



## ***Parent and Student Handbook***

*Trinity Christian Academy is a ministry of Tates Creek Presbyterian Church,  
serving the larger Christian community.*

The contents of this handbook are subject to change  
as policies and guidelines are revised.  
Please note that the most current policy or guideline  
will override the information contained herein.

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## **AT-A-GLANCE**

### **Website**

[www.TrinityLex.org](http://www.TrinityLex.org)

### **Lower Campus (PreK-5th grade) School of Early Learning and School of Grammar**

Tates Creek Presbyterian Church  
3900 Rapid Run Drive  
Lexington, KY 40515  
Phone: 859.271.0079  
Fax: 859.271.2134

#### **Lower Campus Hours**

3 year olds PreK	8:00 a.m. – 11:30 a.m.
PreK/Kindergarten – 5th Grade	8:00 a.m. – 3:00 p.m.

#### **Lower Campus Student Arrival and Dismissal Times**

Arrival: 7:30 a.m. – 8:00 a.m.  
Dismissal: 3:00 p.m. – 3:30 p.m.  
After School Care: 3:00 p.m. - 5:30 p.m.

#### **Lower Campus Administrative Office Hours**

8:00 a.m. – 4:00 p.m.



### **Upper Campus (Grades 6 – 12) School of Logic and School of Rhetoric**

Cowen Campus  
800 E. Brannon Road  
Nicholasville, KY 40356  
Phone: 859.475.1478  
Fax: 859.296.0040

#### **Upper Campus Hours**

8:10 a.m. – 3:30 p.m.

#### **Upper Campus Student Arrival and Dismissal Times**

Arrival: 7:30 a.m. – 8:10 a.m.  
Dismissal: 3:30 p.m. – 4:00 p.m.  
Study Hall After School: 3:45 p.m. - 5:00 p.m.

#### **Upper Campus Administrative Office Hours**

8:00 a.m. – 4:00 p.m.

# SCHOOL PROFILE

## **Established**

1988

## **Mission**

Trinity Christian Academy exists to provide an excellent classical Christian education for the glory of Christ and the good of the Bluegrass.

## **Core Values**

Faith, Scholarship, Virtue, Community

## **Portrait of a Graduate**

Lovers of God, Learning, Goodness, and Others

## **Faculty Portrait**

Passion for Christ, Teaching, Excellence, and Leadership

## **Grades**

3 year old PreK – 12<sup>th</sup> Grade

## **School Type**

Classical Christian School, a ministry of Bates Creek Presbyterian Church

## **Enrollment**

Approximately 500

## **Accreditation**

Accredited by the Kentucky Non-Public School Commission

## **Affiliations and Memberships**

Independent School Management; The Society for Classical Learning,  
Kentucky High School Athletic Association, National Honor Society, College Board, Educational Records Bureau,  
International Thespian Society

## **School Mascot**

Titan

## **School Colors**

Purple and Gold

## **School Motto**

“In thy light shall we see light” or “In lumine tuo videbimus lumen.”  
(Psalm 36:9)

**School Hymn** “Non Nobis Domine”

# TABLE OF CONTENTS

<b>OVERVIEW OF TRINITY CHRISTIAN ACADEMY</b>	<b>1</b>
Our Faith	1
Our Mission, Motto & Core Values	3
God's Charge to Parents	4
God's Attitude Toward Children	5
Our Story	5
Our Governance Structure	7
Our Philosophy	9
The Liberal Arts: Trivium & Quadrivium	12
The Trivium	12
The Quadrivium	15
Foundational Elements: Piety, Gymnastic, & Music	15
The Learning Tree	18
Enrollment Dates & Information	20
Contract of Enrollment	22
Non-Discrimination Policy	26
Statement of Agreement and Financial Contract	26
Frequently Asked Questions	27
<b>ADMINISTRATION</b>	<b>31</b>
Board of Directors	31
Administration	31
<b>ADMISSIONS</b>	<b>32</b>
Re-enrollment	32
Withdrawal and Tuition Obligation	33
<b>FINANCIAL INFORMATION</b>	<b>34</b>
Delinquent Tuition	34
<b>COMMUNICATION</b>	<b>35</b>
Weekly Newsletters	35
Messages	35
Text Messages	35
School Cancellations	35
School Conferences	35
<b>GENERAL CONCERNS</b>	<b>36</b>
Grievance Procedures	36
Level 1 - Teacher Involvement	36
Level 2 - Principal Involvement	36
Level 3 – Head of School Involvement	37
Level 4 - Board Involvement	37
<b>HEALTH AND MEDICAL INFORMATION</b>	<b>38</b>

Health Requirements	38
Medical Expense/Emergency	38
Medical Release Forms	39
Medications	39
PARENT INVOLVEMENT/PARENT-TEACHER FELLOWSHIP	41
Parent-Teacher Fellowship (PTF)	41
Parents' Prayer Groups	41
Classroom Visits	41
Parent Involvement	41
Trinity Employee Policies Applicable to Volunteers	42
Behavior and Christian Living	42
Safety and Supervision	42
Confidentiality	43
Student Records	43
Use of Trinity Computer Systems/Social Media	43
Discrimination Policy	43
Harassment Policy	43
Fraternization Policy	44
ATTENDANCE	45
General Requirements	45
Absences and Tardies	45
Tardy Policy	45
Absences	45
Definition of a School Day	46
Absences Due to Illness	46
Persistent Absence	46
Planned Absences	46
Short Absences for Medical/Dental Appointments, etc.	46
Extended Absences	47
Make-up Work After Absences	47
Upper Campus Students	47
STUDENT CONDUCT AND DISCIPLINE	48
Trinity Community Code	48
Student Code of Conduct	49
Student Code of Responsibilities and Conduct Expectations*	49
Parental Responsibilities	50
Teacher Responsibilities	50
Administrator Responsibilities	51
Guidelines for Assessing Discipline Penalties	51
Ticket Chart Behavior Management System (Kindergarten-5th grade)	51
Major Offenses	52
Minor Offenses	52

Discipline Penalties	53
Discipline Procedures	53
Suspension	53
Expulsion	54
Miscellaneous Behavior Measures	54
Drug Testing	54
Interrogations and Searches	54
Physical Restraint	54
Re-enrollment	54
Re-admittance	55
Bullying Policy	55
Bullying Defined	55
Reporting Bullying	55
Responding to Reported Bullying	56
Strategies for Prevention of Bullying	56
Resources	56
<b>ACADEMIC POLICIES</b>	<b>57</b>
Academic Policy	57
Academic Requirements	57
School of Rhetoric Academic Requirements	57
KHSAA Academic Eligibility - School of Logic and School of Rhetoric Athletes	57
EXCEL Program	58
<b>ACADEMIC INTEGRITY</b>	<b>59</b>
Determination of Academic Dishonesty	60
Consequences for Academic Dishonesty	60
Promoting Academic Integrity	60
The Student's Role	60
The Parents' Role	61
The Teacher's Role	61
Standardized Testing	62
PreK and Kindergarten	62
Grades 1-2	62
Grades 3-8	62
Grades 9-11	63
Grade 12	63
Tutoring	63
Tutoring Requested by the Teacher or School	63
Tutoring Requested by the Parent	64
<b>LOWER CAMPUS: DAILY OPERATIONS</b>	<b>65</b>
The Facility	65
School Hours	65
Visitors	65

Arrival and Dismissal Procedures	65
Arrival	65
Dismissal	66
Early Dismissal Requests	67
Permission to Take Students From School During School Hours	68
Carpool Procedures	68
After School Care	68
Dress Code	68
Girls	69
Boys	69
Lunches and Snacks	70
Birthdays	71
Fire/Severe Storm/Tornado Drills	71
Items of Personal Importance	71
Electronic Devices	71
LOWER CAMPUS: CURRICULUM AND ACADEMICS	72
Curriculum	72
Textbooks and Supplies	79
Textbooks	79
Supply List	79
Curriculum Enrichment and Extension	79
Chapel	79
Field Trips	79
Library	80
Book Reports and Reference Materials	80
Birthday Book Club	80
Summer Reading	80
Summer Math	80
School Programs	81
Service Projects	81
ACADEMICS	81
Homework Philosophy and Guidelines	81
School of Early Learning Guidelines	82
School of Grammar Homework Guidelines	83
Computer Use for Homework	83
Attendance-Related Academic Concerns	83
Make-Up Work after an Absence	83
Late Work	84
Short Absences for Medical/Dental Appointments, Etc.	84
Planned Absences	84
Persistent Absences	85
Extended Absences	85



Tests and Quizzes	85
Grading	85
Grade Scale	85
Monitoring Student Progress	86
Mid-Quarter Communication	86
Report Cards	86
Student Records	86
UPPER CAMPUS: DAILY OPERATIONS	87
The Facility	87
School Hours	87
Visitors	87
Arrival and Dismissal Procedures	87
Parking Lot	87
Arrival	87
Dismissal	88
Study Hall After School (SHAS)	88
Student Drivers	88
Permissions to Take Students From School During School Hours	88
Upper Campus Dress Code	88
Lunches	92
Fire/Severe Storm/Tornado/Security Drills	93
Technology Access Policy	93
Student Email Addresses	93
Parents and Guests at Trinity	93
Student Use of Personal Technology Devices (PTD)	93
Student Use of Trinity Technology Devices	94
Student Use of Network and Internet	94
Internet Filters and GoGuardian	94
Social Networking, Video Streaming, Content Sharing Sites and Smart-Phones/Hot Spot Devices	95
Privacy on Trinity's Network	95
MS Chromebooks	95
HS Chromebooks	95
Returning Chromebooks	96
Cell Phone/Electronic Devices Policy	96
Office Equipment Use	97
Special Events	97
UPPER CAMPUS: CURRICULUM AND ACADEMICS	98
School of Logic	98
School of Rhetoric	98
Textbooks and Supplies	104
Textbooks	104
Supply List	104

Curriculum Enrichment and Extension	105
Chapel	105
Field Trips	105
Summer Reading	105
Summer Math	105
School Programs	105
Upper School Student Service to the Community	106
Academics	106
Homework Philosophy and Guidelines	106
School of Logic Homework Guidelines	107
School of Rhetoric Homework Guidelines	108
Schools of Logic and Rhetoric Assessment Calendar	109
Computer Use for Homework	110
Attendance-Related Academic Concerns	110
Make-Up Work after an Absence	110
Late Work	110
Short Absences for Medical/Dental Appointments, Etc.	111
Planned Absences	111
Persistent Absences	111
Extended Absences	111
Tests and Quizzes	111
Final Exams	111
Grading	112
Grade Scale	112
Monitoring Student Progress	112
Mid-Quarter Communication	112
Report Cards	112
Transcripts	113
Course Selection	113
High School Graduation Requirements	113
Elective and .5 Credit Classes	114
Required .5 Credit Classes	114
Electives Offered Each Year (Pending Minimum Enrollment Requirements) - .5 credit each	115
Electives offered on a rotational basis as space and scheduling allow	115
Outside Credits to Fulfill Graduation Requirements	115
Additional Credits	116
Governor's School for Entrepreneurs (GSE)	116
Independent Study	116
Eighth Grade Algebra I Placement	117
Auditing a Course	117
Dropping or Adding a Course	117
Academic Work Periods (AWP)	117

<a href="#">Part Time Students</a>	<a href="#">118</a>
<a href="#">Awards</a>	<a href="#">118</a>
<a href="#">Annual Academic Awards</a>	<a href="#">118</a>
<a href="#">Senior Academic Awards</a>	<a href="#">118</a>
<a href="#">High School Valedictorian and Salutatorian</a>	<a href="#">118</a>
<a href="#">The Four-Year Area Awards</a>	<a href="#">119</a>
<a href="#">The Ecce Signum Award</a>	<a href="#">119</a>
<a href="#">Distinguished Scholars</a>	<a href="#">119</a>
<a href="#">Graduation with Honors</a>	<a href="#">120</a>
<a href="#">Student Records</a>	<a href="#">120</a>

## OVERVIEW OF TRINITY CHRISTIAN ACADEMY

### Our Faith

We believe that the Bible is the very Word of God in its entirety and, therefore, is our authority in matters of faith and practice.

We believe in one God, creator of the universe, eternally existing in the persons of the Father, the Son, and the Holy Spirit.

We believe that God wonderfully and immutably created human beings in His own image as male and female – two biologically distinct yet complementary sexes, different but with equal personal dignity – and that humans should affirm their biological sex and refrain from seeking to change, alter, or disagree with their biological sex; and that all human life from conception through natural death is worthy of protection. We believe that God instituted and ordered marriage as a lifelong union between one man and one woman and that sexual intimacy outside of the covenant bond of marriage is contrary to God's design and purpose. We believe that human beings were created innocent but rebelled against God resulting in the subjugation of the human race under the powers of sin and death. We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ.

We believe that Jesus Christ was conceived by the Holy Spirit, born of the virgin Mary, crucified for our sin, and raised from the dead for our justification in eternal victory. He is undiminished deity and genuine humanity in one person.

We believe that Jesus Christ ascended into Heaven to the right hand of God the Father and will one day return to this earth in power and glory.

We believe that the only means of being cleansed from sin is through repentance and faith in the precious blood of Jesus Christ, surrendering to Him as Lord and Savior.

We believe that the Holy Spirit is a personal Being who convicts the world of sin and who regenerates, indwells, empowers, guides, and seals believers eternally for God.

We believe that regeneration by the Holy Spirit is absolutely necessary for the salvation of lost sinners, and those who receive the Lord Jesus Christ by faith are born again into the family of God.

We believe that heaven is the abode and the place of eternal joy for the saved, and that hell is the place of eternal punishment for the lost.

We believe that the family of God is part of the visible church, and is the body of believers of which Christ is the head.

The Statement of Faith contains those doctrines to which Trinity unreservedly adheres and teaches. It is Trinity's desire to maintain this position. Although Trinity Christian Academy is a ministry of Tates Creek Presbyterian Church, students are not required to believe the denominational distinctives as set forth in

the Westminster Confession of Faith; however, these matters may arise in classes and chapel services. This statement of faith also does not exhaust the extent of our beliefs. The Bible, as the inspired and authoritative Word of God, speaks with final authority concerning truth, morality, and the proper conduct of human affairs. For purposes of Trinity's faith, doctrine, practice, discipline, and policy, the Board under the authority and direction of the Session of Tates Creek Presbyterian Church is Trinity's final interpretive authority on the Bible's meaning and application.

**In Essentials Unity:** As an interdenominational community of Christian families, Trinity provides a place where Christians of diverse backgrounds and beliefs can learn and live and worship together on the basis of a shared commitment to the fundamental doctrines of the Christian faith as revealed in the Bible and summarized in the ancient creeds of the Church. Rather than "majoring on the minors" or focusing on doctrines that divide, we seek Christian common ground and emphasize what C.S. Lewis referred to as "Mere Christianity."

**In Non-essentials Liberty:** While we rally around the essentials, we also celebrate the diversity of Christian belief and practice among our students, parents, teachers, and administrators making our campus rich in Christian culture and character. We believe that our differences give us a chance to learn and grow. We desire to protect the inherent freedom of conscience and belief of individuals made in the image of God while fostering a distinctively Christian educational community where people are free to disagree. When controversial theological or cultural issues come up, they are addressed on an informative, non-partisan, and non-coercive level. We want to be sensitive to differences of belief and practice and careful not to give offense.

**In All Things Charity:** Christianity is about more than what you believe in your heart, it is about how you live your life. Scripture teaches that we are to be known as Christ-followers by our love. God's love and grace are so powerful they transform everything, making everything new. It is our desire to foster this kind of love and grace as a community and to demonstrate it in all that we do. At the heart of Trinity is a deep love of God, a sincere love for people, and an authentic love for the creation. "And now these three remain: faith, hope, and love. But the greatest of these is love (1 Cor. 13:13).

## Our Mission, Motto & Core Values

<b><i>Mission:</i></b>  <b><i>Trinity exists to provide an excellent classical Christian education for the glory of Christ and the good of the Bluegrass</i></b>			
<b>Core Values</b>	<b>Faculty Excellence</b>	<b>Student Outcomes</b>	<b>Graduate Profile</b>
<b>Faith</b>	<b>Passion for Christ</b>	<b>Discipleship</b>	<b>Love God</b>
<b>Scholarship</b>	<b>Passion for Teaching</b>	<b>Wisdom</b>	<b>Love Learning</b>
<b>Virtue</b>	<b>Passion for Excellence</b>	<b>Character</b>	<b>Love Goodness</b>
<b>Community</b>	<b>Passion for Leadership</b>	<b>Service</b>	<b>Love Others</b>
<b><i>Motto: “In thy light shall we see light” (Psalm 36:9)</i></b>			

**Mission Statement:** “Trinity Christian Academy exists to provide an excellent classical Christian education for the Glory of Christ and the Good of the Bluegrass.”

**School Motto:** “In Thy Light Shall We See Light”

### **Core Values:**

- **Christ-Centered Faith:** Discipleship and spiritual formation aimed at developing mature Christian young men and women with a biblical world and life view and a heart to serve others.
- **Classical Scholarship:** Trinity offers the highest quality academic training in the classical liberal arts and sciences and exposure to diverse fine arts, performing arts, athletics, and co-curricular programming aimed at the cognitive, intellectual, physical, and aesthetic development of each child to the fullness of their humanity.
- **Virtuous Character:** Trinity offers a holistic PK–12th grade program of character formation and mentoring that is sensitive to the moral and ethical development of children as they mature through discernible developmental stages.

- **Caring Community:** Trinity offers a student-centered and caring community where students are known and loved, healthy relationships are nurtured, and students are trained to be service-minded, winsome, and socially-graceful leaders.

#### **Portrait of a Graduate**

- Lovers of God who are spiritually mature, servant-hearted, and compassionate imitators of Christ.
- Lovers of Learning who pursue truth, goodness, and beauty and possess knowledge, wisdom, and understanding.
- Lovers of Goodness who live righteously with integrity and conviction.
- Lovers of Others who are community-minded, relationally-healthy, well-rounded, winsome, and graceful leaders.

### **God's Charge to Parents**

Noah Webster, in the first American Dictionary published in 1828, defined education as "The bringing up, as of a child; instruction, formation of manners. Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future situations. To give children a good education in manners, arts and science is important; to give them a religious education is indispensable; and an immense responsibility rests on parents and guardians. Hence, one who is educated is said to have been brought up; instructed, furnished with knowledge or principles, trained, and disciplined."

To educate means "to rear" or "to bring up" children. Ephesians 6:4 explicitly states that fathers, not the state, have the responsibility "to rear" or "to bring up" their children—in other words, to "educate" their children. The basic scriptural pattern for the education of children requires that parents not only take responsibility for, but actively serve as, the primary agency of the education of their children.

Parents must first understand their personal responsibility before God and commit to serving Him fully:

*"Only take care, and keep your soul diligently, lest you forget the things which your eyes have seen, and lest they depart from your heart all the days of your life. Make them known to your children and your children's children." (Deuteronomy 4:9)*

*"The righteous man who walks in his integrity—blessed are his children after him." (Proverbs 20:7)*

The Bible is not an area of compartmentalized learning. Rather, it forms the basis of all of man's true knowledge. In every area of study—history, science, language, and so on—Scripture is the beginning and the basis of all learning.

Parents must carry the responsibility to prayerfully study and teach the word of God to their children every day. Truth is imparted, moment by moment, by speaking and living through God's Holy Spirit. Children emulate their parents:

*"For it is precept upon precept,  
Precept upon precept,  
Line upon line,*

*Here a little, there a little." (Isaiah 28:9-10)*

The education of a child must consistently work to mold and shape a human life in conformity to the pattern of God's Word. The Scriptures serve as the tool to bringing forth a child flawless in character, full of grace and truth.

The child's submission and obedience to God-ordained authority in his life form the basis of all his instruction. The child must first learn to hear and obey his parents' instructions before he can learn to obey God. Obedience is foundational to everything else the child learns.

## God's Attitude Toward Children

*"And calling to him a child, he put him in the midst of them and said, 'Truly, I say to you, unless you turn and become like children, you will never enter the kingdom of heaven. Whoever humbles himself like this child is the greatest in the kingdom of heaven. Whoever receives one such child in my name receives me, but whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone fastened around his neck and to be drowned in the depth of the sea.'" (Matthew 18:2-6)*

*"Behold, children are a heritage from the Lord, the fruit of the womb a reward. Like arrows in the hand of a warrior are the children of one's youth. Blessed is the man who fills his quiver with them! He shall not be put to shame when he speaks with his enemies in the gate." (Psalm 127:3-5)*

## Our Story

In January 1987, a handful of members of the newly-formed Bates Creek Presbyterian Church began meeting and planning the process of opening a Christian school. The new congregation had recently broken ground to build the first phase of a church facility, and the pastor, Al Lutz, also had a vision to incorporate a day school on its premises. The planning committee for the school included several young parents who became involved with their own children in mind. Members of this committee were approved by the church session in March and became the first Board of Directors. They began focusing on several critical areas: Mark Buchanan, chair; Greg Anderson, budget and finances; Debbie Johnson, publicity; Barbara Broderson, curriculum; Jule Robbe, church elder. With the ambitious goal of opening a kindergarten in the fall of '87—shortly after building construction was to be completed—the committee pushed ahead. It would be called Bates Creek Christian Academy.

Of course, numerous hurdles had to be crossed. Hefty agendas kept the bi-monthly Board meetings occupied until the wee hours of the morning. When Bates Creek Christian Church challenged the school's name as too close to theirs and causing confusion, a name-change became necessary. Bates Creek Christian Academy became Bates Creek Academy. Construction of the new building was progressing on schedule until a late spring storm completely flattened the tall roof trusses that had just been erected over the main sanctuary. Construction halted. Completion dates were pushed back. "Contingency plans became a new agenda item. At the same time, enrollment numbers waxed and waned over the summer months, driven by competition with many well-established private schools and preschools in the area. The August opening date came and went without facilities and without students. The obvious decision was made to postpone the opening for a year. In the following months, the Board continued meeting, praying, and working toward the new goal. Various sub-committees were formed and labored long hours



on their assigned tasks. On August 29, 1988, with a faculty of two plus a principal and an annual budget of \$34,000, Bates Creek Academy opened its doors to its first, long-awaited students: 24 preschoolers and 7 in a K/1st combination class.

Why do this? Why spend so much time, money, energy, and heartache on founding such a fledgling enterprise? Why deprive their kids of all the bells and whistles of the local public school like everyone else? They articulated their reasons well in their founding mission statement:

“The truths of God’s world and his relationship to it are an essential part of the lives of children. It is the desire of the Bates Creek Christian Academy that these truths be included in the prime time of the daily classroom. With the Bible as the foundation of truth in the classroom and in the hearts of its teachers, TCA stresses a curriculum with a Christian viewpoint. Academic excellence is a major aim of the school, along with encouraging social, emotional, academic, and spiritual growth of its students.”

Over the next seven years, major changes took place. New families heard about the school and one grade per year was added through grade 8. In the spring of 1992, the Board made a third and final name-change. ‘Bates Creek Academy’ was not a name that communicated to the community our deep commitment to teaching all subject areas from a biblical worldview. Wanting to keep the same TCA initials, the new name “Trinity Christian Academy” was adopted. The purple, gold, and white school colors were also chosen, and a student contest was held to name a mascot. Early possibilities included Stallions, Crusaders, Preachers, and Aliens. “Titans” was considered too pagan for a Christian school by some, but when the votes were counted, it won out. By the ’92-’93 school year, Trinity was already outgrowing the facilities, and a double-wide was used to house grades 3, 4, and 5.

That same school-year, the Board recognized its need for counsel and help in the very practical areas of written policy manuals and administrative, faculty and student handbooks. The school was moving into its 6th year without having these foundational documents. It was a bit like starting a country without a constitution, but no one on the Board was equipped for such a daunting task. Such an advisor was found in Robin Lewis of Heritage House Educational Consultants, Dallas, Texas, and in June 1993, the Board signed a 3-year consulting agreement with her. Mrs. Lewis’s mission was thoroughly Christian and thoroughly classical. She was experienced in establishing and administering non-profit Christian schools, and she was dedicated to the same academic excellence the Trinity Board sought. Through her mentoring and expertise, many of the governing documents that currently undergird Trinity were put into place. Roles were more clearly defined, vision focused, academic program challenged, and sound management procedures implemented. Several faculty and Board members visited one of her schools in Dallas and returned recharged. A critical need had been met, and the school structure was on more secure footing.

