



TRINITY ACADEMY

Innovative Classical Learning

Lower School Student and Family Handbook

2019-2020

Revised July 2019

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Trinity Academy does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational, admission, financial aid, or employment policies, or any other programs administered by the school.

Welcome from the Head of School, Dr. Timothy Bridges

Dear Trinity Parents,

On behalf of our entire Board, Faculty, Administration and Staff, I want you to know that we count it an honor to form a partnership with you in your child's education. "Partnership" is a carefully selected word that communicates the tone in which we pursue our mission, which is "*... to equip students to live with wisdom, excellence, and purpose in the modern world by offering an education grounded in the Christian faith and the classical tradition.*" We do this together – hand-in-hand – school and family striving toward the same end.

The key to any successful partnership is each party knowing its "part." You might be asking, what is my role in this partnership? What is the school's role? Where do these roles overlap? This document answers those questions. We have no desire to create a legalistic contract or a defensive strategy. We know that we are all in constant need of grace. This document is simply a good faith disclosure of the school's understanding of a Christ-centered partnership in education.

The "Parent-School Partnership" is an expression of our ongoing commitment to support your family in the pursuit of a classical Christian education, and of our appreciation for your willingness to support Trinity's mission. Thank you for joining with us in this journey of "bringing up your children in the discipline and instruction of the Lord." Ephesians 6:4 ESV.

Sincerely,



Timothy Bridges, Ph.D.
Head of School

Parent-School Partnership

By God's Grace, Trinity Academy employees

- ◆ Demonstrate Christ-like behavior.
- ◆ Participate joyfully in the life of the Trinity community.
- ◆ Wish every student success, both inside and outside of the classroom.
- ◆ Respond to all communications in a timely manner.
- ◆ Provide information for parents through proactive, consistent communication.
- ◆ Promote kindness and work to foster an environment that is physically and emotionally safe for all.
- ◆ Challenge students to become more virtuous, holding them accountable through loving and equitable discipline.
- ◆ Protect all privileged information, including conferences and disciplinary action.
- ◆ Treat all community members with dignity and respect.
- ◆ Value each student as an image-bearer of God.
- ◆ Pursue excellence in professional responsibilities as educators and administrators.
- ◆ Maintain clear standards for student behavior and academic performance.
- ◆ Receives and provides feedback with grace.
- ◆ Commit to growing as classical educators and/or administrators.
- ◆ Model life-long learning.

By God's Grace, Trinity Academy parents ...

- ◆ Demonstrate Christ-like behavior at school-related events, both on and off campus.
- ◆ Participate joyfully in the life of the Trinity Community.
- ◆ Commit to understanding Trinity's innovative approach to classical Christian learning.
- ◆ Engage with communications from teachers and administrators.
- ◆ Support Trinity Academy in its responsibility to maintain loving, equitable discipline for all students.
- ◆ Respect classroom instruction and teacher planning by offering flexibility in planning conferences and discussions.

- ◆ Communicate concerns in the spirit of Matthew 18, speaking directly with the appropriate staff member.
- ◆ Preserve Trinity Academy's Christ-honoring culture by monitoring their child's use of technology and social media.
- ◆ Treat all Trinity community members with dignity and respect.
- ◆ Honor Trinity's commitment to maintain confidentiality in all matters of discipline for all students.
- ◆ Recognize the role of appropriate rigor in academics and encourage their child to persevere.
- ◆ Empathize when conflict arises.
- ◆ Encourage their child to advocate for themselves as age appropriate.

TRINITY VISION & PURPOSE

MISSION STATEMENT:

The mission of Trinity Academy is to equip students to live with wisdom, excellence, and purpose in the modern world by offering an education grounded in the Christian faith and the classical tradition.

VISION & STRATEGY:

Our Vision: To shape future generations with culture-transforming, Christian worldview thinking.

Our Strategy: To imbue our students with wisdom from the past and power to shape the future.

DIVERSITY MISSION STATEMENT:

We believe in preparing our students to courageously engage and transform an ethnically and culturally diverse world by providing them authentic relationships and experiences that lead them to see each human being through God's eyes and to love, as they love themselves, those whose life experiences and points of view are different from their own.

STATEMENT OF FAITH:

Trinity Academy is a confessional school with a commitment to teaching and defending the faith tenets of historic Christianity. In particular, Trinity Academy subscribes to the following:

We believe in:

One God, the creator and preserver of all things, eternally existent in three persons, Father, Son and Holy Spirit.

The Lord Jesus Christ, who is perfect Deity and complete humanity in one person, His virgin birth, His sinless human life, His divine miracles, His vicarious and atoning death, His bodily resurrection, His ascension, His mediatorial work, and His personal return in power and glory to confirm His eternal kingdom.

The Holy Spirit, who establishes the purposes of God by imparting eternal life, by indwelling believers, and by leading believers to pursue a holy life through witnessing and working unto the glory of God.

The Bible, both the Old and New Testaments as originally given by God, is divinely inspired, infallible, entirely trustworthy, and the supreme authority for believers in all matters of faith and conduct.

Humankind, created innocent and pure, fell through the sin of disobedience and being confirmed in sin is justly under condemnation and in need of redemption.

Salvation occurs by grace through faith in the Lord Jesus Christ whereby believers repent of their sin and are made the children of God and heirs of eternal life.

The resurrection of believers to everlasting happiness in the presence of God and the resurrection of unbelievers to everlasting misery separated from God.

HANDBOOK PURPOSE

The intent of the handbook is to provide families with an overview of Trinity Academy procedures and expectations. The handbook is not intended to address every potential situation, even with the topics that are addressed. In addition, these serve as a guide and may not always fit neatly in every situation. These policies serve as a guide but discernment and wisdom may be applied in individual situations where the policies may not be the wisest course of action. The Board of Directors and Administration of Trinity Academy reserve the right to establish new policies and to modify existing policies contained in the document upon written notice to all families by the Head of School.

There are some policies/procedures that:

- may not make sense in an individual case but must be maintained for the practicality of the institution at large
 - example: not allowing drop-off in the morning before 7:30 AM
- may not make sense in an individual case and can be adjusted for that individual case
 - example: understanding that there is a field trip where you are serving as a chaperone and need supervision that morning starting at 7:15 for your other student(s) not on the field trip
- may be open to reconsideration and potential adjustment
 - example: our adjustment to the transportation policy for longer LS field trips to utilize charter buses instead of the activity bus
- may seem unnecessary until understood from a different perspective
 - example: not allowing students to read or start on homework during carpool (the reason: they then often do not hear their name or will have to pack-up their materials, which means they will not be outside when the car pulls up to the curb, slowing down carpool for everyone else; repeat this scenario 5-10 times an afternoon and carpool becomes a logjam)
- may be a difference of opinion but still require a decision to be made by Trinity Academy
 - example: many dress code choices fall into this category

Trinity Academy strives to be a relational school in partnership with families. If you are concerned about any procedure or wish to understand more of the “why” behind it, then please do not hesitate to speak with our administrative team.

SPIRITUAL DEVELOPMENT

The Faculty at Trinity Academy seek to provide instruction from a Christian view of life and the world. Students acquire not only factual knowledge but also develop analytical skills enabling them to discern errors and falsehood, so that they are neither ignorant nor naïve. Trinity Academy students learn that true wisdom lies only in recognizing man's need and God's grace and that true happiness is found only in serving God and others. The Faculty desires for all Trinity students to enter a life devoted to glorifying God and enjoying Him forever.

CHAPEL AND ASSEMBLY

Once each week, the Lower School gathers together, grades TK-5, for either chapel or assembly. There may be a few weeks when one of these does not occur (such as ERB week); however, that is a rare exception. Trinity alternates between chapel and assembly so that students experience them in alternating order.

Chapel is a time of learning about and participating in corporate worship. Students sing hymns, psalms, and worship music; hear Scripture and speakers; and pray. Chapels are held in Founders Hall on the days on the one-page calendar marked with a "C". There are special chapels held for Christmas and Good Friday which are all-school chapels.

Assembly is held on weeks we do not have chapel for the Lower school. Assemblies vary throughout the year and can include pep rallies and student games, outside performances, or student presentations. If a student will be presenting, the classroom teacher works to notify parents in advance whenever possible.

Visitors are welcome at chapel or assembly! If you are visiting and not serving in any supervisory role, younger non-Trinity children are welcome to attend with you. Seats are reserved at the back (typically the last two rows) for visitors as parents/visitors are not able to sit with classes. We encourage you to join us as often as possible but we would love to see every family attend at least one chapel during the year!

6th grade, as part of their transition year, typically attends chapel with their middle school peers (grades 7-8). When attending with the middle school, 6th grade follows the Upper School schedule in terms of time, location, and potential adjustments to regularly scheduled chapels. Speakers, and topics, sometimes are different than the Lower School speaker/topic. Instead of attending most Lower School assemblies, 6th grade participates in character education. While visitors are welcome to attend chapel, they are not able to attend/participate in character education. Please note that there may be times that it is appropriate for 6th grade to attend the Lower School assembly or chapel in place of character education or the Upper School Chapel.

CLASS ROSTERS & TEACHER ASSIGNMENTS

Class rosters are prayerfully designed with specific attention to a few areas. As rosters are being made, care is given to create an academic and social mix. Each class contains students who excel in each content area as well as students who may struggle in that content area; each class contains students who are vocal leaders as well as students who are more reticent to speak or lead. A balance is also sought between genders and to make sure that each student, in the course of the Lower School, has class with a variety of students. Teacher and student compatibility is also considered when there is a clear reason/connection to pair a student with a particular teacher.

- Parents are **not allowed to request specific teachers** for their student. These requests are not accepted and, if they are submitted, they are not taken into account when creating class rosters.
 - Parents may meet with administration to discuss classroom learning environments that allow their child to function at their best. Examples would be “my student needs someone who is very structured” or “my student needs someone who has a more relaxed classroom management style.” This information is considered when looking at teacher/student compatibility. Parents who make this type of request are strongly encouraged to make sure they are truly describing the environment and are not using this as a way to subtly make it clear their specific teacher preference.
- Parents may make social requests if they want their student to be with a particular student or not with a particular student. These requests are taken under consideration but there is no guarantee that they will be met. Social requests of having students placed together are more difficult to meet when only one name is given; the odds of the request being met increase if multiple students are listed as preferred classmates, as then administration is able to try to have at least some (but rarely all) of these students together.
 - You may request that your student be separated for a positive reason to allow them the opportunity to not be in class with a good friend and allow them the chance to grow without the influence of a close friend.
 - If a request is made to separate students due to a strained relationship, parents are encouraged to communicate with the other family in a spirit of openness and community. Even if the students are assigned separate classes, there still will be weekly opportunities for interaction between the two classes and it is best to work together to repair the relationship for long-term benefits.

Families at Trinity Academy rarely make requests. This allows attention to be given when someone feels strongly enough to make a request and has increased the percentage of requests that have been able to be met. Before making a request, please make sure it is something that you value as the more that requests are made, the more difficult it will be to meet requests.

Trinity Academy is not able to promise specific teachers for future academic years yet is committed to hiring, and retaining, highly qualified staff who love the Lord, love students, and have a passion and enthusiasm for teaching.

FACULTY

The Faculty at Trinity Academy is a dedicated group of educators who take their positions as teachers and role models for students seriously. They work as a team, striving to mentor students in the hope that as they grow, they will develop into young men and women of faith and good character. Trinity's teachers have affirmed their agreement with Trinity's Statement of Faith and are committed to teaching in ways that are consistent with the statement.

Faculty have also agreed to follow all policies and procedures outlined in the Trinity Faculty Handbook which includes a code of conduct.

GRADING

Transitional Kindergarten & Kindergarten operate under a separate report card that is intended to monitor progress in certain skill development areas as well as some academic foundational areas.

First through sixth grade uses a 10-point grading scale for many content areas:

A – 90 to 100

B – 80 to 89

C – 70 to 79

D – 65 to 69

F – 64 and below

In other areas, these grades will also still use the letter system:

E – Excellent

S – Satisfactory

N – Needs Improvement

U – Unsatisfactory

Grades at Trinity Academy are used to demonstrate mastery with as little impact from behaviors as possible; however, behaviors (such as completing homework) often have some impact on student mastery as well as the grade. Each report card provides a snapshot of information but more importantly over time helps to create an overall picture for the student. While grades are important, there are often other elements that impact a student's grade, such as their attention to detail, their dedication to homework, and factors outside of school such as changes to family dynamics (E.g. birth of a sibling). It is important to utilize report cards as one element of information and not as the determinative factor.

If you have questions about your student's grades or concerns about their academic progress, please contact your student's teacher to arrange a meeting.

REPORT CARDS

Report cards are issued four times a year. Teachers attempt to notice significant drops in a student's mastery and communicate with parents about that as it happens; however, sometimes drops are not noticed until report cards are finalized. Trinity Academy looks for a change that is **greater than 7** points in terms of notifying parents. A change from a 92 to an 88, while going from an A to a B, is not necessarily going to be communicated in advance to parents while a drop from a 94 to an 86 would ideally be communicated.

Please note that while the above is the goal, there will be times that it is not identified. Every quarter, a teacher, on average, compiles over 1,000 individual assignments to finalize 200 individual report card grades (a report card grade for each section on the report card). With this high volume, there will be mistakes (even at 99% accuracy each quarter, you would see 2 instances where a teacher overlooked a drop of 8 or more points).

MONITORING GRADES

Progress reports are published during each quarter for grades 3-6, with the exception of 1st quarter when parent/teacher conferences are held. This serves as a mid-way checkpoint; however, it is important to note that grades can change significantly between progress reports and the report card, due to test grades or work that is not yet turned in. If you have a question in response to a student's progress report or report card, please contact the teacher to schedule a conference.

Each teacher will also have a consistent way that they share graded assignments with parents. For most (but not necessarily all) this entails sending home graded assignments once a week for you to review and potentially sign. This is your opportunity to monitor your student's grades between progress reports. As the parent, you are more apt to notice a change than a teacher – a reminder that teachers often review around 1,000 assignments per quarter. As you review your student's grades, be alert for trends as it is not uncommon for students to have some ups and downs throughout the course of the year as they interact with new material, increasing expectations, and the various social and emotional challenges of growing up.

There is also a general pattern that indicates grades during the 1st quarter are the highest of the year, as that quarter includes the most review work (in addition to some beginning of the year activities). The 3rd or 4th quarter often has the lowest grades as students are completing cumulative work, in addition to often covering the more difficult concepts, and gaps from the first two quarters have a cumulative impact.

When interventions (such as tutoring) can be put into place, the results often lag behind the intervention by several weeks. In some content areas (such as math or Latin) where work builds off previous work, the lag between the start of the intervention and seeing the result in the grade can be significantly longer.

