



# **TRINITY CLASSICAL SCHOOL PARENT STUDENT HANDBOOK**

---

2022-2023

# Contents

<b>School Overview</b>	<b>5</b>
History	5
Mission	5
Statement of Faith	5
<b>Core Values</b>	<b>6</b>
Christian	6
Classical	6
Covenantal	7
<b>Guiding Principles</b>	<b>7</b>
Family Partnership	7
Theologically Reformed	7
Joyful Ethos	8
Hard Work and Excellence	8
Diversity	8
Missional	8
Doctrinal and Philosophical Agreement	8
<b>Cultural Topics</b>	<b>9</b>
Statement on Creation	9
Statement on Marriage, Gender, and Sexuality	10
<b>Organization</b>	<b>10</b>
Memberships	10
Christ Church Bellingham	11
Trinity Education Council	11
Trinity Education Fund Board of Trustees	11
Non-Discrimination Policy	11
<b>Attendance</b>	<b>11</b>
Attendance Principles	11
School Day Schedule	11
Tardiness Policy	12
Absence and Missed Work	12
<b>Academics</b>	<b>12</b>

Grading Policy	12
Grading Scale for Grades K-1	12
Grading Scale for Grades 2-6	13
Grading Scale for Grades 7-12	13
Habits of Heart and Mind Categories	13
Grade Integrity	13
Home Study and Homework	14
Late Assignments	16
Field Trips	16
Video Viewing	16
Standardized Testing	16
Learning Disabilities	17
Teaching Controversial Topics	17
Reporting Student Achievement To Parents	17
Report Cards	18
Transcripts	18
Grammar School Promotion	18
Secondary School Promotion	18
Secondary Electives and Extracurricular Activities	19
Graduation Tracks	19
<b>Student Life</b>	<b>20</b>
Student Birthdays	20
Student Drop Off and Pick Up	20
Student Drivers	21
Student Dating	21
<b>Student Conduct and Discipline</b>	<b>21</b>
Code of Conduct	21
Secondary Student Use of Technology	22
Guidelines for Internet Use and Social Networking	23
Uniform and Dress Code Policy	23
Grammar School General Guidelines	23
Secondary School General Guidelines	24
School Discipline	25
Plagiarism	26
Expulsion	27
Re-Admittance	27

<b>Parent Involvement</b>	<b>27</b>
Volunteering at Trinity	27
Room Parents	28
Parent-Teacher Conferences	28
<b>Communication</b>	<b>28</b>
Weekly Communication	29
Channels of Communication	29
Email	29
Teacher or Classroom Issue	29
Resolving Conflict	30
Grievance Policy	30
Scheduled Meetings	31
<b>Health and Safety</b>	<b>31</b>
Immunization Policy	31
Head Lice Policy	31
Medication Policy	32
Food Allergy Guidelines	32
Weather-Related School Closures	32
Earthquake Response	33
Fire Evacuation	33
Student Safety	33
Mandatory Reporting	33
<b>Finances and Re-Enrollment</b>	<b>33</b>
Tuition and Fees	33
Tuition Adjustment Policy	33
Re-Enrollment	33

# School Overview

## History

In 2011, three dads met for breakfast and read a book about classical Christian education. They began to think about how they were going to educate their young children. By their second meeting, they knew that God was calling them to start a school.

In the beginning, devoted families worked together to give their children something unique—a school filled with the joy of Christ and the wonder of learning. In 2013, Trinity Classical School was established with 20 students and three teachers. Since that time, Trinity has grown significantly as more families learn about the vision and power of classical education.

## Mission

The mission of Trinity Classical School is to equip Christian children in their calling to glorify God and enjoy Him forever, and to assist parents in the discipleship of their children through gospel-centered, academically rigorous, affordable classical education.

## Statement of Faith

Trinity Classical School holds to biblical teaching as summarized in the historic creeds of the ancient church, including the Apostles' and Nicene Creeds and the Westminster Standards from the Reformation Era. Below is a summary of what we believe:

- We believe the Bible is the written word of God, inspired by the Holy Spirit and without error in the original manuscripts. The Bible is the revelation of God's truth and is infallible and authoritative in all matters of faith and practice.
- We believe in the Holy Trinity. There is one God, who exists eternally in three persons: the Father, the Son, and the Holy Spirit.
- We believe that all are sinners and totally unable to save themselves from God's displeasure, except by His mercy.
- We believe that salvation is by God alone as He sovereignly chooses those He will save. We believe his choice is based on his grace, not on any human individual merit, or foreseen faith.
- We believe that Jesus Christ is the eternal Son of God, who through His perfect life and sacrificial death atoned for the sins of all who will trust in Him alone for salvation.

- We believe God is gracious and faithful to His people, not simply as individuals, but as families in successive generations according to His covenant promises.
- We believe the Holy Spirit indwells God's people and gives them the strength and wisdom to trust Christ and follow Him.
- We believe Jesus will return, bodily and visibly, to judge all mankind and to receive His people to Himself.
- We believe all aspects of our lives are to be lived to the glory of God under the lordship of Jesus Christ.

## **Core Values**

Trinity strives to create an environment that fosters excellence and joy in our students. To fulfill this vision, we've identified three core values that distinguish our pedagogy: Christian formation, classical education, and covenantal commitment.

### **Christian**

The Gospel is the announcement that Jesus is the true king of the world. He is the mysterious creator of this strange world, came to walk among us, to die the death we deserve, and to undo the curse under which we all live. And he has launched a revolution of grace that has swept us up, along with our children. This is the true story that our children are living in. And so it is our dream that they grow up in a school seeing Jesus on every page, under every fact, in every story, and woven into every equation. Education is ultimately about discovering that Jesus is Lord of all, and in Him, all things hold together.

The Gospel is also an offer of grace—and grace can have a profound influence over the culture of a school. Come into our walls and you will breathe the love of Jesus in the air, and you will feel His grace in the atmosphere. God has sprinkled his grace all over these young lives, and we want that grace to permeate everything about who they are.

### **Classical**

At Trinity, we base our educational approach on the classical teaching method known as the Trivium, which divides the educational life of the child into three stages (grammar, logic, and rhetoric) and takes advantage of the student's natural capacity for certain types of learning at each of these stages. An emphasis on the liberal arts (including math and science) helps students develop into readers and thinkers as they study the great works of the Western world.

By teaching students how to learn, we provide a solid foundation for mastering the specific fields of study encountered throughout their formal education. The material and

curricula at Trinity are carefully chosen to prepare students for a variety of post-secondary educational experiences. But our primary objective is that students grow in genuine love and enthusiasm for learning that will remain with them throughout their lives.

## **Covenantal**

As a covenantal Christian school, Trinity serves children of believing parents. We require that at least one parent in each family profess faith in Christ and that both parents are completely supportive of a Christ-centered *paideia* (full instruction and upbringing of a child). Parents can assume they are in a partnership with other Christian parents who share similar goals and objectives.

