



TRINITY CLASSICAL SCHOOL PARENT STUDENT HANDBOOK

2023-2024

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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) so 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) and the Society of Classical Learning (SCL). The primary mission of ACCS and SCL is to support, 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, and 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 Trust Fund Board

The Trinity Trust Fund board 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, or national, and ethnic origin in the administration of its educational policies, admissions policies, tuition assistance, and athletic and other school-administered programs.

Attendance

Attendance Principles

Loving your neighbor well includes being 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

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

Secondary School: 7th-12th Grade: Monday through Thursday 8:30 am to 3:00 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 by 8:25 in order to be in his or her seat and prepared for class to begin at 8:30. In cases of excessive tardiness, the administration will communicate with families to devise a plan.

Short-Term Absences and Make-Up Work

If a student is absent from school, for any reason, a parent should email the school office at office@trinitybham.org or call/text (360) 410-3229 as soon as possible on each day of absence. For two- or three-day absences, parents or students may reach out to the teacher for assignments. Otherwise, make-up work will be provided to students upon their return to class.

Long-Term Absences and Make-Up Work

If a student is absent for two or more consecutive days, for any reason, a parent should contact the school office by email or phone as soon as possible on each day of absence. Make-up work will be compiled and available for pick-up at the end of the second day of absence.

Planned Absence and Make-Up Work

It is at a family's discretion if they take their children out of school for vacations, trips, etc. In classical school we strive to include many rich discussions, in-class activities and provide instruction that can not be easily duplicated outside of the class time. This often makes it difficult for students to make up missed class experiences and instruction. So we recommend that families coordinate travel schedules with the school calendar to avoid extended absences.

When extended absences are voluntary (as opposed to being the result of an emergency or illness), we expect teachers to be notified at least two weeks beforehand and for all schoolwork (including tests, quizzes, papers, projects, etc.) to be completed within the time specified by the teacher. Teachers may provide students with work in advance of an absence, but are not required to do so.

If the number of planned absences exceeds 10 days in a semester the administration will schedule a meeting with the parents to determine whether the student will receive credit for the term.

Completion of Make-Up Work

If absent from school, students must take make-up tests and complete missed work in a timely fashion. Grammar School students will be guided by their teachers to make a make-up plan. Secondary School students will have a grace period equal to the length of their absence unless a teacher determines that additional time is appropriate. For instance, if a student is absent on Tuesday and returns on Wednesday, all work must be

made up by Thursday. Make-up tests will not be taken home, except in extenuating circumstances.

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:

Letter	Meaning
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 a 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.

Homework

Trinity acknowledges that students' time outside the school day is valuable to them and their families and that homework assignments should be assigned purposefully and not as busywork. Teachers assign homework primarily for the following reasons:

1. Students often need extra practice in new concepts, skills, or facts in order to achieve mastery.
2. Repeated short periods of practice or study are more effective for learning than one long period of study. As students move into higher grades, homework increasingly serves as preparation for upcoming classroom discussions or activities and as opportunities to synthesize concepts from coursework.

Parental support is critical to a child's education at every grade level; teachers will help parents to know how to be involved in age-appropriate ways that are effective at particular grade levels. Trinity encourages parents to nurture growth in independent learning by providing schedules and environments conducive to good homework and study habits. No matter the grade level of the student, parents' frequent and positive conversations with their children about the topics being studied are crucial to the review and application of learning.

Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely.

The necessity for doing homework varies from grade to grade and from student to student. Student variance is the result of the differing strengths and weaknesses (often

specific to a particular subject and/or kind of assignment) and work habits of the individual students. Homework guidelines should be regarded as applying to the average night during an average week for the average student. Some students may consistently spend more time than the guidelines prescribe; some may consistently spend less. When homework is regularly assigned, the teacher will provide some sort of assignment schedule so that students will know what to anticipate and how to plan for homework.