6th Grade: As part of their transition year, parents will have access to grades as they are input into the system by the teacher. During the year, this access will also be provided to students so that they can learn to monitor their own grades (identifying when they forgot to turn something in, for example). If you see an assignment with a grade that concerns you, please speak with your student before reaching out to the teacher; often the student can provide you with an answer as to why they received the grade (E.g. only completed part of the assignment, forgot to study, etc.). Likewise, as you see each grade entered, assignments at the start of each quarter cause significant grade fluctuations until enough assignments get entered to “even out” the weight of any one assignment.

Example: if a student made a 90 on the first assignment and then a 60 on the next, their grade will drop from a 90 to a 75. Yet as more grades are entered (say a 91, 88, 100, 95, 100) then their final grade would be an 89. The 60, while not an ideal grade, is not an area of major concern – students sometimes do not perform well on an individual assignment or need a lower grade to prompt them to prepare more fully for future assignments.

HOMEWORK

The Trinity Faculty and administration believe homework to be an essential component in student education. In addition to the knowledge gained, students learn self-discipline and organization in mastering their homework.

Homework loads become progressively heavier as the student advances from grade to grade. Parents should recognize the importance of assisting, not by doing the work, but by providing an encouraging environment which leads to success.

A general rubric of 13 minutes per grade level will be used to estimate homework time beginning with 2nd grade. More or less time may be needed, based upon the academic ability of the student and efficiency with which he or she performs. Some additional time may be allowed lower school students for reading at home. Estimations do not include time for “study breaks” or multi-day projects/assignments. Examples follow:

Grade	Target length of time	General “range”
KN/First	13 minutes per night	3-20 minutes
Second	26 minutes per night	10-35 minutes
Third	39 minutes per night	15-50 minutes
Fourth	52 minutes per night	20-70 minutes
Fifth	65 minutes per night	30-80 minutes
Sixth	78 minutes per night	45-90 minutes

If the time spent on homework is outside the range above, please discuss study habit options with the teacher.

Presentations and Projects:

Class presentations or projects which are assigned more than one day in advance and/or which count more than a daily homework assignment must be turned in at the beginning of class on the day they are due. Late projects may be accepted with a grade penalty at teacher discretion.

Reviewing notes:

Part of homework, especially in grades 4 and up, should include reviewing material and preparing for an upcoming quiz or test. As a student gets older, the ability to wait until the night before a test to prepare becomes increasingly more difficult. A short (5 minute) review of the day’s notes is encouraged; spending longer time on nights where the homework load is lighter would be beneficial. This is particularly helpful for math, as each test contains problems from prior units.

Parent role:

A parent (or other adult) can best help a student by making sure they have the proper environment and time to complete homework. Reviewing assignments for completion is also encouraged. Some parents may wish to help their student with specific assignments which is also encouraged as long as the student is still the one completing the work. A parent can help guide a student through a concept or problem but should not provide any answers for a student. Prompts such as, “Look at page 6 and see if you can find the answer there” or “What would the next step be?” or “Check your addition – I believe you made an error” all provide support to the student but do so without providing the answer. For subjects such as math where there could be multiple problems covering the same skill, working one or two with a student as an example is also encouraged; however, if they need more examples than that, it is more useful to the teacher to see the errors a student is making, as that helps them identify the misunderstanding.

Helpful hints:

- 1) Designate a quiet environment in the home, free from excessive distractions and noise.
- 2) Eliminate radio or television noise except, perhaps, for soft background music (often without words or songs that students do not know).
- 3) Experiment with the best time of day for your child to complete homework. Some perform best immediately after school while others find a break after school assists them in focusing later during the evening.
- 4) Recognize that the student’s attention span is approximately 20 minutes, after which a short break of 5 to 10 minutes should be taken before returning to study. Their ability to focus for longer periods of time increases with age but do remember that homework is after a full-day of school.
- 5) Be cautious not to involve your student in too many extra-curricular activities.
- 6) It is okay for your student to make mistakes on the homework or to not understand some of the problems. One of the purposes of homework is for the teacher to identify student misunderstandings so do not worry if your student struggles to accurately complete an assignment. It is better for them to be wrong and not know how to complete it than for your assistance to unintentionally hide their confusion and misunderstanding from the teacher.
- 7) Emphasis will be placed on students using their agendas beginning in 4th grade to write down information such as homework. This information will not always be communicated in another method to teach students the organizational skill of maintaining an agenda.

STANDARDIZED TESTING

Trinity Academy use tests produced by the Educational Records Bureau (ERB) to measure the educational attainment of its Lower School student body. At present students in grades 2 through 8 take the CTP5 test created by ERB. These tests are conducted during the week, typically in late April or early May, as identified on the one-page calendar. Prior to 2018, students took the CTP4 test; however, ERB produced a new version, called the CTP5, which all schools utilizing the CTP4 switched to for the 2018-2019 testing session.

The CTP5 tests, hereby referred to as ERB, are nationally-normed tests administered to students from both public and private schools. The current ERB test, the CTP5, is not a single test but a battery of tests designed to provide instructionally useful information about student performance in key areas of the school curriculum: listening (2-3 grade only), reading, vocabulary, writing, and mathematics. The tests for grades 3-8 also contain reasoning assessments in language arts and mathematics such as quantitative reasoning. The achievement and reasoning sections are intended to provide comparisons between what the student is learning at a particular point in school (the achievement tests) and how well the student can call upon higher-level thinking skills to solve problems (the reasoning tests). In other words, the tests are designed to provide information about the curriculum students are learning (both individual and group) and student potential.

Trinity as a whole will use the data to evaluate how students are performing within the Trinity curriculum. As this curriculum was created independent of the test, there may be areas where the two do not align. For this reason, Trinity focuses more heavily on multiple year's worth of data for individual students as opposed to the results from one single year. Likewise, Trinity tracks grade level performance over time to monitor the desired growth and avoids reacting and adjusting curriculum for short-term testing gains.

During the testing week, Lower School families are asked to avoid absences unless the student is sick or there is a death in the family. Any appointments (dentist, doctor, etc.) are requested to be made another week or to be made after noon each day that week. Students are advised to receive plenty of rest that week and homework, other than independent reading, is not assigned to help students achieve more rest. Students are encouraged to bring a non-sugary snack as this will help re-energize them during breaks.

Testing results will be sent home each summer after the school receives them. Families are encouraged to contact the Head of Lower School with any questions or concerns.

BOOKS AND SUPPLIES

In the Lower School, Trinity provides all textbooks to students through tuition and fees. The textbooks provided remain the property of the school and are returned to the school by the students at the close of the school year. Textbooks not returned, or returned damaged, incur charges to student accounts. The school reserves the right to withhold report cards of students until such charges have been paid.

Textbooks provided by Trinity are distributed at school. Students are expected to take care of their textbooks and to return them in good condition. No writing or marking is permitted in any textbook unless explicit instruction to do so is given by the teacher. As students are expected to pay for damaged or lost school-provided textbooks, they are encouraged not to loan their books to other students.

Additional materials may be provided to students but may be consumable. Some consumable materials will be utilized as a textbook whereas others will be used by that student. Consumable materials, such as workbooks, that students are expected to write in throughout the year will be the student's book at the end of the year. If these materials are lost during the year, students will be charged the replacement cost for an additional book.

At the beginning of each year, a supply list for each grade is provided. If you have questions about an item on the list, please direct it to a grade level teacher if you know your student's teacher or to the Head of the Lower School if class assignments have not been released. The class list for each grade level will also include items needed for specialist's classes, such as Latin or art, for that year.

Throughout the year there will be additional opportunities for families to provide additional support to Trinity by purchasing products for specific events or for general use in the classroom. Trinity is grateful for the support of those who are willing to donate these resources as that helps us continue to utilize tuition and fees on other resources.

ACADEMIC CONCERNS

If you have academic concerns, there is a general process that Trinity encourages families to utilize.

- 1) Be patient in the beginning. At times, students struggle as they grasp new concepts and are challenged in new ways and just need time to work it out. Having difficulties on math for 2 days in a row (for example) indicates a need to watch more closely but not to have concern of a larger underlying issue. Also during this time monitor to make sure that the student is focused and not distracted when working on homework.
- 2) If the problem continues to persist or if you have noticed homework now taking extensively longer than it has in the past your next step is to contact the teacher. This communication may be email, phone, or even in person but is just the opportunity to see if they're aware of the same issue, to share information, and for both to be extra vigilant and observant.
- 3) If the problem continues to persist or worsen, then a meeting between parent and teacher is the next encouraged step. During this meeting the goal is to identify specific areas of struggle for your student and to outline a plan of some additional steps to try and support your student. After the steps are implemented, there needs to be a period of at least 2-3 weeks to monitor any changes. These strategies can include but are not limited to:
 - a. Change of seat
 - b. Independent work
 - c. Extended time
 - d. After school sessions led by the teacher
 - e. More individualized/frequent tutoring via Extended Learning or other resource (cost to families)
 - f. Reduced homework
- 4) After the steps have been implemented, if the concern still exists or has progressively gotten worse, an additional meeting is recommended involving staff beyond the teacher. This meeting would look at what strategies have been attempted and the outcome of those strategies to be able to recommend more intensive intervention steps beyond what is typical in a classroom setting without documentation. Another period of 3-5 weeks will be utilized to monitor any changes. Concerns that make it to this stage, even if improvement occurs, will need additional meetings as this level of support can be utilized for short periods of time; however, if the student requires this level of intervention to maintain success, then additional steps will need to be taken by the family. Strategies at this stage can include but are not limited to:
 - a. Increased extended time
 - b. Greater reduction in homework
 - c. Shortened assignments
 - d. Read aloud for testing
 - e. Separate setting for testing
 - f. Alternate testing if appropriate (less answer choices)
 - g. More intensive tutoring via the Hill Center, Camp Trinity tutoring, or outside group of family choice
- 5) If the academic concern continues or is unable to be avoided without the interventions listed directly above, another meeting is recommended to outline additional options for your student.

This could include a recommendation for testing or a requirement of more intensive tutoring. In some instances, testing or tutoring can be required for reenrollment.

Teacher provided assistance:

Trinity teachers are expected to be available, up to twice a week, for support outside of the classroom. These sessions are often not one-to-one as other students are often present; however, they are designed to allow the teacher to spend additional time with the student in a particular area. Trinity Academy understands that families have complex schedules but we ask that parents likewise understand the demands on a Trinity staff member outside of school, as well. Teachers strive to be as available as possible; however, they often have limits to when they can work with students, given other requirements placed upon their time by Trinity Academy as well as their own family. While we regret any inconvenience the teacher's extra assistance schedule may cause your family, your support in adjusting your schedule is greatly appreciated.

Camp Trinity Homework HELP:

After school each day, Camp Trinity offers Homework HELP which is a scheduled time for students to work on their homework. This setting has some support from camp staff but tends to benefit students most by providing a structured time and environment to complete homework. Costs and additional information can be found on the Camp Trinity website.

Camp Trinity Tutoring:

Camp Trinity has several tutoring partners with varying levels of expertise. If you believe your student would benefit from specific tutoring, please contact Chris Freeman to discuss your student's needs and the available tutors who may be able to serve them. Camp Trinity tutors are ideal for helping a student with current class content and filling in prior gaps in addition to more targeted tutoring when needed.

RE-ENROLLMENT BY INVITATION

Enrollment at Trinity Academy is a privilege and re-enrollment is subject to performance consistent with Trinity standards. Each year an invitation is reissued to all Trinity students who exhibit reasonable academic progress and good character. Reasonable academic progress is based upon more than report cards – it includes how a student is grasping concepts needed for the next academic year as well as the manner in which their learning is occurring. Lower School students often work hard and can have grades that are above their true mastery, causing concerns about their academic progress to be shared by the teacher even though grades may not reflect failing.

Re-enrollment at independent schools normally occurs in the early spring. The timing of the process serves, among other things, to facilitate prediction of student enrollment for the ensuing year. Student enrollment in turn is a major factor in dictating faculty requirements. In other words, schools need to know how many students to expect in order to determine how many faculty are required to teach those students.

While parents may wish to base their re-enrollment decisions upon knowing what teachers or administrators will be at the school the next year, it is not possible to predict such variables. Trinity's pledge to parents is that the quality of teaching and learning will steadily increase through the regular re-examination of curriculum and the hiring of highly qualified faculty and staff.

At times, re-enrollment may be placed on hold by Trinity Academy, pending additional information such as promotion/retention decisions or continued academic monitoring. At the end of the hold period, reenrollment is either extended, formally announced as not being extended, or offered with expectations such as completion of educational testing.

TUITION PAYMENT POLICY

It is the policy of Trinity Academy to release report cards, transcripts and cumulative folders in a timely manner. However, we do hold these items if a student's account has an outstanding balance. Tuition for the entire school year is required even if the student(s) never actually enter(s) school in August, or even if the student(s) withdraws, is expelled, or for any other reason fails to continue in attendance at Trinity Academy for the school year. Grades, testing results, diplomas, transcripts, or any other documents of the student(s) withdrawing will not be released to the family or any other source until the balance on the account is paid in full.

PROMOTION/RETENTION DECISIONS & EDUCATIONAL TESTING

Promotion/retention decisions are made with the understanding that a pattern of good conduct and solid academic progress will continue until the end of the current school year. From time to time, it is in the best interest of some students to repeat a grade level. When the school believes holding a child back a year is necessary or desirable, a meeting will be arranged with the parents to discuss the issue. The following guidelines aid the teacher, administrator, and parents in making promotion decisions:

- Especially in the lower grades, a student's ability to focus in a group setting may determine if he/she is ready to progress to the next grade level. Lack of ability to focus often reflects a normal developmental pattern and not a serious learning issue but sometimes does signify that the student would benefit from repeating a grade level.
- Students may be denied promotion if 1) they are failing or in danger of failing two core classes; 2) they are failing or in danger of failing one core class and two non-core classes (art, music, etc); or 3) when the student's record reflect attendance below minimum standard
- Retention may be required or encouraged if the pattern of educational success demonstrates likely struggles/failure for the pending year, even if they did not fail two or more core classes. Given Trinity's accelerated curriculum, staff may be able to proactively avoid future challenges by giving students another year to develop mentally and socially while also allowing them a year to continue to master the content of that year. We desire for students to have a joy with learning and sometimes, especially given an advanced curriculum, that joy is easier to be achieved if the student is a year more mature.
- If promotion is not recommended, but retention is not available based upon student age, then re-enrollment will not be offered to the student.

Testing may be recommended or required so that Trinity can work to best meet the unique needs of your student(s). Families who are considering testing may wish to meet with the Head of Lower School prior to testing but should meet with the Head of Lower School after testing is completed. The school will make every effort to address the needs of its student, but in the event a student continues to struggle academically, the school may require testing to determine the source of the learning difficulties.

Trinity Academy requires testing results to be shared with the school including providing them with a complete copy. Testing information is kept confidential but is needed to provide accommodations and for teachers to identify needed modifications. For students who need accommodations/modifications, the Head of Lower School and/or Head of School maintain final authority regarding what accommodations/modifications Trinity Academy will implement for each student.

