includes detention at a juvenile center in which the student continues his/her education.
- h) A major disaster, as decided by the administration.
- i) Other approved student activities such as Student Council, National Honor Society, class meetings, and academic/athletic competitions.

- j) Any absence, including those for field trips or other parental requests as judged appropriate by the school's principal, provided that the request is submitted to the principal forty-eight (48) hours in advance of the absence. The principal may waive the requirement for advance notice if extenuating circumstances exist.

The student's parent or legal guardian shall make a call to the school or give advance written notification to the school when a student will be absent for excused reasons.

2) Validated Absences

Brief illness, appointments, and family business are considered absences for purposes of meeting attendance policy requirements. Non-medical absences must be documented by written notes from parents. All notes can be sent to school with the student on the first day returning to school or scanned and emailed.

3) Unexcused Absences

Unexcused absences shall include, but not be limited to out-of-school suspensions, vacations, truancy, class cuts, and tardies to class of ten (10) minutes or more.

Attendance Procedures

Make-up Work

Students are to be provided one (1) school day for each school day absent to make-up work missed without academic penalty. It is the responsibility of the student to arrange for such make-up work. Work not made up within the specified time period will receive a grade of "F". The principal may extend the time for make-up work when in his/her judgment extenuating circumstances justify such extension. However, long-term assignments given before the student is absent are expected to be turned in on the date the student returns to school. These provisions shall apply to all grade levels.

Tardiness/Early Dismissal

It is necessary that a student be in attendance throughout the school day in order to benefit fully from the educational program of the academy. The academy school board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

A student is considered tardy if he/she arrives at the school after 8:05 am.

It is required that the school be notified in advance of such absences by request of the student's parent, which shall state the reason for the tardiness or early dismissal. A student's tardiness to school or early dismissal from school shall be excused at the discretion of the principal or designee. A student who is habitually late to school and/or chronically dismissed early shall be subject to disciplinary action by the school administration including but not limited to in-school suspension and/or a required parent conference.

Students who are either tardy or returning to school from an appointment must be signed in at the front desk by a parent or guardian. The student will be issued a tardy slip (red) or a returning slip (green), and the student will be required to deliver this slip to their teacher when they enter the classroom. In the upper school, tardy students may be held out of class for the period affected to keep from disrupting the class. Repeated tardiness may affect a student's "seat time" and therefore his eligibility for promotion. Tardiness will be considered an unexcused absence for that class.

The organization believes it is extremely important that students arrive at school on time and ready to learn. Students are allowed to enter the building 30 minutes prior to the start of school. We recommend students arrive a minimum of five minutes prior to the start of school to ensure ample time to reach their classroom before the start of class.

Classroom Activities

Classroom activities are of unique value and cannot be duplicated by make-up work. Student interaction and the development of ideas through discussion are lost when a student is absent. A student's enrollment in a school is a commitment to attend school each day. Therefore, it is the intent of this rule to encourage students to be present daily in school unless a situation exists which makes their absence absolutely necessary.

Responsibilities

Further, it is incumbent on the academy to provide a meaningful and relevant program with appropriate incentives to promote student commitment to education and attendance. In addition, educators have the responsibility to encourage regular attendance of students, maintain accurate attendance records, and follow reporting procedures prescribed by the principal. The academy will record absent and tardy students in the automated student attendance recordkeeping system.

School attendance shall be the responsibility of parents and students. All students are expected to attend school regularly and to be on time for classes in order to benefit from the

instructional program and to develop habits of punctuality, self-discipline, and responsibility.

A student who is absent without the principal's or designee's approval shall have his/her parent or legal guardian report such absences to the academy.

A student shall be considered truant when absent without parent or legal guardian permission or when the parent or legal guardian consents to unnecessary absences (e.g., vacations, etc.) which will be recorded as unexcused.

Student Absence Notification

Parents/Guardians are required to notify the school when their child is absent and inform the school of the reason for the absence within twenty-four (24) hours by a telephone call, email or written note. In order to qualify for an excused or validated absence the parent must notify the school of the child's absence within twenty-four (24) hours of the date of the absence. A phone call on the date of the absence prior to 10:00 a.m. is preferable. If it is not possible for the academy to be contacted by phone, or email then the parent is to send a note with the student on the day s/he returns to school explaining the absence. Failure to notify the school within twenty-four (24) hours by phone, email or note when the student returns will result in the absence being unexcused regardless of the reason for the absence. If the school is not notified by 10:00 a.m. on the day of the absence, the school will attempt to contact the parent when practical and possible. The principal may waive the twenty-four (24) hour notification requirement when in his/her judgment extenuating circumstances justify such a waiver. In addition to parent notification, absences require written verification to be excused.