GRADE	HOMEWORK MAX AVERAGE PER NIGHT
K	0-10 minutes
1 st	15-20 minutes
2 nd – 3 rd	15-30 minutes
4 th – 5 th	30-45 minutes
6 th	45-60 minutes
7 th – 8 th	60-90 minutes
9 th – 12 th	90-120 minutes

The times listed above, particularly those for grades K-2, do not necessarily include the time students will spend reading. We believe that students benefit greatly from time spent reading to their parents and time spent listening to a parent read to them. For this reason, teachers often encourage families to devote a set amount of time each evening to reading.

Parents who are concerned about the amount of time that their child is spending on homework are encouraged to track the time the child spends working diligently on homework over an interval of two weeks. If the time exceeds the stated guidelines, then parents should contact the appropriate teachers.

Home Study

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.

GRADE	HOME STUDY DAY GUIDELINES
K – 1 st	1 – 2 hours
2 nd – 3 rd	2 – 3 hours
4 th – 6 th	4 – 5 hours
7 th – 8 th	5+ hours
9 th – 12 th	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. 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 and Retreats

Attendance is expected for school field trips and retreats. Field trips and retreats require appropriate attire, safety measures, and appropriate student behavior in order to be effective and worthwhile. The same standard of student conduct applies on field trips and retreats as it does at school. Younger siblings may not attend field trips unless invited by the teacher. This ensures that parents properly supervise children during the field trip.

When parents drive, the vehicle must be equipped with a seat belt for each person in the vehicle. The teacher will determine seating assignments. Students must leave and return with the assigned driver. Only parents or school staff may drive on trips unless special arrangements have been made with the administration. Drivers must provide a copy of their driver's license and proof of insurance to the school secretary prior to driving on a field trip.

Off-campus experiences provide unique opportunities for new and deepening relationships. For this reason, no electronic devices or headphones may be used in vehicles for school trips or during the field trip except to communicate with parents. Teachers, at their discretion, may give permission for phone calls or camera use. We encourage conversation, group music listening (vehicle sound system, for instance), and

communal music-making on these trips.

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 3-7 take the CTP-5 (published by the ERB) each year. Students in grades 8 and 9 take the CLT. Both the CLT and the PSAT are taken in Grade 10. Students in grades 11 and 12 will consult with Trinity's college advisor about the appropriate plan of action for taking college admissions standardized tests such as the CLT, PSAT, SAT, or ACT.

Learning Differences

Trinity is committed to making every effort within its capacity to support students with diagnosed learning differences and other disabilities through reasonable classroom accommodations and through fee-based services. Fee-based services offered on campus include one on one and/or small-group instruction.

Prior to admission, parents must disclose all specific recommendations that have already been given by therapists, specialists, or other examiners that may be vital to the student's success at Trinity. The admissions process will include determining whether Trinity offers sufficient services to meet a student's needs. Any admitted student must be capable of meeting the classroom behavioral standards expected of all Trinity students.

Teachers offer reasonable amounts of individualized assistance for the needs of all students. If a student requires additional support or possible accommodations in their work, the teacher will involve both the parents and the academic dean to set forth a plan of action to assess the student's needs.

A teacher is not free to make accommodations in a student's work without the approval of the school administration and a formalized Student Support Plan (SSP). Developing such a plan involves one or more meetings with parents and may also include the classroom teacher(s), educational specialists, and a school administrator. Developing a plan also requires the student to receive outside testing to determine the specific disability.

Parents are responsible for securing any needed outside testing, which must be done by a licensed and certified educational diagnostician. After a review of the testing reports, the academic dean may compose a written SSP. The SSP may involve a combination of

classroom accommodations, educational therapy, or small-group instruction. 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 unaligned 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 about their doctrinal stance.

Communicating About Student Progress

Parents are encouraged to monitor their child's progress by checking grades posted to ClassReach. A review of mistakes made and teacher feedback given on individual assignments gives a more robust picture of achievement than a grade book average.

Teachers are expected to notify parents when they perceive that a student is in danger of receiving a failing or unsatisfactory grade for a term. Failure of the teacher to notify parents will not, however, result in the alteration of the grade.