SCOPE AND SEQUENCE

Trinity's scope and sequence document seeks to present a detailed readily understandable picture of the school's academic offerings. While important for those attending the school, and those contemplating doing so, it is as well a valuable administrative tool. Trinity's curriculum is mission driven and is based on a classical liberal arts approach to education. The scope and sequence, which is reviewed annually each spring, serves as an evaluative tool in assuring that all of Trinity's course offerings: (1) fall within the school's stated mission and educational philosophy, and (2) taken as a whole, provide the various components that comprise a sound classical liberal arts curriculum.

Awards

At the end of each year, Trinity Academy's Lower School has an Awards Assembly where students are recognized for various accomplishments/achievements. While these awards may change from year to year, they currently strive to recognize academic achievement along with character and spiritual development.

Trinity is blessed to be a school that has more students worthy of recognition than there are awards. Students who do not receive an award are encouraged to be excited for their peers who were recognized, remembering that the other student's recognition does not detract from their own hard work and success of the year. Awards are typically broken down into grade level groupings (TK/K; 1st/2nd; 3rd/4th; 5th/6th) with one or two students from each grade level winning each award.

PE Award: Students receiving the PE Award live out 1 Corinthians 6:19-20 in PE by understanding that our body is a temple of the Holy Spirit; therefore, we are to glorify God with our bodies. The PE award is for students who have worked hard and improved in PE, understanding via 1 Corinthians 6 that our physical health is as important as our mental acumen.

Latin Award: Romans 15:4 talks about whatever was written in former days was written for our instruction. While that was speaking of what was written in the Bible, it is also applicable to Latin, the study of an ancient language, which engages Trinity students in the study of former writings. The Latin Award honors students who have improved and worked hard in Latin as well as have an age-appropriate understanding and enthusiasm for studying Latin.

Asaph Award: In 1 Chronicles 16 we see King David appointing people to different roles for their praise and worship to the Lord. Asaph becomes the chief of the musical group consisting of cymbals and trumpets which go before the ark of the covenant. The Asaph Award is given to outstanding musical students for their leadership, scholarship, and character within music.

Bezalel Award: In Exodus 31:1-5, God tells Moses that he has called Bezalel, whom He has filled with ability, intelligence and craftsmanship, to devise artistic designs to make all of the elements for the Israelite's worship, such as the tabernacle. The Bezalel Award recognizes outstanding artistic students for their craftsmanship, knowledge, and intelligence in art.

Barnabas Award: Who was Barnabas? We first meet Barnabas in the Bible when he sold a piece of his land and donated the proceeds to the apostles. He extends help to Saul in Acts and helps introduce Saul/Paul to the other apostles. Luke describes Barnabas, in Acts 11:24 as "a good man, full of the Holy Spirit and of faith." The Barnabas award recognizes students who, like Barnabas, are encouraging to other students and staff.

Solomon Award: Solomon is well known as the wise king for he asked God for wisdom instead of self-serving rewards. The Solomon Award recognizes students who seek to utilize wisdom, who think before they act, consider the perspective of others, and in general conduct themselves with wisdom and maturity beyond their years.

Timothy Award: Timothy, which means “honoring God” ends up being one of Paul’s most trusted partners. Timothy was often sent, on behalf of Paul or the early church, to help other churches. The Timothy Award recognizes students who work faithfully behind the scenes in a support role. This could be the person who assists teachers, assists students, or just helps out in a variety of places.

Esther/Simon Peter Award: Esther is remembered for boldly approaching the King to defend her people. Simon Peter was the one who, upon seeing Jesus approach the boat while walking on water, stepped out of the boat on faith. This award recognizes students who display courage by sharing and living their faith boldly for their age.

Live the Truth: Live the Truth is designed to recognize students who exemplified the ideals of a Trinity student in academics, social settings, and with their efforts at living their faith. Those who are nominated, and ultimately receive this award, are students who generally and consistently exhibit a Christ-like character and the fruit of the Holy Spirit in their interactions with fellow students, teachers, administrators, and parents. Live the Truth is the highest award given in the Lower School and therefore students may only receive Live the Truth twice while in the Lower School (once during TK-2nd; once during 3rd-6th). Likewise, a student receiving Live the Truth is not eligible for the Barnabas, Solomon, Timothy, or Esther/Simon Peter Awards that same year.

You may notice that there is no award/recognition for perfect attendance, which is an intentional omission. Perfect attendance, while seemingly a worthy goal, is outside of the student’s control. If a student is sick, coming to school to obtain perfect attendance is not healthy/beneficial for that student, the rest of the class, or the teacher. Students who are not well (i.e. are contagious or do not feel well enough to be at school) should remain at home. There is benefit to students learning how to attend school when not feeling 100% (headache, stomachache, etc.) but often at younger ages, students either are unable to have a productive day when they do not feel well or that is the first sign of a larger illness and should not feel like they “lose” an award for staying home if truly they are sick/not feeling well.

ATTENDANCE

At Trinity, class attendance is considered essential for academic success. Absences frequently result in lower grades and less content mastery because of problems associated with making up missed instructional time and associated school work. Parents should allow their children to be absent from school for only the most worthy reasons.

In addition to the educational importance of class attendance, the state of North Carolina has a “compulsory attendance requirement.” N.C. Gen. Stat. § 115C-378 requires that, “Every parent, guardian or other person in this State having charge or control of a child between the ages of seven and 16 years shall cause such child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session.” Children are required to attend school and a parent or guardian is required to ensure that they do so. Students who miss school for other than legitimate reasons are considered truant.

Missed work:

Teachers will provide work missed due to an absence as soon as possible; however, this is dictated by several factors including when the teacher has planning, what the assignments are for the day, and how easily transferrable the assignments are to independent work at home. It is best to expect that a student unexpectedly absent will not receive missing work the day of the absence.

If your student misses 3 or more days, for any reason, it is possible that the teacher may request that the student have some additional time with them for review or to complete summative assignments. Trinity Academy understands that families have complex schedules but we ask that parents likewise understand that about Trinity staff as well. Teachers strive to be as available as possible in these cases; however, they often have limits to when they can be available to work with your student, given other requirements placed upon their time by Trinity Academy as well as their own family. This may require a few days of morning tutoring or staying after school on some afternoons – while we regret any inconvenience this may cause your family your support in adjusting your schedule is greatly appreciated.

Absence procedures:

Please **EMAIL** (do not call) the school office (attendance@trinityacademy.com) by 8:15 a.m. if your child will not be attending school. School receptionists are unable to document student absences by phone. You are encouraged to also copy the teacher onto the email so that they are aware of the absence as well. If you do not email regarding the absence, please send a note, signed by you, with your student on the next day they are at school.

Notes/emails should contain:

- 1) Student’s name
- 2) Date(s) of absence(s)
- 3) Reason for absence
- 4) Signature of parent/guardian (unless emailed from your email account)

Types of absences:

There are two types of absences – excused and unexcused. North Carolina State Board of Education lists seven situations in which an absence from school will be considered excused:

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- Illness or injury
- Quarantine
- Death in the immediate family
- Medical/dental appointment
- Court or administrative proceedings
- Religious observance
- Educational opportunity

Many absences, excused or unexcused, are pre-arranged. If an absence is known in advance, it is beneficial for all involved to be in communication about the absence ahead of time. To assist with notification, a **Pre-arranged Student Absence/Late Arrival/Early Dismissal Notification Form** may be completed and submitted to the teacher prior to the absence. Daily work that has been assigned before the student leaves for a pre-arranged absence will typically be due the day the student returns. Missed/make-up work will be completed at the discretion of the teacher based upon each student, their length of absence, and the material being covered.

We ask that you avoid absences during set times of the year that are announced on the one-page calendar. These events include:

- The day of Lessons & Carols
- ERB Testing week
- The day of the LS Spring Concert

If your student will miss an announced musical concert, please contact the LS Music Teacher as soon as possible to make arrangements. Typically, students who are absent, unless given an exemption because of participation in another performance, will be required to complete an assignment that requires writing and presenting to the class. Those who miss and do not complete this assignment will have their grade impacted by missing an essential element of a performing arts class.

Absences Due to Family Trips and Vacations:

Trinity Academy realizes that family time together is important and makes many considerations in this area when planning the annual school calendar so that extended weekends and vacation days are available for families that desire to take trips during the school year. While we strongly encourage families to plan around the school calendar, we understand that this is not always possible. In the event your student will have to miss school due to a family trip, we ask that you submit the pre-arranged student absence notification form at least five days in advance.

For an extended absence, completing all make-up work is often *not* the most beneficial approach for a student. Each teacher will make a determination for which missed assignments would be beneficial for a student to complete (either in advance or post-absence), which assignments can be exempted, and which assignments can be replaced by alternate assignment(s). When possible, work will be provided prior to the absence; however, that is not always possible depending upon the content missed. Teachers will clearly communicate when missed and assigned work is due to avoid late penalties.

Any alternate assignment(s) will typically include a written and/or oral presentation of the educational aspect of the absence. This serves as an opportunity for the student to work on presentation skills, connect their experiential learning to their classroom, and to expose their fellow classmates to different information.

Serious Illness:

If a student's illness prevents him/her from keeping up, the student will be granted the same number of days to make up work that he was absent. (E.g. A student who misses three days of school due to serious illness will have three school days to make up the missed work upon their return.) Each unique situation can also lead to unique modifications as needed.

Excused Absences:

The Lower School is able to grant up to 5 educational absences for each student each academic year. Any education absence beyond the fifth day requires a written submission to the Head of Lower School that states the academic value and purpose of the trip; if not submitted or not approved, the absences will be considered unexcused. 16 unexcused absences during an academic year will result in withdrawal from the Academy and reported to the Wake County Public School System as required by the Department of Non-Public Instruction. A student who accumulates 16 unexcused absences is not eligible for promotion.

Unexcused Absences:

An unexcused absence is defined as "(a) student's willful absence from school with or without the knowledge of the parent" or "absence for any reason other than those listed under excused absences."

Absences & Athletics (sixth grade):

To participate in a sports game on a given date, a student must be present for the entire school day. Exceptions may occur where prearranged absence forms have been appropriately submitted in advance to the school. Final decisions for athletic eligibility are made by the Athletic Director and/or Head of School.

Consequences & Legal Considerations:

Wake County specifies a child can be held responsible for not attending school through the school's disciplinary policies and by juvenile law. Truancy, or failure to attend school, is considered a punishable offense in juvenile court. After a child accumulates ten unexcused absences, the Administration must consult with the student and his/her parent(s) or guardian(s) to determine if the parent or guardian received notification, and if so, made a good faith effort to comply with the law. Once a student has accumulated 16 unexcused absences, he/she must be withdrawn from the Academy and reported to the Wake County Public School System as required by the Department of Non-Public Instruction. A student who accumulates 16 unexcused absences is not eligible for promotion.

Tardiness:

Lower and upper school classes begin promptly at 8:00 am. Students should arrive at school between 7:30 and 7:57 am. Lower school students arriving after 7:30 but before 7:40 will wait in a designated area on campus until 7:40. Students arriving at 7:40 should go directly to their classrooms and put away articles of clothing, backpacks, and lunches, turn in their homework and ready themselves for their lessons. After the 8:00 am bell, drivers of lower school students must park, obtain a tardy slip from the office, and walk their student to class unless there are still people available to indicate that the Lower School doors are still open to students. Students arriving after 8:00, even if you do not have to park and escort them to class, are still considered tardy.

Check In/Out:

An authorized adult must check-out students who need to leave school early. Parents picking up students prior to dismissal should check the student out at the receptionist window in the admin building. The receptionist will notify the teacher by intercom of the parent's arrival. The teacher will send students in grades 2-5 to the deck area in front of lower building B where parents may meet them. Students in TK-1st grade will be escorted or observed until a parent has received them on the lower school deck in front of lower building 'A' entrance. If teachers were not notified of the early check-out in advance, it may be 10 minutes (or more) before a student is ready to leave after your arrival on campus, depending upon where your student's class is at the time.

We recognize that one of the aspects of Trinity is the community that develops between families and this often leads to carpooling, sometimes with minimal notice. With this in mind, students may be released during carpool to any adult the student feels comfortable with unless the school has specific written documentation stating otherwise. We do request, to make the process quicker and easier, that anyone picking up your student have one of the Trinity provided name cards.

ILLNESS PROTOCOLS & MEDICATION PROCEDURES

Trinity's illness policy follows the Center for Disease Control's guidelines **that students must be free from fever or vomiting (without fever reducing medications) for 24 hours before they may return to school.** Parents will be contacted to pick-up children who return to school before the 24- hour fever free period has been fully implemented or if their student exhibits these symptoms at school. This helps prevent the spread of illness to staff and other students, while also helping to ensure that your student is healthy and less likely to catch another illness.

Should your child be prescribed to take medication and/or should you desire for them to take over-the-counter (OTC) medicines during the school day for a medical issue, we ask that you complete the medication authorization form and provide the medication directly to the classroom teacher or the school nurse. We are unable to store and/or distribute any medications to students that are not specifically provided for students by their parents, who must complete the authorization form giving written permission for the administration of specific medications within a specific time frame designated on the form. Please place your child's medication (in its original bottle) with a completed copy of the authorization form in a Ziploc style bag and bring it directly to the classroom teacher. **Students may not bring medication to school. The parent must deliver the medication to the school with the authorization form in order for school personnel to administer the medication.** Unless a prescription is written for a medication to be administered on a continual basis, we are unable to administer any medication for longer than 2 consecutive weeks (or 10 consecutive school days). Please only send the amount of medication needed for consumption during the prescribed (by parent or doctor) administration period designated on the form.

Immunizations

According to N.C. State Immunization Law G.S. 130A-155b, immunization records must be on file at the school by the 30th day after school begins. Record of DPT/DT, Polio, and MMR are required by state law for all students. MMR (combo) is required by law for all students born after 10/1/91. If immunizations are not in compliance by the 30th day of school, the student will be withdrawn from school in accordance with North Carolina State Immunization Law and cannot return until proof of immunizations is submitted to the school. Parents are encouraged to update their child's tetanus shot as well.

More guidance is provided via the appendix: Guidelines for Common Illness (and Implications for School Attendance).