The spring of ’95 witnessed the graduation of Trinity’s first 8th graders: two young ladies who would move on to high school at Lexington Christian Academy. The original intent for the scope of Trinity was to be a preschool through grade 8 campus, and the Board had received verbal agreement with LCA that our middle-school graduates would be funneled into their high school. In the fall of ’95, however, LCA reversed that decision, citing growing enrollment from their own Lower Schools, and only the current 7th-8th grade Trinity students could be assured admission. To address this problem, and after much discussion and prayer, the Board published in 1997 their findings in a 5-year, long-range plan for Trinity. It laid out plans to expand to a secondary school beginning with grade 9 in the 1999-2000 academic year, seek a headmaster to be in place by fall of 1998, aggressively develop two sessions per grade at the

Lower School level, and work with Tates Creek Presbyterian Church to plan for space requirements. The church was already in the middle of phase 2 of the facility expansion: the 19,000 square foot classroom wing.

In 1999, Scott Mayo became the first Headmaster, as the high school became a reality. In 2003, we celebrated the first high school graduation. Beginning with this graduating class and continuing with subsequent ones, parents felt great pride and sincere thankfulness to God for the high achievement of their young adults. Trinity graduates have gone on to higher education and careers in medicine, law, business, the arts, nursing, teaching, and the military.

Fast forward another 20+ years and here Trinity stands today. Trinity has gone from 31 students to 500; from a faculty of 2 plus a principal to a faculty of over 40 full time, degreed, certified, classical Christian professional educators plus 9 full time administrators; from a budget of \$34,000 to a budget of over \$4 million dollars.

Trinity has been through a lot over the years and has overcome many obstacles that could have been catastrophic for a weaker school. But Trinity has a strong foundation built on Christ and the rains have not been able to wash that away.

For the past 35 years, God has blessed the faithfulness of those original founders and Trinity Christian Academy has grown into one of the strongest classical Christian schools in Kentucky and the nation.

Trinity has graduated hundreds of students who have gone on to accomplish great things for the glory of Christ and the good of the Bluegrass and beyond.

## Our Governance Structure

Trinity's Relationship to Its Sponsoring Organization: Trinity is a ministry of Tates Creek Presbyterian Church (TCPC), and therefore authority of the Trinity Board of Managers falls directly under the Session of TCPC.

**Definition:** The Board is the self-perpetuating entity charged with the strategic, long-term protection and strengthening of Trinity's financial, physical, and programmatic assets.

**Purpose:** The purpose of the Board, on behalf of the Session of Tates Creek Presbyterian Church, is to ensure that Trinity maintains and perpetuates the essential character and integrity of Trinity's mission by ensuring it achieves appropriate results for appropriate recipients at an appropriate cost and avoids unacceptable actions and situations to remain viable to serve later generations of students and families.

**Role:** The Board provides strategic leadership to Trinity by conducting its affairs according to a dynamic strategic plan, engaging in periodic assessments of Trinity's purpose and performance, ensuring balance and stability, articulating a unified sense of purpose in all of its communications, and ensuring the proper resources are available to execute Trinity's mission.

**Governance Style:** The Board governs lawfully, observing the best practices related to strategic policy governance with an emphasis on (a) integrity and truthfulness in all of its activities and practices, (b)

outward vision rather than internal preoccupation; (c) strategic leadership rather than administrative detail; (d) clear distinction between the Board's role and the Head of School's role; (e) collective rather than individual decisions; (f) future focus rather than the past or present orientation; and (g) proactivity rather than reactivity.

The Board governs with a sense of group responsibility. The Board, not the staff, is responsible for excellence in governance. The Board initiates policy, not merely react to staff initiatives. The Board must not use the expertise of individual members to substitute for the Board's judgment, though the expertise of individual members may be used to enhance the Board's understanding.

The Board directs, controls, and inspires Trinity through the careful establishment of broad written policies reflecting the Board's values and perspectives. The Board's focus is on the intended long-term impacts and ends outside the staff organization, not on the administrative or programmatic means of attaining those effects.

The Board enforces upon itself whatever discipline is needed to govern Trinity with excellence. That discipline applies to matters such as attendance, preparation for meetings, policymaking principles, respect of roles, adherence to board standards of conduct, professional development, and ensuring the continuance of governance capability. Though the Board may change its governance policies at any time, it will conscientiously observe those currently in effect.

Continuing board development and education includes periodic discussion of process and best practices at regular meetings and must include an orientation for new board members within thirty (30) days of their appointment in the Board's governance process and these policies.

**General Qualifications:** Board members must be (a) an active member in good standing of a church in substantive agreement with Trinity's statement of faith; (b) in agreement with (or at least not hostile toward) the tenants of the Reformed doctrine as defined in the Westminster Confession of Faith; (c) an advocate and ambassador for the classical Christian model of education, (d) able and willing to devote sufficient time, talent, and treasure to the work of the board including sitting on at least one (1) board subcommittee, and (e) a current-year donor to Trinity. (f) No teacher or staff member employed by Trinity or member of their immediate family or household (i.e. wife, husband, son, daughter, mother, father, or any relative residing at the same residence) shall be eligible to serve on the Board without specific exception granted by the majority of Board.

**Composition:** The Board is composed of not less than nine (9) members, nor more than fifteen (15). The Board has three (3) types of members: (a) TCPC; (b) regular; and (c) ex officio. The authority of the Board is corporate, with individual members having responsibility only as authorized by the Board as a whole. Board members should be encouraged equally from lower school and upper school student parent representation.

**Powers and Duties:** The Board possesses the general power and authority to govern and conduct Trinity's affairs and business consistent with its policies, and has full power by majority vote, to adopt rules and regulations governing the action of the Board. The Board focuses on (a) spiritual leadership, praying and waiting upon God for His direction and wisdom; (b) strategic planning and the annual agendas derived from the resulting planning document(s); (c) policy-setting consistent with and under Trinity's planning document(s); and (d) the employment, support, encouragement, and evaluation of a

Head of School, who functions as Trinity's Chief Executive Officer concerning the operational-level implementation of Trinity's planning documents.

The Board's specific powers include, without limitation, the power to (a) nominate and elect candidates for the Board; (b) elect a Chairperson and other officers from among the Board's members; (c) establish and direct the work of the Board's sub-committees; (d) receive and hold real or personal property for educational and religious purposes for Trinity's benefit; (e) develop and revise (as needed) both an overall strategic plan and a strategic financial plan derived therefrom, and, thus, develop revenue sources and establish expenditure systems consistent with the furtherance of the strategic plan and the strategic financial plan; (f) approve an annual budget consistent with the strategic financial plan; (g) monitor income and expenditures against the budget and the strategic financial plan; (h) establish the Head of School's contract and compensation package; (i) extend the Head of School's contract in a systematic and timely manner or, similarly, bring it to closure; (j) grant or confer diplomas (via the Head of School and faculty) to those completing Trinity's course of study; (k) establish or amend these policies and bylaws as necessary.

The Board is not involved in Trinity's management or day to day operations except (a) indirectly through the establishment of policies, or (b) if the Head of School requests that the Board become involved.

## Our Philosophy

### Classical Christian Education: The Big Picture

Developing a Christian worldview and passing it on to the next generation is an ethical imperative for disciples of Christ (Deut. 6:4-9). It requires a rethinking of every aspect of life and reality in light of the resurrection of Jesus and his inauguration of the transforming gospel of the kingdom. Christians are to "...put on the new man, which is renewed in knowledge after the image of him that created him" (Col. 3:10). They must resist conformity to the "pattern of this world" and "...be transformed by the renewing of [their] mind" (Rom. 12:2). They are to "...demolish arguments and every pretension that sets itself up against the knowledge of God, and ... take captive every thought to make it obedient to Christ" (2 Cor. 10:5). They are instructed to study the mind of Christ (Phil. 2:5), train their children in the paideia of God (Eph. 6:4), and "...contend for the faith that was once for all delivered to the saints" (Jude 1:3). They are instructed to "train up a child in the way he should go..." so that "...when he is old he will not depart from it" (Prov. 22:6). Christians are instructed to accomplish these tasks to prepare for faithful service in advancing the kingdom of God on earth as it is in Heaven (Matt. 6:10) and taking dominion in the earth by promoting human flourishing (Gen. 1:28).

The purpose of Christian education is to prepare Christian students to add their own contribution to the supreme reformation project, which is God's restoration of all things that have been corrupted by evil and the fulfillment of the Great Commission (Matt. 28:16-20).

Trinity Christian Academy therefore employs a developmentally sensitive approach to education. This approach cultivates wisdom, virtue, and eloquence through nourishing the soul on truth, goodness, and beauty. It also integrates faith and discipleship with instruction in the liberal arts and sciences. The

purpose of education is to fully equip students to flourish spiritually, intellectually, morally, physically, and socially under the Lordship of Christ.

In the wider context of the culture wars over education in America, the revival of classical Christian education is arguably one of the most promising developments in American education in the past 150 years. From the founding of the first schools in Puritan New England in the 18th century, education in America had been overwhelmingly Christian and classical. What changed? In the 19th century, educators adapted education to meet the needs of mass European immigration. Later, the technological push of the 1950's aimed education at training technologists for vocational careers. This "Vo-Tech" emphasis, combined with a focused effort to secularize school campuses and curricula, has tended to create illiberal learning environments not only hostile to biblical faith and family values, but hostile to the very object of true education: the development of the human person made in God's image.

The illiberal enemies of the classical Christian tradition of education are everywhere (especially in the academy!), and they are a real and present existential threat to the highest ideals of human flourishing and humane society. They are the spiritual descendants of those utilitarians and progressive educrats who view knowledge and education primarily as an instrument of power, wealth, indoctrination, and social engineering.

Unfortunately, this instrumentalist and progressive vision of education has gained ascendancy over the classical and Christian formative vision of education in much of modern American schooling. Most students growing up in America today are relentlessly subjected to high stakes standardized tests by educators obsessed with ever changing fads in technology and pedagogy in the name of preparing future workers for a global economy. These educators have abandoned the classical and Christian humanism of a liberal arts and sciences education by redefining the "useful" away from that which forms the "complete person" toward that which primarily promotes a person's material well-being. Not surprisingly, these "progressive" trends in American education have tended to alienate an increasingly large and dissatisfied public who are seeking a return to classical Christian Education.

Classical Christian education is a complex and harmonious synthesis of Greco-Roman and Judeo-Christian educational traditions. It is this tradition of education that produced the great intellectual, religious, artistic, and technological achievements of Western Civilization. Beneath the epics of Homer and Dante, the philosophies of Plato and Aquinas, the theologies of St. Paul and St. Augustine, the paintings of Michelangelo and Rembrandt, the science of Copernicus and Newton, the music of Bach and Beethoven, and the political writings of Jefferson and Madison -- beneath these cultural monuments lies the foundation of a classical Christian education. The goal of this tradition of education is to cultivate those unique human powers of reasoning, speaking, writing, questioning, observing, appreciating and creating that reflect the image of God and enable humans to fulfill their unique human destiny: to live freely and to know God.

An unbroken line can be traced from Plato's Academy to the European cathedral schools to modern classical Christian academies. No matter how ordinary it may seem, a classical Christian academy is an extraordinary thing. It is a living, breathing, spiritual descendent of millennia of teachers and students driving toward truth, goodness, beauty, and human flourishing. In its essential form, a classical Christian academy is a bastion of faith, reason, beauty, virtue, art, imagination, and science. It exists to rightly order the human soul in wisdom, virtue, and eloquence, propagate the highest ideals of a society, encourage life-long learning, and support the highest quality teaching.

A classical Christian educator - whether a teacher, a coach, or an administrator - is a trustee of a breathtaking 2,500 year old tradition of teaching and learning and a champion of a way of life that values the integration of faith, reason, and virtue in the pursuit of truth, goodness, and beauty. The primary job of a classical Christian educator is to make pious enlightenment and moral virtue attractive to the next generation; to interest and inspire them in the pursuit of these ideals through a living example; and to guide them into a life of authentic freedom and flourishing by helping them discover their gifts and talents and inspiring them to reach their full potential. A classical Christian educational vocation is a high and noble calling and nothing — not facilities, rankings, test scores, sports opportunities, or financial considerations — is more important than ensuring the unimpeachable integrity and quality of a classical Christian academy's faculty, coaches, and administrators.

A classical Christian student is an apprentice of learning under the wise guidance of a master teacher. A successful classical Christian academy focuses relentlessly on protecting and nurturing this vital relationship between the teacher, coach, and student: an older generation mentoring a younger. All decisions - both strategic and operational - are weighed on the basis of whether they improve or imperil relationships between students and teachers. Above all, successful classical Christian academies are flexible and adaptable, creating cultures and crafting curricula that students need in order to develop caring relationships with adults who personally challenge, mentor, and inspire them to be the best they can be.

A classical Christian curriculum - well-ordered, fully integrated, and properly aligned - is the means of transformation through which a student must master to acquire the ends of faith, knowledge, virtue, and skill required for human flourishing. It represents traditional academic disciplines encompassing theological, scientific, mathematical, linguistic, historical, civic, philosophical, and artistic domains of knowledge, and should be intellectually rigorous, developmentally appropriate, and intrinsically interesting. In addition to core academic disciplines, a classical Christian curriculum encompasses the whole apparatus of co-curricular, athletic, college preparatory, and cultural practices that enrich the pursuit of knowledge while shaping student attitudes, beliefs, and character in the context of a safe and supportive learning community. A fully-orbed classical Christian curriculum "...aims at cultivating fully integrated human beings, whose bodies, hearts, and minds are formed respectively by gymnastic, music, and the liberal arts; whose relationships with God, neighbor, and community are marked by piety; whose knowledge of the world, man, and God fit harmoniously within a distinctly Christian philosophy; and whose lives are informed and governed by a theology forged from the revelation of God in Christ Jesus as it has been handed down through the Church in historical Christianity" (Clark & Jain, 28).

The right combination of these four ingredients - the academy, the educator, the student, and the curriculum - has an emancipatory value for individuals and societies. It is a means for individuals to gain access to all the other goods that we value - spiritual, intellectual, cultural, social, and economic. This is the legacy of the Greco-Roman and Judeo-Christian tradition of education that has been preserved through time by those who choose to align their lives around the ideals of truth, goodness, and beauty.

## **The Liberal Arts: Trivium & Quadrivium**

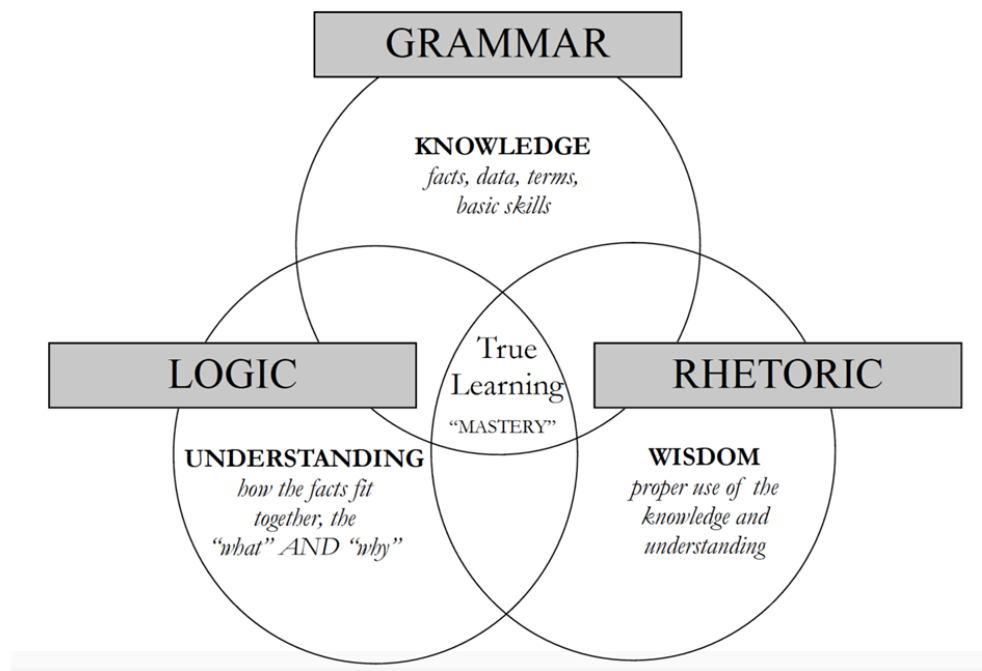
The seven liberal arts are more like well-worn pathways in the pursuit of wisdom, than our standard school subjects. They aim to train the student in intellectual virtue so that they discover reliable

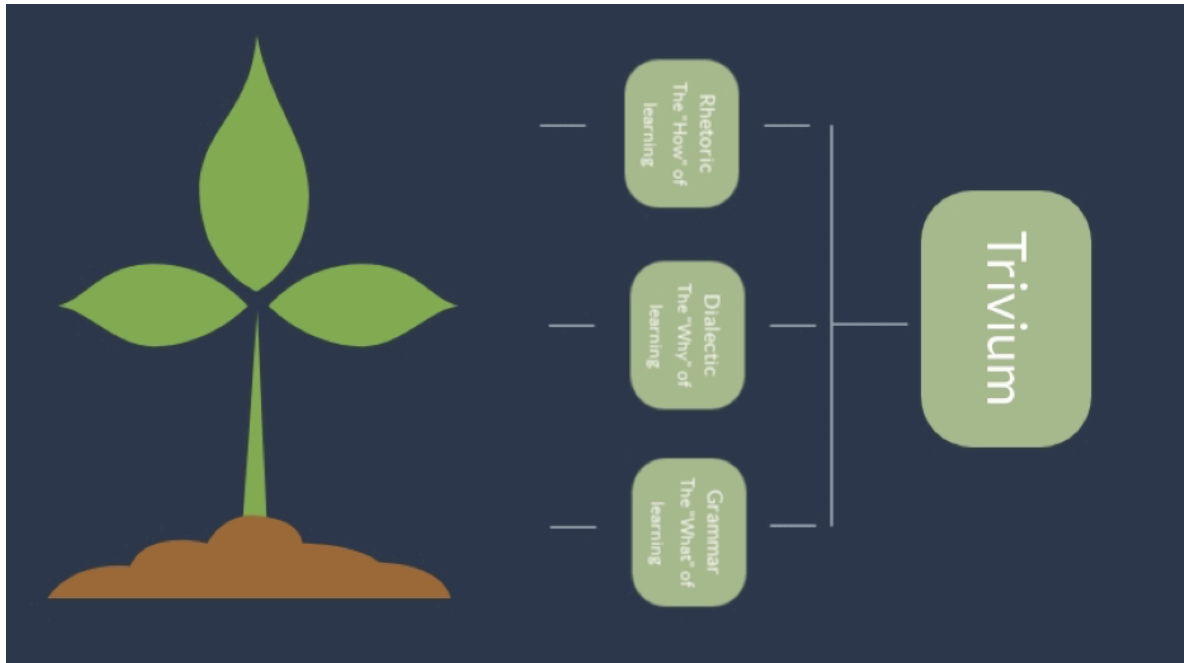
knowledge in the sciences. The liberal arts start with the Trivium, or three-fold path of language arts, followed by the Quadrivium, or four mathematical arts.

The liberal arts start with the Trivium, or three-fold path of language arts, followed by the Quadrivium, or four mathematical arts.

We should think of the term 'art' in the classical tradition, as indicating that these are complex skills to be trained in, rather than simply information to be memorized and regurgitated on a scantron test.

## The Trivium





### The Trivium as Stages of Development

The Trivium includes Grammar, Logic or Dialectic, and Rhetoric. The first wave of the classical school movement focused on Dorothy Sayer's identification of the Trivium as stages of learning corresponding to a basic facts and memorization stage (Grammar), the critical thinking and arguing stage (Logic), and the stage of blossoming creativity and poetics (Rhetoric). Sayers called these the poll-parrot, pert and poetic stages, and they roughly correspond to the traditional elementary, middle and high school paradigm of the U.S. education system.

**The Poll Parrot and Grammar Phase (PK-5<sup>th</sup>):** Foundation of facts, rules, and skills: These periods of childhood development and learning, correspond with the early childhood and elementary years of childhood development when observation and memory are the "master faculties." During these phases, students are best equipped to memorize and order the many facts and particulars of various subject areas. All subjects can be broken down into a foundational set of basic facts, rules, and skills to be committed to memory. These elementary facts, rules, and skills we refer to as the "grammar" of each subject. While other elements of the trivium (i.e. logical reasoning, oral presentation, etc.) are certainly present during this stage, the emphasis of the curriculum is slanted in favor of memorization and imitation of the "grammar" of subjects in order to provide the foundational background knowledge necessary to build on in the later years when reason, analysis and expression are emphasized. In the Pre-Grammar and Grammar phases, knowledge is absorbed, reinforced and unified in a Christ-centered worldview, forming the beginning of a more complete and full Christian understanding of the world.

**The Dialectic Phase (Grades 6-8):** Reason, Analysis, Understanding: Formal logic, correct argumentation, analysis of information and deductive and inductive models of reasoning comprise the "master faculties" at what has traditionally been called the "Pert Stage" of childhood development. Students use the tools they have acquired to develop understanding and advance theories and arguments based on logical



processes. In this stage, learning in all traditional subjects continues allowing students who have mastered the foundational “grammar” of a subject focus on analyzing the “hows” and “whys” of a subject through discussion, Socratic questioning, deduction, and constructive criticism. Students are encouraged to ask questions and develop answers systematically; assertively challenging fallacious arguments, faulty reasoning, and unsound thought processes. Learning through this phase and mastering “the tools” of questioning, logical reasoning, and analysis is critical to the proper growth of the imagination and is the basis of the final stage of the Trivium.

**The Rhetoric Phase (Grades 9-12):** Wisdom in Bloom: The Rhetoric phase, also known as the “Poetic Stage” of development, equips students with a level of intellectual freedom to explore self-expression, creativity, and scholarly application through original compositions and oral presentations that engage with a challenging Great Books college preparatory curriculum. This phase of education engages students when they are naturally concerned with presentation and polish and seeing things “as a whole.” It challenges them to combine the knowledge learned in the Grammar phase and the analytical and logical skills learned in the Dialectic phase with skills of presentation and persuasion learned through the discipline of formal rhetoric and Socratic style seminars. In this phase, these budding orators begin to express their ideas on subjects in clear, forceful, persuasive, and elegant language. They engage in the “great conversation” of thinkers and authors in the tradition of western authors, artists, philosophers, and scientists seeking wisdom and eloquence. The result is informed, engaged, articulate students prepared for cultural leadership and representative of the classical Christian education provided them at Trinity.

### **The Trivium as Language Arts**

The second wave of the classical school movement has focused more attention on the historical variations in the tradition of grammatical, dialectical and rhetorical training. Kevin Clark and Ravi Jain in their book *The Liberal Arts Tradition* contend that many aspects of the “grammar stage” actually better refer to what they call ‘musical education.’

Grammar originally referred to something much bigger than parts of speech and diagramming sentences; it encompassed the reading and interpretation of texts in general, with all the background knowledge and sub-skills that that entails.

Dialectic was the process of discerning the truth through discussion and debate. It is perhaps best exemplified by Socrates’ famous dialogues, though honed to a different sort of perfection in Thomas Aquinas’ famous scholastic method of question, answer, objection and synthesis in the *Summa Theologica*.

Rhetoric has a long and varied tradition rooted in the ancient political and legal wranglings of Greek and Roman orators, though it has been continuously reapplied in different cultural settings down to this day. From the conventions of spoken and written discourse to the skills of developing and articulating an argument, rhetoric is the art of making decisions in a community through leadership and communication.

It’s probably best to think of the Trivium arts as core competencies or language arts skills that admit of a basic mastery but also of continual improvement. Reading and interpretation, discussion and reasoning, spoken and written composition are the tools of learning in any subject. They are a method of effective

learning, not just a curriculum. As students get better at them, they get better at the process of learning itself.

## The Quadrivium

The quadrivium are the mathematical arts of arithmetic, geometry, music and astronomy.

- Arithmetic: dealt with the manipulation of numbers;
- Geometry: numbers extended in space;
- Music: numbers extended over time;
- Astronomy: numbers extended in space and over time.

Algebra and calculus, as modern discoveries, can be seen as extending the investigations of the earliest mathematicians. They are natural outgrowths of the classical tradition of mathematics, rather than radical departures from it. This can be demonstrated from the fact that famous mathematicians were often interacting with ancient Greek mathematical philosophers.