A fruitful partnership between teachers and parents 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, topics of study, and upcoming events. Parents are strongly encouraged to attend Back-to-School Open House and Parent Training Night at the beginning of the year and to schedule a conference during the designated fall/spring Parent-Teacher Conference days. 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.

Emails to teachers and administrators should be used for two primary purposes: (1) to ask a quick, simple, and clarifying question; and (2) to schedule a call or conference. Using emails to raise or discuss an issue or concern is highly discouraged. If the purpose of the email is a point of concern and is more than a couple of sentences long, then it is likely that a personal meeting is needed. Teachers are not required to answer emails after dinnertime or during weekends, as Trinity is committed to their rest and time with their families and church communities.

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 submit a written request for his/her high school transcript to be released to colleges or employers. Transcript request forms are available in the school office. Tuition and fees must be current before transcripts are released.

Promotion Policy

Students in kindergarten to 6th grade 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 class work, graded work, teacher/administrator observations, and diagnostic testing.

When it becomes apparent that a student may not be ready to be promoted to the next grade level, the parents, teacher, and appropriate Grammar School administration will meet to create a Student Promotion Plan. The plan will identify what needs to be accomplished in order for the student to be promoted.

Students in grades 7-12 must meet the following criteria for promotion:

- Pass Humanities (either Logic or Rhetoric)
- Earn an annual GPA of 2.00 or higher
- Remain on track to meet all graduation requirements by the end of his/her senior year

The final course grade, including both semester grades and any applicable exams, will be used in determining promotion.

Secondary Electives

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 students will receive one of the following, based on credits earned:

	Honors Diploma <i>4 years at TCS</i>	Diploma <i>Minimum Requirements</i>	Certificate
Humanities	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>
Mathematics	Mathematics <i>Total Mathematics credits: 4</i>	Mathematics <i>Total Mathematics credits: 3</i>	Mathematics <i>Total Mathematics credits: 1</i>
Science	Science <i>Total Science credits: 4</i>	Science <i>Total Science credits: 3</i>	Science <i>Total Science credits: 1</i>
Language	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
Elective or Practicum Credits	Elective or Practicum credits Each elective or practicum credit must constitute 120 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 120 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 120 hours of time and electives taken outside of TCS must be pre-approved. <i>Total elective credits: 1</i>
Character	Exemplifies Christian Character	Exemplifies Christian Character	Exemplifies Christian Character
Total Credits	TOTAL CREDITS REQUIRED: 28	TOTAL CREDITS REQUIRED: 24	TOTAL CREDITS REQUIRED: less than 24

Student Conduct and Discipline

We call on students to honor God and others through self-control, respectful attitudes, and loving behavior. We point them to Jesus when they fail, reminding them that He offers both forgiveness and the power to be reconciled to one another. When students or adults treat others unkindly or disrespectfully, we believe it is a great opportunity for them to see their need for Christ – to repent from sin, to trust in His righteousness, and to be reconciled in their relationships.

Furthermore, our discipline policies and procedures are aimed at encouraging students to learn biblical patterns of speech; play; friendship; handling disagreements; receiving correction; stewardship of the physical world; and the expression of emotion.

In summary, two things drive our philosophy: first, a desire to see students look to and trust in Jesus, and second, a desire to live in a biblical community with one another.

Student Attitude and Behavior Expectations

All students are expected to abide by the following student attitude and behavior expectations. Each teacher will use a system of classroom management to encourage compliance. Students who do not follow these expectations will be subject to disciplinary action. Student attitude and behavior expectations are as follows:

1. God is glorified when we respond with appropriate attitudes and behaviors. Reverence is fitting when considering God's holiness and during times of corporate worship and prayer. Likewise, solemnity, celebration, and merriment all have appropriate times and places in the life of the school. Teachers will proactively instruct students in biblical and community standards for the variety of circumstances that they will face. Students are called to ever-increasing proper attitudes and decorum as they mature.
2. Fidelity to the truth is commanded by God and is the core of all meaningful relationships. Students will demonstrate honesty in all their dealings with one another and the staff.
3. The classroom is a community of learners, students will refrain from practices that distract classmates from their work. Arriving late to class interrupts learning; students are expected to arrive promptly.
4. Trinity cares about the health and well-being of its students, so the possession and use of drugs, alcohol, tobacco, or weapons of any sort is strictly forbidden on school grounds. Students are to refrain from aggressive physical contact such as hitting, wrestling, and the like.
5. The Bible mandates the appropriate use of and response to authority; therefore, an atmosphere of mutual respect and courtesy will be maintained between students and staff. Students must obey instructions from Trinity staff promptly, completely, and cheerfully. Students are to make eye contact when spoken to by an adult.

6. Scripture exhorts us to avoid unwholesome speech while using only words that build one another up. Insults, gossip, and unkind, vulgar, or profane speech have no place in the Trinity community.
7. Students are expected to exhibit good stewardship of their own belongings, as well as the property of others and the school. Students will not take or use items not belonging to them without permission of the owner; when using the possessions of others, including textbooks, students will treat them with respect and care. Staff and students will together strive to keep the school's campus neat and clean. Students may not chew gum on campus.
8. The most appropriate paradigm for student relationships is that of brothers and sisters in Christ. Groups of friends are encouraged to look out for others who ought to be included in activities and conversations; exclusive conversations are discouraged. Public displays of romantic affection are not permitted on school grounds or at school-sponsored events.
9. Students and staff, as people of integrity, are expected to conduct themselves according to biblical and Trinity community standards, both in school and out of school. This expectation of conduct includes the area of social media and electronic communications.

If parents have a concern about classroom behavior or discipline issues, they should contact their child's teacher first.

Grammar School Discipline Policy

The classroom is the primary place for discipline. The teacher provides consistent classroom expectations and gives his/her students opportunities to practice meeting these expectations. When a discipline issue occurs, the teacher privately and compassionately talks with the student and helps him/her understand the need for God's forgiveness. Students may also receive logical consequences for their actions, such as sitting out during recess. Teachers will communicate regularly with parents regarding discipline issues.

Teachers will send students to the Grammar School administration for either habitual behavior issues or more serious offenses. When a student is sent to an administrator for discipline, his/her parents will be contacted and apprised of the details of the visit. Possible disciplinary measures may include but are not limited to restitution, janitorial work, and/or parental attendance during the school day. Serious misconduct may result in suspension or expulsion from Trinity. The Head School, in consultation with the Academic Dean, will make the decision after a discussion with the parents.

Secondary School Discipline Policy

Faculty members are expected to maintain discipline in the classroom and are expected to communicate all behavioral concerns to parents. In cases of serious or complicated offenses or when a pattern of minor offenses has developed, students will be referred to an administrator, who will communicate with parents and determine appropriate

consequences. Consequences may include but are not limited to, the following list: detention, suspension, service/restitution, or expulsion. Decisions to suspend or expel will be made by the Head of School in consultation with the Academic Dean.

At the Head of the School's discretion, serious discipline issues are subject to being recorded on a student's permanent transcript.

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 school administrator.
- Plagiarism will result in no credit for the plagiarized work.
- Because plagiarism is an offense against classmates, offenders may need to confess and apologize to another student. Teachers may assign additional academic consequences, such as re-doing the assignment involved, 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.

Computer Usage

Students are not allowed to use any of the school's computers unless they are designated explicitly for academic use. Students are ordinarily not allowed to use any computer or other device to access the Internet during the school day. Only in limited, pre-approved, and supervised situations are students permitted to use a computer while on campus.

Phones and Electronic Devices

Trinity is committed to a campus where distractions are minimized, face-to-face conversations are valued, and contemplation is possible. We acknowledge that everyone in our community—administrators, faculty, staff, parents, and students—are drawn continually toward screens. Calling one another to something richer, we place firm

boundaries around the use of electronics during the school day. Electronic devices include, but are not limited to, cell phones, smart watches, cameras, and other Internet-accessing devices. These are not allowed in classrooms without specific permission from the teacher.