As a covenant community, we provide one another with support and accountability within our shared commitments. Our teachers function with delegated authority from parents, who are accountable to God for the education of their children. We want parents to participate actively in all aspects of the school.

As believers, we are brothers and sisters in Christ and joint-heirs in the gospel. We have a great privilege and responsibility in our relationship with one another, and with the mission of the school. While we are not the local church, we are a spiritual community that often engages in prayer, service, mission, fellowship, and Biblical instruction. We are a community committed to being lifelong learners.

## **Guiding Principles**

### **Family Partnership**

We are convinced that education is primarily the responsibility of the family, and therefore a school is there to assist families in the Christian nurture of their children. Our 4-day schedule provides an opportunity for parents to be highly involved in their child's schooling while also finding the support, accountability, and community of a school environment. Therefore, we are committed to always having parents involved in their children's education by having them frequently involved in the classroom, and weekly doing education at home on Fridays.

### **Theologically Reformed**

We are convinced that a theologically robust institution produces theologically robust students. The only way to truly teach a Christian worldview is if we are equipping our children with a theological heritage deep enough to inform that worldview. This is not to elevate the Reformed tradition above the ultimate authority of the Scriptures, but to give our students tools that lead them into the Scriptures soundly and confidently. Therefore, we will not simply affirm or teach a lowest-common-denominator evangelicalism, but we will equip our children with the richness of Reformed theology (e.g. Westminster

Confession of Faith) that they may knowledgeably understand and communicate the truths of Scripture.

## **Joyful Ethos**

We are convinced that a mature Christian life flows out of the joy of the Gospel. If we believe that our children are accepted by God, not because of their good morals or their educational performance, but only by the free grace that is ours in Christ, then we will always resist perfectionism and instead encourage them with the joy of the Lord. Therefore, we expect the atmosphere of our school to not be one of demanding rigor and rules, but the dominant tone will be one of joy in all that God is and has done for us.

## **Hard Work and Excellence**

We are convinced that we must train our children to work hard and to pursue excellence. The Bible is clear that true excellence is always the fruit of God's grace. But Proverbs – a book about training children – continually emphasizes how those who work hard find blessing. Therefore, we will expect rigor, discipline, and excellence from our students' work, not just because we want to teach them a disciplined lifestyle, but even more, because we believe in how capable each one of them is to achieve great things through God's grace.

## **Diversity**

We are convinced that Christian schools should be an option for all Christian parents. We want to free parents to first ask what kind of education they want for their children before they ask whether they can afford it. Therefore, we are committed to providing tuition adjustments so that children of both wealthy and more modest families are receiving the same quality education under one roof.

## **Missional**

We are convinced that Christian children should be equipped for going out into the world. Christian schools can often be seen as a safe haven for Christian children, and therefore never actually prepare them to engage in the world around them. In contrast, the training of our students will always have an eye toward preparing them to go out into the world as servants of Christ, doing his mission in whatever calling God has on their lives.

## **Doctrinal and Philosophical Agreement**

Each family must accept Trinity's Statement of Faith without a verbal or mental reservation. In addition, teachers also accept the mission, vision, and educational philosophy of this school and are committed to upholding them. This includes an understanding and appreciation of the school's classical emphasis based upon an application of the principles of the trivium and a commitment to implementing this model in practical ways.



# Cultural Topics

## Statement on Creation

The Bible tells us many truths about creation. Early in the book of Genesis, we learn God created everything. He created it from nothing. And everything he created was very good.

Yet, there are some things the Bible doesn't tell us about creation. For example, we don't know what "the deep" and "the waters" were before the first day of creation. We don't know the source of the light made on day one... The sun, "the Great Light," was not created until day four.

This tension between what we do and don't know is particularly prominent in the study of creation. Ecclesiastes 3:11 tells us, "He has made everything beautiful in its time. Also, he has put eternity into man's heart, yet so that he cannot find out what God has done from the beginning to the end." When we come to the Bible with questions about creation and the age of the earth, it is with eternity on our minds, seeking the truth of how God made everything beautiful. As his word is authoritative, it speaks authoritatively on these matters. And yet, we also come to recognize that not all our questions will be answered. For this reason, Trinity Classical School strives for a word-centered approach, seeking the truths God has revealed while acknowledging that some questions may not have answers this side of eternity.

When the Bible speaks clearly, we attempt to speak clearly. We believe the Bible is infallible and without error. As such we believe the history it presents in Genesis 1-3 is also infallible, a true history. We teach a literal, physical Adam and Eve, specially created by God in his image. God created all creatures "according to their kinds" (Gen 1:21-25). The Bible does not accord with atheistic, materialistic evolutionary theory in which animals gradually evolved from a single biological origin.

When the Bible is less clear, we may teach multiple perspectives, e.g. the age of the earth (some at Trinity affirm a young-earth creation, while others hold to an old-earth view). Our curriculum is a tool for teaching students to study the age of the earth from both of these contrasting views. They will explore a young-earth creation in grammar school, an old-earth creation perspective in secondary school, all the while submitting both views to the primacy of Scripture in humility. "Let each one, then, take it as he pleases; for it is so profound a passage, that it may well suggest, for the exercise of the reader's tact, many opinions, and none of them widely departing from the rule of faith." (Augustine, *City of God*, Book XI.32)

Our goal is biblically guided, academically rigorous study of God's truth in creation—a harmony of God's special and general revelation. God has created all things from nothing, and all very good. He has revealed particular truths and a true history of his

world in the book of Genesis. As we humbly submit to his word, and study the world around us, we are met with his character, his order, his beauty, and his goodness. By studying God's world, we ultimately study the God who made it.

## **Statement on Marriage, Gender, and Sexuality**

We believe that God wonderfully and immutably creates each person as either male or female, both in biological sex and in gender. These two distinct, complementary genders together reflect the image of God (Genesis 1:26–27).

We believe that according to the Bible marriage has only one appropriate meaning: the union of one man and one woman in a holy relationship intended to be exclusive and lifelong (Genesis 2:18–25). We believe that God intends sexual intimacy to occur only between men and women joined in marriage (1 Corinthians 6:18 and 7:2–5; Hebrews 13:4).

We believe that participating in or approving of any form of sexual activity forbidden in the Bible (including unmarried sex, adultery, homosexual or bisexual behavior, and pornography) is sinful and offensive to God (Matthew 15:18–20; Romans 1:24–32; 1 Corinthians 6:9–10).

We believe that every person—regardless of sinful beliefs or actions—must be shown compassion, love, kindness, respect, and dignity (Mark 12:28–31; Luke 6:31.) We repudiate hateful and harassing words or behavior about or toward anyone as out of accord with the teachings of the Bible, the character of our Lord, and the mission of Trinity Classical School.

We believe that God offers redemption and restoration to all who confess and forsake their sin, sexual or otherwise, seeking his mercy and forgiveness through faith in Jesus Christ (Acts 3:19–21; Romans 10:9–10; 1 Corinthians 6:9–11).