## Foundational Elements: Piety, Gymnastic, & Music



In addition to the seven traditional liberal arts, recent classical educators have emphasized other more holistic aspects of the classical tradition. The liberal arts aim primarily at cultivating intellectual virtue, they argue, but the ancients and medievals were interested in the body, heart, and soul as well. So these two authors have included piety, gymnastic and musical education in order to capture the classical tradition's goal of cultivating the whole human person.

## **Piety**

Piety is that heartfelt love for God and neighbor that inspires a sense of duty, responsibility and obligation to take care of others. In our day and age of radical individualism, piety asserts instead that we have a responsibility to use our gifts and resources in the service of God and neighbor.

This sense is instilled in the student not so much through a particular subject or curriculum (though chapel, discussing the Bible, and singing hymns can certainly help), but through a genuine and embodied culture of faith and service. It's caught more than taught.

## **Gymnastic Education**

The training of the gymnasium was central to the fitting out of citizens ready to serve their community in times of need and times of plenty. Bodily fitness, sports, and habits of prompt and active obedience, attention and engagement with the task at hand are absolutely essential even for the life of a scholar, let alone an active member of the community.

Unfortunately, the modern dichotomy between body and mind too often sequesters the jocks and nerds, as if it were not possible to excel in both arenas: the physical and the intellectual. In fact, modern research is confirming how much proper exercise supports learning, implying that body and mind work best in tandem, as the ancient gymnasium implied.

## **Musical Education**

Not to be confused with the mathematical art of the Trivium, musical education refers to the inspirational literature, poetry, music, nature and art that are cherished and celebrated by young and old. The Muses of ancient Greek mythology inspired not only various types of music, poetry, and epics, but also history and astronomy.

Musical education recognizes that the curriculum choices will necessarily nurture cultural values and norms at a deep and heartfelt level. There is no such thing as a value-neutral education. It can inspire in us the love of things that are lovely, excellent, honorable and praiseworthy, or the opposite. Education simply can't be reduced to information and skills.

## Sciences: Natural, Ethical, Metaphysical, & Theological



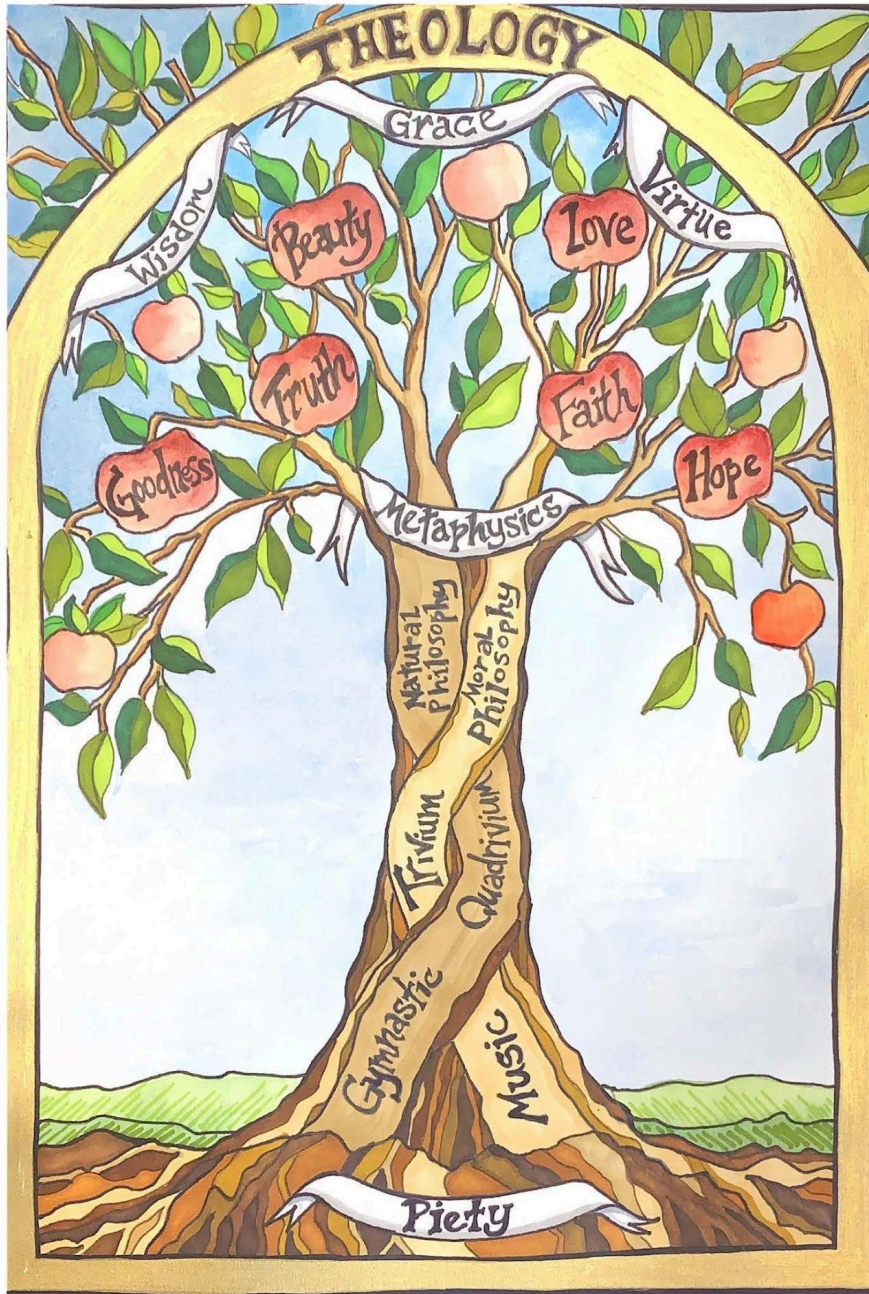
Last in the liberal arts tradition paradigm are the four subdisciplines of the Sciences: Natural Science, Ethical or Moral Science, Metaphysics, and Theology (The Queen of the Sciences).

Before the modern era the terms 'philosophy' and 'science' were virtually interchangeable. Philosophy, meaning "the love of wisdom," represented the highest aim of classical education. The term 'science' comes from the Latin word for knowledge, and therefore pointed to all that could be known about the world.

The classical Christian sciences map on to what we think of as subjects in the modern world: they are organized bodies of knowledge about a particular sphere of all that can be known. Every subject, therefore, can fit into the three spheres of Nature, Humanity (or moral science), Being itself, or the overarching principles governing all things (metaphysics or divine science), and the knowledge of God.

For Christians the fact of divine revelation provides a new source of knowledge in the Bible, making theology the Queen of the Sciences. Theology is the queen because the knowledge we gain from God's self-revelation often causes a radical reorientation and reassessment of human knowledge and wisdom. All that could be known through merely human means must now be colored through the gospel glasses of a Christian worldview.

## The Learning Tree



These categories work together sequentially, resulting in a paradigm, or a comprehensive structuring, of the classical Christian liberal arts tradition. To help visualize this structuring, it is helpful to liken it to a tree.

The roots of the tree are piety, for, without piety, a person would have no reliable map or compass for one's purpose in life. Piety serves both as a launching pad and source of sustenance for one's understanding and approach to a meaningful life.

Next come Gymnastic and Music, located on the lowest part of the tree trunk, indicating that these categories begin during the earliest years in a child's education. Physical development and self-control, for example, are crucial during this stage. What initially begins with basic head movement and rolling on the floor quickly turns into crawling, walking, and soon enough, running and jumping. Likewise, the minds of children are incredibly active and curious, seeking to absorb everything in their paths. Therefore, the right stories, songs, and art should be offered and assimilated for their moral imaginations to flourish.

With this foundation laid in the early years, training in the liberal arts occurs next. Not understood as stages in childhood development, but rather as dynamic tools of learning across grade levels, students learn how to use these tools as they engage with linguistic and mathematical content. The language tools have to do with all that is necessary to read and interpret a text, think critically, engage in discussion, and communicate both orally and in writing with eloquence. The number tools have to do with understanding the complex relationships between quantity, size, location, and shape, and then applying this knowledge toward practical outcomes.

Together the liberal arts of language and number are the tools of learning that equip a student to think independently and dynamically. And while the training in these skills includes the transmission of some knowledge content, the focus is on honing skills that they may then go on to utilize in their own pursuits of knowledge down the road.

Philosophy, or the Sciences, represent the pursuit of wisdom and consist of all the subjects, or fields of knowledge, that one can study, such as chemistry, biology, economics, history, literature, and theology. Philosophy, or the Sciences, as the domain of all knowledge, is located at the highest point on the tree trunk, indicating that if a student has made her way up to this point, she is now ready to begin the real work of the tree: bearing fruit. This feature of the illustration is crucial for it reminds us as educators that the ultimate purpose of education is not mere knowledge, but virtue formation and the cultivation of desire directed toward the good, true, and beautiful.

And where does Theology belong on the tree you might ask? Interestingly, theology itself is not located in any one particular place on the tree, but instead is situated above the tree. This unique positioning communicates that knowledge and understanding of the Triune God *transcends* all the other categories of education.

## Enrollment Dates & Information

### January 1 - February 15: Opt- Out Period

Trinity Christian Academy follows the continuous enrollment model, allowing ease and convenience for our families. Families no longer need to go through the re-enrollment process. Continuous enrollment means that students will be automatically re-enrolled each year until graduation unless parents notify the school of their intent to withdraw by February 15.

Students are automatically enrolled for the following school year, unless a parent sends written communication to the Advancement office (email [admissionoffice@trinitylex.org](mailto:admissionoffice@trinitylex.org)) by February 15 of the current year, for them to not be enrolled for the following year. Those that take advantage of the continuous enrollment, they will have a Priority Enrollment Fee of \$300 (1-12) or \$150 (PK, K) respectively. Only currently enrolled students who are current on tuition payments will be permitted to take advantage of the Priority Enrollment Fee. Current students and siblings who elect to remove their enrollment from Trinity by February 15 will be required to pay the Open Enrollment Fees of \$500 (K-12) or \$300 (PK) and risk being displaced by new applicants from the waiting pool.

For additional information, please see contractual language below.

### February 15: Priority Tuition Assistance Application Deadline

All current and new families applying for tuition assistance must complete all portions of the TADS Financial Aid application, including submission of all supplemental documents by February 15 to be eligible for Priority Enrollment fees. Current families applying for financial assistance after February 15 will be required to pay the Open Enrollment fee of \$500 (K-12) or \$300 (PK) and will be placed in a wait pool along with new applicants. The link for the tuition assistance portal can be found [here](#).

### February 16: Open Enrollment Begins

After February 15, Trinity will begin filling all empty seats with mission appropriate students from the applicant waiting pool for each grade. Both returning and new families will pay the Open Enrollment fee of \$500 (K-12) and/or \$300 (PK) and will compete for open seats. Priority for open seats will be awarded in this order:

1. Siblings of current students
2. New students who are children of Trinity teachers
3. New students who are children of Tates Creek Presbyterian Church members
4. New students from Partner Schools
5. All other new students

### Other Information

Current and new Trinity Pre-Kindergarten and Junior Kindergarten students who plan to enroll in Trinity's Kindergarten program are required to take the DIBELS Test. The Admissions Office will contact you to schedule the test, which may be in March, after the Opt-Out period.



# 2024-25 Tuition & Fee Schedule



## 2024-2025 Tuition Rates

### APPLICATION & ENROLLMENT FEES

#### Application Fees

**PreK- 3rd Grades:** \$100  
(includes testing fees)

**4th-12th Grades:** \$50  
(does not include ISEE testing fee)

#### Enrollment Fees

**Current Families:**  
**Priority - by Feb. 15**  
PreK/Jr. K/Kindergarten: \$150  
Grades 1-12: \$300  
Family Maximum: \$600

**New and Current Families:**  
**After Feb. 15**  
PreK/Jr.K/Kindergarten: \$300  
Grades 1-12: \$500  
No Family Maximum

### TUITION

Early Learning	Annual	Semi-Annual	11 Month*	12 Month**
2-Half-Day Pre-Kindergarten (Age 3)	\$ 2,901	\$1,450.50	\$263.73	\$241.75
3-Half-Day Pre-Kindergarten (Age 3)	\$ 4,062	\$2,031.00	\$369.28	\$338.50
2-Day Pre-Kindergarten (Ages 3 & 4)	\$ 4,527	\$2,263.50	\$411.55	\$377.25
3-Day Pre-Kindergarten (Ages 3 & 4)	\$ 6,152	\$3,076.00	\$559.28	\$512.67
5-Day Junior Kindergarten (Age 4)	\$ 9,519	\$4,759.50	\$865.37	\$793.25
Kindergarten	\$10,796	\$5,398.00	\$981.46	\$899.67

### Schools of Grammar, Logic, and Rhetoric

Grades 1-5	\$12,306	\$6,153.00	\$1,118.73	\$1,025.50
Grades 6-12	\$13,815	\$6,907.50	\$1,255.91	\$1,151.25

\*The Continuous Enrollment Fee (CEF) requires payments due from June-May (no payment in February to allow parents to pay the CEF).

\*\*The 12 month payment plan requires payments due from June-May.

NEED ASSISTANCE?

859-271-0079

admissionoffice@trinitylex.org



## MANDATORY FEES: Technology and Student Activity Fees (not covered by tuition)

<b>PreK and Jr Kinder.</b>	\$290	Resource officer, special activities, testing
<b>Grade K-2</b>	\$420	Technology, resource officer, special activities, testing
<b>Grade 3</b>	\$465	Technology, resource officer, special activities, testing
<b>Grade 4</b>	\$450	Technology, resource officer, special activities, testing
<b>Grade 5</b>	\$600	Technology, resource officer, special activities, testing
<b>Grade 6</b>	\$645	Technology, resource officer, special activities, testing, house fee
<b>Grade 7</b>	\$615	Technology, resource officer, special activities, testing, house fee
<b>Grade 8</b>	\$1,890	Technology, resource officer, Washington D.C. trip, special activities, testing, house fee
<b>Grades 9-11</b>	\$740	Technology, resource officer fee, special activities, testing, house fee
<b>Grade 12</b>	\$1,140	Technology, resource officer fee, special activities, house fee

## TUITION ASSISTANCE

Trinity Christian Academy offers a need-based tuition assistance program to support many families who would otherwise be unable to afford private education. We use an outside party (TADS) to conduct a full assessment of every family's financial situation and to offer us a unique tuition assistance recommendation. It is our sincere desire to welcome students from a broad range of socioeconomic backgrounds; therefore our admissions process is "need blind." Prospective families may apply for tuition assistance at the same time they apply for admission, but any award will not be made until after acceptance to Trinity. If you are applying to Trinity as a new family, you must start the application process first, then you will be able to select the Financial Aid tab to complete the tuition assistance process. **February 15 is the deadline for returning students to complete the tuition assistance application (including uploading all documents) and qualify for the priority enrollment discount.**

## Contract of Enrollment

At Trinity Christian Academy ("Trinity" or "School") we consider it an honor and a privilege to teach your child(ren) and to provide our students with an outstanding Classical Christian education. We thank you for choosing Trinity for your child(ren)'s education. By means of this Enrollment Agreement ("Agreement") Trinity and the below signing Parent(s) /Guardian(s) agree as follows:

General Acknowledgement: In signing this Agreement, the Parent/Guardian indicates his/her/their desire to enroll his/her/their student in Trinity for the current academic year upon successful completion of the student's then current grade, and he/she/they agree to pay the annual tuition and fees incurred and abide by all the terms of this Agreement. Parent/Guardian also understands that his/her/their student is not enrolled at Trinity and no position is being held for the student until this Agreement is signed and the student's registration fees have been paid and that the student will not be permitted to begin classes until all requirements for transcripts, previous school records, test results, health records, emergency medical treatment authorization and any other records required by Trinity are provided to Trinity. Parent/Guardian further agrees to promptly pick up student(s) when school ends. Failure to do so will result in student(s) being enrolled in Trinity's extended care program for an additional fee.

Trinity Policies: Parent/Guardian acknowledges that enrollment in Trinity is a privilege, not a right, and is contingent upon the student's satisfactory completion of the current school year, the completion of all enrollment forms, continued compliance with all Trinity policies, procedures and moral teachings and that grade and classroom placement is determined at the sole discretion of Trinity. Parent/Guardian and student acknowledges that he/she/they have carefully examined, agree with, and fully support Trinity's Mission, Vision, and Statement of Faith and that the policies, procedures and practices of Trinity, including, but not limited to those set forth in the School's Parent-Student Handbook ("Handbook"). All such items and their terms are incorporated into this Agreement by reference. In the event of a discrepancy or inconsistency between anything contained in Trinity's Manual or Handbook and this Contract of Enrollment, the terms of this Contract of Enrollment will obtain and supersede. Accordingly, Parent/Guardian and student agree to abide by all such policies, procedures, practices, and the provisions of the Manual and the Handbook and acknowledge that the same will be subject to periodic modification by Trinity. To the extent that it applies, Parent/Guardian and each student agrees to promptly disclose any potential conflicts to the religious beliefs, moral teachings, policies, procedures and practices of Trinity during the Term of this Agreement to the Head of School.

1. Initial Term & Continuing Term: Parent/Guardian understands that the term of this Agreement shall be in effect upon signing this agreement and shall renew automatically for each successive academic year until graduation from Trinity unless and until this Agreement is terminated by Trinity for any reason or written notice of termination from the Parent/Guardian is received by the Head of School or Admissions Office on or before February 15 of each year. Simply stated, if a student will not be returning the following school year, the Parent/Guardian must notify the Head of School or Admissions Office in writing by February 15 of the current school year. In the event Trinity does not receive a written notice of termination on or before February 15, a non refundable continuous enrollment fee per student shall be owed and will be billed to Parent/Guardian in March. Successful completion of the current academic year and recommendation of Trinity is required for automatic renewal of currently enrolled students. Trinity is the sole arbiter of whether a student has successfully completed the school year and such determination may include nonacademic considerations. In the event that Trinity rescinds this Agreement prior to the first day of school, the registration fee will be refunded; provided, however, the registration shall not be refunded if any tuition amounts are outstanding.

2. Dismissal: Trinity believes that a positive and constructive working relationship between Trinity and families is essential to the accomplishment of its Mission, Vision and Statement of Faith. Accordingly, if Trinity concludes that the actions, attitude, influence, or behavior of either a

Parent/Guardian or a student are at odds with the School's principles, policies, Statement of Faith, or otherwise seriously interferes with Trinity's accomplishment of its educational purposes for the student or other enrollees, Trinity reserves the right to end this Agreement or decline re-enrollment. Examples of such conduct include, but are not limited to, defamatory comments regarding teachers, administrators, volunteers, employees, board members and/or the school itself, including the posting of negative or derogatory comments on the Internet, Facebook, or other social media.

3. Withdrawal: Parent/Guardian also understands that, in consideration of Trinity's enrollment of his/her/their student, certain overhead expenses of the School are incurred on an annual basis and such expenses do not diminish with the withdrawal of the student and that all tuition and fees are charged for a place within Trinity and not for a period of attendance. Parent/Guardian further acknowledges and agrees that the absence of a student during an academic year or the enrollment of a student in Trinity's distance learning program in the event of school closure does not materially reduce the expenses of Trinity. Consequently, Parent/Guardian promises to pay in full the tuition for the full academic year for which they remain enrolled, as well as any other fees incurred regardless of whether a student is voluntarily withdrawn, dismissed, suspended, absent, enrolled in distance learning, or dismissed from Trinity for any reason. All tuition and fees owed are due and payable at the time a student withdraws or is dismissed from Trinity. Unpaid tuition and fees become delinquent one day after a student is withdrawn or dismissed. Student grades, diplomas, testing results, transcripts or other records will not be released until all delinquent amounts, including all administrative fees, are paid in full. Additionally, if Parent/Guardian has enrolled more than one student, no student's records will be released until all tuition, fees, and other charges are paid in full for all students withdrawn. Trinity reserves the right to assign its rights to collect payment under this Agreement to a third party. Parent/Guardian agrees to accept full responsibility for and promises to pay any and all costs incurred by Trinity to collect any delinquent amounts due Trinity including, but not limited to, administrative fees, attorney's fees and expenses, or other related costs, as well as interest as allowed by law. Notwithstanding anything to the contrary contained herein, if a family permanently relocates thirty or more miles out of the service area, or in the event of a loss of primary source income due to loss of job, Parent/Guardian may submit a Request for Release of Financial Obligation documenting the reason for withdrawal to the Trinity Board for its review and consideration. If granted a financial release by the Trinity Board for one or more of the above stated reasons, any tuition and fees already paid will not be refunded.

4. Force Majeure: Trinity's duties and obligations under this Agreement shall be suspended immediately without notice during all periods that the School is closed because of force majeure events including, but not limited to, any fire, act of God, hurricane, tornado, flooding, war, governmental action, act of terrorism, epidemic, pandemic, or any other event beyond the School's control. If such an event occurs, the School's duties and obligations in this Agreement will be postponed until such time as the School, at its sole discretion, can safely reopen. In the event that the School cannot reopen because of an event under this clause, the School is under no obligation to refund or reduce any portion of the tuition paid or owed.

5. Payments: Parent/Guardian agrees to fully and timely pay Trinity (in accordance with the payment plan elected) all tuition, charges, fees, and assessments associated with a student's admission, enrollment, and / or program participation at Trinity. Tuition and fees for each school year are established and published by the Trinity Board of Directors no later than January 31. Payment for

each academic year is due in full by July 1 unless a student is enrolled in the Trinity semi-annual or monthly payment plan program. For the sake of clarity, enrollment in the semi-annual or monthly payment plan program does not diminish the withdrawal refund/forgiveness of tuition. Students enrolled at Trinity after July 1 are required to provide payment for all missed installments of the monthly payment plan at the time of their first tuition payment which shall cover all missed installments of the monthly payment plan that starts on July 1 preceding the upcoming school year. All tuition payments must be paid when due. If at any time a student's account is past due more than 5 days, a late fee will be assessed, and the student may be subject to suspension from school and all school-sponsored activities (including but not limited to graduation) until the account is made current. Parent/Guardian agrees to accept full responsibility for any and all costs incurred by Trinity to collect any delinquent amounts due Trinity including, but not limited to, administrative fees, attorney's fees and expenses, collection costs or other related costs, as well as interest as allowed by law.

6. Tuition Assistance: Parent/Guardian understands that if a student qualifies and is awarded any form of tuition assistance, there may be additional requirements that must be accepted and fulfilled before the award will be applied to the student's tuition account. For example, the award will be withheld until tax returns or other requested documentation is verified or past due accounts are paid. Further, Parent/Guardian understands that Tuition Assistance awards may only be applied to an individual student tuition (no other family members) and may be applied to tuition only. Parent/Guardian is responsible for the balance plus any applicable fees, late charges, monthly processing fees, extended care, and any existing balance from a previous year. All tuition assistance awards are strictly confidential and willful breach of this confidentiality agreement will result in immediate repeal of the financial award.

7. Cooperation: Parent/Guardian agrees to fully cooperate with Trinity teachers and administrators in the education and related discipline of his/her/their student and agrees to assist his/her/their student to learn and advance in the educational process, and will help to solve any school-related problems using Matthew 18 biblical principles. In addition, Parent/Guardian will furnish general aid and support to the teachers and administration in providing a classical Christian education to his/her/their student. Trinity reserves the right to adopt and/or modify rules and regulations, from time to time. Parents/Guardian agrees to review Trinity's Handbook annually and agrees to be bound thereby and to cause his/her/their student to adhere to all rules and regulations adopted by Trinity. Further, Parent/Guardian assigns to Trinity the authority for appropriate disciplinary action in accordance with the Handbook including dismissal or expulsion of his/her/their student as a consequence of violation of the rules and regulations then in force. Parent/Guardian further agree that images of his/her/their student may from time to time be used in promotion of the School via social media outlets, website, and other print and online marketing materials unless specifically indicated otherwise in writing to the business office.

8. Release of Liability: PARENT/GUARDIAN(S) HEREBY AGREE TO RELEASE, INDEMNIFY, DEFEND AND HOLD HARMLESS TRINITY CHRISTIAN ACADEMY AND ITS ADMINISTRATORS, TEACHERS, VOLUNTEERS, EMPLOYEES, COACHES, DIRECTORS, TRUSTEES AND ANY OTHER REPRESENTATIVES FROM ANY LIABILITY WHATSOEVER INCLUDING BUT NOT LIMITED TO PHYSICAL INJURY, PAIN, SUFFERING OR LOSS OF ANY NATURE THAT MAY BE INCURRED OR CAUSED BY STUDENT OR OTHER FAMILY MEMBERS AT ANY REGULAR OR SPECIAL EVENTS WHICH TRINITY MAY SPONSOR OR IN

WHICH TRINITY OR ITS REPRESENTATIVES MAY PARTICIPATE WHETHER ON OR OFF TRINITY PREMISES.