Because cell phones distract from the human interactions that we value, they must be turned off and out of sight between 8:10 a.m. and 3:00 p.m. Parents are asked to communicate with their children through the school offices during the school day and to refrain from texting and calling their children while they are at school. Secondary School students may voluntarily place their phones or other devices in a designated place in the school office to avoid temptation during the day. Secondary School students are also welcome to use the office phone to call parents during the school day.

Any electronic device used without permission will be stored in an administrative office until the end of the day. After a first offense, a confiscated device will be returned only to a parent. Repeated offenses may result in additional disciplinary action, including detention or suspension.

Students on campus after 3:05 p.m. may use their phones to text or call their parents. Electronic devices may not be used by students for Internet access on campus after school hours unless they are under the clear supervision of parents.

Digital Communication and Social Media

Electronic devices provide students with the means to carry on conversations and to face the complexities of relationships without the observation and supervision of adults and, therefore, also without the input of wisdom and guidance from those adults. Digital communication lacks the same inhibitions and filters that face-to-face conversations entail; people are willing to type what they would never say, and this is particularly true of young people.

Trinity encourages school parents to delay and limit their children's use of electronic devices for communication and participation in social media. Growth toward a classical graduate requires significant time spent in activities like reading, conversation, and contemplation, all of which are threatened by electronic use and social media.

The harm done to relationships with classmates through the use of electronic communication or social media affects student life and culture on campus. Trinity, therefore, reserves the right to take disciplinary action in these situations, even if the actions took place outside of the school day and in a different location.

Uniform 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 Uniform 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.
- Sweaters should have the student's name written on the tag 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. Earrings should be stud/post, not hoops or dangling earrings.
- 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 boots, Ugg style, or light-up shoes.

Secondary School Uniform 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 activities outside.
- Shoes designed for laces are to be worn with appropriate, tied laces.
- No boots, Ugg style, 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 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.

Parent Involvement

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 by 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

Parents are expected to volunteer at Trinity in many different capacities. Some volunteer positions are for one-time events, while others are ongoing. Volunteering helps foster a closer, caring community at Trinity 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 for either leading or participating in committees both in the Secondary School and Grammar School. Some of the committees include prayer group, hospitality, room mothers, teacher appreciation, and events.

Parent Events

Trinity is committed to helping our parents gain a deeper understanding of classical Christian education and encouraging the growth of a strong parent community. We have the following opportunities for parents during this school year.

Parent Training Night (September): On separate nights at the beginning of the school year, Grammar School and Secondary School parents are invited to spend an evening at school meeting teachers and fellow parents and learning more about life in the classroom.

Parent-Teacher Conferences (November and March): Twice a year, school time is set aside for parents and teachers to engage in face-to-face conversation about students' habits and progress. Secondary School students are encouraged to attend conferences alongside their parents.

State of the School (January): An evening event for a school update from the Head of School and a talk on a topic related to classical and Christian education.

Book Club (Monthly): Parents meet once a month after reading a classic literature text—often one that is on our Trinity student reading list—for a faculty-led book discussion. Times and locations are announced in the TCS Weekly Update. No year-long commitment is required; parents can attend one month at a time as they are able.

Parent Engagement and Supporting Your Child's Education

We believe digging deeper – engaging with content, classmates, and community – will bear the best fruit.

Connecting

Engagement is a natural result of connecting. We desire and expect that Trinity parents would be connected – both to what their child is learning and also to the lives of those we are in community with. To be a part of Trinity is to not only partner with the school but to partner with the other families God has brought together in this important work. As parents care for their children, it speaks volumes when parents are truly interested in what students are learning and experiencing at school. Knowing that parents also care for classmates and classmates' families prepares children for the communities they will love and serve in the future.