We believe that in order to preserve Trinity Classical School's integrity and effectiveness as a biblically faithful institution of Christian education and as a witness and role model to our community, it is imperative that all persons employed by Trinity in any capacity, or who serve as volunteers, affirm and abide by this Statement (Matthew 5:16; Philippians 2:14–16; 1 Thessalonians 5:22). We also expect students to uphold these biblical values regarding sex and gender and sexual activity in their speech, dress, and conduct.

## **Organization**

### **Memberships**

Trinity is a full member of the Association of Classical and Christian Schools (ACCS). The primary mission of ACCS is to promote, establish, and equip schools.

## **Christ Church Bellingham**

Trinity is a ministry of Christ Church Bellingham (PCA) and is overseen by the Christ Church Bellingham Elders. The Elders are the governing body of the school and are responsible for overseeing the effective, faithful execution of the school's mission.

The Elders place responsibility for implementing its policies and management of the school with the head of the school, but the Elders remain accountable.

## **Trinity Education Council**

The Trinity Education Council is responsible to uphold the quality of education at Trinity Classical School. This includes a review of discipline, policies, pedagogy, teachers, the budget that supports the culture, education, curriculum, and method of delivery. The Education Council additionally reviews student progress and awards diplomas to graduating seniors.

## **Trinity Education Fund Board of Trustees**

The is responsible for fundraising for Trinity Classical School and managing funds received.

## **Non-Discrimination Policy**

Trinity Classical School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, tuition assistance, and athletic and other school-administered programs.

## **Attendance**

### **Attendance Principles**

One way to love our community well is to be on time and in attendance. Regular attendance is essential to a student's education and participation in the Trinity community. Importance should be given to having students at school. Planned absences (i.e. vacations or appointments) during school days should be limited.

### **School Day Schedule**

K-6th Grade: Monday through Thursday 8:30 am to 3:00 pm

7th-8th Grade: Monday through Thursday 8:30 am to 3:00 pm

9th-12th Grade: Monday through Thursday 8:30 am to 2:45 pm

## **Tardiness Policy**

Students are expected to be on time for all classes and school activities. A tardy is defined as any occasion when the student is late for the school day or for a class during the day. To be counted on time the student must be in their seat and prepared for class to begin. After the third tardy in a quarter, parents will be notified by the classroom teacher. After the sixth tardy parents will be called by the head of school to discuss a plan for changing the pattern of tardiness. This plan may include suspension.

If a late arrival or early departure is needed for a pre-arranged appointment, please notify and coordinate with the school office.

## **Absence and Missed Work**

If a student is absent from school for any reason, a parent should notify the school office by email at [office@trinitybham.org](mailto:office@trinitybham.org) or by phone as soon as possible on each day the student is absent.

Missed work will be given to students upon their return to school. However, if a student is absent for three or more consecutive days, the student's make-up work will be compiled and available for pick up at the end of the third day of absence. The student will be given one day for every day missed to complete and turn in assignments.

If extended absences are voluntary, we expect teachers to be notified at least two weeks beforehand. All schoolwork (including tests, quizzes, papers, projects, etc.) is to be completed within the timeframe specified by the teacher. Teachers may provide students with work in advance of absences, but are not required to do so. We strongly recommend that families coordinate their travel schedules to coincide with that of the school calendar.

## **Academics**

### **Grading Policy**

Trinity students are working towards proficiency and mastery, not simply checking a box of completion. We assess our students by a quantitative measure of academic achievement, and a qualitative measure of habits of heart, soul, and mind. Students in grades K-6 receive academic achievement scores per subject area.

### **Grading Scale for Grades K-1**

Measures of academic achievement are reported using the following scale:

<b>Letter</b>	<b>Meaning</b>
M	Mastery - far exceeding expectations

P	Proficiency - surpassing expectations
C	Competence - meeting expectations
I	Improvement - additional training needed
U	Unsatisfactory - doesn't meet grade-level expectations
NE	Not evaluated

## Grading Scale for Grades 2-6

Measures of academic achievement in a subject area are reported using the following scale:

Letter	Meaning	Percentage
A	Mastery	90-100
B	Proficiency	80-89
C	Competence	70-79
U	Unsatisfactory	0-69

## Grading Scale for Grades 7-12

Measures of academic achievement in a subject area are reported using the following scale:

Letter	Meaning	Percentage	Grade Point
A	Mastery	90-100	4.0
B	Proficiency	80-89	3.0
C	Competence	70-79	2.0
U	Unsatisfactory	0-69	0.0

## Habits of Heart and Mind Categories

Measures of habits of heart, soul, and mind are reported using the following scale:

Letter	Meaning
S	Strong - This area is a noted strength of the student.
G	Growing - The student shows a desire to practice this habit and is making progress consistently.
W	Weak - The student's lack of consistency in this habit is a hindrance to his or her own progress or to classmate's progress.

## Grade Integrity

In order to maintain the integrity of Trinity's grading system, the following principles will be upheld:

- All assessments are evaluated according to a criteria-reference base.
- Assessments are never "graded on a curve."
- Grade inflation of any kind, including extra credit, is prohibited.
- Redoing assignments or retaking tests will only be allowed in extenuating

circumstances and with permission from the head of school.

## **Home Study and Homework**

Trinity is committed to education that fosters a lifelong love for learning while balancing our commitment to an academically rigorous course of study. To that end, homework assignments will often accompany our classroom learning.

### **Purpose of Homework**

There are numerous reasons for homework assignments, including but not limited to:

- Homework assignments allow for additional time to master facts, concepts, skills, etc. There are certain subjects (math, languages, writing, etc.) that require more time than is available during the school day. After a reasonable amount of time is spent introducing and practicing the material in class, teachers may assign homework to finish tasks, or for additional practice.
- Homework assignments provide an opportunity for teachers and parents to assess the true understanding and subject competency of a student, and the ability to work independently.
- Trinity affirms that parental involvement is essential to a child's instruction, and therefore homework will be appropriately used as an opportunity for parents to actively participate in their child's learning.
- Special projects (class presentations, science projects, book reports, art projects, etc.) may be assigned occasionally. Reasonable time periods will be provided to complete the assignments in small increments over a number of days.
- Homework may be given when students miss class time because of sickness or family obligations.
- Homework may be given when students, after being provided adequate time in class, fail to complete an assignment.

### **Homework**

- Homework assignments will not be given for the purpose of teaching new or novel concepts; instead, homework will be given to follow up on tasks, subjects, and skills previously discussed in class.
- Homework may require some parental guidance, but will not require unreasonable amounts of parental supervision or instruction.
- Homework will generally be the same exercise or type of assignment for all students, and will rarely be individualized. In some cases, an additional assignment (or a re-work assignment) may be required to ensure student progress.
- Homework will not be given as punishment.
- Homework will normally not be assigned over weekends (Saturday and Sunday), single holidays, or extended holiday/vacation breaks. However, large projects or reading assignments may occasionally require attention during breaks.
- Homework may be assigned during parent/teacher conference breaks.