9. Mediation and Arbitration: Both Trinity and the Parent/Guardian(s) believe disputes are to be worked out between the parties without recourse to the courts. Accordingly, the parties agree that any claim or dispute arising out of, or related to, this Agreement or to any matter involving the student, including claims under federal, state, and local statutory or common law, the law of contract, and law of tort shall be settled by biblically based mediation. If resolution of the dispute does not result from mediation, the matter shall then be submitted to an independent and objective arbitrator from the Institute for Christian Conciliation for Binding Arbitration. Trinity and Parent/Guardian(s) agree for the mediation and arbitration process to be conducted in accordance with the "Rules of Procedure for Christian Conciliation" ("Rules") contained in the Peacemaker Ministries booklet, Guidelines for Christian Conciliation. Parent/Guardian(s) understand that these methods shall be the sole remedy for any controversy or claim arising out of this Agreement or involving the student and expressly waive the right to file a lawsuit against Trinity in any civil court or administrative agency, except to enforce a legally binding arbitration decision.

## Non-Discrimination Policy

Trinity does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, employment policies and athletic and other School-administered programs. Trinity is a religious educational ministry of Tates Creek Presbyterian Church, and reserves the right to act or not act in accordance with its constitutionally protected right of the free exercise of religion.

## Statement of Agreement and Financial Contract

***Trinity Christian Academy acts in cooperation with parents, who retain the primary responsibility for the education of their children. To carry out our mission on their behalf, parents are asked to read the statements below and sign to indicate their agreement and support.***

1. I understand that this is a Christian school, which will accept only those students who have the ability to successfully pursue such a course.
2. I understand that the school, in consultation with parents, has final responsibility for deciding the placement of my child in the proper grade level/courses.
3. I agree to support the spiritual, moral, dress, and disciplinary standards of the school and further agree that the school has the discretion in the discipline of my child while under school supervision.
4. I understand the school reserves the right, at the sole discretion of the Head of School, to suspend or dismiss any student who:
  - a. has a scholastic or conduct record that is not in keeping with the best interest of the school;
  - b. develops a negative attitude toward the Christian philosophy of the school;
  - c. is disruptive of the school environment or educational process;

- d. is found to be in the possession of or using drugs, alcoholic beverages, or tobacco products.

Students are representatives of Trinity Christian Academy, and their behavior away from school should be consistent with a Christian lifestyle.

5. I understand that full cooperation of the home, including oversight of assigned homework and keeping in regular contact with my child's teachers, in the education of the whole child is expected. Habitual failure on my part to cooperate with the school will be considered grounds for dismissal of the student.

6. If problems arise regarding my child's education, I will discuss matters directly with my child's teacher(s) and/or the administration. I will attempt to resolve such matters in a manner consistent with Christian behavior.

7. I grant permission for my child to go on field trips and to participate in school activities authorized by the school. I also grant permission for my child to be transported to field trips and activities through the means provided by the school, whether by carpooling, bus, or motor coach.

8. **Financial Contract:** *I have read the Financial Information sheet and the Financial FAQs and understand that Trinity requires a financial commitment from each family for the entire school year. By signing the Statement of Agreement and Financial Contract, I am faithfully committing to pay the full amount of my child's tuition for the entire year. I understand that payment of tuition is required for the full year including cases of disciplinary dismissal or voluntary withdrawal, except with Board approval, such as when a family moves from the service area of Trinity. I understand that all fees and tuition owed to Trinity **must be paid** before school records may be released.*

9. I agree to abide by the policies and procedures of Trinity Christian Academy, and to support school activities and programs to the best of my ability.

## Frequently Asked Questions

Q: What is continuous enrollment?

A: Trinity has a "continuous enrollment" model, which means that students will be automatically re-enrolled each year until graduation unless parents notify the school of their intent to withdraw by February 15. Transitioning to continuous enrollment will streamline the enrollment process and tell us that you want your child at Trinity until graduation (unless you choose to opt out).

Q: What are the benefits of continuous enrollment?

A: Continuous enrollment eliminates a tedious and time-consuming step for both parents and school administrators. It makes the experience of being a loyal family at the school easier and increases customer satisfaction while freeing up valuable human resources. It also has the benefit of guaranteeing your child's spot in the class for each subsequent year.

Q: How will payment plans be managed under the terms of the new continuous enrollment agreement?  
What if I want to change my payment plan?

A: Whatever payment plan you select will automatically roll over from year to year. If you would like to change your payment plan at any point, you will need to contact TADS.

Our payment management system, TADS, charges families an annual fee. This fee applies whether a family pays tuition in one payment, two payments, 11 payments or 12 payments and is entirely independent from the school. This fee cannot be adjusted or removed by any school employee.

Q: How will I pay my annual enrollment fee?

A: A continuous enrollment fee (CEM), previously called the enrollment fee, will be automatically billed to parents in the month of March for per-pupil expenditures that need to be made prior to the start of the next school year.

Q: Why does the cost of tuition rise every year?

A: Each year, tuition must be “recast” to account for real market changes, annual inflation (CPI), and the rate of productivity increase. This annual adjustment ensures that Trinity does not diminish its funding from year to year. However, each year Trinity also has a number of strategic items that must be funded such as increasing teacher compensation and benefits to stay competitive, balancing the budget, improving technology infrastructure, enhancing the student experience, and building a cash reserve to protect against unforeseen circumstances and physical plant replacement needs. Ultimately, annual tuition rates are a vital part of the Trinity Board’s overall strategic plan to strengthen the school’s current financial position and protect its commitment to long-term programmatic excellence and sustainability.

Q: How are the specific tuition and fee amounts determined?

A: The beginning point for annual tuition adjustments is inflation, or the consumer price index (CPI). To this, additional percent increases would be added reflecting the rate of productivity growth, and any strategic items that would increase the annual operating budget. (In years when the CPI was unusually high, the Trinity Board’s Finance committee has chosen not to factor the rate of productivity growth or any strategic items in the annual tuition adjustment calculation.)

Q: Do annual increases in tuition make Trinity the most expensive school in the market and reduce the socio-economic diversity of the school by catering exclusively to wealthier families?

A: No. Trinity remains competitive within the local market of private schools both in terms of its tuition and fee rates and in terms of its high-quality value proposition. Trinity also remains committed to socio-economic diversity. Families with a demonstrated financial need can still obtain tuition assistance through Trinity’s need-based tuition assistance program.

Q: I have a child at the Lower Campus; why am I being charged a “technology fee?”

A: Trinity teachers and students at every level use a variety of technologies to enhance learning. In every grade, including Kindergarten, teachers need at minimum high-speed, wireless internet access, a high-quality laptop, a document reader, a projector, a webcam, educational software, virus protection, and various other cloud-based learning resources that require annual subscriptions. In upper elementary school, students need to be introduced to the use of a keyboard and basic word processing skills, presentation skills, and internet research skills to prepare them for the higher grades. This requires the purchase and maintenance of mobile laptops and iPad labs. At the Upper Campus, technology becomes

even more ubiquitous for both teachers and students. In all cases, educational technology enhances the student and teacher learning environment and must be maintained, replaced, fixed, and upgraded every year at a significant expense. To be sustainable, the cost of this expense must be shared broadly through an annual technology fee.

Q: Why am I being charged a “Student Activity Fee” at each grade level?

A: For each grade level, we have calculated the costs for the various activities that require funding above and beyond tuition, such as grade-level feasts, retreats, overnight trips, social events, testing, and school functions. Rather than “nickel and dime” parents throughout the year for these various activities, we are now “bundling” them together into one fee that can be paid out in convenient monthly installments along with tuition. These are not new fees but a way for us to be more transparent about all the costs associated with attendance at Trinity and offer parents an easier way to pay for them throughout the school year by bundling them and spreading them out.

Q: I noticed that Trinity now offers academic support services called “Excel” for grades Kindergarten-5 for a fee. What are these services? Does Trinity plan to expand academic support services at the Upper Campus in the future?

A: One of the Trinity Board’s strategic goals includes improvement and expansion of the school’s academic support services. Roughly 10-15% of any student body requires academic support of one sort or another. Trinity’s goal is to be able to provide a sustainable support service that can identify academic learning differences early and provide professional therapies to support students as they progress through Trinity’s rigorous academic program. You can read more about our Excel program on our website.

Q: I’ve re-enrolled my child, but during the summer or at some point during the school year I decide to withdraw my student, can I get a refund on tuition and enrollment fees?

A: It depends. Trinity’s enrollment contract is a binding legal document and according to the withdrawal terms of Trinity’s enrollment contract entered into at the time of re-enrollment, the “Parent/Guardian promises to pay in full the tuition for the full academic year for which they remain enrolled, as well as any other fees incurred regardless of whether a student is voluntarily withdrawn, dismissed, suspended, absent, enrolled in distance learning, or dismissed from Trinity for any reason.” However, the withdrawal policy qualifies this by saying, “Notwithstanding anything to the contrary contained herein, if a family permanently relocates thirty or more miles out of the service area, or in the event of a loss of primary source income due to loss of job, or in the event of a student death, Parent/Guardian may submit a Request for Release of Financial Obligation documenting the reason for withdrawal to the Trinity Board for its review and consideration. If granted a financial release by the Trinity Board for one or more of the above stated reasons, any tuition and fees already paid will not be refunded.

Q: I haven’t paid the tuition owed after withdrawing my child from Trinity. Can I get my child’s records to enroll in another school?

A: Trinity expects enrolled families to meet their financial commitments. Unless the Trinity Board approves release of a tuition obligation under the terms of Trinity’s withdrawal policy, academic records for a child will not be released until all accounts are paid in full.

Q: Can Trinity legally pursue collection of tuition if I withdraw my student from the school and have not been released from my tuition obligation by the Board?



A: Yes. The enrollment contract states that “Parent/Guardian agrees to accept full responsibility for any and all costs incurred by Trinity to collect any delinquent amounts due Trinity including, but not limited to, administrative fees, attorney’s fees and expenses, collection costs or other related costs, as well as interest as allowed by law.” However, every attempt will be made to work with a family before pursuing legal action to recover damages.

Q: Trinity’s Mission, Vision, Statement of Faith, as well as the Parent-Student Handbook are referenced in the enrollment contract. Where can I find these? And have changes been made recently?

A: In the summer of 2022, the Board adopted an updated Statement of Faith. Trinity’s Mission and Statement of Faith can be found [here](#) on our website.

## ADMINISTRATION

### Board of Directors

The Board of Directors is the chief policy-making body of the school. Members are selected on the basis of their Christian witness and exemplary life, competency in a particular area of service to the school, and their prior interest in and service to the school.

Ken Iverson, Board Chair  
Joann Anderson  
Renae Blunt  
Ashley Chilton  
Kelly Ferguson  
Matt Guarnieri  
Peter Kramer  
Sean Nichols  
Candace Rogers  
Kyle Smoot  
Head of School, Peter Hansen (Ex Officio)

### Administration

Peter Hansen, Head of School  
Melissa Feaster, Director of Business Operations  
Anita Haddock, Director of Curriculum and Instruction  
Luke McAnally, Principal Grades 6-12  
Sarah Taylor, Director of Advancement  
Paul Valentine, Athletic Director  
Brooks Ward, Principal Grades 3-5, Asst. Principal Grades 1-2  
Vicki White, Principal Grades PreK-2

## ADMISSIONS

Recognizing that children are a precious gift from God and seeing our mission as being a helping partner to Christian families in the nurturing and training of their children, we prayerfully present the following admission standards for Trinity Christian Academy.

Believing that God has given parents the primary responsibility to instruct their children in the love and fear of the Lord, we perceive our mission to be one of reinforcing and supplementing the religious training given in the home. Therefore, we require at least one parent to be a professed Christian. Our Christian parents should be affiliated with, regular attenders of, and in good standing with a local congregation. We maintain that weekly church attendance is essential in the spiritual training of students here at Trinity. Parents should also continue to be active participants in the ongoing Christian training of their children at home.

Believing that God has given to the parents the responsibility of child discipline, we do not see as our purpose the task of bringing children in rebellion against parental authority under control. Therefore, children must be under parental control before enrollment.

The admissions process requires the completion of a student application for each candidate and a parent application for each family. Students entering grades Kindergarten through twelve must complete entrance testing. In addition, all candidates must document academic history, if applicable, submit a pastoral reference and attend a family interview. The purpose of the family interview is to inform prospective parents of what we believe are essential matters in the development of students at Trinity and to give an opportunity for families to learn about significant characteristics of our school. All questions regarding admissions policies and procedures should be directed to the Head of School or the Director of Advancement.

Recognizing the worth and promise of all children, applicants with diagnosed learning disabilities or other medical needs may be considered for acceptance. Due to limited funding and resources, Trinity likely cannot provide accommodations such as separate classrooms, program, or staff in order to provide the educational service desired by parents. Nevertheless, parents may submit requests for accommodations to Trinity's Director of Academics per the process outlined in Trinity policy. Students with disabilities must meet the same academic standards as all other students in their grade. Students with severe medical needs or learning disabilities will not be admitted to Trinity due to lack of adequate staff, funding, and facilities.

### Re-enrollment

Re-enrollment each year is not automatic. Students are expected to earn their place each year in the school. Students who continue to have academic difficulty and do little about it or who persist in a negative, uncooperative, or non-productive attitude may accordingly be denied re-enrollment. These decisions are made only after full discussion with the student's parents, teacher(s) and the Admissions Committee. The school reserves the right to request withdrawal of any student who does not meet its academic requirements or fails to conform to its rules and regulations. Dismissal, suspension, probation,

or request for withdrawal may occur as defined in the discipline policy and the Statement of Agreement & Financial Contract.

### **Withdrawal and Tuition Obligation**

Parent/Guardian also understands that, in consideration of Trinity's enrollment of his/her/their student, certain overhead expenses of the School are incurred on an annual basis and such expenses do not diminish with the withdrawal of the student and that all tuition and fees are charged for a place within Trinity and not for a period of attendance. Parent/Guardian further acknowledges and agrees that the absence of a student during an academic year or the enrollment of a student in Trinity's distance learning program in the event of school closure does not materially reduce the expenses of Trinity. Consequently, Parent/Guardian promises to pay in full the tuition for the full academic year for which they remain enrolled, as well as any other fees incurred regardless of whether a student is voluntarily withdrawn, dismissed, suspended, absent, enrolled in distance learning, or dismissed from Trinity for any reason. All tuition and fees owed are due and payable at the time a student withdraws or is dismissed from Trinity. Unpaid tuition and fees become delinquent one day after a student is withdrawn or dismissed. Student grades, diplomas, testing results, transcripts or other records will not be released until all delinquent amounts, including all administrative fees, are paid in full. Additionally, if Parent/Guardian has enrolled more than one student, no student's records will be released until all tuition, fees, and other charges are paid in full for all students withdrawn. Trinity reserves the right to assign its rights to collect payment under this Agreement to a third party. Parent/Guardian agrees to accept full responsibility for and promises to pay any and all costs incurred by Trinity to collect any delinquent amounts due Trinity including, but not limited to, administrative fees, attorney's fees and expenses, or other related costs, as well as interest as allowed by law. Notwithstanding anything to the contrary contained herein, if a family permanently relocates thirty or more miles out of the service area, or in the event of a loss of primary source income due to loss of job, Parent/Guardian may submit a Request for Release of Financial Obligation documenting the reason for withdrawal to the Trinity Board for its review and consideration. If granted a financial release by the Trinity Board for one or more of the above stated reasons, any tuition and fees already paid will not be refunded.

## FINANCIAL INFORMATION

### Delinquent Tuition

The success of our school hinges upon the commitment of families to make Christian education a financial priority, be involved in their child's education, and make their tuition and fees payment(s) on a timely basis. The school relies upon tuition and fee payments to provide an excellent spiritual and educational program operating on a balanced budget. Therefore, when tuition and fee payments become delinquent, it can quickly become a serious matter. The school understands that unexpected situations can and do arise and the school strives to work with families. If unforeseen financial circumstances arise, families are responsible for contacting the school's Business Director as soon as possible to review the financial hardship and seek a mutually agreeable alternative tuition payment plan.

When payments are not made in accordance with the tuition agreement, the following steps will take place:

#### **5 days past due:**

- A late fee of \$50 will be assessed by TADS for any payments not made within five days of the due date

#### **30 days past due:**

- When an account becomes 30 days past due under the established tuition agreement, the financially responsible party will receive written notification requesting that tuition be brought current or that they contact the school to create an alternative tuition payment plan.
- It is the responsibility of the family and/or financially responsible party to contact the school's Business Office to bring the account up to date or to create an alternative tuition payment plan with the school.

#### **60 days past due:**

- If an account becomes 60 days past due, the school's business director will issue the financially responsible party a written notice by certified letter. The notice will reiterate the terms of the financial commitment and request immediate attention to the matter.
- In addition to this notification, student(s) will not be permitted to pre-register for the following academic year or to return after the current semester until the balance is paid in full or an alternative plan has been approved.
- Academic records will not be released until all accounts are paid in full; students are not permitted to participate in academic or extracurricular activities, or special events.

The school encourages all responsible parties to maintain open communication with the Business Director to ensure a complete understanding of each family's financial circumstance. The goal of the school is to provide a quality Christian school education to every student that desires one. By working together, we can make sure this goal is met.

## COMMUNICATION

### Weekly Newsletters

Every week during the school year a newsletter will be e-mailed to Trinity School families. Please be sure the office has a current email address. ***These communiques will be your main source of information about school events.***

### Messages

Verbal messages from home cannot be accepted from the student. Please send a written note or email. Messages from school will be sent home in writing or via email.

### Text Messages

Trinity uses a text messaging system for urgent communications. The list is comprised of the phone numbers parents enter in their TADS enrollment information.

### School Cancellations

On days of snow and ice, school closings and changes will be announced on WKYT-TV (Channel 27), WLEX-TV (Channel 18), and WTVQ-TV (Channel 36). Our school will be listed as Trinity Christian Academy, *not* TCA. **We will not automatically cancel classes if Fayette County or private schools dismiss.** You may also call the school office or log on to the **school website ([www.TrinityLex.org](http://www.TrinityLex.org))** to determine if school is in session. An email notifying families of closings will also be sent. We will also communicate via our texting service.

On rare occasions, the school may have to close after classes have begun because of the onset of severe weather, weather warning, snowfall, or pending ice storms, etc. In such cases, parents will be notified by telephone and/or text that school is closing, and they will be asked to arrange transportation to get their children home safely. Children will not be released to anyone other than a parent or guardian unless formal notice is given, which must originate from the parent or guardian.

### School Conferences

Trinity has a conference day set aside on the calendar for parents of students at both campuses. These conferences are mandatory at the Lower School. Lower School teachers will contact parents to set up specific conference times.

Parents of Upper School students are strongly encouraged to attend conference day at the Upper School. Parents will have an opportunity to speak with each of their children's teachers. Consult your school calendar and the weekly newsletter for the specific date. In addition, parents may request individual conferences at any time throughout the year by contacting the teacher or school administrative assistant.

## GENERAL CONCERNS

If your student is unhappy at school, or there is something about which you are not satisfied, it will be much better to talk it over with the teacher than to let the unhappiness or misunderstanding grow to larger proportions. The Head of School would be contacted only after the proper procedure of talking with the teacher or Principal has been followed.

### Grievance Procedures

If a student or parent is offended by the words or actions of a teacher or staff member, as Christians, he should follow the scriptural principle as taught in Matthew:

*"If your brother sins against you, go and tell him his fault, between you and him alone. If he listens to you, you have gained your brother. But if he does not listen, take one or two others along with you, so that every charge may be established by the evidence of two or three witnesses. If he refuses to listen to them, tell it to the church. And if he refuses to listen even to the church, let him be to you as a Gentile and a tax collector." (Matthew 18:15-17)*

Go FIRST to the teacher through whom the offense came and share this with him. If after consulting together and praying for mutual understanding, there is no reconciliation, then you should agree to go together to counsel with the Principal, but never before approaching the teacher. In like manner, if there is disagreement with the Principal or Head of School and the matter cannot be solved, then the two should make an appointment through the chairman of the School Board to meet with the Executive Committee for final disposition of the matter.

In light of the principles established in Matthew 18:15-20, Colossians 3:12-13; Romans 13:1-2, we set the following steps:

#### Level 1 - Teacher Involvement

1. Meeting with the Teacher
2. Pray for wisdom and understanding.
3. Recognize the goal is reconciliation.
4. Discuss the problem(s). Be specific.

#### Level 2 - Principal Involvement

1. One or both parties state that there are unresolved problems. Further guidance is needed.
2. One or both parties must state that an unresolved problem still exists and that a conference with the Principal is being requested according to Matthew 18 and the Student Handbook. (There should not be any surprises. Do not request a conference with the Principal if the other party is unaware of the request and the fact that a problem still exists. We must be above board in our dealings with one another.)
3. Each party (parents and teacher) must explain in writing the area(s) of disagreement and the steps that have been taken to resolve the problem.
4. Both parties shall know in advance the specific problems, which will be discussed.

5. The three-way conference is only to discuss problems which have previously been discussed and are still unresolved. This is not a time to bring up new issues!
6. The Principal will seek reconciliation of the parents and teacher. She shall send a written report to teacher, parent, and Head of School within a week of the meeting (holidays excluded).
7. If reconciliation is not achieved, the Principal shall rule, in writing, regarding the matter.
8. If either parents or teacher has a disagreement with the Principal's ruling, they shall follow Level 3 steps.

### ***Level 3 – Head of School Involvement***

1. When the parents or teacher disagrees with the Principal's ruling, they shall appeal to the Head of School.
2. This level of involvement is considered to be final and subject to Board-level review only for consideration of judicial process.
3. Areas of disagreement shall be stated in writing. The Head of School shall notify the Board Chair of the request and also send a copy of the parent or teacher letter to the Chair.
4. The Head of School shall form a review committee to review the matter(s) of concern. The review committee shall make a ruling and shall notify all parties involved of the decision.
5. A written report shall be communicated to all parties involved within ten working days of the meeting in which the decision is reached. This decision is final and binding on all parties subject to review by the Board of Directors only for consideration of due process.

### ***Level 4 - Board Involvement***

1. When the parent or teacher believes that due process has been violated an appeal shall be made to the Board of Directors.
2. An appeal is submitted in writing to the Board Chair.
3. The Board Chair shall convene the Executive Committee to review the grievance for due process. If it is deemed that due process was followed, the Head of School's review committee decision stands. If the Executive Committee deems due process was not followed, the Head of School will convene a new committee, including a member of the Executive Committee, and take the Board advisement into consideration.

The goal of this process is reconciliation of all parties involved in the disagreement. Unity among believers is a strong testimony to the world. This does not mean we will agree on everything. It does mean we seek to honor Jesus and not promote our own agendas.

*"By this all people will know that you are My disciples, if you have love for one another."* (John 13:35)

Any time there is disagreement, there is conflict and the potential for hurt feelings, anger, harsh words. *"See to it that no one fails to attain the grace of God; that no 'root of bitterness' springs up and causes trouble, and by it many become defiled."* (Hebrews 12:15) Bitterness defiles many. The question is not whether we will have disagreements, but whether we will love one another and honor God in the midst of the disagreements.



## HEALTH AND MEDICAL INFORMATION

### Health Requirements

A valid and current official immunization certificate or notarized waiver must be on file in the school office before your student can enter the classroom on the first day of school.

*Out of consideration for other students and teachers,* students should not be sent to school if showing signs of a contagious illness including, but not limited to:

- Strep throat
- Temperature of 100 degrees or more
- Vomiting/diarrhea
- Head lice
- Flu/COVID

A student should be without symptoms for 24 hours without medication before returning to school. A student should be kept home if vomiting or diarrhea occurs during the night or in the morning before school. Please notify the school office by emailing [attendance@trinitylex.org](mailto:attendance@trinitylex.org) by 8:45 a.m. or by telephone if your child will not be at school. Please send a note upon return to school documenting the reason for absences.

If your student has taken non-prescription medication for minor symptoms before coming to school, please email [attendance@trinitylex.org](mailto:attendance@trinitylex.org) to notify the office.

If your child is diagnosed by a physician with a serious communicable illness such as, but not limited to, flu, COVID, mumps, or mononucleosis, the school must be notified.

Parents will be notified by email and/or Titan Times if there are several cases of a specific illness. It may be necessary for school personnel to screen students for head lice if an outbreak occurs. An information sheet will be sent home to the classes that are affected.