FIELD TRIPS

Field trips are an extension of learning off Trinity's campus while also providing a valuable and important social experience opportunity for students. To help maintain the academic and social aspect of trips, in addition to student safety, the following procedures are followed for Trinity Academy Lower School field trips:

- Trinity Academy vehicles, public transportation, or contracted transportation will be used for all trips.
- Seating arrangements and assignments are determined for all trips by teachers.
- Teachers determine the minimum and maximum number of chaperones needed for the trip in order to maintain a structured environment yet also keep it a unique academic and social experience for students.
- Teachers assign all groups and are not able to take requests for who is (or is not) in a particular group.
- Chaperones:
 - are expected to ride in the arranged vehicles to and from the trip
 - are required to be present for the entire trip (I.e. when class leaves campus until they return to campus).
 - need to be able to be away from work during the trip and avoid having to take phone calls or respond to emails during the trip
 - will be responsible for particular students during the trip including basic supervision which may not include their child although children of chaperones will be placed in their group whenever possible.
- Background checks are required for chaperones attending an overnight trip or driving Trinity students. If driving students, a Motor Vehicle Report is required as part of the background check.
- Teachers may invite visitors to also attend the trip if the structure of the trip allows.
 - A visitor will not have the same level of responsibilities or duties as a chaperone.
- Elements of the trip, including the date of the trip, may be changed. Every effort is made to avoid changes; however, often changes are beyond the control of Trinity Academy.
- Field trip expenses for the student, other than meals, are paid for by the school out of the Student Activities Fee.
- All field trip expenses of the chaperone or visitor must be paid by the chaperone or visitor. Some locations request this in one payment from the school while others request chaperones or visitors pay individually on-site.
- Cell phones and electronic devices are not permitted on field trips unless explicit permission is given by the teacher. If electronic devices are allowed, limitations such as what is allowed and when they may be used, may be put into place by Trinity staff.
- No siblings are allowed on Trinity field trips even to join for lunch or if the parent is serving in a non-chaperone capacity. This protects the integrity of the trip for all students.
- Out of respect for a variety of family choices on this topic, we request that alcohol not be purchased or consumed by chaperones during the trip or in the presence of students by visitors.

EVENTS

Trinity Academy hosts several events throughout the year that we hope families will be able to participate in to engage with the larger Trinity community. A few of these events are required for students and/or parents, some events occur during the school day, whereas other events fall outside of the school day. All events can be located on the one-page calendar for specific dates/times each year.

Required events:

- LS Parent/Teacher Meetings – the Monday before school begins at 5:30 and/or 6:00 (PARENT only event)
- LS Parent/Teacher conferences – a Tuesday/Wednesday during 1st quarter; specific times are provided prior to the conferences
- Lessons & Carols – an evening in December when all students in grades K-6 are required to attend; held off-campus (required for students)
- LS Spring Concert – typically a Thursday evening in May (required for students)

Community events:

- An Exceptional Evening – a Saturday evening event each fall (PARENT only event)
- Homecoming – a Friday event each fall including games, homecoming court, a LS parade, and food!
- Grandparents Day – a half-day in the fall designed for grandparents to see what Trinity students do each day! (GRANDPARENT only event)
- Theatre Performances – two or three times throughout the year (tickets required)
- Golf classic – a fundraiser for our athletic department, typically held in the spring
- Night of the Arts – an evening, typically in the spring, to showcase the talents of our students!
- Second Empire 5K & Spring Fling – similar to Homecoming but built around a 5K instead of a soccer game; held on a Saturday morning each spring
- Senior Thesis presentations – a week in April/May where seniors present, and defend, their thesis; LS students do not attend but parents are welcome to attend any of these presentations each year as it is the culminating event of a Trinity education
- Baccalaureate Service – the evening before graduation
- Graduation – the Saturday morning of Memorial Day weekend

School events:

- All-school Christmas Chapel – typically the morning of the last day of school before releasing for Christmas break
- Poetry & Prose finals – the final round of Poetry & Prose (an activity all students are required to participate in initially)
- All-school Easter chapel
- End of year events during the last week of school – Field Day (Tuesday), Awards Ceremony (Wednesday), 6th grade promotion (Wednesday), & Kindergarten promotion (Thursday)

PARTIES & BIRTHDAY CELEBRATIONS

Class parties:

Class parties are on set-dates for the entire school as well as specific guidelines for children's birthday celebrations and teacher birthday celebrations. Siblings are not allowed at any parties, Trinity students as well as non-Trinity students. If someone needs childcare, please utilize the co-operative childcare plan set-up by room parents to assist.

Class parties are established by administration each year but typically occur on the following dates:

- Christmas party will be the last day before the Christmas break
- Valentine's Day party will be as close as possible to February 14th each year, to fall on the Friday before if the 14th is on a weekend
- End of year party will fall on the last day of school except for grades K & 6 which have receptions following their promotion ceremonies

For class parties, they will take place the last hour of class and need to conclude 15 minutes before carpool.

Birthday celebrations – student:

- Birthdays will be celebrated in the classroom, not the dining hall.
- Students can wear Black & Gold attire on the day their birthday is celebrated.
- Parents need to contact the teacher or room parent to set up a time and notify what special snack they may be providing.
- NO party items (balloons, gift bags, other novelties, etc.) should be brought to class – only the snack.
- This celebration is not a party but is instead a mini-celebration of around 5-10 minutes.
- Snacks should be easy to distribute and should not require additional items such as forks or knives. Cakes should be avoided due to the time required to cut. Healthy items are strongly encouraged with smaller "sweet" snacks (doughnut holes, mini-cupcakes) especially for younger ages.
- Please make sure to consider dietary restrictions so that families of students with dietary needs can provide a snack for their child that day.
- For students who have birthdays during the summer, we recommend celebrating their "half-birthday" six months from their actual birthday (June birthdays celebrated in December; July in January; August in February) or celebrating it in early August or late May
- Siblings, Trinity students and non-Trinity students, are not allowed at birthday celebrations.

Off-campus parties:

Trinity recognizes that parties and social gatherings outside the school are an integral part of the students' social experiences. The school does not assume responsibility for such events. Since Trinity is a small community, we urge particular sensitivity to the problem of *most* of the boys/girls (but not *all*) being invited to a party. Any invitations delivered *at the school* must include *all* of the class or *all* members of the same gender.

DISCIPLINE

Trinity Academy uses a combination of disciplinary forms the school believes biblical in approach. Classroom rules are posted in all Lower school classrooms and communicated to parents and students during the first weeks of school. In general, rules are designed to help students show respect for authority, for others, for property, and for themselves. In cases of wrongdoing, a biblical pattern of confession, repentance, restitution, and restoration of fellowship is followed whenever possible. Parents will be informed of major incidents involving their children and will be consulted if serious disciplinary measures are indicated. The goal with discipline is discipleship and heart change with discipline playing a potential role during that process.

The integrity of relationships is one of our top priorities at Trinity Academy, so the desired end of all discipline is the reconciliation of strained relationships between students or between students and their teachers. Faculty members are expected to help students maintain their relationships with each other and with their teachers and other school staff.

Trinity teaches students God's commands and helps them learn to obey by comparing their behavior to biblical requirements, commending them when they are obeying God's commandments and appropriately correcting them when they fail to obey. Although the Bible does not specify every behavior, Trinity asks students to demonstrate their knowledge of ordinary courtesies and conventional social standards.

Trinity Academy believes that fair does not mean equal/same and instead seek to tailor each disciplinary incident to the individuals involved; likeness fair is not the same as just. Two students involved in the same incident may receive separate consequences, depending upon their role in the incident, their prior history, and what Trinity Academy staff believe will be most effective with that particular student. Similarly, Trinity Academy avoids detailed "behavior leads to consequence" approaches, as they remove the ability for discernment and wisdom. While this can lead to "stickiness" it allows action to be personalized for each student.

For issues that have become chronic/repeated despite other interventions, Trinity Academy typically strives for the following steps:

- Issue corrected privately between teacher and student
- Portion of recess time-out (K-6) or other selected consequence in addition to parent contact
- Parent contact in addition to referral to Lower School Head with possible lunch or after school detention assigned

Continued or more serious offenses may result in suspension or expulsion.

Harassment/Bullying:

Harassment or Bullying, whether based on gender, race, color, national or ethnic origin, age, or disability, will not be tolerated at Trinity Academy. Any type of harassment, including physical, sexual, verbal, and electronic will be taken very seriously. This policy applies to the actions of staff, parents, coaches, volunteers, and students. Anyone who violates this policy will be subject to discipline, up to and including termination or expulsion. Given the sensitive nature of this issue, a student who believes that he or she has been the target of harassment is encouraged to include an authority figure, such as a

parent, and a member of the Trinity Academy staff in the discussions with the person initiating the alleged harassment and the appropriate administrator (Lower School Head or Head of School). Parents will be notified when any incident involving their child is brought to the attention of Trinity Academy staff. Instances for which there is sufficient evidence that a crime has been committed will be reported to the appropriate authorities.

Harassment or bullying is defined as on-going, repeated pattern of aggressive actions (written, electronic, or verbal) from a real or perceived power imbalance that create a hostile environment. Bullying is not teasing although, if teasing is requested to be stopped and still continues after adult intervention, it then may constitute bullying. The first step is to address inappropriate behavior before it becomes on-going or repeated as many instances of bullying initially begin in the spirit of friendship or are centered around a misunderstanding/miscommunication.

ACADEMIC HONOR CODE

Academic integrity lies at the heart of learning. Members of the Trinity Academy community are expected to uphold the highest standards of honesty. Specific violations of the Academic Honor Code are described below. These provisions will be enforced according to the Discipline Policy.

Plagiarism

To plagiarize is to represent the work, ideas, or words of someone else as your own, without giving that person credit. Plagiarism may involve cutting and pasting an entire passage or essay or using someone else's wording without using indentations or quotation marks. It may take the form of paraphrasing another person's idea without mentioning that person or footnoting the source. The issue of plagiarism applies to any type of work, including exams, papers, or other writing, computer programs, art, photography, or video. All papers and materials submitted for a course must be the student's original work, unless the sources are otherwise cited. Students are prohibited from submitting any material prepared by or purchased from another person or company.

Consequences for plagiarism vary significantly in the lower school depending upon the severity of the plagiarism and grade level. When possible for the first offense the emphasis is on correction and typically includes the student re-doing the assignment. Repeated offenses are addressed case-by-case given the student age, the assignment, and the types/severity of plagiarism committed. At any time, depending upon the severity of the offense and the grade level, additional consequences can be enacted including after school detention and assigned grades of zero; repeated offenses in 6th grade may result in suspension.

Inappropriate Collaboration

Close collaboration on academic work requires acknowledgment. Inappropriate collaboration involves working with someone else in developing, organizing, or revising a project (such as a paper, an oral presentation, a research project, or a take-home examination) without acknowledging that person's help. Specific policies regarding collaborative work, peer review, use of tutors, and editing may vary by teacher.

Dishonesty in Examinations (In-Class or Take-Home)

An examination is to be solely a student's own work, unless otherwise directed by the instructor. No communication is allowed between or among students, nor are students allowed to consult books, papers, study aids or notes, without explicit permission. Cheating includes, but is not limited to, copying from another's paper, giving unauthorized assistance, obtaining unauthorized advance knowledge of questions to an examination, or use of devices or procedures for the purpose of achieving false scores on machine-graded examinations. Specific policies regarding examinations may vary by teacher. Parents, siblings and fellow students may provide assistance and coaching, but all work must be that of the student.

ELECTRONICS & TOY POLICY

Lower School students should leave all toys at home unless special permission is granted by a teacher. Cell phones, cameras, games (including calculator games), IPODS, etc. are not to be used on campus during school hours. Watches or other devices with ability to do additional functions such as take pictures or text will be considered as an electronic device and subject to this policy. A student who wishes to have these devices for a purpose after school should turn them into their teacher upon arrival for return at the end of the day. Students in grades TK-5 do not need to have electronic devices at school as they can utilize school phones in the event that a need arises to call home.

Some exceptions:

- Kindles and nooks may be used with teacher permission for reading purposes only.
- Certain watches with limited capabilities may be worn; however, a student can lose this privilege if they misuse the device. These watches should not be Apple watches (for example) and instead designed for children with the parent in control (so that a student is only able to communicate with the parent, for example). Even if a student has this device, a parent should not use this for communication with a child during the academic day and instead communicate through a teacher between 7:45-2:45.
- As a result of their involvement in after school athletics, some parents of 6th grade students may wish for their student to have a cell phone for communication purposes after school. If your 6th grade student brings a cell phone or other electronic device such as an I-pad or I-pod to school they are to turn it in to their initial 6th grade teacher (homeroom) upon arrival to school; students may pick up their device from that teacher after 2:45 or when they are leaving campus.

Headphones serve to isolate students from their peers and should not be brought to school unless being used for educational purposes or unless used during an approved time such as a study period before a practice. Permission must be granted by the adult in charge of the activity for headphones to be used. Unless permission has been granted, students are strongly encouraged to not bring headphones to school.

Fidget Devices (such as spinners):

Frequently toys become advertised as aides to help students who struggle to remain attentive. These devices, often called fidget devices (such as spinners), rarely work as advertised for Lower School students, given their age/maturity.

- For a student who has a fidget device (such as a spinner), as long as they are able to use it properly in an academic setting, it will not be considered a toy.
 - Using it properly means that they are able to use it, as intended, without it becoming a distraction to themselves or others.
 - If the device becomes a distraction to anyone in the classroom (including them), a teacher may prompt the student to put the device away or may ask to hold onto the device for the student.
 - If a student is unable to use the device properly over multiple days, they will lose the opportunity to use it.
- These types of devices will not be allowed at other places that toys are not allowed (such as lunch or chapel) but, with teacher permission, can be utilized during recess.

CUBBIES, PERSONAL PROPERTY, & LOST AND FOUND

Personal property should be stored in proper places. Students may use designated areas to store coats, gym bags, and book bags which are too big for the cubby. Students are not to use cubbies/lockers other than those assigned to them or to mess with items in another person's cubby.

6th grade students will have lockers rather than cubbies. The same rules and expectations apply to lockers as to cubbies.

Items left after school in lower school buildings will be placed in a Lost and Found box closest to where the item was found. To avoid confusion about ownership of misplaced clothing, students are strongly encouraged to mark their clothing items with their last name. Items found with identified names will be returned to the child's classroom. Periodically, all Lost & Found items without names will be donated to a local mission or sold at the Used Uniform Sale.

VISITORS TO CAMPUS

Lower School Buildings:

Lower school buildings are equipped with security locks on all doors. All Trinity staff and visitors entering these buildings must either possess or obtain passes which can be used for entry. Visitors must sign in at reception in order to obtain the pass. Please remember to minimize classroom visits in order to avoid distractions except when volunteering for classroom duty. Younger siblings may not accompany parents during classroom volunteer opportunities.

Volunteering:

We ask that all volunteers sign the volunteer log at the front office. One of the elements that is asked by accreditors is to document involvement of volunteers, and this log is one of the ways we keep track of volunteers. Additional policies regarding volunteering are currently being revised in conjunction with the upper school and the athletics office.

Attending events:

When attending events, such as chapel or assemblies, non-Trinity students are welcome to join you. Unless you are volunteering, there is no need to check in at the front office for these events.