### Time Allocations for Homework

The amount and necessity of homework will vary from grade to grade, and also from student to student. Below is a chart indicating the approximate homework time commitment per grade level. These guidelines identify an average maximum time allotment.

<b>GRADE</b>	<b>MAX AVERAGE PER NIGHT</b>
K	0-10 minutes (infrequently)
1 <sup>st</sup>	10-15 minutes (infrequently)
2 <sup>nd</sup> – 3 <sup>rd</sup>	15-30 minutes (as needed)
4 <sup>th</sup> – 5 <sup>th</sup>	45 minutes
6 <sup>th</sup>	45-60 minutes
7 <sup>th</sup> – 8 <sup>th</sup>	60-90 minutes
9 <sup>th</sup> – 12 <sup>th</sup>	90-120 minutes

### Home Study Day in Relation to Homework Assignments

Trinity's school schedule includes four days of instruction on campus with a teacher, as well as one day at home with parental support, known as Home Study Day. Assignments and activities given for Home Study Day are an extension of the classroom – it is home study, not homework. While there may be homework assigned that requires completion the night before or during Home Study Day, this is not a substitute for the curriculum requirements of Home Study Day. The following chart offers a general guideline for the amount of time a student and parent should expect to spend in home study learning and activities on the designated day.

<b>GRADE</b>	<b>HOME STUDY DAY GUIDELINES</b>
K – 1 <sup>st</sup>	1 – 2 hours
2 <sup>nd</sup> – 3 <sup>rd</sup>	2 – 3 hours
4 <sup>th</sup> – 6 <sup>th</sup>	4 – 5 hours
7 <sup>th</sup> – 8 <sup>th</sup>	5+ hours
9 <sup>th</sup> – 12 <sup>th</sup>	5+ hours

## **Late Assignments**

Homework assignments are due either at the beginning of the day or at the beginning of the class period. Students are not permitted to complete homework assignments during class to be turned in later that day/period. Failure to adhere to these policies will result in scores of less than full credit. Grammar and Secondary school students who turn in a late assignment will receive a 10% reduction of their grade for each day the assignment is late. Assignments not received within three days of the assignment's due date will be given a zero for the student's grade on that assignment.

## **Field Trips**

Attendance is mandatory for school field trips and retreats. Field trips and retreats require appropriate attire, safety measures, and respectful student behavior in order to be effective and worthwhile. The same standard of student conduct applies on field trips and retreats as it does on campus.

When parents drive, the vehicle must be equipped with a seat belt for each person in the vehicle. The teacher will determine car seating assignments. Students must leave and return with the assigned driver. If a parent finds himself/herself unavailable to drive, that parent shall not make any other arrangements without receiving direction from the teacher. Only parents or school staff may drive on trips unless special arrangements have been made with the head of school. Drivers are asked to show their valid driver's license and auto insurance information to the school office prior to driving for a field trip.

Younger siblings may not attend field trips unless an invitation is extended by the teacher. This helps ensure that parents are engaged in properly supervising the students in their charge without outside distractions.

## **Video Viewing**

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

## **Standardized Testing**

Trinity students in grades 3-9 take the CTP-5 Standardized Test published by the Educational Records Bureau each year. Students in grades 10 and 11 take the PSAT in the fall. Students in grades 11 and 12 will take the appropriate standardized tests such as the SAT or ACT for college admission. PSAT, SAT, ACT, CLT require registration and are conducted independently from Trinity, on behalf of the College Board of Educational Testing Service.



## **Learning Disabilities**

Trinity makes every effort within its capacity to support students with diagnosed learning differences and disabilities so long as they meet the academic and behavioral expectations of the classroom. Teachers and facilities are not equipped to handle severe learning disabilities. If Trinity can assist a student who has a learning disability (to meet their full God given potential) without disruption to other students, then these students can find success at Trinity.

Prior to admission, parents must disclose all specific recommendations that have been given by therapists, specialists, or other examiners. The admissions process will include determining whether Trinity offers sufficient support to meet the student needs. However, all such students must first meet our standard admission requirements. Once admitted, students must meet and maintain the same academic and behavioral expectations as all other Trinity students.

Teachers are able to offer reasonable amounts of individualized assistance for the needs of all students. If a student requires additional support or accommodations in their work, the teacher will involve both the parents and the administrator to set up a plan of action to meet the student's needs. This may include Trinity providing tutoring services at an additional fee. Trinity reserves the right to decline any accommodation recommended to a student by a diagnostician if it deems the accommodation to be a hindrance to the learning experience of other students, or does not align with the school's mission.

## **Teaching Controversial Topics**

Trinity Classical School is committed to wrestling with hard concepts in Scripture through a Socratic method of engaging students. Teachers will express opinions in line with the confessional standards while encouraging students to talk with their parents and pastor on their doctrinal stance.

## **Reporting Student Achievement To Parents**

Parents are encouraged to monitor their child's progress by reviewing graded work when teachers return it. A review of mistakes made, as well as teacher feedback, provides a more well-rounded picture of achievement than just a grade book average.

The parent-teacher partnership requires sharing information and having meaningful conversations throughout the year. Teachers will use a variety of means to keep parents informed about their classroom activities, student progress and/or concerns, and upcoming events. Parents are encouraged to attend Parent Training Night at the beginning of the year and to participate in parent-teacher conferences. Both parents and teachers are encouraged to schedule phone calls or face-to-face meetings as needed throughout the school year to discuss concerns, or to plan strategies to support the student's growth.

Teachers are expected to notify parents when they perceive that a student is in danger of receiving a failing grade for the quarter.

## **Report Cards**

Report cards are issued twice a year, at the end of the second and fourth quarters. The purpose of report cards is to communicate to parents the academic and behavioral progress of their child.

## **Transcripts**

A student must request in writing that his/her high school transcript be released to colleges or employers. Transcript request forms are available in the school office. Tuition and fees must be current before transcripts will be released.

## **Grammar School Promotion**

Students in grades K-6 will be promoted to the next grade level when they have demonstrated sufficient academic and social proficiency needed for future success. Evaluations will be based on multiple criteria, including classwork, graded work, teacher/administrator observations, and test scores.

When it becomes apparent that a student may not be ready for promotion to the next grade level, the parents, teachers, and the head of school will meet to discuss observations and recommendations. Grammar students are required to:

- Demonstrate behavioral maturity and reading readiness to be promoted (Kindergarten through 3rd-grade students).
- Cumulative competence (70%) of humanities, language arts, math, and science plus: proficiency of grade-level objectives (2nd through 6th-grade students).

Failure to pass Latin will necessitate make-up work over the summer, at the recommendation of the administration.

## **Secondary School Promotion**

Academic records from 7th through 12th grades will be used as criteria for grade-level advancement to logic and rhetoric school.