Reading

One of the best ways to be engaged with a child's education is to read. Read to children, with them, and in front of them. Encourage children to read beyond the classroom requirement so that they understand that reading is not about school but about learning, growing, and stewarding the mind God has given them. The benefits of reading are quickly evident in the life of a student and equip children for a lifetime of learning and joy.

Modeling

By God's design, parents are, by far, the most significant influence in a child's life. While Trinity strives to consistently put before students that which is true, good, and beautiful, to provide tools for a life of learning, and to fill classrooms with faculty who love God and others, the daily witnessed practices of parents are far more important. For the partnership between parents, church, and school to be of the greatest effect, the experience of each must be consistent, loving, and compelling. Children are keen observers. Hypocrisy, double standards, and inconsistency are deeply felt.

What do our children witness as we navigate conflicts with our spouse, neighbor, boss, or pastor? How are we most entertained? Whom do we invite to dinner, and what do we talk about? Which books are dusty on the shelf, and which do we read over and over? How do we speak of those in authority? Do we remain faithful to our commitments, and how do we handle disappointment? How and how often do we seek forgiveness? Are we kind?

The truth is that we all regularly fail in every area of our lives. In these moments, what do our watching children learn about God and our need for Jesus? About repentance and restoration? Modeling humility, repentance, and growing faith is a tremendous gift to give our children.

Trinity is not a perfect school seeking to partner with perfect parents who attend perfect churches. We do, however, desire to humbly seek to honor God and His good and perfect gifts by together giving attention to that which is praise-worthy.

Communication

In light of our covenantal commitment, as well as our desire to love 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.

Channels of Communication

Trinity utilizes the following channels to communicate with our parent and student community:

ClassReach (daily): ClassReach is our password-protected portal for teacher, parent, and student communications. In ClassReach, parents and students can access the school calendar, student schedule, community resources (including forms, uniform guidelines, handbooks, etc.), classroom resources, student assignments and grades, and the parent/student directory. ClassReach Messages are the main form of communication between students and their teachers. All teacher/student messages are copied to parents.

Parents are responsible for logging in to access these resources and for keeping their personal profiles up-to-date with current addresses and contact information. From time to time, important forms (including medical forms, re-enrollment forms, and various registration forms) are published in ClassReach, and parents are responsible for logging in to complete the forms.

TCS Update (weekly): Our weekly e-newsletter is sent on Tuesdays and is our primary method for keeping the school community informed of important events, activities, and opportunities for both students and parents. It is the primary venue for all-school communications, and parents should plan to read the full newsletter each week.

Email (occasionally): Trinity staff and faculty are available via email at first initial last name@trinitybham.org (i.e., contact Suzy Smith at Suzy.Smith@trinitybham.org). Our School Main Office can be reached at office@trinitybham.org. Please see the Personal Communication section below for specific guidance regarding emails.

Text Alerts (occasionally): Trinity School will send an all-school text alert in the case of inclement weather and other time-sensitive situations.

Website (rarely): The primary purpose of the school website (www.trinitybham.org) is communication with individuals outside of the parent community, including prospective parents, grandparents, other classical educators, and beyond. We encourage you to direct interested families to the website as they explore educational options for their children.

Personal Communication

When contacting an individual faculty or staff member, please use the following as a guide:

Email: Emails to teachers and administrators should be used for the following purposes only:

- Providing information or asking a straightforward question.
- Asking for a phone call or meeting appointment. (You should feel free to give a short summary of the situation in these emails, as it is often helpful for the recipient to know the nature of the meeting.)
- Follow-up from a conversation or meeting. (At times, it is helpful for one of the parties to summarize a conversation, especially noting the action items that have been agreed upon.)

Using emails to raise or discuss a complicated issue or concern is highly discouraged. If the purpose of the email is a point of concern and is more than a couple of sentences long, then it is likely that a personal meeting is needed.

Phone Calls: Voice-to-voice communication is helpful when the issue at hand is complicated or weighty. Please consider that the other party may not be in a setting in which speaking freely is possible; it is helpful to ask, "Are you in a place where you can talk?" before launching into the conversation.