The school will make a good faith effort to contact parents per F.S. 1003.26.

High School Course Credit

High school course credit shall be a function of demonstrated mastery of the student performance standards in the course of study as provided by the rules of the academy school board. At the high school level and for high school courses taken at middle school, credit is earned by attaining a passing average for the semester and by accumulating no more than nine (9) days absent for the semester. No distinction will be made between excused, validated, and unexcused absences when calculating absences for earning of credit.

High School Course Credit - Due Process Procedure

A student who does not earn high school credit because of the failure to meet attendance requirements may file an appeal within ten (10) days of the date of notification of loss of

credit. A committee consisting of an administrator, a counselor, and a faculty member will review cases in which granting of credit is requested by a student and/or parent. After review of the student's case, the committee shall make a recommendation to the principal as to the granting of such credit.

Daily Life

Movies in the Classroom

The academy emphasizes the use of engaging the multiple intelligences of students, and as such will use various media to educate students. Teachers may occasionally use videos in the classroom and at school-sponsored events, providing that the following policies are adhered to:

Copyright

Teachers are required to follow the legal copyright requirements of videos and media within the classroom.

Elementary Students

Elementary students may be shown "G" rated movies without parental permission. Movies which are "PG" require that the teacher notify parents at least one week in advance using the school's online communication system, giving parents the option to opt their students out of watching the video.

Middle School Students

Students in grades six through eight may be shown "G" or "PG" rated movies without parental permission. Movies which are rated "PG-13" require that the teacher notify parents at least one week in advance using the school's online communication system, giving parents the option to opt their students out of watching the video.

"R" Rated Movies

No "R" rated movies may be shown to students during school events.

Photographs of Students

Portraits

The organization will sponsor one or two formal portrait days for students. A company which best meets the needs of the families for a reasonable cost will be selected by school staff. These photos will be utilized for the creation of the yearbook in addition to being sold to the

families.

Gift Policies

Collections of funds from students by students for the purpose of giving gifts to a staff member of the organization is discouraged.

Computer, E-Mail and Cell Phone Usage

Social Media Guidelines for Parents

Classroom blogs and other social media are powerful tools that open up communication between students, parents, and teachers. This kind of communication and collaboration can have a huge impact on learning. The organization encourages parents to view and participate by adding comments to classroom projects when appropriate.

1. Parents should expect communication from teachers prior to their child's involvement in any project using online social media applications, i.e., blogs, wikis, podcast, etc.
2. Parents will not attempt to destroy or harm any information online.
3. Parents will not use classroom social media sites for any illegal activity, including violation of data privacy laws.
4. Parents are highly encouraged to read and/or participate in social media projects.
5. Parents should not distribute any information that might be deemed personal about other students participating in the social media project.
6. Parents should not upload or include any information that does not also meet the student guidelines.

Civility

In order to ensure all individuals associated with the organization behave civilly and with fairness and respect, several policies are in place to ensure proper behavior. Students are obligated to meet school expectations as defined elsewhere in this policy. Adults are subject to the following civility policies:

Civility of Parents and Patrons

All parents and patrons of the organization shall behave with civility, fairness and respect in dealing with fellow parents, patrons, staff members, students, and anyone else having business with the school. Uncivil behaviors are prohibited. Uncivil behaviors shall be defined as any behavior that is physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent, or harassing. Examples of uncivil behavior include, but are not limited to: use of profanity; personally-insulting remarks;

attacks on a person's race, gender, nationality, religion, or sexual identity; or behavior that is out of control. Such interactions could occur in telephone conversations, voice mail messages, face-to-face conversations, or in written communication.

Any uncivil behavior by parents or patrons shall be reported to school administration. A record shall be made of the alleged incident and the action taken. Confidentiality shall be observed whenever possible to protect the complainant and the alleged offending individual. Repeated incidents of uncivil behavior can result in the individual being banned from the school premises. Retaliation against a person who reports a claim of uncivil behavior is prohibited.

School Guidelines for Student Behavior

General

Student self-government and a sense of purpose develop from application and accomplishment, from consistent expectations in the school climate and culture, and from the habitual practice of the virtues.