Lunch:

- If you wish to join your student for lunch, please check in at the front office.
- You may eat outside on the patio (weather permitting), you may eat inside at an empty table, or you may join your student at a table assigned for their class and eat with their friends.
- Non-Trinity siblings are welcome to join for lunch.
- Please note that the first 10 minutes of lunch for grades K-2 are silent so that they can focus on eating; if you are eating inside the Atrium, we ask that you respect that expectation even when you join your student for lunch.

VOLUNTEER OPPORTUNITIES

Trinity Academy seeks to create a variety of ways for parents and others to be involved in the life of the school. This includes volunteer opportunities that are short in duration (10-15 minutes), whole day (such as field trips), repeated regularly, or occur after school hours for those unable to miss work. We also encourage you to involve extended family in volunteer opportunities, if they wish. This could include grandparents, aunts, uncles, etc who either live in the area or are visiting.

It is important for parents to remember that volunteer opportunities are ways to serve the school and are not designed to be additional time for you to spend with your student. Every effort is made to make sure that, when possible, you are able to be with your student but, even then, we ask that you focus on the assigned group and adhere to any expectations outlined by the teacher or other staff member coordinating the volunteer opportunity. For example, if a class party includes time for students to play outside, volunteers are expected to help assist with supervision or engaging with students during the play time instead of remaining indoors and talking to other adults.

Some typical volunteer opportunities during the year include:

- Guest reader (10-15 minutes)
- Serving at various events such as Grandparents Day, Kindergarten Promotion, etc
- Hanging art on the walls of the hallway (can be after hours)
- Planning a room party (can be coordinated after hours)
- Chaperoning a field trip
- Providing materials for a theme day or field trip
- Volunteering to lead a station during field day or a theme day
- Guest speaker on a topic of expertise (LS or US)
- Serve as a room parent
- Coordinating an outside (unofficial) class/grade level social activity (for parents or families)
- “Babysitting” siblings (on-campus or off-campus) for another Trinity parent so they can volunteer

We also ask that, regardless of your availability, you volunteer to pray daily for Trinity Academy. Some specific prayer requests to consider:

- Pray for the staff to have wisdom, discernment, patience, love, and peace
- Pray for those who have not accepted Christ as Lord, that they would hear and see the Gospel in action on Trinity’s campus
- Pray for the students to learn, to grow, to forgive and accept forgiveness as needed

Regardless of your ability to volunteer, we still encourage all families to actively engage in the Trinity community. Schedule play dates outside of school, attend group events outside of school, and be a part of various Trinity events. Some events occur immediately after school, others are in the evening, and some are on Saturdays. It is hoped that by having events at a variety of times, each parent will be able to attend at least one event and families will be able to participate in more of the optional events.

P.A.T.T. & GPS

Schools such as Trinity can achieve excellence only with the support of an active parent volunteer base. Parents and Teachers at Trinity (P.A.T.T.) serves the school with more than twelve active committees. From campus clean-up to teacher appreciation, P.A.T.T. contributes enormously to the daily functioning of the school. For information, contact the school office for a P.A.T.T. Volunteer List. To start each year with a supportive spirit, each family is encouraged to fund the many goals of the group through an annual membership fee.

Trinity also has a GrandParent Society (GPS) to allow additional members of the family to have easy channels to get connected with volunteering at the school. Please have your student's grandparent contact the development office if they are interested in being a part of Trinity's GPS.

When assisting the school as a volunteer, it is important to remember that only the Head of School or Board members may sign contracts for Trinity Academy. If your volunteer group has been assigned a task that requires a contractual agreement, please communicate with the Head of School to receive approval and the appropriate signatures.

SIBLINGS

Siblings are welcome to attend many Trinity events; however, there are times that it is not appropriate for siblings to attend. Experience has shown that, despite the best of intentions, a sibling draws some of the attention of the group and detracts from the experience for students, including the sibling who is a Trinity student. Therefore, we ask that siblings not attend the following:

- Field trips
- Class parties
- Birthday celebrations
- Guest reader
- Class theme days
- Anytime you are serving as a volunteer (including as a chaperone)

We know that for some families this will limit your ability to be involved. We encourage classes to work together to identify parents with the flexibility to watch other children so that parents can participate in the above activities. Many times this can even be watching the other children on campus (let them run around the track, for example, or sit in the Atrium if it is not being used). Our desire is to create opportunities for parents to be involved but to also protect the environment and opportunity of all students in the class/grade level.

Siblings are welcome for events where you are visiting (and not serving as a volunteer) such as:

- Chapel
- Assemblies
- Presentations where parents are invited (typically presentations outside of the classroom due to seating limitations)
- A regular day of lunch in the Atrium

We ask that you help us respect this expectation as it puts everyone in a difficult position when you show up to volunteer with a sibling, including those parents who have worked to secure childcare for their other children.

PARENT COMMUNICATION

In the age of constant communication via email, texts, and cell phones, the school attempts to strike a balance between keeping parents informed but not overwhelming them with information. Trinity also recognizes a difference between information sharing and communication.

For information sharing, a variety of platforms will be used in the lower school. Lower School core teachers will send home weekly newsletters/updates on Friday. This will be sent by either email or paper as determined by the teacher. This update will give you some key dates and information about their classroom including upcoming events you need to be aware of, the next week's spelling words, and will also be a reflection back on the previous week. The Lower School Head will also send out a weekly email drawing your attention to information that may be useful to you from a whole-school perspective.

For communication, parents are encouraged to contact teachers for concerns related to their student. This communication is often best initiated by email but please do not hesitate to speak in person or via phone as some conversations are best in person. We expect staff at Trinity to be accessible but this does not mean that staff are always available. Trinity staff often have meetings and other obligations after school so we ask that you arrange a meeting in advance whenever possible. If you wish to drop-in without an appointment after 3:15, please understand if the teacher is unavailable. We expect teachers to acknowledge emails within 24 hours but do not require teachers to respond to emails over the weekend or evenings so that they can focus on their families.

If you have been unable to resolve the concern by communication with the teacher, or if the concern exists outside of an area that a teacher is responsible for, please contact the Head of Lower School.

Further details can be found in the appendix: The Trinity Communication Initiative (Lower School).

ADDRESSING CONFLICT

In any community, there will be times of conflict, confusion, misunderstandings, and/or disagreement. As a Christian school, we have the opportunity to address these areas in a way that is unique compared to the world around us.

Conflict Between Students

Some conflict, over the course of potentially 8 years together in the Lower School, is to be expected between students. Most of the time, this conflict is a result of either a misunderstanding or a prior “hurt” that a student experienced. Conflict between students is often resolved by conversations with Trinity staff and may not need parental involvement although there will be times that parents can either help make staff aware of a conflict or may be asked to be part of the conflict resolution process. Communication, and working through the conflict, helps both repair and restore relationships while also equipping students with needed conflict-management skills.

Some tips for helping resolve conflict between students:

- If you are aware of a conflict, do not hesitate to let the teacher know so they can monitor the situation and become involved if adult assistance is needed.
- Request to meet with the teacher to discuss the conflict so that you can gain an adult’s perspective (as student perception is often not a complete understanding).
- Speak with the other student’s parents to work together to repair/restore the relationship between students.
- Schedule playdates (in groups of 2-4) including the students in conflict so that they can have opportunities to work/play together, away from the additional stress of the “public nature” of any conflict at school.
- Meet with administration to help facilitate conversations between the two families if you feel more comfortable having a third-party present.
- Refrain from sharing this conflict with others whose children are not involved, especially if you have not shared the concern with the parent of the child who is involved.

Conflict Between Student and Teacher

Children typically desire to please others in their life, including their teachers. This desire to please can sometimes lead to students perceiving redirection/correction from the teacher in a manner entirely opposite of the way that it was intended/delivered. A simple redirection by a teacher can turn into “the teacher does not like me” very quickly by a student who feels they have disappointed their teacher. The challenge any parent faces when a student expresses these types of concerns, is to weigh when to involve the teacher. There are times, especially as a student gets older, that they develop a sensitivity (and sometimes negativity) towards any redirection and begin to complain frequently. Trinity Academy does not wish for a student to feel this way but also understands that it is a developmental stage many children go through. Whenever you, as your child’s parent and chief advocate, have any questions or concerns about what they are saying, please schedule a time to speak with the teacher to receive additional information about the situation/relationship. Student perception

is often an incomplete picture or understanding of what happened so hearing from the adult(s) involved helps provide clarity and opens up the path towards restoring the relationship between the teacher and student.

Some tips for helping to resolve conflicts between your student and a teacher:

- Do not wait until something “small” has grown into something “large.”
- Communicate with the involved adult(s), remembering that an individual’s perception sometimes is not complete but that adults frequently have a more complete understanding of the situation.
- Keep in mind that Trinity Academy staff would not be teaching at our school if they did not love Jesus and love kids – we all make mistakes but trust that their heart and intentions are always for the best.
- When staff makes a mistake or unintentionally contributes to a misunderstanding, accept their apology and help your student process the event.
- If you remain concerned after speaking with the teacher, contact administration.
- Refrain from sharing this conflict with others whose children are not involved.

Conflict Between Parent and Staff Member

When there is conflict between two adults, this serves as an opportunity for us to model for students how to resolve conflict. If you are upset about actions you believe a staff member has (or has not) taken, please contact them directly to discuss the matter. A face-to-face meeting is encouraged as it allows for better dialogue than email. If a face-to-face meeting cannot be scheduled in a timely manner, a phone conversation between the two parties involved is preferred over email. Please schedule a time to meet so that all parties involved are able to be focused on the concern at hand; it is not appropriate to address conflict in front of other students or when staff are in the middle of other responsibilities such as carpool or instruction.

Some tips for helping to resolve conflict between you and a staff member:

- Do not respond immediately once you become concerned about something; take a little bit of time to process the concern before reaching out.
- Speak directly and privately with the staff member, preferably at a scheduled time.
- Begin by sharing your concern, asking questions, and seeking out additional information.
- Do not let minor concerns grow into larger concerns before you address them.
- After speaking with the staff member, if your concern has not been resolved, then speak with the appropriate division head.
- Refrain from sharing this conflict with others who are not involved.

SOCIAL MEDIA

Social media is becoming (has become) an integral part of daily life for the majority of Americans. From Facebook to Twitter to Instagram, people are using social media as their primary information source. Despite the ease with which information can be published, it is wise to consider information shared via social media just as you would consider a verbal announcement you would make in front of an auditorium full of people.

Trinity utilized:

Trinity students are photographed and videoed on a regular basis by staff. These photos and videos are used to promote the school by showing learning situations and many of our great activities. When individual students are highlighted, Trinity seeks to avoid using last names for Lower School students. Additional details can be found in the enrollment contract.

Family use:

In an ever increasingly social world, Trinity asks that you take a moment to consider the impact of your use of social media on the school and on other families. Specifically, some items to consider regarding social media:

- Only publish on your social media images prominently containing your own student or large group images, all with other students not named or “tagged”. Trinity asks that our families strive to balance capturing images of their own student and the requests of privacy that some of our families also have.
 - If your family is friends with the other family and they give permission for you to tag their student, that is acceptable.
 - If you post an image that contains another student and that family requests you remove the image, we ask that you consent and remove the image.
 - Please be aware of students in the background of images and make sure that no awkward/embarrassing poses are unintentionally captured.
- Refrain from airing your concerns or frustrations with the school, or about individuals within the school, in a public format, especially if you have not shared the concerns directly with the school or those involved.
 - Frequently areas of concern that are shared publicly harm others not involved (by innuendo or vague statements) or make reconciliation and restoration more challenging.
 - When concerns are aired publicly and then end up having contained errors/misunderstandings, fewer people see the correction/update than the initial complaint.

PLAYGROUND

Student Use:

During the school year, students will have access to the playground during many of their recess times. In the event the playground is too crowded, certain elements will be assigned to specific grade levels. TK and Kindergarten are not allowed on one of the portions of the playground due to the practicality of teacher supervision.

Recess is intended to be supervised but will often intentionally be unstructured. This will allow students the opportunity for creative play while also learning valuable personal skills such as conflict management. While teachers are supervising, conflict will often happen during recess and serve as an opportunity for staff and families to walk students through conflict resolution.

Family Use:

The playground is typically not used prior to 9:00 each day. This is intentional so that families with non-Trinity age students can use the playground (the addition in 2016 is designed for ages 2+). Please feel free after morning drop-off to go to the playground with any younger children you have; however, we do ask that you not use the playground during a school day between 9:00-2:45.

After school the playground is also available but may be used by others on campus, including Camp Trinity. If Camp Trinity is using the playground (staff wearing green Camp Trinity shirts), please approach them to make sure it is okay for your student to join the playground. You are expected to remain to provide supervision for your student.

SNACK

A snack time is provided each day for students in the Lower School. Parents are asked to provide a healthy snack each day and to avoid sugary foods and drinks.

- Soft drinks are not appropriate as part of the snack as it impacts the student's energy and focus in the classroom negatively.
- Students are asked to not share their snack (or lunch) with other students, to help protect students with allergies or other dietary needs.
- As students get older, snack time may become shorter or become a "working" snack time.

RECESS

Grades TK-3 have recess twice a day, although on days they have PE or Structured Recess they will only have one recess. Grades 4-5 have only one recess but that is typically connected with lunch, providing an extended break (45-60 minutes) during the middle of the day. 4th grade will have recess and then lunch while 5th grade will have recess after lunch. 6th grade will have lunch with the middle grades (7th and 8th grade) and follows their routine of having a combined lunch/recess period of 40-45 minutes; 15-20 of which must be spent in the atrium so they eat).

Recess is designed to be supervised but is often intentionally unstructured, allowing students the opportunity to free-play and learn conflict management. There may be restrictions for where students are allowed based upon other classes outside at the same time or the ability of the teachers outside to supervise a variety of locations.

SPECIALS

Lower School students have the following specials:

- Physical education - once a week for grades TK-3; twice a week for grades 4 & 5
- Structured recess (led by the PE teacher) – once a week for grades TK-3
- Music – twice a week for grades TK-6
- Art – once a week for grades TK-5
- Latin – 3 to 4 times a week for TK-5

6th grade has Latin mythology once a week, has art twice a week with the middle grades art teacher, and replaces PE with participation on a Trinity athletic team.

LOWER SCHOOL DRESS CODE (for grades TK-5)

The purpose of the dress code is to encourage high standards of modesty, decorum and excellence, and to cultivate a positive and encouraging learning culture. In the Lower School, the dress code is viewed as an opportunity to slowly expose students to choices. As they progress through Trinity (from TK-12), student freedoms increase in the uniform/dress code. Learning to make wise choices is one of the goals of Trinity's uniform/dress code. The Lower School dress code primarily centers around a uniform policy.