In-person Meetings: Meetings are the best way to solve problems and involve more than two people in a conversation. In difficult situations, administrators are available to join teachers and parents (or students) in their conversations.

Communicating Concerns

We consider it a great privilege to serve families in educating their children from a classical and Christian perspective. We are committed to upholding and supporting each parent's authority in the lives of their children. This kind of relationship requires clear communication. We recognize that in this relationship, there lies a great temptation to talk to others (gossip) about a specific issue or person rather than take direct action to resolve conflicts in a manner consistent with scripture. We have outlined the proper lines of communicating and dealing with grievances according to the biblical principles

found in Matthew 18 and James 3. We believe that Scripture teaches that conflicts should be handled discreetly and carefully while believing and speaking the best about each individual involved. Trinity staff and administration will abide by these same principles in communicating with parents and students.

It is also helpful to employ the principles of “seeking to understand before being understood” and “giving the benefit of the doubt.” We encourage all members of the Trinity community to lead with the words “help me understand” as opposed to “why did you?” when addressing a concern or issue.

If, at any point in time, there exists a question, concern, or grievance, and it is not clear as to the proper channel or contact, do not hesitate to contact an administrator or the Head of School for counsel/direction. Otherwise, the general procedures below should provide a basic guide:

The Situation

- Concern or question about something **in the classroom**: In consideration of the teacher’s time, please start with the printed resources that are available—handbooks, classroom newsletters, syllabi, etc. If you do not find the answer, use email to ask a straightforward informational question or to set up a phone or face-to-face meeting to discuss something more complicated.
- Concern or question about a **non-classroom situation**: Begin with resources like the TCS Update or the Parent-Student Handbook. If ever in doubt on how to proceed, do not hesitate to contact an administrator and ask for help to know who to contact.
- Concern about or **conflict with another parent**: If you have met the other parent, begin by having a conversation with them if possible. You may ask a Trinity administrator for assistance in setting up a conversation if you do not already know the other parent.
- Concern regarding **another family’s child**: Parent-to-parent conversations are the place to start, especially if the concern has been raised by your child. Helpful approaches include, “I’m sure that I have only part of the story,” “I would want to know about this situation if this were my child,” and “I wanted to speak directly to you first.”
- Hearing **gossip**: The best approach is also the most courageous - taking the initiative to redirect a conversation that includes gossip. If you are concerned that the gossip is continuing and is doing ongoing harm to members of the Trinity community, you may ask an administrator for advice on the next steps.

Parents or Students to Faculty or Staff

Should a parent or student become concerned about an individual teacher’s actions,

rules, or procedures. We expect that the parent and/or student would first go directly to the teacher to raise the concern. A respectful demeanor is expected at all times. If the issue is not satisfactorily resolved, the parent may bring the concern to the appropriate school administrator. If there is a serious issue of safety or morality, or behavior considered egregious, it is appropriate to contact an administrator immediately.

Parent to Grammar or Secondary School Administration

If the matter was not resolved with the specific teacher, parents or students may present concerns about an individual teacher's behavior, rules, or procedures directly to a grammar or secondary school administrator. A respectful demeanor is expected at all times. Also, if the offense is considered to be egregious, immoral, unethical, or dangerous, the matter can be taken straight to the head of school.

Parent to Head of School

If, while resolving an issue, a parent feels mistreated by an administrator or faculty member, the grievance may be then taken to the head of school.

Parents to Church Elder

If a parent believes that the Head of School is derelict in his duties or is acting in a way that is unethical, immoral, or reflects incompetency, then it would be appropriate to take the concern to the chairman of the elder board. No member of the elder board has any individual authority apart from the board as a whole. Therefore, no elder should be approached with a specific school-related issue or concern. Instead, the matter should be taken to the appropriate staff member, faculty, or administrator. Furthermore, no individual elder may speak on behalf of the elder board or directly to school-related issues unless the board has already ruled on the issue, or the elder has been specifically authorized by the board to do so.