The aim of the school is to teach students. "Student" derives from the Latin word *studēre*, which means "to give attention to," "to take pains with," "to apply oneself to," "to strive after," "to pursue," "to desire." Students, then, should be diligent in, attached to, and zealous for their studies. Simply put, we expect students to live up to their name. The teachers of the school will work hard to prepare their lessons. These lessons are designed to teach students nothing less than who they are and what the world offers them. Students must in turn take fullest advantage of these lessons and make the best use of this time of their lives given to preparing their minds for the opportunities and challenges that await them. All policies regarding student conduct and discipline flow from this general principle: students must fully engage themselves in the education the school offers them.

Please refer to the school's Code of Student Conduct on the school website for more information.

Honor Code

The academy was founded to develop students in both mind and character. The school's virtues are the guiding principles used to cultivate and nurture character: courage, courtesy, honesty, perseverance, responsibility, self-government, and service. Students are expected to conduct themselves honorably in word and deed, to strive to live by the virtues, and to encourage others to do so as well.

The school's Honor Code is as follows:

Treasure Coast Classical Academy students strive to be virtuous in conduct, seek to grow in scholarship and learning, and pursue a commitment toward civic responsibility. Treasure Coast Classical Academy students will not lie, cheat, or steal, and will discourage others from such actions.

Please refer to the school's Code of Student Conduct on the school website for more information.

Discipline

The activity of learning requires students to be attentive and polite. Students are expected to adhere to the school's high expectations for behavior and core virtues lest they compromise their own learning and interfere with the learning of others. Minor infractions or disruptions will largely be handled in the classroom in a way suitable to the age of the student. Whenever a student misbehaves repeatedly or flagrantly, the consequences for the infraction will be immediate, relevant, and effectual. Rather than allow misbehavior to fester in the classroom, teachers will send disruptive students to the office, normally to the dean of students.

Please refer to the school's policies and Code of Student Conduct on the school website for more information.

Uniforms and Grooming

At the school, students wear uniforms to eliminate distractions, to level the playing field, and to remind ourselves that we are doing important work.

The spirit of the uniform policy is that students will dress and groom themselves in a manner that it is professional, not distracting, and not obstructive.

Students must be in uniform to attend class. Students not in uniform will be sent to the office and must call a parent or guardian. Parents or guardians will either bring acceptable attire, or students will be sent home. These absences are not excused.

Please refer to the school's Code of Student Conduct on the school website for more information.

Lost and Found

The student Lost and Found is in the cafeteria. Students are responsible for retrieving their misplaced items.

Due to limited space, all unclaimed items will automatically be donated to either Goodwill or the school uniform store on the 15th and 30th of each month.

Toileting

All students of the school must be independent in toileting. On occasion students may have “accidents.” When an “accident” occurs, it is the responsibility of the parent to assist the child and to provide clean clothing.

We encourage all kindergarten students to have a change of clothes.

If there are repeated “accidents”, a meeting with the parents or guardians, the dean of students, and the principal will be held to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all students and the school.

Student Publications Policy

Student publications must uphold the school’s mission, philosophy, core virtues, and policies. The purpose of such publications is to inform the school community of school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted subject to prior review by the principal. Employees of the school or parents/guardians may not use student media to proselytize their own views on controversial issues. The principal acts as the final editor in all cases.

Lockers/Cubbies

The school may provide lockers or cubbies (as available) for students in Grade 7 and higher. The lockers and locks are school property.

The school has the authority to search lockers when deemed necessary.

The school is not responsible for lost or stolen items. Valuables such as mobile phones, tablets, and other electronic gadgets or games are NOT to be brought to school. Problems with lockers should be reported to the dean of students.

Students must observe the following rules:

- Students are not allowed to decorate the inside of lockers with posters, pictures, or anything else which advertises sex, drugs, suicide, cults, alcohol, or promotes other negative or derogatory messages as determined by the administration.
- Lockers must be kept neat and orderly at all times. Locker checks will occur each semester.
- Lockers must be kept closed when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items left outside lockers or on the floor may be removed or disposed of.

Health, Medicine, and the School Nurse

Medicine Administration

The school is committed to the health and safety of its students. Medication and/or medical procedures required by students should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by the clinic designee, or self-administered by the student per written physician's orders and written parent/guardian authorization. The parent/guardian must complete and sign the *Administration of Medication/Medical Procedure* form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. The office staff will make this form available to parents/guardians.