The base daily uniform and dress code applies each day unless otherwise noted and announced in advance. Alternative dress days may include:

- Black and Gold Days or Special Event Days (E.g. Field Day)
- Physical Education Attire on non-Chapel days
- Concerts or other ceremonies befitting more formal attire (such as LS Choir Concert)

Dress Code Infractions for Lower School

- If a student is out of dress code, the parents may be called and asked to bring the proper attire. Students may be asked to wait in the office until parents arrive.
- Discernment is used to identify an infraction related to a misunderstanding versus an intentional violation of the dress code. While a student who unintentionally is in violation may be required to change clothes and wait in the office until proper clothing arrives, that is not intended as a disciplinary measure.
- Intentional or consistent violation of the dress code will lead to disciplinary actions including loss of privileges for special dress days.

Updates regarding 2019-2020 dress code changes:

- Points of emphasis this year will be:
 - No shoes with lights or wheels.
 - Haircuts being off the collar for boys and out of the eyes for boys and girls. All hair color should also be a natural/conventional color (no blue, green, pink, etc.).
 - Socks meeting dress code of only being solid black, navy, or white and above the shoe.
- While part of the Lower School, 6th grade follows the middle school dress code given their frequent interactions with middle school (lunch and chapels)

LOWER SCHOOL DRESS CODE – GENERAL GUIDELINES (for grades TK-5)

- Clothing should be neat, clean, modest and appropriately sized. Clothing should be free from holes, tears, and excessive fading.
- Belts should be worn in pants with belt loops (**for both boys and girls**). Exceptions allowed for TK-1st grade boys but all boys should be wearing belts by the end of first quarter their 2nd grade year.
- Khaki-colored items must be a “khaki” color and not “olive”.
- Details about footwear/shoes:
 - Athletic or casual shoes are appropriate. Unsafe shoes such as Crocs, flip-flops, sandals, thongs, or excessively high heels are not permitted. Please note that **boots are not allowed**.
 - Shoestrings should match the shoes and not stand out in contrast to the shoes in either design or color.
 - Shoes with wheels or lights are not permitted.
 - **Shoes should not be a distraction or distinguishing feature of a Trinity Academy student.**
- Socks or tights must be worn with all shoes; bare feet are not permitted. **Socks must be white, black, or navy in color ONLY and visible above the shoe.**
- Body piercing is not permitted (except for girls’ ears).
- Tattoos are not acceptable, either permanent or temporary, except for special spirit days when temporary face stickers may be appropriate as long as they are not distracting from the educational environment.
- No hats, caps, bandanas, or other headwear permitted inside (including the Atrium).
- Details about hair:
 - All hair should be out of student’s eyes.
 - All hair should be natural/conventional in color (no blue, green, purple, etc).
 - Young men’s hair should be off the collar.
- All clothing items are recommended to be labeled with family name, particularly outerwear items.
- Navy logo fleece jackets, navy logo half-zip fleece pullovers, navy cardigans and maize sweater vests may be worn in the classroom.
 - Please note that hoodies or other Trinity Athletic sweatshirts may only be worn outside.

Boys:

- Students are not permitted to wear *cargo* shorts or *cargo* pants as part of the regular uniform.

Girls:

- **All skirts and the tops of slits in skirts should be at or below the knee.**
- **NAVY modesty shorts are required under all jumpers and skirts, year-round. Navy is the only acceptable color for modesty shorts.**
- **Undergarments (camisoles or sports bras) are required to be worn by girls by 4th grade.** Girls are especially sensitive as they develop or observe other girls physically maturing and the camisole or sports bra allows girls to feel more secure in this area, even if physical development is not yet visible. Undergarments should especially be worn with light colored polo shirts.
- **Hair accessories which include clip-on feathers may not be worn.** All hair accessories should not be distracting to the student or their classmates. This is ultimately at the discretion of the teacher and administration, based upon what they observe happening in the classroom.

LOWER SCHOOL DRESSCODE GUIDELINES – BOYS (for grades TK-5)

TK-2nd Grade

Required:

Lands' End white, maize, logo polo shirt (short or long-sleeve)
Navy pants or shorts (no cargo).
Belt, solid colored (begins 2nd grade at end of first quarter)
White, black, or navy solid socks visible above the shoe

Optional:

Lands' End Microfleece Half-Zip pullover with logo, Classic Navy
Lands' End Fleece Jacket full-zip with logo, Classic Navy
Lands' End Drifter Sweater Vest, maize
Solid white mock or turtleneck
Solid white undershirt

3rd-5th Grade

Required:

Lands' End white, maize, evergreen, logo polo shirt (short or long-sleeve)
Navy pants or shorts (no cargo).
Belt (solid colored or with pattern that is appropriate for navy shorts)
White, black, or navy solid socks visible above the shoe

Optional:

Lands' End Microfleece Half-Zip pullover with logo, Classic Navy
Lands' End Fleece Jacket full-zip with logo, Classic Navy
Lands' End Drifter Sweater Vest, maize
Solid white mock or turtleneck (worn underneath uniform shirt)
Solid white shirt (worn underneath uniform shirt)

5th Grade Privilege (Boys)

- Boys may wear colored or patterned socks (no neon).

LOWER SCHOOL DRESSCODE GUIDELINES – GIRLS (for grades TK-5)

TK-2nd Grade

Required:

Lands' End White Peter Pan Plain Blouse (short or long-sleeve)
Lands' End Uniform Girl's Plaid Jumper
White, black, or navy solid socks worn above the shoe
Modesty Shorts, navy (worn underneath the skirt or jumper)

Optional:

Lands' End Fine Gauge Cardigan with logo, Classic Navy
Lands' End Microfleece Half-Zip pullover with logo, Classic Navy
Lands' End Fleece Jacket full-zip with logo, Classic Navy
Navy leggings (worn underneath the skirt or jumper)
Navy or white tights (worn underneath the skirt or jumper)
Solid white mock or turtleneck (worn underneath the uniform)
Solid white undershirt (worn underneath the uniform)
Short-sleeve Polo Dress with logo, Classic Navy (worn in place of the blouse and jumper)

3rd-5th Grade

Required:

Lands' End white, maize, evergreen logo polo (short/long sleeve, regular/feminine cut)
Lands' End Pleated or A-Line Skirt, White Plaid
White, black, or navy solid socks worn above the shoe
Modesty Shorts, navy (worn underneath the skirt)
Undergarments (camisole or sports bra must be worn by all girls beginning in 4th grade)

Optional:

Lands' End Uniform Girl's Plaid Jumper worn with White Polo underneath (worn in place of regular uniform)
Lands' End Khaki pants (winter months only; November-February)
Lands' End Fine Gauge Cardigan with logo, Classic Navy
Lands' End Microfleece Half-Zip pullover with logo, Classic Navy
Lands' End Fleece Jacket full-zip with logo, Classic Navy
Navy leggings
Navy or white tights
Solid white mock or turtleneck
Solid white undershirt

5th Grade Privilege (Girls)

- Girls may wear colored or patterned socks (no neon).

LOWER SCHOOL DRESS CODE – NON-STANDARD DAYS

Black & Gold Day Guidelines –Lower School

Black & Gold Days are school-wide celebratory days that are announced in advance. Students may choose to wear their normal uniform on these days, or they may wear the following:

- Trinity “spirit wear” tops (Trinity Athletics officially sanctioned clothing including T-shirts, sweatshirts and hoodies)
- Solid black or gold shirts with minimal logos or writing
- Blue jeans or blue jean shorts; black, navy or khaki pants or shorts (no cargo); or Trinity Academy PE shorts (no other athletic shorts allowed).
- **No sweatpants, athletic pants, or athletic shorts may be worn.**
- **No cheerleader outfits, or cheerleader style skirts**

Physical Education Uniform - Grades TK-5th grade

PE Uniforms are optional for TK through 5th grade. Students may participate in PE dressed in their daily uniforms or in the Lands’ End specific PE items that include the standard Trinity logo polo shirt (short or long-sleeve) and navy athletic pants or shorts, purchased only from Lands’ End. Athletic shoes and socks are highly recommended for PE days. When a student’s PE day falls on Wednesday with chapel, they should wear their daily standard uniform, not the PE uniform. PE uniforms are not worn for Structured Recess.

Please note that the Boy’s Athletic Shorts are the approved shorts for both boys and girls.

Other Special Dress Days

There will be opportunities during the year for students to dress for the day and out of the typical uniform. During these days, students are required to follow any established guidelines; however, there is often opportunity for discernment and specific choice with these days that cannot be outlined in advance. Parents are expected to make sure that all attire is appropriate for school (modest and aligned to that day’s intended purpose). In the event that a student is not appropriately attired, they may be asked to change clothes. If you are unsure, you may always send your child’s uniform with them as a back-up.

Some basic guidelines for these days:

- No tank tops although at times sleeveless may be appropriate for girls.
- No jerseys (or items with over-large arm holes) unless a shirt is worn underneath.
- No bare/exposed midriff (either via hole or short shirt) or exposed back.
- Athletic shorts, other than PE shorts, are almost always not part of the approved attire unless specifically stated.
- Shorts/skirts should be of an appropriate length and take into account activities of the day.
 - Note – if students will be on stage, a skirt should be longer than you may initially think given the height of the Founders Hall stage.

LOWER SCHOOL DRESS CODE – ORDERING GUIDELINES

Our uniform provider is Lands' End (**Preferred School No. 9001-2383-7**). Toll free 1-800-469-2222 or www.landsend.com/school

Parents are encouraged to order uniforms prior to August to ensure availability and delivery prior to the start of school. Certain uniform items are required to be ordered through the uniform provider. Note that Sears at Crabtree Valley Mall has a Lands' End section where returns can be made for FREE. Lands' End always offers FREE shipping on orders of \$50 or more. Periodic sales and FREE logo promotions are shared with Trinity families via Tiger Tales. We encourage you to sign up for notifications directly from Lands' End so you don't miss promotions. PATT offers SCRIP cards for Lands' End that can be used to purchase uniforms.

There are many items that may be purchased from Lands' End. However, only **the ones listed here** **MUST be purchased from Lands' End** as part of the Lower School dress code.

Please note: this page is to help with ordering correct items but does not list which items are optional/required or which items are only allowed worn during certain months. That information is found under the guidelines for each grade level.

TABLE on next page to keep it from splitting pages

TK-2nd Grade Boys:

Description from Lands' End	Color	Logo Required
Mesh or Interlock_Polo (short or long sleeve)	White, Maize	Yes
Drifter Sweater Vest	Maize	Yes

TK-2nd Grade Girls:

Uniform Girl's Plaid Jumper	White Plaid	No
Peter Pan Plain Collar Blouse (short or long sleeve, knit or woven)	White	No
Fine Gauge Cardigan	Classic Navy	Yes
Short-sleeve Polo Dress	Classic Navy	Yes

3rd-5th Grade Boys: All items from TK-2nd Grade Boys plus

Mesh or Interlock_Polo (short or long sleeve)	White, Maize, Evergreen	Yes
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3rd-5th Grade Girls:

Mesh or Interlock_Polo (short or long sleeve) (regular or feminine cut)	White, Maize, Evergreen	Yes
A-line Skirt	White Plaid	No
Pleated Skirt	White Plaid	No
Fine Gauge Cardigan	Classic Navy	Yes
Khaki Pants	Khaki	No

Available to all grade levels (TK-5), Boys & Girls:

Athletic Jacket, Athletic Pant, Athletic Shorts (Boy athletic shorts only for both girls and boys)	Dark Navy	Yes, to all
Fleece jacket (full zip)	Classic Navy	Yes
Microfleece Half-zip	Classic Navy	Yes

6th GRADE DRESS CODE

<u>Young Women</u>	<u>Young Men</u>
<p style="text-align: center;"><u>Dress Standard & Special Occasion</u> <u>(Wed.)</u></p> <ul style="list-style-type: none"> • Solid White Oxford Button Down Shirt • Gray Knee Length Skirt only • (2-3” above the knee is acceptable) • Dress Shoe (With a back, no boots, no tennis, canvas or rubber soled shoes) • Navy or grey sweaters are winter month ♦ optional 	<p style="text-align: center;"><u>Dress Standard & Special Occasion</u> <u>(Wed.)</u></p> <ul style="list-style-type: none"> • Solid White Oxford Button Down Long Sleeve Shirt (tucked in) • Tie/Bow Tie (conservative stripe, solid or pattern) • Khaki Colored Pants; Dress or Business Casual (black or brown belt) • Dress Shoe, with dark dress socks (no canvas, athletic or rubber soled shoes) • V-Neck navy or grey sweaters are winter month ♦ optional
<p style="text-align: center;"><u>Daily Standard (All other days)</u></p> <ul style="list-style-type: none"> • Trinity Logo Polo/Short or Long Sleeve (any solid color Lands’ End offers) • Solid, Khaki, Navy, Burgundy or Black Colored *Pants or Skirt (2-3” above the knee is acceptable) • Dress or Casual Shoes (must have back, no boots) • Sweaters are optional 	<p style="text-align: center;"><u>Daily Standard (All other days)</u></p> <ul style="list-style-type: none"> • Trinity Logo Polo/Short or Long Sleeve (any solid color Lands’ End offers, tucked in) • Solid, Khaki, Navy or Black Colored Pants or Shorts (shorts are not allowed in winter months ♦) (black or brown belt) • Dress or Casual Shoes with socks (no sandals) • Sweaters are optional

- ♦ Winter Months are the days between the end of Thanksgiving Break and the start of Spring Break.
- Clothes should not be overly tight, overly distressed, or see through. No cargo pants for boys and no shorts for girls. *Girls' pants should be free of stitched pockets (jean style) on the back. Leggings or any pants that fit like leggings are never appropriate.
- Hats and Outerwear must be removed by the start of school; outerwear can be worn outside.
- During winter months Trinity approved jackets (any jacket or hoodie with a Trinity logo) may be worn inside the classroom for warmth. The only hoodie that may be worn on campus at any time is a Trinity hoodie.
- Good hygiene is expected; men must keep their faces shaved.
- Hair must be out of the eyes and clean. Men’s hair must be off the collar. Natural hair color is expected.

- Jewelry is acceptable for women (piercings for ears only); men may wear a necklace under the shirt. No earrings for men.
- No tattoos should be visible.
- Clothing or appearance issues not addressed in the above code may be addressed on an individual basis by the administration.
- Black and Gold days will be announced in advance with specific allowable attire.