1. Pass at least three of the four quarters of Humanities, Math\* , and Science with at least a 70% average for the entire year
2. Earn an annual GPA of 2.00 or higher
3. Remain on track to meet all graduation requirements by the end of his or her senior year

Any 8th grader earning a “C” or below in algebra will be scheduled to retake the course the following year in order to build a strong foundation for rhetoric school mathematics.

## Secondary Electives and Extracurricular Activities

Classical education seeks to develop the whole person: mind, body, and soul. Physical activity is quintessential to cognitive and spiritual development; the arts are valuable to a student’s learning; life skills should be an integral part of educating the whole person.

Trinity students must receive pre-approval for credit to be included on their transcript. Request for Elective Credit forms are available on ClassReach.

To receive credit for electives not offered at Trinity, students will need to complete the following:

1. Submit a request for elective credit form
2. Receive approval from the Education Council
3. Submit the required forms at the end of the academic quarter

## Graduation Tracks

Upon completion of 12th grade, Trinity students will receive one of the following, based on credits earned:

	<b>Honors Diploma</b> <i>4 years at TCS</i>	<b>Diploma</b> <i>Minimum Requirements</i>	<b>Certificate</b>
<b>Humanities</b>	Humanities  Each Humanities year is equivalent to: 1 Credit Theology 1 Credit History 1 Credit Literature  <i>Total Humanities credits: 12</i>	Humanities  Each Humanities year is equivalent to: 1 Credit Theology 1 Credit History 1 Credit Literature  <i>Total Humanities credits: 12</i>	Humanities  Each Humanities year is equivalent to: 1 Credit Theology 1 Credit History 1 Credit Literature  <i>Total Humanities credits: 3</i>
<b>Mathematics</b>	Mathematics  <i>Total Mathematics credits: 4</i>	Mathematics  <i>Total Mathematics credits: 3</i>	Mathematics  <i>Total Mathematics credits: 1</i>
<b>Science</b>	Science  <i>Total Science credits: 4</i>	Science  <i>Total Science credits: 3</i>	Science  <i>Total Science credits: 1</i>

<b>Language</b>	Language <i>Two consecutive years</i>  <i>Total Language credits: 4</i>	Language <i>Two consecutive years</i>  <i>Total Language credits: 2</i>	n/a
<b>Elective or Practicum Credits</b>	Elective or Practicum credits  Each elective or practicum credit must constitute 130 hours of time and electives taken outside of TCS must be pre-approved.  <i>Total elective credits: 4</i>	Elective or Practicum credits  Each elective or practicum credit must constitute 130 hours of time and electives taken outside of TCS must be pre-approved.  <i>Total elective credits: 4</i>	Elective or Practicum credits  Each elective or practicum credit must constitute 130 hours of time and electives taken outside of TCS must be pre-approved.  <i>Total elective credits: 1</i>
<b>Character</b>	Exemplifies Christian Character	Exemplifies Christian Character	Exemplifies Christian Character
<b>Total Credits</b>	<b>TOTAL CREDITS REQUIRED: 28</b>	<b>TOTAL CREDITS REQUIRED: 24</b>	<b>TOTAL CREDITS REQUIRED: less than 24</b>

## Student Life

### Student Birthdays

A student's birthday celebration can be planned for the last 15 minutes of the school day. Parents are invited to bring a small treat (i.e. cupcakes or popsicles) and read a favorite story or poem to the class. Please schedule a celebration with your student's teacher at least two weeks in advance.

### Student Drop Off and Pick Up

- When arriving for student drop off please pull into the parking lot drop off areas and wait in your car for a staff member to give your student the go-ahead to exit the car.
- Because pick up offers the greatest opportunity for disruption to neighbors, it is imperative that afternoon pick up be efficient and smooth. The school will prepare and provide number tags for every family to help faculty and staff identify each car. The tags should hang from the rearview mirror.
- Please have seats ready for your passengers, including car seats.
- Please do not get out of your vehicle. Faculty and staff will assist students as they get into the vehicles.

- To expedite dismissal, teachers are unavailable for conversations and questions at the pick up line. Should you desire a conversation with a teacher, please email or call to schedule a time to meet.
- Please keep your authorized student pick up list up to date through ClassReach. If there is a need to make same-day changes to who is picking up your student(s), you must call or email the school office.
- Students who arrive after 8:30 or are being picked up/dropped off for a mid-day appointment must check-in and out at the office before heading to class. Delivery of items such as a forgotten lunch, coat, backpack, book, etc are to be brought to the office. A staff member will deliver the items to minimize class disruption.

## **Student Drivers**

Secondary students who possess a valid driver's license may drive to and from school if their parents permit them. Students who drive to school are expected to do so responsibly. Special attention should be paid to people in the parking lot before and after school. Driving to school is a privilege that may be revoked.

## **Student Dating**

We aim to maintain a grace-filled environment that is consistent with our vision of providing academic excellence while developing Christian character. As such, the school will not permit public displays of affection within the school grounds and at school-sponsored events. In certain circumstances, the head of school may discuss a particular relationship with the relevant parents if it is a hindrance to the school community.

## **Student Conduct and Discipline**

We call on students to honor God and others with self-control, respectful attitudes, and proper behavior, i.e. point them to Jesus when they fail. He offers them forgiveness and the power to be reconciled with others. When a student falls short, that provides an opportunity to point them toward Christ to repent from sin, trust in His righteousness, and to be reconciled in their relationships.

## **Code of Conduct**

We aim to foster a culture of loving God and loving our neighbor. We ask staff, parents, and students to do the same through their actions, attitude, and words as we learn and grow in Christian community.

In loving God and my neighbor, my commitment is to help support the following:

- to love those around me by not being disruptive in class.
- to dress modestly, professionally, and appropriately as outlined in the uniform policy.
- to be consistently on time and present for classes.

- to seek forgiveness when I've wronged someone.
- to honor God through my actions outside of Trinity Classical School.
- to honor Christ in my academic endeavors.
- to submit to the authority of my teachers (as given by my parents) in grading, and in character.
- to submit to the authority of the leadership, teachers, and staff at Trinity Classical School.

## **Secondary Student Use of Technology**

Trinity's goal in education is to develop the whole person in a Christ-centered life, to cultivate wisdom and love for the good, true, and beautiful, and to equip students to be servant leaders. Such formation requires reading great works, grappling with great ideas, learning hard work through self-discipline in study, growing in character, and actively engaging with peers, parents, and teachers. We desire students to develop habits of observation, attentiveness, patience, concentration, and memory, and to engage others in civil discourse and discussion. Every tool of learning must be evaluated on the basis of its contribution to these stated goals.

At Trinity, we examine modern technologies according to the above student goals; a place where technology is used appropriately to fulfill our mission. We do not seek to avoid technology. Cell phones, laptops, and tablets are staples of modern life and excellent tools for particular tasks. However, they can also be used in ways that are not edifying. Use of these technologies in school, as well as improper or excessive use of these technologies, can undermine the very qualities and skills we seek to cultivate. Hence, we seek to create a focused learning environment that teaches students discernment.