The office staff may administer auto-injectable epinephrine to students upon the occurrence of an actual or perceived anaphylactic adverse (allergic) reaction by the student, whether or not such student has a prescription for epinephrine. Any school employee who in good faith administers or chooses not to administer auto-injectable epinephrine to a student in such circumstances shall be immune from civil liability, pursuant to Florida statute.

Please refer to the school's medical policies on the school website for more information.

Student Medical Records

Student health records will be maintained in locked files in order to maintain confidentiality. All health records will be managed by the school operations manager and any appropriate, designated staff (such as the clinic designee) and will only be released to service providers as allowed and dictated by the school district and state regulations.

Medical Operations

The school will:

- Hire or contract with a licensed school nurse to provide services to students in accordance with state guidelines and school policy.
- Participate in workshops, in-services and/or training offered by the school district for persons serving as clinic designees.
- Use school forms for health services.
- Require part-time clinic designees to have completed training in CPR and diabetes medication administration, as required.

Parents or guardians will be informed when a student reports to the office with a fever or injury. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever will not be allowed to remain in the classroom and must be picked up by a parent or designee. Students must be fever-free, without the help of medication, for 24 hours before returning to school. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

Parents or guardians will be informed when a student reports to the office with a possible lice infestation. The school's procedures on lice are a good balance between doing what we can to reduce the spread of head lice at school, and also alleviating the burden of a scholar's unnecessary absence in the classroom, which seems to outweigh the risks associated with head lice. Head lice is not an indication of poor hygiene - anyone is susceptible. Head lice can be a nuisance, but they have not been shown to spread disease.

We do ask for your partnership in this as we are depending on you to help us, by frequently checking at home and also starting immediate treatment, when found or notified by the school of an infestation.

1. Scholars found with live head lice will be sent home and need to have treatment started right away.
2. Once appropriate treatment has begun, they will be able to return to school/class.
3. An email notice will go out to all families with scholars in that grade level when a case is found or brought to our attention. (The school does not do class-wide or school-wide lice checks.)

Medical Records and Enrollment

In order to complete the enrollment process, parents or guardians must submit the following:

- Florida Certificate of Immunization (Form DH 680; request from a child's pediatrician or physician)
- Medical Physical Form (Form DH 3040; Part I to be completed by parent or guardian and Part II to be completed by a pediatrician or physician)
- School Medication Administration Form (if required)

Parent/Guardian Obligations

Parents or guardians shall, at all times, ensure that the school has updated medical information on file. It is the parent's/guardian's responsibility to keep this information updated.

It is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school.

Food Allergies

The school is not a peanut-free school. The school will, however, establish a peanut-free zone at the end of tables in the cafeteria, and teachers/monitors will ensure that this peanut-free zone is enforced.

Sick Students

Sick children should not be in school. Any child who has a fever or is contagious (e.g., with pink eye, strep, the flu) should be kept home. Students must be fever-free, without the help of medication, for 24 hours before returning to school.

Student Fees and Supplies

From time to time the school may charge fees to its families to fund expenses related to athletics, transportation, classroom supplies, band, orchestra, art, elective courses, activities, field trips, etc. All charges and fees must be authorized by the principal.

Off-site Extra-Curricular Activities

The logistics of all of the school's off-site extra-curricular activities must be approved by the school operations manager. All adults helping with these activities must be registered

school volunteers.

Chaperone Policy

The school will conduct field trips and off-site events and in so doing will welcome and enlist the aid of parent chaperones. The number of chaperones for a field trip or off-site extracurricular event will be established prior to the occurrence of the event. This number will be strictly adhered to. No siblings or individuals other than assigned chaperones may attend the event. Fees for the event must also be paid by the chaperone and are due at the same time as the student’s fee for the event. If fees are not submitted by the date due another chaperone will be chosen to fill the vacancy. Chaperones must attend to assigned duties and must model the school’s core virtues. Violators of this policy will not be allowed to chaperone any future events.

Student Dress Code

Students may purchase uniform pieces from Land’s End or local retail stores that carry school uniforms. Uniform pieces purchased from a store other than Land’s End must be comparable to the Land’s End items listed on the “Grade by Grade Uniform Requirements” flyer.

The logo is still optional for all grade levels.