It is understood that if any disputes arise which are not covered by this policy, the administration and/or CCB elder board will decide what procedures to follow based on reasoning from the procedures established by this policy. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

Resolving Conflict

Partnering well requires healthy, biblical communication from everyone in our community. The school has to communicate clearly the goals and priorities mentioned above. Teachers must communicate how a student is faring – academically and otherwise. Parents must communicate if they have questions or concerns. We ask that parents and teachers pay particular attention to this section of the standard both on an annual basis and when a challenging situation arises.

Normalizing Conflict

The gospel is clear: we are all sinners, fallen short of God's glory. We experience

destructive conflict because we want what we do not have. Conflict is neither abnormal nor to be avoided but rather a welcome opportunity to examine our hearts, our desires, and how we seek their fulfillment. Because we believe the Gospel's indictment of our own hearts, we are neither shocked nor disheartened when conflict arises at school, but we stand ready to open a conversation that moves beyond symptoms to the root cause. What a privilege to move together from conflict to peacemaking through the revealing, healing work of the gospel!

In the Midst of Conflict

While understanding that conflict is a normal and even a helpful part of growing together, working through our disagreements can still be very difficult. With this in mind, we believe the following principles provide a helpful foundation as we seek mutual understanding and biblical reconciliation:

- We will believe the best of one another, giving the benefit of the doubt when misunderstandings or miscommunications arise.
- Our goals are truth, restoration, and partnership; these goals trump seeking vindication or one of us needing to be right. Conflict resolution is not a zero-sum game.
- We will remember that most conflicts are brought about by a confluence of peoples' sin rather than one sole contributor – a sinful act eliciting a sinful response. We will acknowledge that we all sin and that we don't know everything about any given situation.
- We will remember that both parental and school authority are not based on moral superiority, but on position; before God, we are all equally destitute and in need of a Savior. The gospel helps us to be humble and vulnerable with one another and points the way to reconciliation.
- When we feel the swell of self-defense, we will listen longer and/or ask a question rather than begin talking.
- We will apologize for the small issues that may have contributed to the conflict along the way to a resolution of the bigger issue.
- When appropriate, we will give one another space and time to prayerfully consider the issue before us without demanding immediate answers and resolution.

Guiding Principles

One key to healthy communication is to understand the power of the tongue and to take our words seriously. The tongue is a tool, a weapon if you will, that can cause great good as well as great harm. It has the power of life and death. As Christians involved in gospel community with one another, we should take great care that our words are 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:

1. Proverbs 12:18: There is one whose rash words are like sword thrusts, but the tongue of the wise brings healing.
2. James 3:8: No human being can tame the tongue. It is a restless evil, full of deadly poison.
3. Philippians 2:3-4: Put others' interest above your own.
4. Ephesians 4:2: Be completely humble and gentle; be patient, bearing with one another in love.
5. Philippians 2:14: Do everything without grumbling or complaining.
6. Ephesians 4:29: Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear.

Helpful Questions

- Am I talking to the person to whom I need to be talking to?
- Am I talking about someone inappropriately?
- Am I giving an ear to anyone who is talking about someone inappropriately?
- Will this be helpful to say?
- Is my goal to build up the other person(s)?
- Am I concerned about the other person's interests, perspective, and point of view?
- Will the words I use benefit those who listen?

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 student becomes ill while at school, the secretary will notify a parent to pick up their child as soon as possible from the school office. Students 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 student 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 specify any allergic conditions your child might have in ClassReach and alert your child's teacher. School staff, parents, teachers, physicians, and students themselves must work together to minimize the risk and provide a safe, educational environment for students with food allergies.

Weather-Related School Closures

In the event of inclement weather, even if Trinity is 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). 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 toward 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 administrators, 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 and head of school. If the account remains delinquent, the student(s) may not be allowed to continue attending Trinity, according to the discretion of the Trinity Trust Fund.

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 and church, 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 and behaviorally. 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.