- A Cell Phone Permission form, signed by a parent, must be on file.
- Students are required to check their phones into their designated spot when they enter the building. Students may not have their phones on their person or use cell phones for any purpose during the school day.
- Students may use the office phone when needed.
- If it becomes urgent to send a text message, a student must receive permission from their teacher to send a text on their personal phone.
- Laptops may not be used before school, during school, or after school, unless specific, explicit permission is given by a staff or faculty member. When given, permission for laptop or tablet use is limited to written assignments or projects during the specific class in which permission was granted.
- Laptops or tablets may not be used for notetaking. There may be exceptions to this based on a student's diagnosed learning needs.
- School owned laptops may be used during class instruction, at the direction of the teacher, but are not available to be checked out and taken home.
- Assignments or materials are to be printed at home. At the discretion of the teacher, exceptions may be made to best facilitate in class learning. In these

cases, the teacher will print the needed materials.

## **Guidelines for Internet Use and Social Networking**

Students are held to the same standard of behavior while using the internet or engaging on social networks as they are in the classroom or on campus. Individuals agree to use these resources honorably and responsibly, holding to the Code of Conduct.

The following are not permitted:

- Sending or displaying offensive messages or intimate pictures
- Using obscene, vulgar or profane language
- Harassing, tormenting, threatening, embarrassing, humiliating, insulting, or attacking others

## **Uniform and Dress Code Policy**

The uniform and dress code policy is rooted in a desire to create and promote a learning environment where attire is not a distraction to the educational process. Therefore, students are required to be in uniform each day while in class. The administration is responsible for the interpretation of the policy, and the enforcement of the policy is a joint effort between parents and staff.

## **Grammar School General Guidelines**

### Apparel

- Clothing must be clean and without holes, tears, or excessive fraying.
- Shirts are to be tucked in at all times, except during active recess.
- Sweaters must be worn with a collared, tucked-in shirt underneath.
- Girls must wear leggings or bike shorts under dresses or skirts.
- Dresses and skirts must be at or below the knee at all times throughout the school year.
- Mark each of your children's belongings with a permanent laundry marker to facilitate the return of lost items.
- The sizing of garments needs to be within reason for your child's frame. Growing room is understandable, but oversized shirts, dresses, or pants are not permissible.
- On dress-down days the student's appearance is expected to be neat and modest.
- Student apparel and school gear (e.g. backpacks, lunch containers, notebooks, and the like) shall not display any political slogans, commercial slogans, product promotions, celebrity representations, sports team promotions, or any pictures/cartoons of commercial characters.

### Hair and Accessories

- Students will keep their hair neat, clean, well-groomed, and in conservative styles, and natural colors. Hair should be kept out of the eyes so as not to interfere with eye contact or line of vision.

- Hair accessories should be kept to school colors (khaki, gray, navy, red, or white). They should be of moderate size and not be distracting.
- No hats, caps, hoods, headscarves, or bandanas may be worn inside the school building.

#### Jewelry

- Girls are not permitted to wear bracelets, rings, exposed necklaces, and non-prescription eyeglasses.
- Boys are not permitted to wear earrings, bracelets, or exposed necklaces and non-prescription eyeglasses.

#### Shoes

- No open-toe shoes, sandals, or flip-flops may be worn.
- Shoes designed for laces are to be worn with appropriate, tied laces.
- No light-up shoes.

## **Secondary School General Guidelines**

#### Apparel

- Clothing must be clean and without holes, tears, or excessive fraying.
- Undershirts/camisoles are optional but must be white.
- Sweaters must be worn with a collared, tucked-in shirt underneath.
- Shirts are to be tucked in at all times, except during active outside.
- Shoes designed for laces are to be worn with appropriate, tied laces.
- No open-toe shoes, sandals, or flip-flops may be worn.
- Student apparel and school gear (e.g. backpacks, lunch containers, notebooks, and the like) shall not display any political messaging, commercial slogans, product promotions, celebrity representations, sports team promotions, or any pictures/cartoons of commercial characters.

#### Jewelry

- Excessive jewelry and excessive make-up are not permitted.
- Jewelry in pierced body parts, with the exception of earrings for girls, is not permitted.

#### Hair

- All students must keep their hair neatly groomed and conservatively styled. Hair should be kept out of the eyes so as not to interfere with eye contact or line of vision.
- Unnaturally colored hair is not permitted.
- No hats, caps, hoods, headscarves, or bandanas may be worn inside the school building.

#### Make-up and Tattoos

- Excessive, distracting make-up is not permitted.
- Tattoos that may be visible, such as on arms or legs must but be covered.



### Outerwear

- Only approved uniform apparel items may be worn as the first warmth layer on top of a uniform shirt. See the grade level lists for specific items.
- Non-uniform sweatshirts are not permitted.

### Special Dress Days

- On occasion when the uniform requirement is suspended (i.e. service days, retreats, etc.) the spirit of the dress code is still in effect; student appearance is expected to be neat and modest.
- Secondary school students wear formal uniforms one day each week on Thursdays.

## School Discipline

The classroom is the primary place for discipline. The teacher provides consistent classroom expectations and gives students opportunities to practice meeting these expectations. When a discipline issue occurs, the teacher privately and graciously speaks with the student and helps them understand the need for God's forgiveness. All discipline will be based on biblical principles. (e.g. confession, restitution, public or private apologies, forgiveness, restoration of fellowship) Love and forgiveness will be an integral part of the discipline process.

The kind and amount of discipline will be determined by the teachers, and if necessary, the school dean and the head of school. The discipline will be administered in the light of the individual student's situation and attitude.

### Office Visits

There are basic behaviors that will automatically necessitate discipline from the school dean and the head of school. Those behaviors are:

- Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
- Dishonesty in any situation while at school (e.g. lying, cheating, stealing).
- Rebellion (i.e. outright disobedience in response to instruction.)
- Fighting (i.e. striking in anger with the intention to harm the other student(s)).
- Obscene, vulgar, or profane language, which includes taking the name of the Lord in vain.
- Sexual misconduct, including romantic displays of affection, inappropriate touching, kissing, use of pornography, or other forms of sexual impurity.
- Illegal substance abuse, including drugs and alcohol.
- Weapons on campus (e.g. guns, knives, etc.).

During the office visit, the school dean or the head of school will determine the nature of the discipline and may require suspension, restitution, janitorial work, parental attendance during the school day with their child, or other measures consistent with

biblical guidelines.

If a student receives discipline from the administration, the following accounting may be observed within any semester of the school year:

- The first two times a student is sent to the school dean or head of school for discipline, the student's parents will be contacted and given the details of the office visit. The parents' assistance and support in averting further problems will be sought.
- The third office visit will be followed by a meeting with the student's parents, teacher, and administration.
- Should additional visits be necessary, suspensions or expulsion may result depending on the circumstances of the violation and the decision of the school dean and head of school.