### Medical Expense/Emergency

Medical expenses incurred while at Trinity Christian Academy are the responsibility of the parents. Trinity has a blanket excess expense policy to reimburse for uncovered expenses up to certain specified limits.

In the event a student becomes ill or is injured while under school supervision, school authorities will take the following steps: (1) contact a parent of the student and follow his instructions; (2) in the event neither parent can be reached, contact the student's physician and follow his instructions; (3) if the student's physician cannot be reached, school authorities will use their own discretion in contacting a properly licensed physician and follow his instructions.

If in the opinion of a properly licensed and practicing physician, a student needs medical or surgical services which require parental consent before being supplied, and the parent cannot be reached, the

Principal or the teacher, or the designee of the Principal or the teacher, will furnish such written or oral authorization as may be so required. The Principal, teacher, or the designee of the Principal or teacher, and Trinity Christian Academy, its Head of School and its Board of Directors, and Tates Creek Presbyterian Church and its officers are released from any liability which might arise from the giving of such authorization, so that the student may be furnished with such medical or surgical services as soon as reasonably possible after the need arises.

## Medical Release Forms

At the beginning of the school year, parents must complete a Medical Release form for each student. This form gives the school the authority to obtain treatment in the event that a parent cannot be reached. These forms go with the students on all field trips and to competitions.

Also on the Medical Release form, parents may list the over-the-counter medications they authorize the school to dispense to their child if the need arises. The school keeps a limited assortment of common medications such as pain relievers and decongestants in the office. Without authorization, these medications cannot be administered.

## Medications

Only the Principal or a school employee designated by the Principal, such as the office administrative assistants, will dispense medications. Students who become ill during the school day will wait in the school office for a parent to come for them. If your student has taken non-prescription medication for minor symptoms before coming to school, please email [attendance@trinitylex.org](mailto:attendance@trinitylex.org) to notify the office.

By asking the school to administer medication, parents agree that school personnel will not be held liable for adverse reactions or other side effects from any medication that is given by school personnel to students at school. In order for any medication – other than those already listed on the Medical Release form – to be given, parents must send written permission. During the school year, parents are responsible to provide information in a timely manner to the school regarding any changes in medications or dosages.

Medication to be given should be brought to the school office at the beginning of the day. Medication is not to be left in lunch bags, school bags, etc. This helps to ensure the safety of all students. Except for inhalers and epinephrine pens used in emergencies, medication must be administered only in the school office.

Prescription medications must be brought in the original prescription bottle. This bottle must be labeled with the child's name, name of the medication, dosage, time of day it is to be given, name of physician and pharmacy. Information on potential side effects must also be provided. This information can be provided by making a copy for the school of the information provided about the medication from a pharmacy. This information will be kept with student medical forms. Medications brought in improperly labeled containers cannot be administered. If such occurs, a parent will be called and asked to administer the medication or bring in the proper container.

If a child may require the use of an inhaler or epinephrine pen at school, parents must supply the school office with this medication for emergency use. With parent permission and notification to the school office, inhalers and epinephrine pens may be carried by Upper Campus students and/or kept in student lockers or backpacks for immediate access by the student. For Lower Campus students, such emergency medications may be kept in the student's classroom after notification to the school office and meeting with the student's teachers to advise them of student needs. For young students, the medication must be under the control of the teacher or designated office personnel. If an epinephrine pen is used, a student must be seen for immediate medical care from his or her physician or from an emergency medical facility.

Over-the-counter medication, which is brought to school for administration, must also be left in the original container and labeled with the child's name. Over-the-counter medications will be dispensed according to recommended dosages as written on the original container. Any exceptions to these dosages require a physician's written instructions.

### **Medical Cannabis Policy**

- No student may possess or use medical cannabis as defined in KRS 218B.010 on school grounds or at school-sponsored off-campus events.
  - School nurses, school staff members, and parents/guardians are prohibited from possessing and administering medical cannabis on school property, at school-sponsored off-campus events, or in the duties of their employment with the school.
- A student may not be under the influence of medical cannabis while on school property or while participating in school-sponsored off-campus events.
- A student's status as a medical cannabis cardholder or qualified patient as defined in KRS 218B.010 is not an excuse for violations of this policy.
  - If a student is subject to a school-administered drug test, the student's status as a cardholder or qualified patient may be considered in analyzing the results of the drug test.
- Nothing in this policy changes school policy regarding non-medical cannabis or any other prohibited substances.

## PARENT INVOLVEMENT/PARENT-TEACHER FELLOWSHIP

### Parent-Teacher Fellowship (PTF)

All parents are invited each year to participate in the PTF. The mission of the PTF is to prayerfully serve our school in meeting its mission by:

- Helping to communicate the goals of the school.
- Networking with parents in coordinating school activities.
- Encouraging the teachers and staff.

Parents who are interested in becoming involved may contact the school office or the PTF chairman/representative.

### Parents' Prayer Groups

A parents' prayer group meets each week at both campuses to pray specifically for the needs of the administration, teachers, students, prospective parents, etc. The Spiritual Life Committee coordinates this prayer time. All parents are encouraged to participate in the prayer time.

### Classroom Visits

Parents are invited to visit in their student's classrooms. We do ask that parents arrange classroom visits with the teacher at least one day in advance. Upon arrival, please sign in at the school office first.

### Parent Involvement

Parents are one of our strongest assets. We encourage parents to visit the school on a regular basis including chapel, classroom visits, special events, prayer retreats, and work days. We also desire to have parents work in the classrooms during scheduled times. If school is in session, please remember to sign in with the school receptionist.

To help keep the tuition at Trinity affordable and to provide the school with a steady source of volunteer hours, Trinity parents/guardians are encouraged to donate 20 service hours per family each year. Service hours help to develop camaraderie between parents, faculty, staff, and the greater school family, and help to contain costs and to enhance programs. We know that children of parents who are involved in their school are far more likely to succeed in the classroom and life. The school will endeavor to provide regular communication throughout the year by email, and the weekly newsletter.

As family members volunteer at the school, Trinity Christian Academy expects all its employees' and volunteers' behavior and actions to be consistent with the teachings and beliefs as set forth in its Statement of Faith, having trust in Jesus Christ alone as Savior and Lord, who God has called to serve in a Christian school teaching ministry, who demonstrate spiritual maturity, and who have a teachable spirit and a clear conscience before God and man.

## Trinity Employee Policies Applicable to Volunteers

The following Trinity employee policies apply to all volunteers. Other policies may also apply, depending upon the role of the volunteer, and these policies may be viewed in other Trinity handbooks, such as the Athletic Handbook.

### Behavior and Christian Living

Trinity volunteers are expected to comply with the professional guidelines given to all Trinity employees.

“Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech that cannot be condemned, so that an opponent may be put to shame, having nothing evil to say about us.” (Titus 2:7) “Whoever guards his mouth preserves his life; he who opens wide his lips comes to ruin.” (Proverbs 13:3)

The reputation of its faculty and volunteers is of utmost concern to the Administration and Board of the school. Actions that may cause harm to the school's reputation are considered to be serious offenses.

Trinity employees and volunteers are expected to exercise discernment in the activities and entertainment in which they choose to engage both on and off campus.

The lives of Trinity employees and volunteers should manifest Christian virtue and decorum, serving as role models to students and as examples to parents in judgment, respect, and Christian living. This includes, but is not limited to, refraining from activities such as the abuse of alcohol and tobacco, use of illicit drugs, viewing of pornography, misuse of social media and the use of vulgar and profane language. This includes living a lifestyle consistent with Biblical teaching on intimate relationships, being monogamous in the context of a marriage as defined in the Westminster Confession of Faith or celibate. “Intimate relationship” means any sexual or romantic relationship or any housemate/roommate relationship. Engaging in any of the above mentioned activities, is considered grounds for dismissal.

Trinity Christian Academy expects all its employees’ and volunteers’ behavior and actions to be consistent with the teachings and beliefs as set forth in its Statement of Faith. Those in positions of leadership over students must trust in Jesus Christ alone as Savior and Lord, demonstrate spiritual maturity, and have a teachable spirit and a clear conscience before God and man.

The order and tranquility of the Trinity family depend on the faculty’s and volunteers’ active support and implementation of the mission, philosophy, and leadership of the school. Comments about these policies or the methods of implementation should always be addressed to the appropriate administrator. Criticism of the personality or practices of another volunteer, faculty member, or administration should always be presented in person and privately to that person. Should assistance be needed or problems occur, refer questions to the Principal/Head of School.

### Safety and Supervision

Nothing can have precedence over the safety of students. If teachers and volunteers are going to err in this area, they must always err on the side of safety.

Children should be supervised closely by an adult during all times they are under the care of Trinity. If the students are outside, they must be within vision of the teacher or volunteer. Define the playground boundaries to them and give the rules for outside play. No child should be working in the hall unless it is a group effort supervised by the teacher.

Children are not to leave class to make copies or run errands except in special circumstances and then only with a note from the teacher. High school students must have a Hall Pass issued by the teacher if they leave the classroom for any reason.

## **Confidentiality**

For reasons of honoring Scripture and maintaining high morale, internal problems are to be discussed only between affected faculty members, Principals, Head of School, or other directly involved individuals.

Employees and volunteers should not discuss school-related concerns in any places where parents, students, or visitors may overhear these concerns. "School-related concerns" include but are not limited to negative aspects of students, employees, or volunteers. If an employee must have a phone conversation with a student's parents, this conversation should be conducted privately. Volunteers should not take on Trinity's responsibility of calling a parent with concerns about a child, but must tell the supervising teacher or administrator of their concerns.

## **Student Records**

Student files are kept in the school office of each campus. Volunteers may not access or view these files. Teachers may request that volunteers assist with checking student work in the classroom. Volunteers must regard this work as confidential and may only discuss it with the teacher.

## **Use of Trinity Computer Systems/Social Media**

Trinity Christian Academy has established policies governing the use of its computer networks and resources. Trinity also has established basic expectations for employee conduct when using social media, and volunteers are expected to maintain a positive and supportive tone when references to Trinity are made on social media. Misconduct/Drugs Policy

The school will not tolerate any sexual misconduct (including, but not necessarily limited to, marital infidelity, sex outside of marriage, or pornography) or drug use. Such actions may be considered cause for immediate dismissal.

## **Discrimination Policy**

Subject to applicable law and the religious tenets, principles, and related policies of Trinity and the PCA, Trinity does not discriminate on the basis of race, color, gender, national origin, age (40 and over), veteran status, disability, or any other basis prohibited by law in either personnel matters or the administration of Trinity's policies, procedures, and programs. Therefore, it is the policy of Trinity Christian Academy that all our employees should be able to enjoy a work environment free of such discrimination.

## **Harassment Policy**

Our learning environment will be free of harassment of all kinds and at all levels of interaction between students, staff, faculty, and administration. Harassment occurs when an individual is subjected to treatment or a school environment, which is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. It includes but is not limited to verbal harassment (derogatory comments, or jokes, or threats); Physical Harassment (unwanted touching/striking or intimidating interference with normal work or movement); Visual Harassment (derogatory or demeaning drawings or gestures); Sexual Harassment (includes unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature). Persons who feel harassed should report their concerns to the administration. An impartial investigation will immediately follow allegations of harassment. Witnesses and evidence will be gathered. A summary of the findings will be shared with those involved.

## **Fraternization Policy**

Trinity Christian Academy maintains a policy that prohibits undue fraternization between employees/volunteers and students. Non permissible fraternization is defined as any behavior (verbal or physical) of a sexual, illegal, or age-inappropriate nature as deemed inappropriate for a child by the administration of Trinity Christian Academy. This policy pertains not only to engaging in such behaviors, but also to the suggestion, threat or invitation toward such behaviors. The relationship between employee and student must always be one of adult to child, governed by the moral standards of the Church, the legal standards of the State of Kentucky, and common sense. As such, this policy prohibits fraternization not only during school hours and on school grounds, but also at any time or any place. Normally, employees relate with children within the school setting. Prior consultation with the administration should take place if an employee is with a student outside a school setting, in a non-school related matter.

Trinity takes allegations of unlawful harassment, discrimination, and retaliation seriously and will respond promptly to complaints. In fulfilling their obligation to maintain a positive and productive work environment, Principals and supervisors are expected to immediately halt any harassment, discrimination, or retaliation that comes to their attention and are expected to report such violations to the Head of School. Where it is determined that such inappropriate conduct has occurred, the School will act promptly to eliminate the conduct.

This policy applies to all Trinity employees. Trinity expects that volunteers who serve at Trinity, as well as vendors who have contact with Trinity personnel, will abide by this policy, as well. The policy in its entirety may be obtained in the school office.

## ATTENDANCE

### General Requirements

The Kentucky Compulsory School Attendance Law requires that every school age child in K-12, attend school for 170 days per year or the hourly equivalent. Parents are required to enforce this law.

Trinity Christian Academy students can be absent from school for a maximum of 20 days per academic year or 10 per semester, including excused and unexcused absences, in order to receive passing grades.

Although 20 absences, or 10 per semester, are permitted for the school year, families are encouraged to manage their children's absences each quarter to stay close to 5 absences per quarter. This policy allows flexibility over time for planned mission trips, academic travel, or times of extended illness. However, being absent from school for 20 days too soon in the school year should be avoided in order to allow for unforeseen circumstances.

### Absences and Tardies

#### Tardy Policy

Students are to be in their classrooms and prepared to work by 8:00 a.m. If a student arrives in the building after 8:00 a.m., he is considered tardy. A parent must accompany the student to the front desk to obtain a tardy slip indicating whether the tardy is excused or unexcused. Excused tardies include doctor or dentist appointments, absence for funerals, etc. Oversleeping and ordinary driving delays are unexcused tardies.

An unexcused tardy at the start of the school day will result in a slip being sent home which must be signed by a parent and returned to school. Commencing with the fifth unexcused tardy and every unexcused tardy thereafter in that semester, parents will be invoiced \$25.00.

At the middle and high school levels, tardies to individual classes will be dealt with separately.

#### Absences

Absences fall into two categories: excused and unexcused. Excused absences include unexpected or unavoidable situations such as illness, emergency, failed transportation, and planned or necessary absences such as dental/medical appointments, family obligations, and academic travel, if accompanied by a note. All other absences are considered unexcused. The Principal/Headmaster shall make the final decision in determining whether the absence is excused or unexcused. All absences will be recorded on the students' attendance record and grade card.

If a student will miss school because of an unavoidable situation such as illness, please notify the office by emailing [attendance@trinitylex.org](mailto:attendance@trinitylex.org) by 8:45 a.m. For an absence to be considered excused, the student must present a handwritten note from a parent when returning to school stating the reason for the absence.



## **Definition of a School Day**

To be considered present, a student must attend school for at least half the school day. In order to participate in Trinity-sponsored extracurricular activities and athletics, students must be present in school that day, unless prior-approved by the Principal.

## **Absences Due to Illness**

If a student is unable to attend school because of illness, a parent or legal guardian should email [attendance@trinitylex.org](mailto:attendance@trinitylex.org) or telephone the school office by 8:45 a.m. Upon returning to school, the student must present a written note from a parent to the school office stating the reason for the absence.

After a total of ten (10) cumulative absences or tardies for the school year due to illness, students will be required to present a written statement from a medical professional (doctor, dentist, psychologist, etc.) for each additional absence or tardy in order to be excused.

Students and parents should work with the teacher(s) to keep up with school work missed during absences.

## **Persistent Absence**

The Principal will contact parents of students who miss more than five (5) days in a quarter in any one class. This is to ensure that students stay on track academically and do not exceed ten (10) absences in a semester.

Students who exceed ten (10) absences in a semester will be placed on academic warning, may jeopardize earning credit for classes, may be ineligible for participation in extracurricular activities, and/or may be subject to school disciplinary measures.

Trinity reserves the right to require withdrawal of any student who has an excessive number of absences.

## **Planned Absences**

Planned absences, trips, etc. should take place outside of school days. Under special circumstances, students must receive formal approval from the Principal at least two weeks before planned absences, such as mission trips, family or other extended trips. Before leaving, students must meet with teachers to plan work to be completed. Planned absences count toward the ten day cumulative limit for a semester.

## **Short Absences for Medical/Dental Appointments, etc.**

Short, hourly absences for medical, orthodontic, and other appointments will be granted for the same reasons as excused absences. Parents are encouraged to schedule medical and dental appointments with their doctor or dentist other than during the school day. However, when necessity demands, appointments should be made as late or as early in the school day as possible. Prior to such an absence, a written note from the parent must be given to the office. If the student returns the same day, he must sign in with the school office.

Students are responsible for all work missed during these absences, including turning in assignments for classes that will be missed before leaving campus, or that were missed after returning to campus. The work may be left with the teacher or turned into the office. Failure to do so may result in a late-grade penalty.

### **Extended Absences**

If a student is absent for three (3) consecutive weeks or more for illness or any other reason, the family must make arrangements with the school for the student's continuing education, including possible arrangement for a private tutor or a home-bound teacher. Additional costs associated with outside tutoring are not included in tuition and are the responsibility of the family.

### **Make-up Work After Absences**

Parents and students are responsible for obtaining missed assignments from teachers. Upon return from an excused absence, students will have one day for each day they were absent to make up work. Teachers may use discretion to determine when work is due if the workload is particularly heavy. Students will make up tests and quizzes as soon as make-up work corresponding to the units or chapters has been completed.

Teachers are not obligated to provide work in advance for planned absences. If a teacher provides work only as a result of a parent's or student's request and the content has not yet been taught in class, the work will be due upon return to school.

Long-term projects or papers will remain due on the specified due date or upon return from an excused absence, unless the teacher determines the need for an exception due to extenuating circumstances. If a teacher provides work only as a result of a parent's or student's request and the content has not yet been taught in class, the work will be due upon return to school.

### **Upper Campus Students**

Students should plan to make up tests at Study Hall After School (SHAS) or during an Academic Work Period so that more instructional time is not missed. No fee for use of the study hall will be charged for using it to make up tests.

## STUDENT CONDUCT AND DISCIPLINE

As members of the Trinity Christian Academy community, students and faculty strive to live *Coram Deo*; that is, realizing that we are in the very presence of God. Everything we do is for His glory, and the more conscious we are of God's presence among us, the more harmony we find in our school.

The ethical and moral principles of conduct listed below are derived from Scripture; other expectations are institutional preferences which are intended to foster a climate of mutual respect. All students are expected to abide by these principles, and parents are expected to nurture and support these principles within their families at home. Faculty and staff at Trinity are expected to model and hold students accountable to follow conduct expectations.

### Trinity Community Code

As members of the Trinity Christian Academy community, we affirm that education ought to promote development of the learner in at least three areas: spiritual growth, academic excellence, and personal and social maturity.

By growing spiritually, we develop a desire to know and obey the will of God as revealed in the Scriptures. This produces perseverance, self-discipline, and brotherly love. The greatest commandment is to love God with all of our heart, soul, mind and strength, and the second is to love our neighbors as ourselves (Luke 10:27). This results in a community filled with peace and centered on God's Word. As image bearers of God, we acknowledge our responsibility to Him, members of our community, and the rest of the world.

By pursuing academic excellence, we learn to appreciate God's truth in God's world. We believe that "The fear of the Lord is the beginning of knowledge; fools despise wisdom and discipline" (Proverbs 1:7). This produces diligence, understanding, honesty and upstanding character. God gifted us with rational minds, and the development of logical thinking enables us to see Him in Creation. We aim to perform our best because in everything we do, our chief aim is to glorify God and enjoy Him forever.

By maturing personally, our relationship with Christ takes root, grows and flourishes. We learn dependence and trust in God. We recognize that our purpose comes from the life and work of Jesus. By maturing socially, our relationship with others is grounded in Christ and reflects God's unconditional love. We understand that we "are the body of Christ" (I Corinthians 12:27). Because of this, we will engage with each other in accordance with God's design.

We affirm that Trinity should be defined by a commitment to service, humility, thankfulness, virtue and love of God and people.

We reject the attitudes of entitlement, exclusion, pridefulness, hypocrisy and selfishness.

We hereby affirm all these things in order to further the testimony of Christ and fulfill His vision for our community. By signing, I signify that I share this vision of the Trinity community and that I am committed to making it a reality.

## Student Code of Conduct

The school has jurisdiction over its students during the regular school day and while going to and from school using transportation arranged by the school. The school's jurisdiction includes any activity during the school day on school grounds; attendance at any school-related activity, regardless of time or location; any misconduct that violates Trinity rules and/or policies, regardless of time or location.

### Student Code of Responsibilities and Conduct Expectations\*

1. Since feelings as well as physical bodies can be hurt, students must avoid insults and unkindness toward one another. A climate of mutual respect in word and deed will be sought.
2. Since a safe and secure environment is desirable and roughhousing can result in unintentional harm, students will refrain from physical interference with others.
3. Since appropriate response to authority is critical to the shaping of a student's life, students will obey instructions promptly and willingly, and exhibit respect toward teachers, staff, and other adults supporting the school.
4. Since God expects man to be stewards of thought and expressions, students will refrain from language which is vulgar and inappropriate and which demeans either God or mankind.
5. Since part of learning to live and work joyfully and productively together involves exhibiting sincere respect for others and their rights, students will exhibit courtesy toward teachers and other students during their participation in class discussions and activities. Students will conduct themselves in a manner that does not distract or detract from the learning environment.
6. Since students deserve to manage their own belongings responsibly and individually, students will protect the property rights of others and refrain from meddling with the personal or assigned property of others.
7. Since clean, neat, and wholesome surroundings contribute to the educational environment of everyone, students will keep themselves, as well as the school and campus, neat and clean. Students will avoid destruction or defacement in any form of school property.
8. Since parents, faculty, and staff place a premium on the safety of all students, students will remain only in authorized areas of buildings and avoid exploring other areas without a staff member present. Students will not leave school without signing out in the office.
9. Since noise and unusual activity can distract others, students will walk quietly and in an orderly manner between locations in the buildings.
10. Since the school cares about the health and well-being of its students, students will not possess or use illegal drugs, alcohol, tobacco, or vaping products on or off campus. Students will use prescription medicines only as prescribed for themselves.
11. Since the school desires to eliminate distracting behavior while promoting mutual respect for one another, students will refrain from public displays of affection or dislike.
12. Since fidelity to truth in all forms is a way of honoring God, as well as the core of all meaningful human interaction, students will exhibit honesty in all their dealings with the faculty, staff, and students of the school and its activities.
13. Since one's actions impact not only one's own life, but also the lives of others, poor actions committed off campus and at non-school activities that are considered detrimental to a student's well-being and/or the school's reputation in the community may result in the student being suspended or expelled immediately.

14. Since courtesy is a demonstration of one's respect for another, students will act in accordance with social graces. Examples of these include: opening the door for others, making eye contact and verbal greeting as someone walks by, and addressing adults as "sir" or "ma'am", moving or giving one's seat to someone in need of a place to sit.

\*We are indebted to the Regents School of Austin for much of the wording of the Principles of Conduct section of our handbook.

## **Parental Responsibilities**

"Parents" includes a single parent, a legal guardian, or a person having lawful control of the student.

Parents have the responsibility to:

1. Make every effort to provide for the physical needs of the child.
2. Teach the child to pay attention and obey the rules.
3. Be sure their child attends school regularly and is on time. They will promptly report and explain absences and tardies to the school.
4. Encourage and lead the child to develop proper study habits at home.
5. Participate in meaningful parent-teacher conferences to discuss their child's school progress and welfare.
6. Keep informed of school policies and academic requirements of school programs.
7. Participate in school-related organizations.
8. Be sure their child is appropriately dressed at school and school-related activities.
9. Discuss report cards and school assignments with their child.
10. Bring to the attention of school authorities any learning problem or condition that may relate to their child's education.
11. Maintain up-to-date home, work, and emergency telephone numbers, and other pertinent information at the school.
12. Cooperate with the school administrators and teachers.
13. Be sure their child attends school tutorials when required or the need arises.
14. Serve as appropriate Christian role models.
15. Monitor and supervise student online activities including social media and electronic communications.

## **Teacher Responsibilities**

Teachers have the responsibility to:

1. Follow the school's disciplinary procedures, applying them fairly and in the context of the grace of the gospel.
2. Comply with school policies, rules, regulations, and directives.
3. Maintain an orderly classroom atmosphere conducive to learning.
4. Teach to the standards of performance required by the school.
5. Establish rapport and an effective working relationship with parents, students, and other staff members.
6. Teach students to strive toward self-discipline.
7. Serve as appropriate Christian role models.
8. Communicate with parents as needed, using email, phone calls, and/or conferences.