Shirts	<p>Grades K-5 - Navy polo shirts (long or short sleeve) will be worn at all times. The top button may be unbuttoned, all others must be buttoned. Shirts must be tucked in at all times.</p> <p>Grades 6-8 - Light blue, button-up oxford shirt (long or short sleeve) <i>or</i> light blue polo (long or short sleeve) will be worn at all times. A sleeveless, navy, V-neck sweater (over the oxford) is optional.</p>
Sweaters and Cardigans	Solid navy V-neck and button-up cardigan sweaters may be worn indoors.
Outerwear	Solid navy or black jackets may be worn outside during cool weather.
Pants, Shorts, Skorts	Khaki uniform bottoms must be worn at the natural waist. Solid khaki, brown, black or navy belts must be worn if the bottoms have loops. Shorts/skorts must reach the top of the knee. Pants must extend to the bottom of the shoe. Cargo pants, joggers, and jeans are prohibited.
Hair	Hair must be clean and neat and out of the eyes and face. Only natural hair colors are allowed. No unusual or radical hair colors or styles that may be distracting. Hair accessories must be navy, khaki or white. Hats, bandanas, and scarves are prohibited (except for religious practices that are

	documented with the school administration).
Shoes	Shoes must be solid black, brown, or navy, flat, closed toe with a back and may not have wheels. All straps/laces must be properly fastened. Footwear must be suitable for physical education classes. Boots are prohibited.
Socks	Black, navy or white socks must be worn at all times. Navy or black tights may be worn under the dress. All other hosiery prohibited.
Jewelry	Students may wear no more than two necklaces at one time. Girls may wear two earrings per ear on the earlobe, and it must not be larger than a quarter. Boys will not be permitted to wear earrings. Body/facial piercings and gauges are not permitted. No visible body piercings. Smart watches are not permitted.
Ties	Grades 6-8 Girls may wear a plaid cross tie with oxford shirt. Grades 6-8 Boys may wear plaid tie with oxford shirt. Ties must be Lands' End brand only.
Other	No visible tattoos are permitted. Colognes, perfumes, and pungent substances which may cause distraction or allergic reactions are not permitted. Makeup must look natural. No black nail polish or lipstick. Students may wear face masks as a precaution due to COVID-19 if desired, but not mandatory.

Grade by Grade Uniform Requirements

Attire	Uniform Piece	Applicable Grades	Gender	Optional / Mandatory	Days Worn
Shirts	Navy Polo Shirt (Long or Short Sleeve)	K-5	Male/ Female	Mandatory	Everyday
	Light Blue, Button-Up Oxford Shirt (Long or Short Sleeve) or Light Blue Polo (Long or Short Sleeve)	6-8	Male/ Female	Mandatory	Everyday
	Logo T-Shirt	K-8	Male/ Female	Optional (this can only be purchased from TCCA)	Administration will communicate which days this shirt is approved.

Bottoms	Khaki Bottoms (Long Pants or Knee-Length Shorts)	K-8	Male/ Female	Mandatory	Everyday
	Khaki Skort	K-8	Female	Optional	Everyday
Dresses	Sleeveless Navy Ponte Jumper with White "Peter Pan" Shirt	K-3	Female	Optional	Everyday
	Navy Ponte Dress	K-8	Female	Optional	Everyday
Outerwear	Solid Navy or Black Jacket	K-8	Male/ Female	Optional	Everyday, outdoors
	Navy Pullover V- Neck Sweater (Short or Long Sleeve)	K-8	Male/ Female	Optional	Everyday, indoors
	Navy Pullover Sleeveless V-Neck Sweater	6-8	Male/Fema le	Optional	Everyday, indoors
	Navy Cardigan (Button Front)	K-8	Male/ Female	Optional	Everyday, indoors
Ties	Lands' End Boys' Plaid Tie	6-8	Male	Optional	Everyday
	Lands' End Girls' Cross Tie	6-8	Female	Optional	Everyday
Shoes <u>(No boots)</u>	Solid Black, Solid Brown or Solid Navy (Closed Toe with a Back) <i>(Footwear must be suitable for P.E. classes)</i>	K-8	Male / Female	Mandatory	Everyday

*Some of the local stores that carry school uniforms offer a similar dress to the Ponte Dress. This is the only approved style of dress for our school uniform. The other dresses offered in school uniform collections are not approved options. Navy shorts must be worn under the uniform dress.