Shopping Suggestions (girls)

Skirt

Lands' End School Uniform Women's Poly-Cotton Tab Front Skirt Top of Knee

https://www.landsend.com/products/school-uniform-poly-cotton-tab-front-skirt-top-of-knee/id_336654

Lands' End School Uniform Girls Poly-Cotton Box Pleat Skirt Top of Knee

https://www.landsend.com/products/school-uniform-poly-cotton-box-pleat-skirt-top-of-knee/id_336653

Lands' End School Uniform Girls Solid Box Pleat Skirt Top of Knee

https://www.landsend.com/products/school-uniform-solid-box-pleat-skirt-top-of-knee/id_223027

Lands' End School Uniform Girls Ponte Pleat Skirt

https://www.landsend.com/products/school-uniform-ponte-pleat-skirt/id_268778

French Toast Pleated Skirt

<https://www.frenchtoast.com/pleated-skirt-girls-4-6x-7/p/1066?>

French Toast Front Pleated Skirt with Tabs

<https://www.frenchtoast.com/front-pleated-skirt-with-tabs-girls-4-6x-7/p/1455?>

Oxford Cloth Button Down Shirts

Long Sleeve Oxford Blouse with Princess Seams

<https://www.frenchtoast.com/long-sleeve-oxford-blouse-with-darts-girls-4-6x-7/p/1377?>

Short Sleeve Oxford Blouse with Princess Seams

<https://www.frenchtoast.com/short-sleeve-oxford-blouse-with-darts-girls-4-6x-7/p/1378?>

Lee Short Sleeve Oxford Blouse

<https://www.frenchtoast.com/Juniors-Short-Sleeve-Oxford-Blouse/p/5011?>

Lee Long Sleeve Oxford Blouse

<https://www.frenchtoast.com/Juniors-Long-Sleeve-Oxford-Blouse/p/5012?>

AFTER SCHOOL PROGRAMS & OTHER ENRICHMENTS

Camp Trinity:

A well-structured after-school program is available to Lower School students. Please visit www.camptrinitync.org for details on the wide variety of offerings presented.

Private Music Lessons:

Weekly private music lessons are taught at Trinity during the school day (when student schedules permit) and after school. Visit our website at bit.ly/TA_Private_Lessons to learn more. Currently this includes piano, guitar, viola, violin, and voice.

Counseling Support:

Family and individual counseling/psychotherapy is not provided by Trinity Academy; however, administration can help initiate connections between families and support. The costs will vary but some insurance companies may cover the service. Please contact the Head of Lower School if you would like more information.

Speech & Hearing Screenings:

TK-1st grade students are screened each year by a selected partner, at no cost to families. Students identified that would benefit from services in this area may opt to use the selected partner or identify their own.

Use of Trinity's facilities:

Trinity Academy does not have facilities available for use by families with other partners they may have selected for tutoring, counseling or speech/hearing. While Trinity wishes that we could accommodate all families with these requests, the current facilities do not allow us to consistently provide space for these services.

ATHLETIC PROGRAM

ATHLETIC VISION & REQUIREMENTS:

Athletics are integral to Trinity’s classical liberal arts curriculum. Through competitive sports events, students gain an understanding of the value of tenacity, commitment, courage, and cooperation. These life lessons alone validate the existence of a sports program within an academic institution. A sports opportunity will push each student toward an awareness of his/her potential and limitations. Students in grades TK-5 participate in at least one physical education class each week in addition to daily recess. Beginning in 6th grade, each student must compete on one of the school’s athletic teams as part of their academic curriculum and to satisfy the school’s P.E. requirement.

Athletics have long been a great way of building and enjoying the strong community we have here at Trinity and truly exhibit the “Trinity Difference”.

SPORTS EXEMPTIONS:

Exemptions from sports are rare, and only allowed in extenuating circumstances. Exemption requests will be reviewed annually by the Athletic Director and the Head of School. The process begins by completing a “Sports Exemption Request Form” available in the Athletic Office.

ATHLETIC DIRECTOR:

The athletic director is responsible for all concerns associated with athletics. This includes cancelling practices due to weather or other events, schedule changes, and arranging dismissal time for athletes from class.

ADDITIONAL INFORMATION:

Please see the athletic handbook for additional procedures and policies pertaining to Trinity athletics.

CURRENT SPORTS:

Fall sports	Winter sports	Spring sports
Volleyball - Women’s Middle School (A & B teams)	Basketball – Women’s Middle School	Soccer – Women’s Middle School
Volleyball – Women’s Varsity	Basketball – Men’s Middle School (A & B teams)	Soccer – Women’s Varsity
Soccer –Men’s Middle School	Basketball – Men’s JV	Baseball – Men’s Middle School
Soccer – Men’s Varsity	Basketball – Women’s Varsity	Baseball – Men’s Varsity
Cross Country – Co-ed Middle School & Varsity	Basketball – Men’s Varsity	Track – Co-ed Middle School & Varsity
Tennis – Women’s Varsity	Swimming – Co-ed Varsity	Golf - Co-ed
	Cheerleading – Co-ed Varsity	

ARRIVAL/DISMISSAL PROCEDURES & AFTER SCHOOL EVENTS

Due to considerable growth in our student population, it is increasingly important that parent drivers plan to arrive at school for morning drop-off and afternoon pickup at times that ensure classroom punctuality and traffic efficiency.

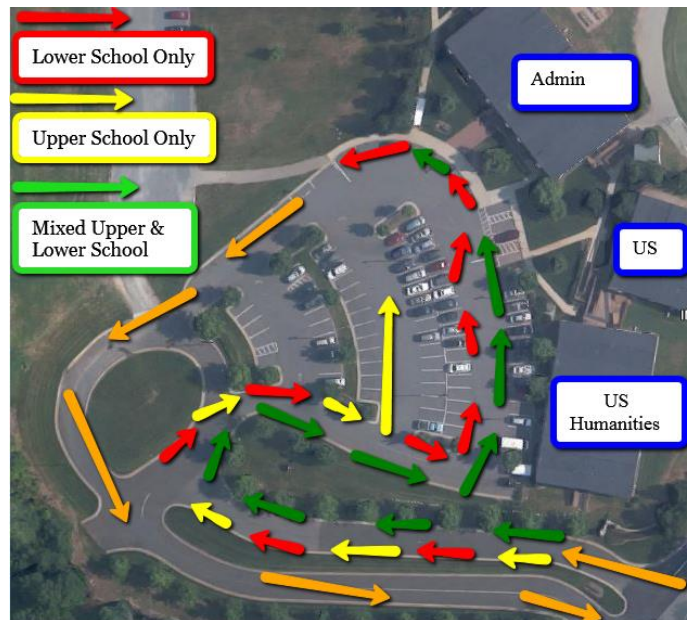
Morning Arrival:

Lower and upper school classes begin promptly at 8:00 a.m. Students may be dropped off as early as 7:30am. Lower school students arriving prior to 7:40am must wait in a centralized location (typically the library). Upper school students arriving prior to 7:40am may go directly to their homeroom class.

Drivers with **lower school students must drop off students at the curb area only.** Lower School students may not be dropped off anywhere in the parking lot area other than at the curb in front of the Administrative Building. Drivers should pull all the way forward (to the first space by the fire hydrant). Attendants will be on hand to open doors. For safety reasons, all students must exit the passenger side of the car.

In the morning, **drivers with lower school students only**, should use the left entry lane, while **drivers with both upper and lower school students** should stay in the right lane, drop their upper school students anywhere along the Humanities Building and then drop lower school students at the lower school curb. **Drivers with upper school students only** should use the left entry lane and then turn into the middle section of the parking lot for upper school drop off. Upper school students will then cross at the cross walk area with the crossing guard.

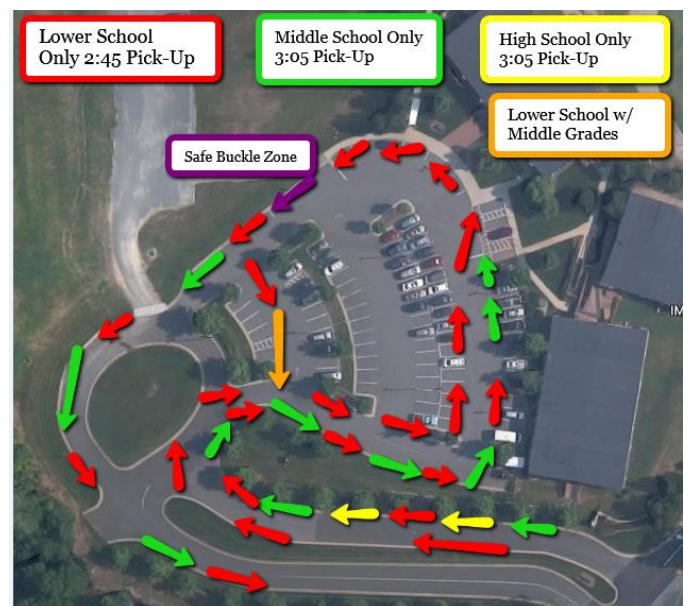
After the 7:57 a.m. warning bell sounds in the parking lot, drivers of lower school students need to plan to park and obtain a tardy slip from the office unless staff are still outside to let you know that the Lower School doors are still open. Upper school students must sign in at the office and receive a tardy slip.



Afternoon Departure:

Lower school dismisses promptly at 2:45 p.m. and upper school at 3:00 p.m. Families are given a carpool pick up card with the family name and student(s) name on it. Please display this sign prominently in your front windshield, facing forward as it will be read by multiple staff to help us have your student ready to enter your car.

Families with Lower School students only should arrive for carpool between 2:30 and 2:55 pm. Drivers may use both entry lanes for lower school afternoon pick-up until 2:55. Those who arrive after 2:55 PM should plan to use the left lane only as the right lane will become designated for Upper School pick-up. If you need to buckle your child into a car seat, you will be asked to pull to the "Safe Buckle Zone" to allow other cars to keep moving.



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If families have both Lower School and Upper School students, please arrive at or after 2:55 pm, pick up your Lower School student and then circle back around to re-enter the carpool line and get in the right lane for pick-up of your Upper School student in front of the Humanities building.

Families with Upper School students **only** should arrive between 3:00 and 3:10 p.m., use the right entry lane and proceed to pick up your Upper School student in front of the Humanities building.

It is essential that drivers not stop and visit with faculty while in the carpool line. Teachers with after-school assignments must be able to give their full attention to their work. This also applies to teachers monitoring students inside the building. If parents need to speak to a teacher, please wait until after carpool is over.

Students must be dismissed to a designated adult or sibling who can drive them home (Trinity student with a car on campus) at the close of the school day. No lower school student may leave the carpool area to attend an after-school activity or sporting event without adult supervision, with the exception of 6th grade students attending an athletic event for which they are on the team (they are “released” to the coach but are expected to arrive at the proper location unsupervised). Students attending sports events on campus must be accompanied by a parent or designated adult, at all times. Teachers are not permitted to dismiss students to any area other than the carpool line or Camp Trinity without prior notice.

Parking Lot Items of Note:

Parking along the curb where students are dropped off (6 parallel spaces) are marked as no parking from 7:00 AM – 7:00 PM. These spaces need to remain free during this time period for different events that may be happening including TK Half-Day dismissal, field trips, and our afterschool programs. If you are waiting for afternoon carpool then you may park in those spots since you will be remaining with your vehicle awaiting dismissal.

The two parallel spaces immediately past the curb drop-off spaces are “buckle-up zones” and are also marked as no parking from 7:00 AM – 7:00 PM. We ask that these spaces remain free so that families can utilize them if they need an additional minute to buckle up a student after picking them up.

For those needing to be on campus for less than 15 minutes, a group of spaces has been reserved as “15-minute parking” for this purpose. These spaces have yellow painted lines instead of the white used for all other spaces. Please use these spaces and not the curb (“no parking 7am-7pm”) spaces.

CRISIS PREVENTION

All faculty and staff possess crisis manuals that set out the appropriate responses for various crises that may arise. The responses are discussed with all faculty and staff at the commencement of each school year.

The school conducts periodic fire and tornado response exercises in accordance with North Carolina state regulations. Trinity may also conduct lockdown drills at their discretion.

Trinity Academy has also contracted with the City of Raleigh so that a uniformed, off-duty Raleigh Police Department officer is also on-campus during the academic portion of a school day.

DEVELOPMENT

Like most independent schools, Trinity engages in various fundraising projects throughout the year. All fundraising programs are coordinated by school administration (often the Director of Development) and must be approved in advance.

Out of respect for families, outside fundraising opportunities are restricted from campus. A full policy is available by contacting the Director of Development.

SCHOOL HOURS

Lower school classes are conducted from 8:00 a.m. to 2:45 p.m. Upper school classes are conducted from 8:00 a.m. to 3:00 p.m. School office hours are from 7:30 a.m. to 3:30 p.m. on school days and are maintained on teacher workdays unless otherwise noted.

Staff at Trinity are expected to be accessible to our families; however, that does not mean they will always be available. During workdays or after 3:15 pm on a school day, staff may not be on campus unless you have previously arranged to meet with them. If you wish to meet with a staff member and they are not on campus, please email them to arrange a time for both of you to meet.

The summer office hours are from 9:00-2:00; however, Camp Trinity has their own hours when summer camp is in session. Trinity offices are typically closed the week of July 4th as well as days on the one page school calendar marked with an H.

SCHOOL CALENDAR

The school calendar is designed to maximize learning and minimize absenteeism. A few early dismissals are listed on the calendar. Days off for holidays and other events are strategically placed in order to provide rest for students, families, and teachers.

The Lower School has parent/teacher conferences towards the end of the first quarter. This two-day window includes one early-release day and one day where students do not have school. Parents are requested to not use these days as a family vacation so that everyone can attend the parent/teacher conference for their student. Effort is made to cluster conferences for students of the same family together and to provide opportunities for working parents as well.

INCLEMENT WEATHER

Delays and Cancellations:

Any decision impacting the cancellation or delay of school is taken seriously, and all decisions are based upon the expected safety and ease of students and staff arriving at Trinity. When in doubt, the school errs on the side of safety. We must consider young student drivers, families driving from myriad locations throughout the Triangle, as well as conditions in our parking lot and on Baileywick Road.

In the event of inclement weather, Trinity Academy will make a decision regarding school delays or cancellations by 6:00 am each morning. This decision will be emailed, announced on the Trinity Facebook page, and updated on the Trinity Academy website. We will be unable to respond to individual emails or requests for information.

In a change from past policies, **Trinity Academy does not follow** the Wake County Public School System for inclement weather closings, delays or cancellations.

Early Closing:

In the event that Trinity decides to close early due to inclement weather, the decision will be communicated via email, Facebook and the Trinity website. We will also post to local media outlets as time allows. While tremendous effort will be made to announce the decision in a timely manner, there may be times when the weather quickly turns sour, and we will dismiss sooner as opposed to later. If this occurs, there will be at least 30 minutes between the announcement and the official dismissal from school; however, once the decision has been made to close early, families should make every effort to arrive within 60 minutes of the announced dismissal time. We understand that there may be extreme circumstances that make this challenging, but we appreciate your efforts to adhere to this policy. Student safety is our priority, but consideration for those faculty and staff needed to stay late with students is also important. We will make sure an adult stays with your child until he/she is picked up from school.

Absences:

Lastly, if Trinity Academy decides to open school (delay or no delay) but you believe it is not safe for your family to drive to school that day, your child(ren) will receive an excused absence and thus teachers will provide every opportunity to make up missed work. As with any absence, please email Barbara Weaver at bweaver@trinityacademy.com to let us know why your child(ren) will not be in attendance that day.