## **Administrator Responsibilities**

Administrators have the responsibility to:

1. Respond to discipline problems referred by teachers.
2. Promote effective training and discipline of students.
3. Encourage parent communication with the school.
4. Assist students in learning self-discipline.
5. Assume responsibility and instructional leadership for discipline and for evaluation of the Discipline Procedures.
6. Serve as appropriate Christian role models for students.

## **Guidelines for Assessing Discipline Penalties**

When imposing discipline, school personnel shall adhere to the following guidelines:

1. Discipline shall be administered when necessary to protect students, school employees, or property and maintain order and discipline.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances.
3. If and when behavior results in reprimands which require a substantial time-out or removal from class, such behavior will be documented and communicated to parents.

Factors to consider shall include:

- Seriousness of the offense
- Student's age
- Frequency of misconduct
- Student's attitude
- Potential effect of the misconduct in the school environment

## **Ticket Chart Behavior Management System (Kindergarten-5th grade)**

Trinity uses a ticket chart behavior management system kindergarten through fifth grade. A ticket chart is a way for teachers and staff to keep track of student behavior throughout the school day and the school year. It is a behavior management system that will be consistent throughout the grade levels. Students and parents will not have to relearn a new system every school year. Expectations will be consistent from grade to grade.

Each classroom has a chart with the student's class numbers. Every day all students start on the purple ticket. Throughout the day, if a child starts to exhibit negative behavior, they will be asked to pull a ticket. However, the teacher will give multiple warnings before a child is asked to pull a ticket. If the child pulls their purple ticket, they will have to walk for 5 minutes at recess. The child will then be on the yellow ticket. If a child continues to exhibit negative behavior, they will be asked to pull their yellow ticket. The consequence of pulling their yellow ticket is walking for ten minutes at recess. At that point, the child will be on the red ticket. If they continue to exhibit negative behavior, they will be asked to pull their red ticket. If a child pulls their red ticket, they will be sent to the principal's office. No matter how many tickets a child pulls one day, they always start on purple the next school day.

Every week there will be a ticket chart handout in your child's purple folder. If your child pulled a ticket that day, the teacher will mark which ticket they pulled and put the reason they pulled the ticket on that sheet of paper. If there is nothing marked on the paper for that day, then that means that your child did not pull a ticket.

Trinity adopted the ticket chart system for three reasons. For one, we needed a behavior management system to keep track of negative behavior. Two, a ticket chart allows us to have a consistent behavior system for students and staff to follow throughout their time at the LS. Third, this will enable us to continue to partner with families regarding our students' spiritual and academic formation.

We want children to learn to obey because they love the Lord and desire to please Him, to bring Him glory. Secondly, we want the children to understand their disobedience affects others, and we want them to be motivated to obey because they love their neighbor for the good of others! Both of those things come from our mission statement of loving God and loving others. Our goal is "intrinsic" motivation, love of God and others, and not extrinsic, receiving rewards for being "good."

## Major Offenses

Major discipline problems are defined as those which cause substantial disruption of the educational process at Trinity or those which endanger the safety and well-being of the student or another. They could be grounds for suspension or expulsion even for a first offense.

Major offenses include, but are not limited to:

1. Significant and/or repeated acts of lying, cheating, and plagiarism
2. Aggressive, disruptive action that substantially interferes with school activities
3. Exhibiting disrespect or directing profanity, vulgar language, or obscene gestures toward school personnel, students, or parents
4. Verbal abuse that may disrupt the school environment or incite violence
5. Vandalism, arson, robbery, or theft
6. Fighting and assault
7. Using, possessing, or being under the influence of illegal drugs, alcohol, tobacco, or vaping products.
8. Possessing a firearm, a knife, a club, or other weapon
9. Any other conduct that substantially disrupts the school environment or educational process (including but not limited to social media challenges).
10. Harassment or bullying of another student on or off campus, including online and social media.

## Minor Offenses

Minor offenses are those which stem from the immaturity and ignorance of a child (as opposed to deliberate disobedience and/or defiance of school rules and personnel). These minor offenses distract from the educational process, but they are not overly disruptive.

Minor offenses include, but are not limited to:

1. Disobeying school rules
2. Being irresponsible
3. Tardiness

4. Violation of the dress code
5. Running in the building
6. Not following instructions
7. Unauthorized eating or drinking in the classroom or hall
8. Unauthorized use of technology including use of cell phones and computers during the school day.
9. Unkind speech or behavior directed toward other students, including but not limited to gossip, slander, intentional exclusion, name calling, etc.

Minor offenses may be treated as major offenses when the behavior is chronic, habitual, or continually repeated after correction has been given.

## **Discipline Penalties**

Discipline penalties are assigned at an age appropriate level and can range from time-out, to walking during recess, to detention, suspension, and/or expulsion.

## **Discipline Procedures**

1. When a teacher identifies an ongoing, chronic, or habitual pattern of concerning or sinful behavior, he / she will address the issue with the student and contact the parents to communicate the problem and set a time frame during which to evaluate progress in changing behavior.
2. After the designated period of time, if there is not a change in behavior/conduct, the teacher will schedule a conference with parents and student (where applicable) to continue to address the pattern of behavior and to establish a plan for correction.
3. If that conference and plan does not result in a change in behavior/conduct, the teacher will schedule a meeting with parents, student (where applicable) and the Principal.
4. If following that meeting and plan there is no change in the pattern of behavior, then the issue will be referred to the Head of School. This may result in non-re-enrollment or expulsion.

All discipline issues will be handled on an individual and confidential basis requiring clear and confidential communication between teacher, parents, students, and administration with the goal of restoration.

## **Suspension**

For major offenses or minor offenses that are repeated even after correction, a student may serve an in- or out-of-school suspension, for a time to be determined by the Principal.

Students who are suspended will be expected to complete all academic work assigned on the day(s) of suspension including assessments, quizzes, projects, and homework. Students should personally contact their teachers to get their assignments and be prepared to turn them in and/or take tests on the day they return to class, unless they make other arrangements with the teacher.

To serve an in-school suspension, the student will come to school as usual and then report to the office. The time will be spent in the office or other assigned location working on the classroom assignments for



the day. Parents will be required to meet with the Principal before the student may return to the classroom.

A student who is serving an out-of-school suspension is not to be on any Trinity campus for any reason or event (including extracurricular events) for the duration of the suspension. Parents will be required to meet with the Principal for the student to return to the class.

Following an out-of-school suspension, the student may be placed on probation for any portion of the remaining school year. The probationary period may include a behavior contract, weekly meetings between the student and a person designated by the Head of School or Principal, as well as other activities deemed helpful by the Head of School or Principal.

## **Expulsion**

Following a single, major offense or repeated suspensions, the school may expel a student or deny readmission.

Other conditions, outlined in the Statement of Agreement and Financial Contract, may warrant suspension or dismissal from the school.

## **Miscellaneous Behavior Measures**

### **Drug Testing**

Drug testing may be required, at the discretion of school administration, through a testing site specified by the school at the expense of the family.

### **Interrogations and Searches**

School officials, at their sole discretion, may conduct searches of student property (i.e., backpacks, lockers, vehicles), during school hours or any school-sponsored activity/trip.

Administrators and teachers have the right to question students regarding their conduct or the conduct of others.

### **Physical Restraint**

Any school employee may, within the scope of the employee's duties, use and apply physical restraint to a student when the employee reasonably believes it is necessary to:

- Protect a person, including the person using physical restraint, from physical injury
- Obtain possession of a dangerous object
- Protect property from serious damage
- Restrain an irrational student

### **Re-enrollment**

At the discretion of the Admissions Committee, in consultation with the Principal and Head of School, a student may be refused re-enrollment. Such refusal of a student's re-enrollment is not considered a

direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to reenroll is not the equivalent of suspension or expulsion.

## **Re-admittance**

Should a student who was expelled, or who withdrew to prevent expulsion, desire to be readmitted to Trinity at a later date, the Head of School, in consultation with the Principal and the Admissions Committee, will make a decision based on the student's attitude and circumstances at the time of reapplication. If the committee desires to do so, they may refer the decision to the full Board. If the application is declined, the parents have the right to appeal the decision to the full Board.

## **Bullying Policy**

Trinity Christian Academy's core values of faith, scholarship, virtue, and community inform this policy. We recognize that our values connect to what we love, and so we are a community growing in the love of God, love of learning, love of goodness, and love of one another. The following definition and examples of bullying are not meant to be exhaustive, but instead provide some delineation for this issue within our particular context.

## **Bullying Defined**

Bullying is unwanted, aggressive behavior among students that involves a real or perceived power imbalance. Bullying also includes repetition of the unwanted, aggressive behavior, or the potential for repetition. Furthermore, bullying disrupts the educational process as students may be unable to concentrate on their own learning because of the bullying behavior. Bullying may take place on campus or at a school sponsored event. It may also develop as cyberbullying via social media, or through other electronic means. Additionally, a young person can be a perpetrator, a victim, or both. The entire community can be negatively affected by bullying behaviors.

Common examples of bullying include:

- Physical Bullying: hitting, kicking, tripping, and damage to or seizure of property
- Verbal Bullying: name-calling, persistent and/or aggressive teasing
- Social Bullying: spreading rumors, excluding others

## **Reporting Bullying**

Students who believe they have been bullied should report the incident(s) to Trinity faculty, staff, and/or administrators. Students who believe they have witnessed bullying of another student are also encouraged to report the incidents to faculty, staff, and/or administrators.

Parents who are concerned about how students are treating one another should discuss their concerns with the grade-level Principal.

Confidentiality will be honored in this process as much as possible by faculty, staff, and administrators. However, as bullying creates an unsafe environment for the community, confidentiality will not always be able to be upheld.

## **Responding to Reported Bullying**

Upon receiving reports of bullying, the Principal(s) and Dean(s) will work together to gather and document information relevant to the incidents. Gathering relevant information will include interviewing the student(s) bringing the charge of bullying, the student(s) accused of bullying, relevant student witnesses, and teachers and/or staff members who may have additional information about the event(s). Documentation of incidents of bullying will include persons interviewed, a summary of the incidents, frequency of incident occurrence, and record of any consequences given. The Documentation will be kept in confidential student files in the Principal's office.

Together, parents and administration will partner in modeling principles of Biblical accountability and forgiveness. Principal(s) will communicate any consequences to the student and to their parent(s)/guardian. For a list of potential consequences of bullying, please reference the discipline section of the Parent and Student Handbook.

## **Strategies for Prevention of Bullying**

Working towards the prevention of bullying, Trinity will provide faculty and staff development training in bullying prevention. Trinity administration, faculty, and staff also hold as true the inherent value of each one of us as God's child, which is a foundational aspect of our school's capacity to maintain a safe and healthy learning environment.

Additionally, The Trinity Community Code, signed by Upper Campus students early in the fall semester, is clear about the kind of community we are all creating by including the following claims: "We affirm that Trinity should be defined by a commitment to service, humility, thankfulness, virtue, and love of God and people. We reject the attitudes of entitlement, exclusion, pridefulness, hypocrisy and selfishness." This focus on claiming positive virtues and rejecting negative attitudes involves us all in a community where bullying is not accepted.

## **Resources**

American Psychological Association. <https://dictionary.apa.org/bullying>

Centers for Disease Control and Prevention. Bullying Surveillance among youths: Uniform definitions for public health and recommended data elements, version 1  
<https://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf>

Centers for Disease Control and Prevention.  
<https://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html>

Kentucky Revised Statutes Annotated 158.148 (2016)  
<https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=45145>

U.S. Department of Health and Human Services. <https://www.stopbullying.gov/bullying/what-is-bullying>

## ACADEMIC POLICIES

### Academic Policy

Trinity's academic policies are intended to ensure that students are mastering content necessary for continuing to progress each year and to identify students who may need additional help. An important goal at the High School level is to help each student earn the credits necessary to complete Trinity's diploma requirements.

At the mid-term of each quarter, parents will be notified to check their children's grades in Educate and to meet with teachers if they have concerns about their children's progress. At the end of each quarter, if a student's grade in a subject falls below an average of 68%, parents will be notified by the Director of Curriculum & Instruction. For students in grades 1-12, if a student's grades remain below 68% for two consecutive or three total quarters of the year, outside tutoring may be required and promotion to the next grade level and re-enrollment to Trinity may be in jeopardy. Trinity also reserves the right to recommend a student to the Head of School for possible removal from the school during the school year.

### Academic Requirements

All students in grades 1-8 are required to demonstrate satisfactory progress in Reading, Language Arts or English, and Math in order to be promoted to the next grade level. Report card grades from quarters one through four will be averaged to derive the year-end average grade. A minimum year-end average grade of 68% in each of these subjects is required for promotion. Overall academic progress in other content areas can also be considered in a promotion decision. The Director of Curriculum and Instruction, in consultation with teachers and the Principal, will determine whether satisfactory progress has been made before promotion.

### School of Rhetoric Academic Requirements

High school students must have a minimum year-end average of 68% in each completed course in order to earn credit for the course. Transcripts will include grades from all courses taken at Trinity, as well as outside credits for courses taken to fulfill graduation requirements.

Students who fail courses which are required to fulfill Trinity graduation requirements can recover the lost credits by retaking failed courses. Such courses can be taken as outside credits if Trinity's class schedule cannot accommodate a student's needs to retake a course. All outside courses must be pre-approved by the Director of Curriculum & Instruction or the Principal.

### KHSAA Academic Eligibility - School of Logic and School of Rhetoric Athletes

Per KHSAA regulations, students participating on a high school team or in a high school individual sport or event must maintain passing grades and be on track to graduate in order to participate in athletic competitions, such as games, tournaments, matches, and meets. This policy does not apply to students playing only on middle school teams.

Grades are reviewed every Friday to determine academic eligibility for the week. A "week" runs from Friday to Friday, including the weekend. A student with two or more grades below 68% on a Friday grade review will be placed on Academic Probation and is not permitted to participate in games or other such competitions until the next grade review on the following Friday. Upon completion of the grade review,

a student with one or no grades below 68% will have eligibility restored and can resume playing in games. If two or more grades remain below 68%, Academic Probation will be continued for the next week. A student will remain on Academic Probation until there are no longer two failing grades at the time of a Friday grade review.

A student who is on Academic Probation at the end of the school year must meet with the Director of Curriculum & Instruction and the Principal before participating in athletics over the summer or the following school year to determine when and how academic eligibility can be restored.

The Principal will communicate about Academic Probation and ineligibility to play to the student and parent(s), and the Athletic Director will notify coaches. All parties will be notified when a student regains eligibility to play.

## **EXCEL Program**

The purpose of the EXCEL Program is to equip and support students with varying learning styles and needs to fully participate in our academic program. The belief that all persons are uniquely created in the image of God with different gifts, talents, and abilities is integral to the vision of Trinity Christian Academy. We strive to meet the needs of diverse learners and to make a classical Christian education accessible to as many children as possible.

### **+Search & Teach K-1**

Search and Teach is an early intervention tool designed to identify and remediate potential learning gaps in young learners. All students are given the Search screening test to identify those who may be susceptible to learning difficulties in reading. Based upon that screening, qualifying students participate in the Teach program, which is designed to stimulate and develop deficit areas in reading.

### **+Reading Intervention Grades 2-5**

Students receiving reading intervention services in grades 2-5 will participate in a scientifically- based structured literacy program aligned with the science of reading and using Orton-Gillingham methodology. Students will receive explicit, systematic instruction in phonics, fluency, reading comprehension, and/or vocabulary, depending on student needs. Regular progress monitoring will be utilized to measure growth and adjust the intervention as needed. Additional instruction will also be provided to support core classroom content.

### **+Academic & Executive Functioning Support Grades 6th-12th**

Students who qualify for a Student Support Plan based upon a psychoeducational or medical diagnosis have the opportunity to have an EXCEL Block in their schedule. During this time they will receive instruction in executive functioning such as task initiation, time management, organization, planning, and self monitoring along with academic strategies and support.

### **+Student Support Plans (SSP)**

Students with a learning disability or other diagnosis that affects their educational needs will be eligible for a SSP. This plan will outline the accommodations that will be implemented to support student learning and performance.

## ACADEMIC INTEGRITY

Academic integrity is foundational to the learning processes and is in keeping with Biblical teaching. God's word discloses His character, and His law instructs us to imitate His character, because we are made in His image to be like Him (Leviticus 19:1; Matthew 5:48). In all we do, we are to glorify and honor Him. While Trinity's policy focuses on academic integrity, God requires that we live with integrity in all areas of life. In other words, God holds us to a higher standard than any academic policy could ever describe.

As a result, Trinity Christian Academy seeks to foster an environment of academic integrity in which learners are expected to honestly pursue and represent their own knowledge and understanding. To represent another's work as one's own is to deceive—academic dishonesty—and is not consistent with Christian scholarship. Our desire is to train students to seek the highest levels of academic integrity, to recognize and avoid academic dishonesty, and to be aware of possible consequences, both at Trinity and beyond.

Academic dishonesty may take many forms but always involves representing another's academic work as one's own or helping another student to do so. Academic work includes, but is not limited to, homework, tests, quizzes, laboratory assignments, oral presentations, reading and writing assignments, field trip assignments, and in-class work. Completion of the work is expected by the individual or group to whom it has been assigned.

Examples of academic dishonesty include, but are not limited to:

### Misrepresentation of Work (Cheating)

- Copying from another student any part of an assignment, test or quiz.
- Using any method, including electronic devices, to store and retrieve answers on a test, quiz, or exam.
- Copying or presenting information directly from a source and representing it as one's own work (plagiarism), including copying and pasting from online sources (including ChatGPT or other artificial intelligence generated content) without attribution.
- Using published summaries exclusively instead of reading the assigned materials.
- Collaborating on an assignment that was meant to be done individually, or claiming to have fulfilled the responsibilities and roles assigned in a group project but not having fulfilled them.

### Giving Away Answers

- Telling another student what is on a test or quiz, including providing specific questions or answers.
- Allowing another student to copy any part of an assignment, test, or quiz.
- Completing other students' assignments for them to turn in as their own work.

### Academic Misconduct

- Turning in another student's work as one's own.
- Unauthorized possession of a quiz, test, or exam prior to its administration.

- Submitting all or part of the same academic work for credit in more than one course without consulting the teacher(s).
- Fabricating an excuse to obtain an extension on a test, project, paper, or other academic work.
- Tampering with teacher's grade records.
- **Not** reporting a known instance of academic dishonesty.

When students are not sure what would be considered dishonest for a particular assignment, they should ask for clarification from the teacher.

### Determination of Academic Dishonesty

Determination that a student has been academically dishonest will be based on specific evidence provided by the classroom teacher or classroom supervisor. The evaluation will take into account any written materials, observations, or information from others as deemed appropriate. Determination of dishonesty will be made by the Principal in consultation with the teacher or supervisor.

### Consequences for Academic Dishonesty

Consequences for academic dishonesty may range from a zero for the assignment, test, or quiz to expulsion from the school. Consequences will be considered in light of whether the violation was a first or repeated offense, as well as the nature and impact of the offense. In all cases, the Principal and parents will be notified and a record of the infraction will be placed in the student's file. Students with repeated violations may be referred to the Head of School for enrollment recommendations.

At the end of the student's time at Trinity, single infraction documentation will be removed. Multiple infraction documentation will remain in the student's permanent file.

In addition to the grade-based consequences, academic dishonesty compromises the integrity of the student and may impact recommendations for college and positions of leadership. Students with any infraction, who are in positions of leadership, may be asked to step down.

### Promoting Academic Integrity

Building an environment of strong academic integrity is a combined effort between the student, parent, and teacher. The suggestions below, adapted with permission from York High School in Maine, help all involved keep the focus on true student achievement.

#### The Student's Role

- Be prepared. Try to keep to a realistic schedule balancing academics, extra-curricular activities, and your social life.
- Make sure that you understand your assignments and the grading scale that the teacher is using. Ask your teacher for clarification, not a classmate.
- With the help of your teacher, set up study groups with your classmates.
- Seek help from your teacher.

- Be organized. Have class notes in order and be sure they are easily accessible. This will save you time and anxiety when studying for a test or writing a paper.
- Keep current with assignments. Don't wait until the last minute and play catch up!
- If, for whatever reason, you choose to use another's ideas or solutions, cite that person as a source on your paper or project.
- Know what constitutes cheating, including all the variations of plagiarism.
- Accept the fact that some learning requires serious, even tedious effort.

### **The Parents' Role**

Parent support of academic achievement and ethical development is fundamental to students' long-term success. The following behaviors will assist parents in promoting true student achievement:

- Teachers are often available for extra help before, during, and after school. Encourage their use.
- Assess your child's abilities realistically. Help your child achieve a realistic level of success, while being challenged, but without undue stress.
- Don't push your child beyond his/her limits with your expectations or aspirations. Many times students make poor decisions because the pressure to excel is greater than their ability to meet the expectations.
- If you suspect your child is having difficulty in a class, please contact the teacher. The sooner the problem is identified, the sooner steps can be taken to alleviate it.
- If your child is caught cheating and you are called, please remember that this is a learning experience; help your child to accept the consequences for inappropriate actions.
- Don't write excuses for your child to miss school to complete academic work or study for tests, quizzes, or exams.

### **The Teacher's Role**

- Provide an atmosphere that is conducive to testing and promotes honesty and integrity: All material cleared from desks/tables. No use of items that may be used for cheating such as cell phones, cheat sheets, water bottles, headphones, etc.
- Stay in the classroom and remain vigilant.
- Be aware of cheating/copying homework during common times such as before and after school, lunch, and Academic Work Periods. Report such incidences to the appropriate faculty members.
- Consider the effectiveness of assignments and the assessment of them.
- Make sure that all make-ups are monitored.
- Deal effectively with absenteeism on test/project/presentation days by using alternative assessments, different versions of tests, and give time constraints for make-up work.
- Be sensitive to the timing of major tests/projects in other departments.
- Encourage students to become more interested in learning than in the grades.
- Construct assessments to be completed within the time allotted.
- Clarify as individual teachers what cheating is for your class, and be clear about consequences.
- Consider that a first-time or minor offense may be due to the student's lack of knowledge about academic integrity. Use this as a "teachable moment."



## Standardized Testing

Trinity administers standardized tests in grades PreK through eleven in order to ascertain whether students are on track to mastery at each grade level in reading, language arts, and mathematics. Test results are also used to help evaluate the effectiveness of the curriculum at all grade levels. Test results are shared with parents to keep them apprised of their children's academic growth and development over time.

### PreK and Kindergarten

Beginning in the fall of 2023, Trinity will use the Gesell Early Screener (GES) to evaluate four domains of a child's development in order to help teachers and parents understand performance expectations of children in relation to typical growth patterns. Teachers use direct observation to evaluate their students' neuromotor, language, cognitive, social/emotional, and adaptive development. If more in-depth assessment is needed, the Gesell Development Observation tool can be used to provide more information.

### Grades 1-2

Students will be assessed by their teachers using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test early in the school year, mid-year, and at the end of the year to track growth in early literacy and reading skills. The DIBELS test is a reliable and valid indicator of early literacy development and measures the following skills related to general reading outcomes:

- Letter naming fluency
- Phonemic segmentation fluency
- Nonsense word fluency
- Word reading fluency
- Oral reading fluency

Test results can be used to evaluate individual student development, as well as provide grade-level feedback for teachers to use when planning instruction in the classroom.

Students will also complete assessments in mathematics using *Dimensions* tests in early fall to establish a baseline of content knowledge, and then complete mid-year and end-year assessments to track growth over time.

Students also will complete a writing assignment, which will be scored using a rubric, to establish an initial level of competency in writing and will complete specific writing tasks over the year to track their progress over time.

### Grades 3-8

Beginning in the fall of 2023, Trinity will administer the ERB Milestones online assessment two times per year - at the beginning of the year and again at the mid-year - and administer the written CTP-V in the late spring. The Milestones program uses 40-minute long online assessments of student progress in reading and mathematics. Teachers can use the results to help them plan instruction in the classroom both to address needs identified by the assessments, as well as to celebrate growth in reading and math skills during the year with their students.

## **Grades 9-11**

Pre-ACT - Each spring freshman and sophomore students complete the Pre-ACT, which measures progress toward readiness for college in English, reading, mathematics, and science. Scores on the Pre-ACT align with the ACT so that students can identify improvement areas before taking the ACT.

ACT - Juniors complete the ACT at school during the late spring semester.

PSAT 9 - Freshman complete the PSAT 9 in the fall semester. This test measures reading, writing, and math skills to help identify areas of strength and weakness early so that students can begin to focus on areas for improvement during high school. Scores align with the SAT so that students can identify areas of improvement before taking the SAT.