PARENT/GUARDIAN VOLUNTEERS

Parent Volunteers

The school values parent volunteers as an integral part of its program. The school's events coordinator will organize parent volunteer teams and activities that will be designed to help the school flourish in and beyond the classroom.

All parents, guardians, adult family members, teachers, staff, and community members are encouraged to volunteer on a team.

Requirements for Volunteers

The administration will maintain accurate records to confirm that the following requirements are met.

Background Checks

Volunteers who work with students will submit to background checks in the same way that our employees are required to do so.

Training

Volunteers will be trained by the dean of students.

The principal will require volunteers to complete training before serving in the classroom.

General Rules for Volunteers

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential.

If a volunteer has a concern involving something that is witnessed, observed, or overheard, he or she should address the concern with a faculty member, the dean of students, principal, or a member of the board --in that order. If a volunteer disregards this policy, the privilege of volunteering may be revoked.

Any grievance or concern a volunteer has with a classroom or a teacher will be handled by the procedures defined in the following section of this handbook. Under no circumstance is it ever acceptable for a volunteer to confront a teacher about an issue when students are present.

Parent Communications with the Administration, Faculty and Staff

The school values the conversation that takes place between parents/guardians and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents or guardians may use any of the following ways to contact or communicate with the administration (school operations manager, dean of students, and principal), faculty, and school staff:

- Scheduled face-to-face meeting
- Scheduled phone call
- Message (with the front office)
- Voice Mail
- Email

School employees will not use social media to communicate with parents/guardians or students.

During the school day and both immediately before and after school, teachers have their minds on teaching or impending meetings and extracurricular activities. Parents or guardians should schedule in advance a phone call or meeting with a teacher rather try to communicate through an impromptu “five-minute” chat. Parents or guardians who are in the building for another reason should not use their access to faculty to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents or guardians who are themselves teachers or other employees at the school.

The school’s teachers and administrators will respond to parents or guardians as quickly as possible. In general, parents or guardians should expect to hear from a teacher or from the administration within twenty-four hours of contacting the school, barring weekends and holidays. While a teacher’s schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way.

Expectations for Parents or Guardians

We believe parents or guardians own the fundamental responsibility for their children’s education and that the school’s role should be viewed as a supportive one. The school expects parents or guardians to:

- Model good character and insist that their children cultivate good habits and virtues;
- Help their children develop effective study skills;

- Read to their children, especially those in the early grades;
- Oversee regular reading and writing and mathematics skill development;
- Stimulate discussion and exploration of ideas and events with students;
- Support the school goals through familiarity with this handbook and parts of the website devoted to the mission and philosophy of the school, homework review, getting children to school on time, and holding high expectations and aspirations that contribute positively to the student’s success.

ENROLLMENT POLICY

General

With regard to enrollment and the lottery procedures, please refer to the school’s policies on the school website for more information. Current parents or guardians will not need to re-apply each year, but will need to complete the re-enrollment process each year.

OPERATIONS

Emergency Operations Plan

The administration shall maintain a stand-alone Emergency Operations Plan.

Security Checks

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

Use of the Production Color Printer/Copies

School resources, the resource room, and the equipment therein are to be used solely in support of school operations.

Carpool/Drop-Off/Pick-Up

Procedures for drop-off and pick-up (carpool) give priority to the safety and security of all students. Parents or guardians are expected to cooperate fully to ensure that the process is

safe and orderly. The school will release students only to parents, legal guardians, or adult designees.

Courtesy is one of the school's seven core virtues. The adults driving through the carpool line are expected to serve as role models by always exhibiting courteous behavior. Please share these policies and procedures with anyone who will be picking up your student as everyone in the car line is expected to know and follow the procedures.

Early dismissal of students ends at 2:30 p.m. to allow sufficient time to prepare for afternoon dismissal. No student will be allowed to leave the school between 2:30 – 3:00 p.m. If your child needs to leave school before the regular dismissal time, please check them out in the front office before 2:30 p.m.