If a student commits an act with such serious consequences that the school dean and the head of school deem it necessary, the office visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include:

- Acts endangering the lives of other students or staff members, gross violence, vandalism of school property, violations of civil law, or any act in clear contradiction to scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

## **Plagiarism**

Plagiarism includes, but is not limited to: turning in someone else's work as their own; copying words or ideas from someone else without giving credit; failing to put a quotation in quotation marks; giving incorrect information about the source of the quotation; changing words but copying the sentence structure of a source without giving credit; copying many words or ideas from a source so that it makes up the majority of the work (whether credit is given or not). Teachers will educate and provide students with guidelines for acceptable citation when outside sources, material, information, or quotes are used.

If a student commits plagiarism, the school is prepared to act as follows:

- Teachers who find proof of plagiarism will, first of all, discuss with the student the facts of the case and its moral implications.
- Teachers will report the facts and their recommendation for any additional consequences to the appropriate administrator.
- Plagiarism will result in a mark of zero for the plagiarized work. Because plagiarism is an offense against classmates (as discussed above), offenders will need to confess and apologize to the other students in that class before they may be considered fully restored within the learning community. Teachers may assign additional academic consequences, such as re-doing the assignment, on a case-by-case basis.

- In all but clearly inadvertent cases of plagiarism, a disciplinary consequence will be imposed. The specific consequences will be decided on a case-by-case basis.
- The academic and disciplinary consequences will be communicated to the student and parents. Any party involved may request a meeting. A meeting must be scheduled in cases of repeated plagiarism.
- Students or parents have the right to appeal their case before the head of school who may also choose not to hear the appeal.
- Any case of plagiarism will be noted on the student's record and considered when evaluating graduation requirements for rhetoric students.

## **Expulsion**

The Trinity Classical School Education Council realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our discipline policy. However, should a student demonstrate a repeated disregard for our community and standards, or is exhibiting behavior that is negatively affecting school culture, the student will be expelled.

## **Re-Admittance**

Should the expelled student desire to be readmitted to Trinity at a later date, the Education Council and head of school will make a decision based on the student's attitude, demonstration of repentance, and circumstances at the time of re-application.

## **Parent Involvement**

“And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord.” (Ephesians 6:4)

At the core of Trinity's philosophy of education is the conviction that parents are ultimately responsible for the education of their children. Therefore, Trinity exists to assist families in the Christian nurture of their children. The school's authority and its tasks are delegated from the parent. Therefore, parental involvement at Trinity is strongly encouraged. We work hard at communicating with parents to keep them abreast of their children's progress – academically, spiritually, socially, and behaviorally.

## **Volunteering at Trinity**

Utilizing the gifts and abilities of parents is essential to the success of Trinity. Volunteering helps foster a close, caring community while allowing teachers to focus on academics. Many of Trinity's events and activities are dependent on the support and creativity of parent volunteers. Parents will have an opportunity to sign up or participate in events and groups at the school. Some of the groups include prayer, room parent, field trip chaperone, teacher appreciation, and all-school events.

Each family is required to volunteer at least one hour per week or commit to a regular job around the school. All volunteers are required to complete a background check and receive training as necessary before they can serve in the school.

It is expected that volunteers will demonstrate the fruits of the spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control), and conduct all work as being done for the Lord. Any issues that arise with other volunteers, staff, or students should be handled according to Trinity's grievance policy.

While serving as a volunteer, it is important to:

- Make arrangements for childcare when volunteering. Children not enrolled at Trinity may not be brought to campus.
- Arrive on time. If you are scheduled to volunteer but cannot be present, please arrange for a substitute and contact the office to inform the secretary as far in advance as possible of your absence.
- Check-in with the school secretary and sign in.
- Follow directions provided by the teacher or office staff for whom you are volunteering. Teachers depend on the work being completed exactly to the standard communicated.
- Remember that as a parent-volunteer, information or observations regarding individual children in the school are to be kept confidential. If you have a concern about a particular child please notify his or her teacher.

## **Room Parents**

Room Parents assist the teacher in getting volunteer help in the classroom, as well as forwarding communication to parents regarding class parties, field trips, and sign-ups for classroom events. However, helping teachers in this capacity will not satisfy the weekly volunteer role assigned to each family at the start of the school year.

## **Parent-Teacher Conferences**

Parent-teacher conferences will be scheduled twice during the year (Nov & April) to discuss the progress of each student. Arrangements for additional conferences may be scheduled with your child's teacher before or after school hours, as needed or requested.

## **Communication**

In light of our covenantal commitment, as well as our desire for loving our community at Trinity, we want to make every effort to be governed by Biblical principles in our relationships with one another. The very definitions of covenant and community remind us that we are in partnership with one another, having agreed on the general goals and directions we believe God has given our school. Moreover, we are commanded to treat one another as brothers and sisters in Christ for the purpose of building up one another in Christ. This should be our mutual goal and a foundational commitment in all that we do.

## **Weekly Communication**

The Trinity Update is emailed to parents weekly on Tuesdays. Parents are encouraged and expected to make a habit of reading it to become familiar with updates, events, and various activities involving the school community.

## **Channels of Communication**

If at any point in time a question, concern, or grievance arises, and it is not clear whom to speak with, do not hesitate to contact the head of school. Otherwise, the general procedures below should identify the appropriate person:

Parents/Students to Teacher -If an issue arises regarding an individual teacher's actions, rules or procedures, the parents and/or student should speak directly to the teacher. A respectful demeanor is expected at all times. If the issue is not satisfactorily resolved, the parent may bring the concern to the head of school.

Parents to head of school -Parents may present concerns about an individual teacher's behavior, rules, or procedures directly to the head of school if the matter was not resolved after speaking directly with the teacher. If the offense is considered to be egregious, immoral, unethical, or dangerous, the matter can be taken straight to the head of school. A respectful demeanor is expected at all times.

Parents to Education Council -No member of the Education Council has any individual authority apart from the council as a whole. Therefore, no council member should be approached with a specific school-related issue or concern. Instead, the matter should be taken to the appropriate staff or administrator. Furthermore, no individual council member may speak on behalf of the council, unless the council has already ruled on the issue, or the council member has been specifically authorized by the council to do so. It is understood that if any disputes arise that are not covered by this policy, the head of school and/or council will decide what procedures to follow based on reasoning from the procedures established by the Christ Church Bellingham Elders.

It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

## **Email**

Emails to faculty and staff should be used for three primary purposes: (1) As a note of encouragement or affirmation (2) In order to ask quick, simple, and clarifying questions; (3) For the purpose of scheduling a call or conference. Using emails to raise or discuss an issue or concern is highly discouraged in favor of scheduling a personal meeting.

## **Teacher or Classroom Issue**

Should a parent have concerns with a classroom issue, the parent shall first go directly to

the teacher to express the concern. The exception would be where there is a serious issue of safety, morality, or behavior considered egregious, in which it would be appropriate to immediately contact the head of school.