PSAT/NMSQT - Sophomores and juniors take this test in order to continue to follow their academic progress in reading, writing, and math. This test is also used by the College Board to identify qualified students for the National Merit Scholarship Competition.

## **Grade 12**

Seniors schedule and take the ACT and/or the SAT outside of school hours at times of their choosing. They should discuss with the College Counselor which test best suits their needs for the colleges to which they are applying.

### *AP Subject Tests*

Students have an opportunity to earn college credit by scoring 3-5 on a 5-point scale on subject area AP examinations. Juniors and Seniors interested in registering for an AP exam must meet with the College Counselor by early November to determine which tests would be most advantageous to complete the following May, since registration for AP tests occurs in mid-November.

## **Tutoring**

Teachers are responsible to help students understand class material and incorrect answers on graded material. When more help is needed than teachers can provide during the school day, **SOELAG** teachers will send a notice home in advance requesting that a student stay for extra help after school. Upper Campus students are encouraged to take initiative and meet with teachers during Academic Work Periods or WIN times during the school day.

If more extensive and consistent help is needed than teachers can provide, outside tutoring may be recommended. Outside tutoring falls into two categories: that requested by the teacher or school and that requested by the parent.

### **Tutoring Requested by the Teacher or School**

Teachers may determine that an individual student or a small group of students needs additional instruction outside of class time. In this case, the teacher may request that the student(s) attend tutoring sessions provided by that teacher or another Trinity-appointed tutor. The Trinity teacher/tutor will be compensated on an hourly basis according to Trinity's fee schedule. To avoid the appearance of a conflict

of interest, the teacher must request Principal approval and parental written consent before the teacher can tutor students from his or her own class.

Tutoring that is required by the school should be provided by a Trinity teacher or by a Trinity-approved tutor. Goals for the tutoring should be clearly communicated to the tutor and regular reports sent back to the school/teacher.

All tutoring payments to Trinity teachers from Trinity families will be collected and disbursed through the Business Office.

### **Tutoring Requested by the Parent**

Parents may desire that their child receive help from a teacher in a subject beyond what the parents can provide. If the teacher determines the help required falls into the outside tutoring category, the teacher is free to work out a tutoring arrangement including compensation on an hourly basis according to Trinity's fee schedule, which is \$40 per hour. This is not considered a conflict of interest.

If Trinity parents desire to use a tutor outside of Trinity's approved list, it is their prerogative to do so.

## LOWER CAMPUS: DAILY OPERATIONS

### The Facility

Trinity Christian Academy's Schools of Early Learning and Grammar are housed in the facility of Bates Creek Presbyterian Church, which is located on Man O' War Boulevard at Rapid Run Drive, one mile east of the Bates Creek Road/Man O' War intersection. The school is situated on a 10-acre site, which includes a playground, soccer field, and asphalt surface area allowing for abundant space for athletic and outdoor activities.

The mailing address is:  
3900 Rapid Run Drive  
Lexington, KY 40514  
Telephone: (859) 271-0079

### School Hours

3 year old Preschool (half day)	8:00 a.m. – 11:30 a.m.
3 & 4 year old Preschool (full day)	8:00 a.m. – 3:00 p.m.
Kindergarten - 5th Grade	8:00 a.m. – 3:00 p.m.
After School Care	3:00 p.m. – 5:30 p.m.

### Visitors

All school visitors (including parents) must use the main school entrance by the office. All side doors are kept locked during school hours. If school is in session, all visitors must sign in and out with the receptionist upon entering and leaving the building.

### Arrival and Dismissal Procedures

Parents are responsible for arranging transportation to and from Trinity. In an effort to make students' arrival and departure run smoothly, we use the following procedures:

#### Arrival

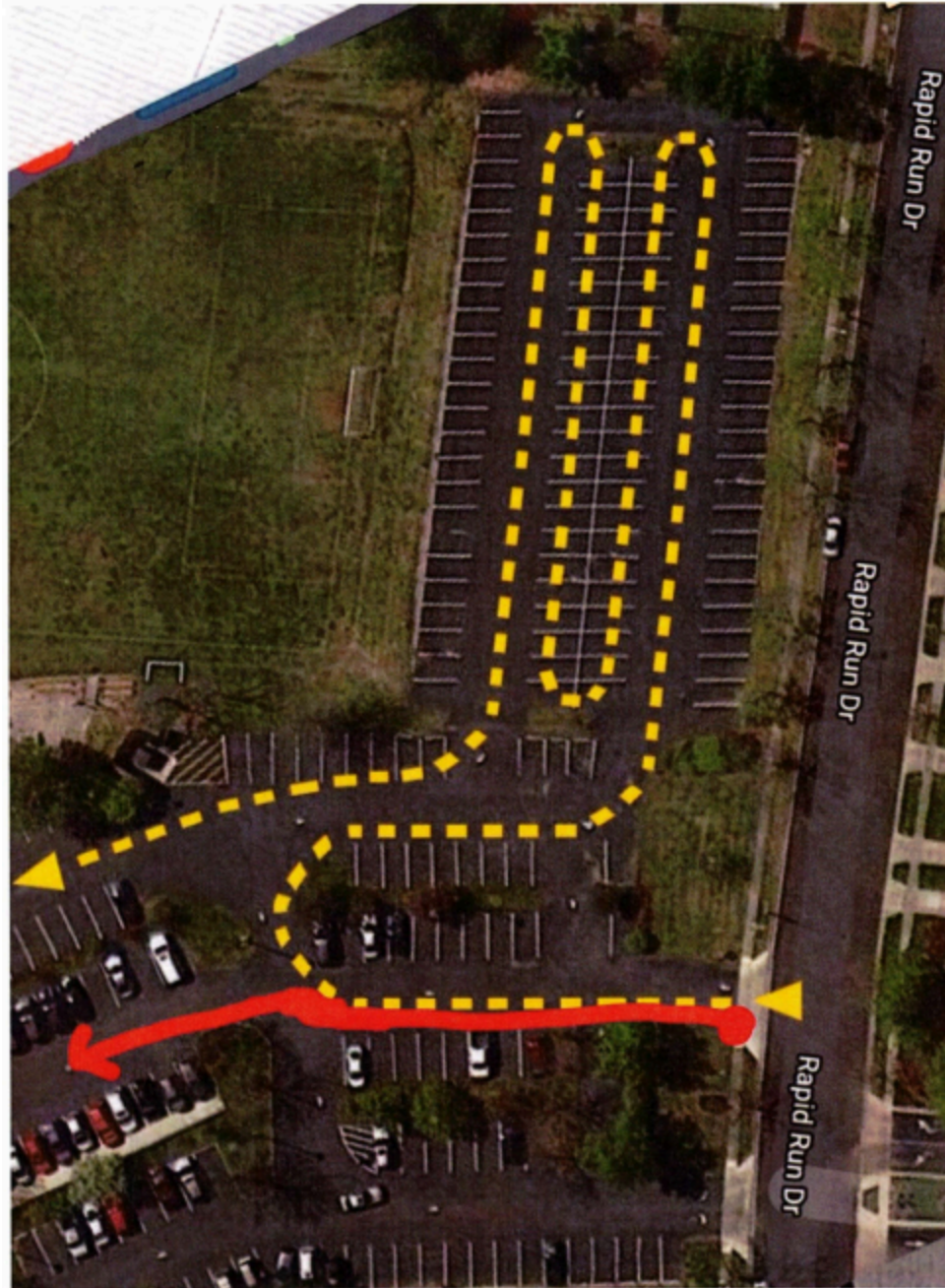
Children may not be dropped off before 7:30 a.m., as there is no supervision. If students arrive after 8:00 a.m. they are considered tardy and should go directly to the front desk to receive a tardy slip (see Tardy Policy). Parents of Preschool students will be given arrival and dismissal procedures before the start of school.

Upon arrival, please enter the parking lot at the far entrance marked with incoming arrows. Drive all the way around to the school entrance before stopping to drop off your child. Children shall then proceed to the Fellowship Hall (K-2nd grade) or Gym (3rd-5th grades). At 7:55 a.m. the supervising morning arrival teacher will line up students by class, and they will proceed to their classrooms. Children are not allowed in the classrooms until 7:55 a.m.

## Dismissal

The following dismissal procedures are necessary for the security and safety of our students.

- Parents or other authorized individuals arriving to pick up children from school are not permitted to go to classrooms to pick up children. Please wait for dismissal in your cars. Building security can be maintained and faculty and staff can ensure that each child is released directly to a parent or individual designated to pick up the child from school.
- **If you desire to speak with your child's teacher, please arrange for a conference time or contact them by phone or email. Teachers are on dismissal duty until 3:30 pm each day.**
- Each family will be issued a sign with the family name. During dismissal, please display the sign prominently in the windshield. If you need more than one sign, please contact the school office. If you carpool, please have all the names of the carpooling families on your pickup sign or use multiple signs.
- When arriving for dismissal, please enter the driveway marked with "IN" arrows (the second drive from the Man O' War entrance). Follow the traffic markers or the directions of our assistants. The traffic will flow from Rapid Run to the sidewalk area in front of the school wing.
- All students will be dismissed from the sidewalk area in front of the school. When you pull up to this area, please stay in your car, and your child will be brought to you.
- We want to respect our neighborhood families, so please be aware there is the potential for traffic to back into the street. We must NOT block Rapid Run Drive and our neighbors' driveways. Every effort will be made to dismiss your child as quickly and safely as possible so traffic does not become overly congested.
- If you would like to visit with other parents or need to park your vehicle, please use the parking lot that is not blocked by incoming traffic. If you need to enter the building after 3:30pm., please use the sidewalk and do not cross in front of traffic.
- For the safety of all children, once you have picked up your child, please make sure that he remains with you. At this point, you are responsible for monitoring your child's activities.
- If for any reason parents will be more than 15 minutes late picking up their child at the end of the day, it is imperative the school office is notified. This is especially important to prevent your child from becoming upset about your absence. If the child has not been picked up by the end of dismissal, he will be sent to After-School Care without prior notification and parents will be invoiced for \$12.00. Children will not be allowed to play outside, at any time, without adult supervision.
- If students are to regularly leave school with someone other than parents or legal guardians, written permission must be on file in the school office. If it is a one-time occurrence, notification by written note, email, or a telephone call to the school office is acceptable.
- Teachers and aides will bring children out to cars through the gym entrance doors.
- For the safety of all children, please remain in your car and allow the teachers and aides to deliver your child to your vehicle. Do not stand and wait outside the building on the sidewalk or next to the doors. This will allow space for teachers and aides to safely place children into vehicles.
- If you desire to enter your child's classroom to view the homework board, please arrive at 3:30pm to pick up your child when the building will be open to parents. Please do not plan to visit or conference with your child's teacher at that time, unless an appointment has been made with the teacher ahead of time.



### Early Dismissal Requests

- If your child must leave school for an appointment and needs to leave close to dismissal, please call the school office by 2:00pm so that teachers can be notified, and plan to pick up your child by 2:45 pm.
- If you are not able to pick up your child by 2:45 pm, the regular car line must be used for dismissal. The school lobby will be closed between 2:45-3:30 pm. Children will not be released between 2:45-3:00 pm so that we can prepare for and maintain a safe and secure environment for dismissal.

## Permission to Take Students From School During School Hours

No student shall be taken from school during school hours by a person other than a school employee, with the following exceptions:

- By a parent or guardian. In cases in which the parents have been divorced or separated, the child may be released only to the parent having legal custody of the child. The school may request verification of custodial arrangements.
- By another person upon written request, properly verified, of the parent or guardian.
- By properly identified representatives of law enforcement agencies operating within the scope of their office and position. Unless the law or agency requires otherwise, the school will notify the student's parents when the student is released to a law enforcement agency pursuant to this section.
- While on a school-sponsored field trip with parental consent.

Any individual removing a student from campus must sign the student out through the school office.

## Carpool Procedures

If you are carpooling, write all names of carpool adults on the pick-up authorization form given out at the beginning of the year. During pick-up please have all the names of the carpooling families on your pickup sign or use multiple signs. If someone is picking up your child other than the person regularly designated, you must call the school office or send a note to school giving permission to release your child to someone else. Your child will not be released without your expressed communication.

## After School Care

After-school care is available from 3:00 p.m. until 5:30 p.m., on days when school is in session. Please phone the school office to register your child. The cost is \$12 per day. After-school care is billed on a monthly basis via TADS.

A late fee of \$10 will be assessed for children who are picked up for the first 15 minutes after 5:30 p.m. After the first 15 minutes, the late fee will be \$10 plus an additional \$5 per extra five minutes.

## Dress Code

The mission of Trinity's dress code is to uphold a high standard of neatness and modesty of appearance free from distraction and conducive to a beautiful learning environment that makes room for comfort, student choice, and individual expression.

Students not in compliance with the dress code will be required to change into clothing that is compliant. Student drivers will be required to go home to change and return to school in a timely manner. Parents will be notified of the need to bring clothing to school or that their child will go home to change.

Trinity reserves the right to make decisions about the appropriateness of clothing and appearance not outlined below. The cooperation of parents and students in adhering to both the letter and the spirit of the dress code is expected and appreciated.

## **Girls**

### **Girls Top**

- White, purple, or navy polo shirts.
- Peter Pan white-collared shirts may also be worn.
- White or purple polo shirts with the Trinity logo are required on chapel days and field trips.
- At least one button must be buttoned at all times.
- Long-sleeved or short-sleeved shirts may be worn.
- Shirts must be tucked in at all times.

### **Girls Bottom**

- Khaki pants, walking shorts, skorts, jumpers, or skirts.
- Skirts, shorts, skorts no more than three (3) inches above knee caps.
- Belts must be worn with pants or shorts if the item has belt loops.
- Leggings under skorts, jumpers, or skirts must only be navy, black, or white.

## **Boys**

### **Boys Top**

- White, purple, or navy polo shirts.
- White or purple polo shirts with the Trinity logo are required on chapel days and field trips.
- At least one button must be buttoned at all times.
- Long-sleeved or short-sleeved shirts may be worn.
- Shirts must be tucked in at all times.

### **Boys Bottom**

- Khaki pants or shorts.
- Shorts must be no more than three (3) inches above knee caps.
- Belts must always be worn with pants or shorts.

### **Shoes and Accessories for Girls and Boys**

- Closed-toe and closed-heeled flats or tennis shoes.

### **Physical Education**

- Children so desiring may change to the PE uniform prior to PE class.
- Hooks in the gym bathrooms will be used to hang clothing.



- PE uniforms may be worn in PE class only.

### **Additional Gear**

#### **Indoors**

Solid-colored (no writing) sweatshirts (no hoods), “fleeces” (no hoods), sweaters (no hoods), or sweater vests (no hoods), Trinity logos are optional. Hoodies and various colored sweatshirts with Trinity logo or Trinity sports teams can be worn on Friday spirit days only.

- Colors: white, purple, or navy only.
- These additional items must be worn over the approved shirts or turtlenecks, with the collar showing.

#### **Outdoors**

Jackets, mittens, scarves, hats as needed.

### **Unacceptable Attire (May NOT be worn)**

- Cargo-style pants, shorts, skorts, skirts
- Hipsters
- Exposed undergarments
- Un-tucked shirts
- Beltless slacks/shorts (if the item has belt loops)
- Hoods on sweatshirts, fleeces, sweaters, or sweater vests
- Sandals, flip-flops or “croc”
- Make-up or excessive jewelry
- Earrings or necklaces (boys)
- Body piercings or tattoos
- Hairstyles that are designed to attract attention (i.e., unusual coloring, bleaching, shaved heads)
- Hair below the top of the collar, below the eyebrows and below the earlobes (boys)

Chapel/Field Trips All students must wear either a white or a purple polo shirt with the Trinity logo and khaki bottoms for chapel day and field trips unless otherwise designated by the child’s teacher.

Dress Code Enforcement First offense: a written warning will be sent home to be signed by a parent and returned. Subsequent offenses: proper attire must be brought to the child.

### **Lunches and Snacks**

Parents are responsible for providing lunches and snacks for their children, including any condiments, utensils, cups, and napkins needed. ***Microwave use is not available.***

Pending adequate parent volunteers, hot lunches are available to order for Wednesday, Thursdays, and Fridays during the school year. Orders may be placed every two weeks using the online order form during the school year. Please note that late orders will not be accepted over the phone.

We invite parents to have lunch with their children at any time. Parents should sign in and out with the receptionist when entering and leaving the school building. In addition, parents may bring hot food or fast food lunches for their children. These should be brought to the school office at least five minutes before the child's lunch period.

If a child forgets lunch, small snack items may be available.

### **Birthdays**

Celebration of student birthdays may take place in the classroom, lunchroom, or outside. The birthday child may bring a birthday treat such as cupcakes, ice cream cake (no candles), or cookies for the class. Parents should contact their child's teacher in advance concerning the particular procedures followed in each classroom.

### **Fire/Severe Storm/Tornado Drills**

In accordance with Kentucky state laws, periodic fire and tornado drills are held at regular intervals to acquaint students with emergency procedures.

### **Items of Personal Importance**

Children are generally discouraged from bringing items of personal importance or worth such as toys, trading cards, money, stuffed animals, etc. to school (except on sharing days or as suggested by teachers).

### **Electronic Devices**

Personal electronic devices of any kind, including but not limited to cell phones, ipads, Apple Watches, headphone, air pods, gaming devices, etc. may not be used during the school day or while on school property as they are a distraction to the learning environment. All such devices are subject to immediate confiscation.

The first time a student violates the guidelines for electronic devices, the device will be confiscated for the rest of the school day. For any incidents thereafter, the device will be confiscated for a time to be determined by the Principal.

## LOWER CAMPUS: CURRICULUM AND ACADEMICS

### Curriculum

Trinity's curriculum is based on a solid, classical Christian, liberal arts and sciences foundation established in the Lower school. Throughout all of the grades, Biblical truth is at the heart and provides the framework for all courses of study.

Preschool and Kindergarten foster the natural curiosity of children by providing an environment suited for discovery. Exploration and manipulation of mathematical concepts, letters and their sounds, natural objects, and artistic media give children foundational knowledge necessary for successful learning of the abstract concepts taught in later grades. Stories, poetry, music, playtime, Bible, physical education, and social interaction round out the children's day.

First and second grades begin a phonics program for reading and spelling. Short stories, fables, tales, and poetry are read by the children. In math the children manipulate objects to learn the concepts of counting, addition, subtraction, multiplication, division, time, geometry, place value, patterning, and fractions. Science, nature studies, Bible, physical education, music, art, and history provide additional areas of interest and knowledge.

In grades three through five, the fine arts, humanities, and literature curricula are integrated around units of American and world history. Skills and concepts in mathematics and English grammar, spelling, composition, and Bible are studied and developed daily. Mastery of skills and concepts is expected, while encouraging practical application and logical processing. Science relies heavily on developing powers of observation through experiences while learning about new topics and incorporating hands-on STEM projects. The study of Latin is also added during these years.

Several times a week, students at all levels receive specialized instruction in physical education, music, art, and library. Field trips to museums, cultural events, plays, and places of historical, cultural, and scientific interest enhance students' understanding of academic studies.

Trinity Christian Academy respects the privacy and the privilege of parents teaching the topic of human sexuality to their children, especially at a young age. However, Trinity's curriculum includes instruction on the reproductive system in the context of teaching about all body systems in the School of Grammar. We strongly encourage parents to lay the foundation of teaching their children at an appropriate age about biblical and healthy relationships between men and women, as parents discern the readiness of their children. References to human sexuality appear in themes in Bible and in Literature beginning in Grammar school. In the School of Rhetoric, themes of human reproduction and sexuality are taught in several courses including biology, anatomy and physiology, ethics, health and psychology, apologetics, and worldview courses.

## 3 YEAR OLD PRESCHOOL

### Creativity, Imagination, Exploration, and Discovery

Trinity Christian Academy fosters a love of learning in a language-rich, Christ-centered environment. Our program provides biblical instruction that stimulates creativity and imagination while encouraging children to grow through exploration and discovery. Children are nurtured to develop emotionally, socially, intellectually, physically, and spiritually.

**The goal of our three year old program is to provide a biblical foundation and foster a love of learning.**

#### **Class Options**

Two Half Days (TTh):	8:30 a.m. - 11:30 a.m. (Early arrival is available from 7:30 a.m.)
Three Half Days (MWF):	8:30 a.m. - 11:30 a.m. (Early arrival is available from 7:30 a.m.)
Two Full Days (TTh):	8:00 a.m. - 3:00 p.m. (After School Care is available until 5:30 p.m.)
Three Full Days (MWF):	8:00 a.m. - 3:00 p.m. (After School Care is available until 5:30 p.m.)

#### **Class Size**

The maximum class size is 16 students, with a teacher and an aide.

#### **Age Requirement**

Children entering 3-year-old preschool must be three years old by August 1st of the school year they enroll. Students must be fully potty-trained; no diapers or pull-ups allowed. Entrance testing to determine readiness is required for our 3-year-old preschool program.

Curriculum Area	Skill or Activity
<b>Bible</b>	Listen to Old and New Testament stories; integrate Scripture through all disciplines; memorize Bible verses
<b>Phonics and Literature</b>	Participate and listen during reading activities, stories, and songs; introduce letters and letter sounds
<b>Writing</b>	Develop good habits for prewriting skills: correct posture, pencil grip, large and fine motor development, and hand-eye coordination
<b>Mathematics</b>	Recognize shapes and numbers; count, sort, and draw simple patterns; develop cognitive reasoning skills
<b>Science/Nature Studies</b>	Explore nature, animals, and the five senses
<b>Calendar and Geography</b>	Introduce days, weeks, months, years; introduce weather
<b>Fine Arts</b>	Stimulate creativity through various artistic forms (painting, playdough, watercolor, etc.) and sensory activities to promote fine motor skills and encourage imagination
<b>Music</b>	Sing and memorize songs, enjoy rhythm activities, explore large and small movement to music, and improve listening skills
<b>Physical Education</b>	Develop gross motor skills through free play, recess, and creative movement activities, motor lab

## 4 YEAR OLD PRE-KINDERGARTEN

### An Environment of Creativity, Imagination, Exploration, and Discovery

Trinity Christian Academy's Pre-Kindergarten fosters a love of learning in a language-rich, Christ-centered environment as it prepares children for kindergarten. Our program provides biblical instruction that stimulates creativity and imagination while encouraging children to grow through exploration and discovery. Children are nurtured to develop emotionally, socially, intellectually, physically, and spiritually.

**The goal of our Pre-Kindergarten is to provide a biblical foundation and foster a love of learning while preparing children for a successful kindergarten year.**

#### Class Options

Two Full Days (TTh):	8:00 a.m. - 3:00 p.m. (After School Care is available until 5:30 p.m.)
Three Full Days (MWF):	8:00 a.m. - 3:00 p.m. (After School Care is available until 5:30 p.m.)
Five Full Days	(see <i>Junior Kindergarten</i> )

#### Class Size

The maximum class size is 16 students, with a teacher and an aide.

#### Age Requirement

Children entering Pre-Kindergarten must be four years old by August 1st of the school year they enroll. Entrance testing is not required for our Pre-Kindergarten students.

Curriculum Area	Skill or Activity
<b>Bible</b>	Listen to Old and New Testament stories; integrate Scripture through all disciplines; memorize Bible verses
<b>Phonics and Literature</b>	Participate and listen during reading activities, stories, and songs; recognize letters and letter sounds; enjoy quality literature; memorize poetry; <i>Letterland</i>
<b>Writing</b>	Continue to develop good habits for prewriting skills: correct posture, pencil grip, large and fine motor development, and hand-eye coordination
<b>Mathematics</b>	Recognize shapes and numbers; count, sort, and draw simple patterns; develop cognitive reasoning skills
<b>Science/Nature Studies</b>	Explore nature, animals, and the five senses
<b>Calendar and Geography</b>	Understand days, weeks, months, years; identify own city, state, and country; introduce geographical terms and weather
<b>History</b>	Introduce Kentucky history, pioneer days in America, knights and castles, and transportation
<b>Fine Arts</b>	Stimulate creativity through various artistic forms (painting, playdough, watercolor, collage, etc.) to promote fine motor skills and encourage imagination; learn about artists such as Matisse, Michelangelo, Monet, O'Keefe, Picasso, and Van Gogh
<b>Music</b>	Sing and memorize songs; learn hymns, enjoy rhythm activities, explore large and small movement to music, and improve listening skills
<b>Physical Education</b>	Develop gross motor skills through free play, recess, and creative movement activities, and motor lab



## JUNIOR KINDERGARTEN

### Strengthening Skills Through Exploration, and Discovery

Trinity Christian Academy's Junior Kindergarten serves as a bridge to kindergarten for those 5-year-olds who need the gift of time—to strengthen and hone skills and to develop further emotionally, socially, and physically—and those 4-year-olds who are ready for a full five day program. Trinity's Junior Kindergarten program increases literacy and creates a love for learning while incorporating biblical truths across the curriculum.