To ensure an efficient car line, students must be picked during the following windows based on grade level:

3:00 p.m.	K-6 Dismissal
3:00 p.m.	Grades 7 – 12

Please follow these procedures during drop off and pickup:

- Please do not enter the car line before your specified pick-up time. If you do so, you may be asked to circle back through the car line.
- Once a student is loaded into your vehicle do not let them exit the vehicle. If your student needs to return to the school building, please park and escort your student back into the building.
- Once you have pulled away from the loading zone, please do not stop your car if you need to buckle a child in a car seat or stop for any reason.
- Never exit your vehicle while the engine running.
- Under no circumstances should a child be left in a vehicle unattended.
- Please refrain from using electronic devices while moving in the carpool line.
- Third-party pick-ups are not permitted (this includes taxis and ride-sharing companies like Uber and Lyft).
- Student drop-offs or pick-ups in the parking lot or on the street are strictly prohibited.
- Do not park on the sidewalk or the shoulders of the roads.
- Always obey the directions of off-duty police officers that assist with the traffic flow.
- If you are walking to pick up your student, please come to the Front Desk to have your student called to the pick-up area.

Please help us be courteous to neighbors by adhering to the following good neighbor policies:

- Do not block driveways or entrance ways.
- Do not use neighborhood streets and/or driveways to turn around.
- Do not attempt U-turns in the roadway.

Parking – Designated Spaces

The school will communicate designated parking spaces. Employees and parents/guardians are asked to adhere to the parking plan.

Communicating with Parents with Joint Custody

The school will recognize and communicate with parents with joint custody upon review of a court order identifying them to do so. In the case of password protected school forms, the school encourages one of the parents to complete the forms so that the school does not receive conflicting information.

Online Orientation Forms

The school will maintain secure electronic information for the purpose of running the day-to-day operations of the school. Parents or guardians are expected to complete these online forms as a condition of enrollment. The school will make hard copy forms available to parents/guardians without internet access.

Mass Communication Policy

The administration (school operations manager, dean of students, or principal) must approve all letters and bulletins, including email (excluding class assignments or bulletins by teachers to their classes) from teachers or parents or other parties to the entire school community.

Utilization of Facility

The principal will be the approving authority for all outside uses of the school fields, building, and facilities. All users will be required to carry insurance and appoint a representative acceptable to the administration who is capable of executing the school's emergency and security procedures.

Before and After School Enrichment Program

Hours of Operation

The school operations manager will establish and post the hours of operation for the before and after school enrichment program annually. Parents may drop off and pick up their students within the posted times.

Fees

The school operations manager shall annually develop a fee schedule to be used for the before and after school enrichment program as part of the annual budgeting process, and these fees and budget should be incorporated into the budget assumptions and approved by the governing board.

Emergency Closings/Delays

If school is delayed, released, or canceled due to severe weather or emergencies, after care will also be canceled. If severe weather develops after after-care has begun, parents will be expected to make arrangements to pick up children as soon as possible.

Registration

Students wishing to enroll in before or after care must complete a registration form that documents important information. These forms must be completed before the student starts the program.

Consistent Use

When a family signs up for before and after school, they are expected to have consistent use of the service.

Meal Program Charge Process

Breakfast and lunch services will be available to all students. Treasure Coast Classical Academy will participate in the National School Breakfast and Lunch Programs and free or reduced pricing will be available to those students who meet the guidelines.

Please refer to the Food Service page of the school website for detailed information regarding the school's meal service.

The school will communicate the meal charging process in the Family Handbook and via email

newsletter at the start of the new school year. The school will remind parents that online application services are available to apply for free or reduced-price meal benefits. Applications can be submitted at any time during the school year. If a student does not come to school with a meal, and repeatedly charges breakfast/lunch served in the cafeteria despite countless warnings, school officials will contact the guardians to see how they can assist with the free and reduced lunch application process.

The school will notify guardians when their student's account is low or overdue via the online payment service, phone call, and/or hardcopy letter. Students will be allowed to charge up to \$20.00. If a student is over the \$20.00 limit, the school will contact the guardians to collect payment. Student will be ineligible to participate in any special school activities until meal charges are paid in full. Students with a balance of \$20.00 or more will be provided with an alternate meal until meal charges are paid in full.

Please contact the Health and Wellness Coordinator for questions or if you require any assistance.

Online Orientation Forms

The school will maintain secure electronic information to run the day-to-day operations of the school. Parents or guardians are expected to complete these online forms as a condition of enrollment. The school will make hard copy forms available to parents/guardians without internet access.

Mass Communication Policy

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PRIVACY

Family Educational Rights Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives the request for access. Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible student may ask the school to amend records that they believe is inaccurate or misleading. They should write the school principal or appropriate official, and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school

official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605