## **Resolving Conflict**

When conflicts arise, the most common temptations are to run, hide, or go on the attack. The Bible, however, instructs us to engage one another directly as brothers and sisters in Christ. Our desire at Trinity is to foster a spirit of open communication, as well as the means and opportunities for it. We invite everyone in our community (students, faculty, parents, and church members) to be honest and open when there are issues that need to be discussed. While we may not always come to an agreement or understanding, we can, nevertheless, treat one another with the honor and grace that God desires from us as his children.

As Christians involved in gospel community with one another, we should take great care that our words are truthful, life-giving, full of grace, and a source of encouragement. When they are not, we should repent to God and to those we have offended. Some of the surest indicators of true gospel-centered relationships are admitting mistakes and confessing sin against one another.

Consider the following verses:

- Philippians 2:3-4      “Put others’ interests above your own.”
- Ephesians 4:2        “Be completely humble and gentle; be patient, bearing with one another in love.”
- Philippians 2:14     “Do everything without grumbling or complaining.”
- Ephesians 4:29      “Let no corrupt talk come out of your mouth, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear.”

## **Grievance Policy**

Any and all grievances brought to Trinity staff, or the Education Council will be responded to following the biblical teaching of Matthew 18:15-17. Grievances concerning a particular situation, issue, class, or the administration of the school should be resolved using the following approach for mediation:

1. Parents are to first schedule a meeting with the teacher to discuss the issue privately. Under no circumstances is it ever acceptable for a parent to confront a teacher about an issue with students present, including their own.
2. If the grievance cannot be resolved with the teacher and the matter regards discipline or academics, the parent should then discuss the matter with the head of school.
3. If the academic grievance cannot be resolved after talking with the teacher or head of school, then a parent must submit their grievance in writing to the Education Council.

## **Scheduled Meetings**

In the times immediately before, during, and after school, teachers have their minds on teaching or impending meetings. Parents should schedule a phone call or meeting in advance with a teacher rather than attempting to communicate through a quick impromptu chat during the day. Parents who may be in the building for another reason should not use their access to the faculty in order to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy also applies to parents who are themselves teachers or other employees at the school.

Teachers and administrators will respond to parents as quickly as possible. In general, parents should expect a response within 48 hours, 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.

## **Health and Safety**

Parents will be informed when a student reports to the office with a fever or has been seriously injured. If a parent cannot be reached, school personnel will determine what action needs to be taken.

- If a child becomes ill while at school, the school secretary will notify a parent to pick up their child as soon as possible from the school office. Children with a temperature of 100° Fahrenheit or higher, or otherwise showing signs of fever, vomiting or diarrhea will be sent home.
- For temperatures lower than 100° degrees Fahrenheit, a parent will be notified to discuss whether the child should remain at 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 the case of more serious injuries, or in the event the parent cannot be contacted, the school will immediately call 911 for emergency assistance.
- Students with rashes, infectious conditions, persistent coughs, vomiting, diarrhea, or other conditions that may affect other students should not be sent to school until those conditions are resolved.
- Before returning to school, a full 24 hours must elapse from the last instance a child has vomited, had diarrhea, or registered a fever without medication.

## **Immunization Policy**

The State of Washington requires all students to be vaccinated with the exception of those that have obtained an immunization exemption affidavit.

## **Head Lice Policy**

If a child is found to be carrying head lice, the child will be readmitted to the school only after he or she has been treated. If lice are first noticed at school, the parent will be called

to take the child home for treatment.

## **Medication Policy**

The following accommodations will be made for students in need of prescription medication during the school day:

- Medication must be in its original container and labeled with the student's first and last name. It will be stored securely in the school office.
- If medication must be administered during the school day, the medication(s) must be accompanied by a note signed by a doctor giving specific directions for its administration, including date, time, dosage, and reason for administration.
- Over-the-counter medications will be given only if a signed note of consent from the child's parent/guardian has been provided, including date, time, dosage, and reason for administration.
- Washington State law permits students with asthma to carry inhalers. Trinity will allow students with asthma to self-administer these medications, provided certain conditions are met. This includes an asthma action plan developed and signed by the student's physician and parent/guardian on file at Trinity.

## **Food Allergy Guidelines**

Food allergies can be life-threatening. In any school setting, the risk of accidental exposure to a food allergen is present. Please alert your child's teacher of any allergic conditions your child might have. School staff, parents, teachers, physicians, and students themselves must work together to minimize the risk and provide a safe educational environment for food-allergic students.

## **Weather-Related School Closures**

In the event of inclement weather, even if Trinity is officially open for classes, parents who do not believe the road conditions in their area are safe to travel should keep their children at home and notify the school that they will be absent.

During times of inclement or severe weather or other emergencies that would cause temporary closure, the administration will post schedule changes on the homepage of the school website ([www.trinitybham.org](http://www.trinitybham.org)). Parents will also receive an all-school email notification no later than 7 AM. Any questions regarding temporary closure should be directed to the school office. Please do not email, call or text individual staff members.

In the event of inclement or severe weather when students are on campus, an assessment will be made regarding the safety of continuing the school day. Parents will be notified to pick up their children if it is deemed necessary to end the school day early.



## **Earthquake Response**

In the event of an earthquake, teachers will instruct their students to take shelter under their desks or tables. Parents will be contacted as soon as it is safe and possible for them to come to pick up their student(s). In the event that a parent can not be reached, individuals on the student's emergency contact list will be contacted.

## **Fire Evacuation**

In the event of a fire, teachers will lead students safely out of the building. After exiting the building, teachers will guide students towards the safest location on the property. On-site emergency officials will coordinate child pick-up procedures. Practice fire drills will be conducted throughout the school year.

## **Student Safety**

Trinity faculty and staff may exercise their right to inspect all backpacks, packages, parcels, and closed containers entering and leaving school property.

## **Mandatory Reporting**

According to RCW 74.34.020(10), any school employee who has a reasonable suspicion that a child has suffered abuse is required to make a report. Employees of Trinity will adhere to this law.

## **Finances and Re-Enrollment**

### **Tuition and Fees**

Tuition payments are due on or before the fifth of each month. Tuition payments not received by the fifth of the month are subject to a \$25 late fee. If payment is not received for two consecutive months, a meeting will be held with the parents, head of school, and Education Council. If the problem persists, the student may not be allowed to continue attending Trinity, according to the discretion of the Education Council.

### **Tuition Adjustment Policy**

At Trinity, we believe that families from all income levels should have the opportunity to enroll at the school. After seeking help from your family, church, and friends, if you are unable to pay the full tuition, you may apply for tuition assistance. The Trinity Trust Fund reviews the adjustment requests and makes the final decision on assistance provided to families.

### **Re-Enrollment**

Re-enrollment is offered to Trinity students who are in good standing academically, behaviorally, and financially. Space is reserved for the student in the designated grade

level when the online re-enrollment form is submitted to the school.

Parents should contact the head of school if they have questions regarding their child's enrollment for the next academic school year. The head of school will be in communication with parents should adjustments need to be made to the student's grade level for academic or social reasons.