Baileywick Rd:

In the past, we have had to continue to cancel or delay school due to road conditions on Baileywick Road. With the curves of the road plus the amount of shade that falls on the road, Baileywick can remain dangerous to drive until plowed and appears to be very low on the priority list for the city, county, and/or state. Our attempts to increase the priority level of the road have not been successful; if you have any advice for how we can advocate for Trinity and increase the priority of the road, please let [Jane Currin](#) know.

SCHOOL IMPROVEMENT PLAN

Trinity Academy maintains a School Improvement Plan which sets out certain priorities for the school's future as well as the timing and means by which these goals are to be accomplished. The School Improvement Plan is available for viewing in the front office.

SCHOOL PROFILE

The College Guidance Office compiles a school profile annually for circulation to college admissions offices and other stakeholders annually. The official school profile is a one-page (front and back) document that provides information on those aspects of the school that are pertinent for dissemination to colleges and universities to which our students apply, in order to continually inform them about Trinity and on the quality of our programs.

The profile includes the following sections:

- School description
- Program distinctives
- Graduation requirements
- Course offerings
- Grading
- SAT testing results
- Advanced placement course offerings
- Scholarships offered to graduates
- College acceptances over past five years

LUNCH INFORMATION

Lunch options

Trinity Academy partners with area restaurants to provide hot lunch ordering options for families. In advance, based upon established dates, families may order online food for their student. The area restaurant will deliver the food to Trinity that day and Trinity will keep it properly heated/refrigerated until lunch. Participation in this program is optional and can be used as frequently, or infrequently, as preferred. Full details about hot lunch, including ordering information and absence policies, is shared as part of the hot lunch program.

Students not using hot lunch ordering may bring their lunch from home. All lunches should be able to be eaten without use of a microwave (TK-5th grade). Healthy options are encouraged with specific items, such as soft drinks, strongly discouraged.

Lunch visitors

Visitors are welcome at lunch but please note:

- Transitional Kindergarten eats lunch in the classroom. Visitors are still welcome but check with the teacher first. It is often best for visitors to refrain from joining during the beginning of the school year as students sometimes struggle to adjust to being away from home.
- Kindergarten through 2nd grade have 10 minutes of silent lunch at the start of their lunch period. This time allows students to focus on eating, as these grade levels often struggle to eat and socialize.

Forgotten lunches

When a student is without a lunch, Trinity Academy will provide a meal to the student. One of the local restaurants provides meals that can be kept frozen (such as macaroni & cheese) which we prepare for the student when they are without a meal. Parents are then charged for this meal. This service is provided as a convenience to families and to help make sure that each student has food every day; the price of a frozen meal is not the most economical option given the cost of the meal to the school.

Allergies & dietary restrictions

Trinity Academy seeks to be respectful of those with various restrictions but is not an allergy free environment. Please be sure to communicate with your child(ren)'s teacher and the school nurse to make sure all are aware of any allergies or restrictions that pertain to your child(ren).



TRINITY ACADEMY

Innovative Classical Learning

**Student and Family Handbook
Appendices**

2018-2019

TRINITY ACADEMY

**PRE-ARRANGED ABSENCE/LATE ARRIVAL/EARLY DISMISSAL
NOTIFICATION FORM FOR LOWER SCHOOL**

For an extended absence, completing all make-up work is often *not* the most beneficial approach for a student. Each teacher will make a determination for which missed assignments would be beneficial for a student to complete (either in advance or post-absence), which assignments can be exempted, and which assignments can be replaced by alternate assignment(s). The alternate assignment(s) often will include a written and/or oral presentation of the educational aspect of the absence. This serves as an opportunity for the student to work on presentation skills, connect their experiential learning to their classroom, and to expose their fellow classmates to different information. When possible, work will be provided prior to the absence; however, that is not always possible depending upon the content missed. Teachers will clearly communicate when missed and assigned work is due to avoid late penalties.

Pre-assigned work (such as reports or projects due during the absence) should be submitted **before** the student leaves. Daily work which has been assigned before the student leaves for a pre-planned absence will be due the day the student returns.

Pre-arranged educational absence days will not be allowed during exams or achievement test days.

Student's Name(s) _____ Today's Date: _____

Date(s) of Planned Absence(s) _____

Type of absence: Medical Educational (up to 5/year) Funeral Unexcused

Details about Absence reason (if education, please provide details about the educational aspect of absence):

Parent/Guardian Signature _____ Date _____

For School use:

Administrative Approval _____ **Date** _____

Once approved, each teacher will be informed of the planned absence and communicate with you regarding work.

Trinity Academy

Permission and directions for staff administration of medicine to lower school students

Child's Name _____

Child's Grade _____

Parent's Name(s) _____

Parent's Contact Number(s) _____

PRESCRIPTION MEDICATION:

Should your child be prescribed to take medication and/or should you desire for them to take over-the-counter (OTC) medicines during the school day for a medical issue, we ask that you complete the medication authorization form and provide the medication directly to the classroom teacher. We are unable to store and/or distribute any medications to students that are not specifically provided for students by their parents, who must complete this authorization form giving written permission for the administration of specific medications within a specific time frame designated on the form. Please place your child's medication (in its original bottle) with a completed copy of the authorization form in a Ziploc style bag and bring it directly to the classroom teacher. **Students may not bring medication to school.** The parent must deliver the medication to the school with the authorization form in order for school personnel to administer the medication. Unless a prescription is written for a medication to be administered on a continual basis, we are unable to administer any medication for longer than 2 consecutive weeks (or 10 consecutive school days). Please only send the amount of medication needed for consumption during the prescribed (by parent or doctor) administration period designated on the form.

Name of Medication	Reason for Need	Prescribed or OTC?	Dose/Frequency/Time	Start Date	End Date (no more than <u>2 weeks</u> unless prescribed by doctor for ongoing need)

Special Instructions:

Parent Signature/Date

Parent Printed Name

Guidelines for Common Illness (and Implications for School Attendance)

COLD: rhinitis (runny nose), sneezing, congestion, sometimes headache, sometimes cough.

A common cold with the above symptoms can be treated with some over-the-counter cold medications and can provide relief of symptoms throughout the school day. However, if the student is not feeling well, is not getting relief from over-the-counter medications and has thick or dark mucus (green, gold or brown) discharge, there is a strong chance that this is not just a cold, but perhaps a sinus infection and should be seen by a physician. The defining characteristic of a cold versus flu is fever. A fever is NOT present with a cold.

Student may return to school as long as student is fever free and not visibly ill. If a student exhibits symptoms that would impact their ability to participate in a productive day at school, they should probably stay home.

FEVER: temperature of 100 or higher.

Student may return to school after 24 hours of the last fever WITHOUT any Tylenol or Motrin.

FLU: respiratory illness that can be transmitted from person to person quickly.

If student is showing signs of headache, fever, malaise, lethargy, muscle aches or cough, they should not be at school. Flu symptoms come on quickly and sometimes mimic a cold. Fever and chills with body aches are the indicators that this is more than just a common cold. Symptoms can last between 5-7 days and sometimes longer. Can be confirmed by nasal swab test at the pediatrician's office. You can still get the flu even if you have had a flu vaccine. Sometimes symptoms don't last as long if you received the flu vaccine.

Student may return to school after 24 hours of the last fever WITHOUT any Tylenol or Motrin AND the student feels well enough to participate in class.

HEAD LICE:

Signs and symptoms of head lice include itching of the scalp or the back of the neck. Presence of live lice are found in the scalp and presence of nits on the hair shaft. Discovering head lice on your child's head is not connected with a lack of cleanliness. In fact, head lice prefer clean hair over hair that has not been washed in a couple days.

Please see the "Useful Information About Head Lice" sheet for additional information about Lice including when a student should return to school.

PINKEYE: more formally called conjunctivitis.

Incubation period is 24-72 hours and is contagious until eyes have been treated for a full 24 hours. Eye or (eyes) are pink to red on the whites of the eyes, and the underside of the eyelids are very itchy and irritated.

Sometimes there is a discharge coming from the eye ranging in thickness and color. Moderate swelling of the eye is expected.

Students need to be on antibiotic drops for 24 hours before returning to school (per CDC guidelines). It is advised, through the School Nurses Association, that students can return after 24 hours of antibiotics AND they are no longer symptomatic (meaning eyes are not necessarily clear but they are no longer itchy and actively oozing).

****Of note: There is a direct link between conjunctivitis and the flu virus****

STREP THROAT: Inflammation of the upper airway caused by a bacterial infection in the throat.

Incubation period is 1-5 days with average being three days. With early antibiotics, students are no longer contagious after 24 hours. Symptoms include sudden onset of fever, may or may not have sore throat, body aches, headache, nausea and possible abdominal pain. Tonsils may be inflamed and covered with white patches. A strep throat culture from the pediatrician can determine diagnosis. Student's toothbrush needs to be changed out after 24-48 hours of starting antibiotics and the old toothbrush should be thrown out.

Students may return to school when the student is fever free for 24 hours WITHOUT any Tylenol or Motrin AND they have been on antibiotics for at least 24 hours.

Vomiting/Diarrhea/Norovirus:

GI upset can vary and not all "tummy aches" are true viruses. Norovirus can include cramps, vomiting and diarrhea. Other symptoms of a gastrointestinal virus may include a low grade fever, chills, headache, muscle aches and fatigue.

Students can return to school 24 hours after the last episode of vomiting or diarrhea without any medication to prevent vomiting or diarrhea. In many cases students are still contagious up to 48 hours after the vomiting/diarrhea ceases. If the student still does not feel 100% even after they have stopped vomiting, the virus may not have been shed from their body. If the student exhibits symptoms beyond the 24-hour window that impedes their ability to have a good and productive day at school then they should stay home.

****Please note: A student who leaves early or misses school due to fever or being sick should not return for after school activities****

Useful Information About Head Lice

What is the difference between lice and nits?

Lice: Small insects that are about 1/8" to 1/10" long (about this (-) long). Lice nits are small, grayish white, tear shaped (look like sesame seeds) and resemble dandruff. They have three legs on each side of their body. They run quickly from light, so can be difficult to see. On the head, lice can live for 28-30 days. Lice need about 5 blood meals a day to live. They die within 24-48 hours if they fall off the scalp

Nits: Lice eggs. They look like a sesame seed. Nits are attached by a glue-like substance to the hair, which makes them very hard to remove. To tell the difference, note that dry skin or dandruff will brush off easily; nits will not come off easily. Nits are laid at the end of a hair within ¼" of the scalp. The nit will move up the hair as the hair grows. Nits hatch in 7-10 days. Nits that are more than 1/2" from the scalp have hatched and are no longer alive

How does lice spread?

While head lice are extremely common among younger grades, lice do not jump or fly. Students must have their heads close together so the lice can crawl (short distances only) from one head to another. Lice may also be spread by sharing combs, hats, scarves, sweaters, coats, brushes and pillows. Lice and their eggs can live on upholstered chairs, carpet or car seats.

What steps can I take to reduce the spread of lice?

There are a few things you can do to prevent lice.

- Do not hang coats on top of one another or pile them up on top of one another.
- Nits like hats and hoods as much as they like hair, so it is recommended that hats and scarves be kept inside the sleeves when not being worn on the head.
- You can use a Rosemary Tea Tree oil spray as a detangler agent that deters lice.
- Female students who have hair long enough to wear in a ponytail should wear their hair up.
- Hair products like gel and hair spray are deterrents to lice because they cannot cling to the hair shaft with hair products on it.

When should a student return to school?

There are varying concerns as to whether or not a student should return to school when nits are still present. If nits are discovered on a student during the school day, the student will be sent home for either an at home treatment (Rid or Nix) or a treatment at a licensed hair salon that can remove the lice professionally. The student can return to school the following day once the treatment is completed. It is preferable that the student be nit free before returning to the classroom.

The Trinity Communication Initiative Lower School

One of the strongest attributes of Trinity Academy's community of faith and learning is the partnership that is established between faculty and families. As part of this partnership, Trinity Academy wants our staff to be easily accessible; however, accessibility often becomes confused with availability. To help strengthen the parent/teacher strategic relationship, we have developed the following expectations for communication from teachers to parents and from parents to teachers.

Parent Expectations of Trinity Teachers:

- Teachers will respond to email by the end of the next school day. If a matter is urgent in nature, please contact the front office (919.786.0114). Most teachers cannot consistently check email throughout the day due to schedules that are filled with instructional time, tutoring, and other campus duties that take them away from their desk/computer. Teachers are not required to check email on weekends or holidays, so the next school day is still the expectation for a timely reply.
- Teachers will notify you when your child's social, academic, behavioral or emotional struggles have:
 - maintained a consistent pattern OR
 - escalated to a point where adult intervention is needed OR
 - noticeably and dramatically changed in a short period of time

Parents will not always be notified if their child's social, emotional or behavioral status remains typical for students of their age. In cases where an occasional redirection from a teacher or administrator takes place and minor incidents are rare, parents will likely not be contacted. You can operate on the "no news is good news" principle here.

- Teachers will include as much needed instructional information as possible in their Friday newsletter. This can include upcoming tests, projects, or other assignment notes. Note to 6th grade families that this information shifts to RenWeb instead of weekly newsletters.
- Teachers will refrain from sharing personal knowledge about students with other faculty members and/or other Trinity community members, unless professionally relevant.
- In cases of one-on-one tutoring situations, remediation will always take place in an open classroom environment.

Teacher Expectations of Trinity Parents:

- If a parent email is needed, parents will refrain from blind copying others on the email.
- In cases of a lengthy email (perhaps three or more paragraphs), a meeting is probably warranted. Please contact your child's teacher to set up a time you can sit down and talk.
- Unless the information you would like to share impacts your child that day, please try to leave the 7:30-8:00 a.m. time frame free for our teachers to welcome their students and prepare for the day ahead.

- Please read emails from your child’s teacher even if they are sent to the entire class. The Friday weekly emails are specifically designed to inform you about what has happened and what is coming up in the classroom. Many potential questions are often answered in these emails, saving everyone time!
- Trust that your child’s teacher has his/her best interest at heart. At the end of the school day, it is healthy for a student to verbally process the events of the day. We encourage you to listen and offer your child a safe place to express their thoughts, both positive and negative. Know that it is normal for students to be less than enthusiastic about their day, to react negatively to a poor test grade, or to complain about a teacher who has assigned them detention or “too much homework”. However, if your child continually complains about a situation or person, please reach out to a teacher for a face-to-face chat. We know this can be awkward, but oftentimes these meetings help to create more meaningful partnerships between parents and teachers, and sometimes they even lead to lasting friendships. Please don’t hesitate to contact your child’s teacher for a conversation; they appreciate the opportunity to listen and perhaps provide insight from a different perspective.

We are hopeful that by providing these expectations, we all start the year on the same page. Our desire is to create parent-teacher relationships that grow and flourish as a result of open and clear communication.

Thank you for allowing us to partner with your family and invest in the lives of students who will Transform Tomorrow.