**The goal of our Junior Kindergarten is to foster a love of learning while building literacy to ensure children make a successful transition into kindergarten.**

#### Hours

Monday through Friday                      8:00 a.m. - 3:00 p.m.  
    Morning drop off begins at 7:30 am  
    After School Care is available until 5:30 p.m.

#### Class Size

The maximum class size is 16 students, with a teacher and an aide.

#### Age Requirement

Children entering Pre-Kindergarten must be four years old by August 1st of the school year they enroll. Entrance testing to determine readiness is required for our Junior Kindergarten students.

Curriculum Area	Skill or Activity
<b>Bible</b>	Listen to Old and New Testament stories; integrate Scripture through all disciplines; memorize Bible verses
<b>Literature and Language Development</b>	Participate and listen during reading activities, stories, and songs; recognize letters and letter sounds; enjoy quality literature; memorize poetry; <i>Letterland</i>
<b>Writing</b>	Continue to develop good habits for prewriting skills: correct posture, pencil grip, large and fine motor development, and hand-eye coordination; <i>Handwriting Without Tears</i>
<b>Mathematics</b>	Recognize shapes and numbers; count, sort, and draw simple patterns; develop cognitive reasoning skills
<b>Science/Nature Studies</b>	Explore, question, and predict; study nature, animals, and the five senses
<b>Calendar and Geography</b>	Understand days, weeks, months, years; identify own city, state, and country; introduce geographical terms and weather
<b>History</b>	Learn about Kentucky, pioneer days in America, knights and castles, and transportation
<b>Fine Arts</b>	Stimulate creativity through various artistic forms (painting, playdough, watercolor, collage, etc.) to promote fine motor skills and encourage imagination; learn about artists such as Matisse, Michelangelo, Monet, O'Keefe, Picasso, and Van Gogh
<b>Music</b>	Sing and memorize songs; learn hymns, enjoy rhythm activities, explore large and small movement to music, and improve listening skills
<b>Physical Education</b>	Develop gross motor skills through free play, recess, and creative movement activities, and motor lab

## KINDERGARTEN

### An Environment of Curiosity and Inquiry

Kindergarten is a vital year in the education of a young child. It is a time to capture the curiosity that comes naturally to little ones. Curiosity is a God-given way to acquire information for the growing mind and, through it, awaken the senses and fuel the wonder of learning.

**The goal of Kindergarten is to foster children's curiosity about God's world and begin building a broad base of knowledge for future learning.**

#### Hours

Monday through Friday                      8:00 a.m. - 3:00 p.m.  
    Morning drop off begins at 7:30 am  
    After School Care is available until 5:30 p.m.

#### Class Size

The maximum class size is 18 students, with a teacher and an aide.

#### Age Requirement

Children entering Kindergarten must be five years old by August 1st of the school year they enroll.  
 All applicants for our Kindergarten program must successfully complete kindergarten readiness testing.

Curriculum Area	Skill or Activity
<b>Bible</b>	Listen to Old and New Testament overview; integrate Scripture in all subject areas; memorize Scripture
<b>Phonics and Literature</b>	Develop reading skills; rhyming; blends and demographics; phonetic sounds and placement for decoding words; word families; master sight words; enjoy quality poetry and literature; memorize poetry; recite and read aloud.
<b>Writing</b>	Write letters, name, words, sentences; develop fine motor skills
<b>Mathematics</b>	Learn numerals, number concepts, sorting, classifying, sequences and patterns, number words, counting, and shapes, weight, capacity, measurement and time awareness; simple addition and subtraction and simple fractions; coin recognition and value
<b>Science/Nature Studies</b>	Explore the natural world, community, five senses, animals, weather, seasons, plants and insects; observe, inquire, experiment, record, verbalize, and predict outcomes
<b>Calendar and Geography</b>	Understand days, weeks, months, years; identify own city, state, and country; begin to understand the globe, explore maps, and learn about other countries
<b>History</b>	Introduce biblical and world concepts, special days, famous historical figures, and family
<b>Fine Arts</b>	Experience art media, patterning, and hand-eye coordination; learn from the lives and works of artists, and well as encourage imagination
<b>Music</b>	Sing, learn hymns, explore movement, rhythm activities, lives an works of composers, and improve listening skills
<b>Physical Education</b>	Develop gross motor skills through outdoor/indoor play, organized physical educational classes and motor lab

## Schools of Early Learning and Grammar Curriculum Overview

	1 <sup>ST</sup> Grade	2 <sup>ND</sup> Grade	3 <sup>RD</sup> Grade
<b>Bible</b>	Memory passages; overview of the Gospels with a focus on Matthew; Attributes of God.	Memory passages; read and study Genesis -Ruth, Mark; Attributes of God.	Memory passages; read 1 Samuel-II Kings, Luke; Attributes of God.
<b>English</b>	Phonics for decoding, reading fluency, comprehension. Spelling: sight words. Grammar: punctuation, capitalization, parts of speech. Composition: writing sentences. Manuscript writing.	Grammar, composition, subject/verb agreement, punctuation, capitalization, parts of speech, cursive handwriting.	Continued development of spelling, grammar, composition, cursive handwriting.
<b>Reading and Literature</b>	Reading and listening to quality children's literature and basal readers; poetry memorization and recitation.	Review phonics, expand fluency, comprehension. Read for enjoyment and information: short stories, articles, poetry, fairy tales. Begin reading chapter books. Memorization and recitation of poetry.	Classic children's literature: emphasis on historical novels and biographies placed in early American history. Open Court Readers, <i>Seven Kisses in a Row</i> , <i>Rabbit Hill</i> , <i>The Cabin Faced West</i> .
<b>Math</b>	<i>Singapore Math</i> : Numbers to 100; Number bonds; Addition and Subtraction within 100; Shapes; Ordinal Numbers; Length; Comparing; Grouping and Sharing; Fractions; Time; Money	<i>Singapore Math</i> : Numbers to 1,000; Addition and Subtraction within 1,000; Length; Weight; Multiplication and Division with 2, 5, 10, 3, and 4; Mental Calculation; Money; Fractions; Time; Capacity; Graphs, Shapes	<i>Singapore Math</i> : Numbers to 10,000; Addition and Subtraction within 10,000; Multiplication and Division with 6, 7, 8, and 9; Graphs and Tables; Geometry; Area, Perimeter, Time, Money
<b>Science/ Nature Studies</b>	Units of study: spiders, apples, seeds, owls, human body organs, birds, ocean life, planets, weather, states of matter, animals in winter.	Units of study: safety; human body, skeleton, and muscles; nutrition; leaves, trees, and seeds; shells.	Units of study: Scientific investigations, circulatory and respiratory systems, plants, soil structures, natural resources, forces and electricity, heat and temperature, STEM projects.
<b>History</b>	American history focusing on patriotic symbols and traditions. Biographies of famous Americans.	America's Colonial period, Colonial Day, Ancient Egypt, maps, graphs, and globes.	Colonies, Westward Expansion, War of 1812, Pioneer Day, Middle Ages, Medieval Feast. Branches of government and founding documents, forms of transportation.
<b>Fine Arts</b>	<b>Art</b> : Use a variety of media to make still-life and figurative art (people and animals). Inspired by the works of Monet, Audubon, Durer.  <b>Music</b> : Note and rest values, forms of music, singing techniques. Life and works of Bach.	<b>Art</b> : Symmetrical art; variety of media from watercolors and tempera paint to pastels and clay. Inspired by the art of Emily Carr, Vermeer, Matisse, and Cassatt.  <b>Music</b> : Music elements, composers, time periods, styles and forms, and instrument families. Life and works of Mozart.	<b>Art</b> : Line drawing, printmaking, additive sculpture, art of the Middle Age, quilts and patterns. Works of Fredric Remington, Giotto, Angelico.  <b>Music</b> : Rhythm and note values, melody. Works of Mozart, Beethoven, Schubert. Gregorian Chant, Solfege Method.
<b>Physical Education</b>	Continued focus on movement education. Increased focus on locomotor, non-locomotor, and manipulative skills. Introduction to lifetime activity concepts.	Continued focus on non-locomotor and manipulative skills and development of mature locomotor patterns. Continued basic development of lifetime activity concepts.	Continue to learn and develop mature motor patterns. Continue basic development of lifetime activity concepts.
<b>Field Trips</b>	Evans Orchard, Salato Wildlife Education Center, Hummel Planetarium, The Explorium Children's Museum	Jack Jouett House, Safety City, Arboretum, Lexington Ballet	Louisville Zoo, Fort Boonesborough
<b>Foreign Language</b>			<b>Latin</b> : Vocabulary, derivatives, sayings.



## Schools of Early Learning and Grammar Curriculum Overview

	4 <sup>TH</sup> Grade	5 <sup>TH</sup> Grade
<b>Bible</b>	Memory passages; the life and missionary journeys of Paul; read Acts-Philemon; Attributes of God.	Memory passages; read Ezra-Ecclesiastes, James; Attributes of God.
<b>English</b>	Spelling, grammar, and composition; note-taking, book reports.	Spelling, grammar, composition; oral reports, outlining, sentence diagrams, book reports.
<b>Reading and Literature</b>	Classic children's literature: emphasis on historical novels and biographies set in Civil War and later. <i>The Midnight Fox, The Perilous Road, Shoeshine Girl, Brady, House of Sixty Fathers, Henry Huggins.</i>	Classic children's literature, poetry, historical novels, biographies: <i>The Sign of the Beaver, Island of the Blue Dolphin, Morningstar of the Reformation, Luther the Leader, Carry on Mr. Bowditch.</i>
<b>Math</b>	<i>Singapore Math:</i> Numbers to 1 Million; Addition and Subtraction to Million; Multiples and Factors; Multiplication and Division; Fractions; Adding and Subtracting Fractions; Multiplying Fractions and Whole Numbers; Line Graph and Line Plots	<i>Singapore Math:</i> Whole Numbers; Writing and Evaluating Expressions; Multiplication and Division; Addition and Subtraction of Fractions; Multiplication and Division of Fractions; Measurement; Volume of Solid Figures; Decimals; Operations with Decimals; Geometry; Data Analysis and Graphs; Ratio, Rate, and Percentage
<b>Science/Nature Studies</b>	Units of study: investigating minerals, rocks, Earth's structure, sound waves, hearing, organ systems, living things and their homes, light, STEM projects.	Units of study: scientific investigations, cells, space and constellations, nutrition, motion and forces, things that move, agriculture and forestry, coal, STEM projects.
<b>History</b>	Units of study: Ancient Greece, Ancient Rome, Greek and Roman Day, Civil War, 20th century. US Geography: 50 states, regions of US.	Units of study: Kentucky History, Explorers, Renaissance, Reformation; world geography integrated into each unit, Kentucky History Day.
<b>Foreign Language</b>	<b>Latin:</b> <i>Mimimus</i>	<b>Latin I:</b> <i>Cambridge Latin</i> , Unit 1, Stages 1-6.
<b>Fine Arts</b>	<b>Art:</b> Greek pottery, Greek mosaic, clay animal relief, animal puppets, architecture houses, Homer, Frank Lloyd Wright, Calder.  <b>Music:</b> Music elements. Recorder and beginning sight reading. Works of Pachelbel, Vivaldi, Handel, Schumann, Hayden, Faure, Solfege Method.	<b>Art:</b> Grid enlargement, still life drawings, perspective city, weaving, fresco, book binding, clay pottery. Work of Florence Dumo, Ghiberti, Michelangelo, Leonardo da Vinci. (Renaissance unit)  <b>Music:</b> Musical elements. Sight reading. Works of Stephen Foster, chord structure, Venetian and Renaissance music, Solfege Method.
<b>Physical Education</b>	Continued focus on movement education. Increased focus on locomotor, non-locomotor, and manipulative skills. Introduction to lifetime activity concepts.	Continued focus on non-locomotor and manipulative skills and development of mature locomotor patterns. Continued basic development of lifetime activity concepts.
<b>Field Trips</b>	Carter Caves, Waveland, Raven Run Nature Sanctuary, University of Kentucky Department of Engineering.	Constitution Square, Ephraim McDowell House, Ashland/Henry Clay Estate, Keeneland, Kentucky State Capitol, Kentucky History Museum, Toyota Manufacturing, Cumberland Falls (overnight), Ronald McDonald House (service project)

## Textbooks and Supplies

### Textbooks

Textbook and curriculum materials are included in the tuition. Parents must reimburse Trinity for lost or damaged workbooks, textbooks, or materials up to the full replacement amount. Report cards will be held if a student has an outstanding debt with the school.

Beginning with first grade, students are provided with Bibles (ESV), the cost of which is included in tuition.

### Supply List

Parents are expected to purchase certain supplies such as pencils, paper, crayons, markers, glue, etc. A supply list for each grade will be available to the parents before school begins. Students should have all supplies by the first day of school. Parents are also to provide a school bag or backpack to transport supplies and textbooks between home and school.

## Curriculum Enrichment and Extension

### Chapel

The students of Trinity will gather corporately for a weekly chapel for the glorification of God and for spiritual edification. The Trinity chapel should reflect the character of the school, teaching reverence and encouraging a joyful worship. It will also include an instruction time for students. The chapel is considered to be a time of Biblical worship. Guest speakers may be invited, and the children themselves may take turns participating in the services. Parents are invited to attend chapel services. See Dress Code Guidelines for chapel day uniforms.

### Field Trips

Field trips are a valuable extension of the classroom experience. Students will go to several interesting and educational places during the year. Parental permission is granted in the Statement of Agreement and Tuition Contract form. Teachers may also send home a permission slip which informs parents of the details of the field trip.

Parents will be asked to provide field trip transportation and assist teachers with supervision of the students. Siblings who are not part of the class may not go on field trips. If requested, parents chaperoning or driving on field trips must complete and sign a "Chaperone Requirements Form" and return it to the school office. Drivers must also provide the office with a copy of their driver's license and automobile insurance card. This information is updated each school year.

Parents must provide car seats or booster seats for their children as required by law in order to be transported on school field trips or released at dismissal to ride in vehicles.

Depending on the field trip, students' electronic devices are to be left at home, and cell phones are to be turned off.

In addition to off-campus field trips, resource people will be invited into the classroom whenever appropriate.

## **Library**

The library is staffed daily. Kindergarten through fifth grade classes will come to the library every A Day, B Day, or C Day based on their Specials rotation.

### **Check-out Procedures**

Kindergarten students may check out one (1) book each library class. Previously checked out resources need to be returned prior to checking out additional items. First through fifth grade students may check out two (2) books. Additional books needed for reading logs and class projects may be checked out at the discretion of the librarian.

### **Overdue Procedures**

Books should be returned after two weeks. No additional materials may be checked out until overdue items are returned. Books being used for reading logs and class projects may be checked out for longer at the discretion of the librarian. Lost or damaged books may incur a fee or replacement cost.

### **Library Donations**

Book donations are gladly accepted. We prefer hardbound editions in good condition. Books that cannot be used in the library collection will be passed on to teacher classrooms or donated elsewhere as appropriate.

## **Book Reports and Reference Materials**

Students will be assigned book reports throughout the year. Books for this purpose will be checked out for as long as the teacher deems necessary to complete the assignment. Book report materials are in addition to the three books for personal use.

Reference materials (encyclopedias, atlases, dictionaries) may be checked out for classroom use only.

## **Birthday Book Club**

Parents may celebrate their child's birthday by blessing the library with a new book. Some special books have been selected that will make a wonderful addition to our library. A special bookplate will be placed in the front cover of the book acknowledging the gift. Book donations will be presented by the Principal at the first chapel of each month. Birthday Book Club notices will be sent out periodically through the year. To participate, please return the form with a donation of \$20.00 for the pre-selected book.

## **Summer Reading**

Students are encouraged to read and are given a summer reading list with selections to complete during the summer months. Students entering third through fifth grades have required reading to complete prior to the start of school.

## **Summer Math**

All students are given math concepts to review over the summer, either using online resources or paper packets of review materials from their teachers.

## **School Programs**

School programs such as the Christmas Concert and Fine Arts Nights are part of the curriculum and attendance is required. The dates for these programs are announced at the beginning of the school year and should be noted by parents and students. Absence, with or without prior approval, may affect a student's grade. Students may be required by the teacher to complete an assignment in lieu of a missed program.

## **Service Projects**

In keeping with Christian training and being of service to others in the Christian community and within the greater Lexington community, individual class service projects will be planned during the year.

## **ACADEMICS**

### **Homework Philosophy and Guidelines**

Trinity is committed to using purposeful and thoughtful homework as a tool to deepen students' understanding and mastery of content they are learning in school. A rich and deep classical, Christian education is challenging due to the complexity and depth with which principles of truth, goodness, and beauty are taught in the context of instruction by teachers and received and examined by students.

Our goal is never to mistake high quantities of work with rigor, but rather to use an appropriate pace, scope, and sequence in our curriculum at each grade level to instruct and challenge students to think deeply about what they are learning, to gain the necessary tools for learning, and to become curious and confident lifelong learners as they engage with the world around them.

Homework is not given for the purpose of extending curriculum and instruction that could not be completed in class by the teacher. Homework will be assigned with clear academic purpose and relevance, and is expected to be completed and turned in on time so that teachers can offer timely feedback and corrective instruction.

#### **Purposes for Homework Assignments**

- **Mastering and retaining facts and information**
  - In subjects like mathematics and languages there is not enough time in the school day to provide enough practice that may be necessary to attain individual mastery. Reasonable time in class will be spent learning and practicing material, and teachers may assign homework to allow for necessary practice.
- **Review and honing skills**
  - Consistent review encourages long-term retention of knowledge, as well as further reinforcement and refinement of skills. Examples of this kind of homework include

things like: translating Latin or French; identifying parts of speech from a passage; science lab reports; using vocabulary or spelling words in the context of a story.

- **Preparation**
  - Bring information or items related to a topic to be studied. Examples of this kind of homework include things like: bringing a list of family members' hair and eye colors for a lesson on genetics; bringing 3 different types of leaves or rocks to be identified; researching information about a particular person, event, or topic to share in class.
- **Performing necessities of the curriculum for which in-school class time is insufficient.**
  - Examples of this kind of homework include assignments such as: reading a chapter in literature prior to the next class period's discussion; writing a rough draft of an essay or section of a research paper; improving a paper, poem, or story after receiving feedback from the teacher; practicing an instrument; or learning one's part for a class play or skit.
- **Extended learning**
  - Investigating in more depth something that the curriculum introduced and piqued students' curiosity enough to encourage more reading or research. Examples of this type of homework include: reading more about a particular battle studied in History; investigating a research idea brought up as a result of a science experiment.

### **Connections with Parents**

Homework is considered by Trinity to be an important avenue for partnership with parents in the education of their children. Hearing what their children are working on at school helps keep parents informed about the current topics of study in the classroom and can help parents monitor their children's level of academic engagement. Using homework as a tool, parents and teachers can work together to help children learn important self-management skills as they grow and mature, with the ultimate goal of students taking ownership of their responsibilities at home and school in areas such as:

- Building time management skills.
  - Training oneself to focus on a task for a given amount of time.
  - Planning how much time is needed to complete a task.
  - Creating a schedule that will help ensure that homework is completed, chores are done, and time for doing other interesting things is included.
- Encouraging development of the ability to delay gratification by waiting and learning ways to maintain motivation.
- Learning to recognize distractors, sustain effort, and maintain an appropriate environment for study and work.
- Learning to set goals for oneself.

### **Homework Over School Breaks**

No homework will be given over the major school breaks of Fall Break, Thanksgiving, Christmas, Winter Break, and Spring Break. No student work will be due upon return to school.

### **School of Early Learning Guidelines**

Preschool and Kindergarten students do not have academic homework. Teachers will practice memory work in class, but extra repetitions at home are helpful to train their minds to remember. Parents can be

asked to help their young students practice their Bible memory verses and poems at home in preparation for class recitations in concerts, Chapel, and Grandparents Chapel.

## **School of Grammar Homework Guidelines**

For students in grades 1-5, when their minds are particularly equipped to memorize facts and figures, homework is prioritized around areas that require outside practice and repetition; or homework will focus on preparation for in-class discussions and activities. Incomplete classwork in any subject can be assigned as homework.

### **Daily Time for Homework**

Grade 1	0-10 minutes
Grade 2	0-20 minutes
Grade 3	0-30 minutes
Grade 4	0-40 minutes
Grade 5	0-50 minutes

### **Bible, Music, Art, PE, and Latin**

Daily homework assignments are not given in Bible, Music, Art, PE, or Latin (3rd-5th only). Reading, classroom assignments, activities, and feedback will be completed in class. Students should practice memory work over time so that they are prepared for recitations and assessments.

Concerts and art shows function as tests and participation is mandatory.

### **History and Geography, Science and STEM**

Homework for these subjects is limited to preparation for assessments and completion of projects and is not assigned on a daily basis. It may include review and practice of vocabulary and facts.

### **Mathematics, Literature, Reading, and English Language Arts**

Homework in these subject areas will focus on practicing concepts and skills learned in class, including regular math, English, reading assignments, and preparation for assessments.

## **Computer Use for Homework**

Grammar students may not type homework on computers. All work turned in should be handwritten. Exceptions may be made if there is medical documentation of need.

## Attendance-Related Academic Concerns

### Make-Up Work after an Absence

Teachers are not obligated to prepare and provide a student's classwork on the day of an absence. Parents and students are responsible for obtaining missed assignments from teachers upon return to school.

Lower Campus students will have one day for each day they are absent to make up work; Upper Campus students will have one class session for each session they are absent to make up work, since classes meet every other day. Teachers may use discretion to determine when work is due if the workload is particularly heavy.

Students will make up tests and quizzes as soon as make-up work corresponding to the units or chapters has been completed. Lower Campus students will coordinate with teachers to determine when assessments will be completed.

Upper Campus students should plan to take make-up tests at Study Hall After School (SHAS) or during an Academic Work Period so that more instructional time is not missed. No fee for use of the study hall will be charged for using it to make up tests.

For all students, long-term projects or papers will remain due on the specified due date or upon return from an absence, unless the teacher determines the need for an exception due to extenuating circumstances.

### Late Work

Students are responsible for completing and turning in assigned work at the beginning of all classes each day. If a student comes to school late, he is still responsible for turning in all work for each class that is due on that day. If a student needs to leave early, he should turn in previously assigned work in classes that will be missed either to the teacher(s) or to the office.

If a student fails to turn in work on the due date for any reason other than an absence, he should make it up no later than the following Lower Campus day or Upper Campus class session, with a 10% or one letter grade penalty. If it is not turned in on the second day or class session after it is due, the grade can be reduced to 50%. After that day or class session, teachers have discretion whether to accept the work. Upper Campus teachers have late work penalties specified on their syllabi. Please refer to the syllabi for details.

Late work will not be accepted after the end of a grading period unless extenuating circumstances allow for an incomplete grade.

### Short Absences for Medical/Dental Appointments, Etc.

Students are responsible for all work missed during these absences including turning in assignments for classes that will be missed before leaving campus or that were missed after returning to campus. The

work may be left with the teacher or turned into the office. Failure to do so may result in a late-work penalty.

### **Planned Absences**

Teachers are not obligated to provide work in advance for planned absences. If a teacher provides work only as a result of a parent's or student's request and the content has not yet been taught in class, the work will be due upon return to school.

### **Persistent Absences**

**Students in any grade who are absent for more than twenty days during the school year in any one class may fail the class for the year** (excluding Trinity field trips, Trinity athletic-related trips, and other valid reasons pre-approved by the Head of School/Principal).

### **Extended Absences**

If a student is absent for three consecutive weeks or more for illness or any other reason, the family must arrange for a private tutor or a home-bound teacher at the family's expense.

### **Tests and Quizzes**

Students in grades three through twelve may not take more than two regularly scheduled tests and a planned quiz on the same day. Two quizzes are considered comparable to one test. A major paper or project counts as a test in relation to this policy and cannot be required to be due on the same day on which two tests are scheduled. Students should be given at least three days' notice that a test will be administered. Teachers are asked to work together to implement this policy.

## **Grading**

### **Grade Scale**

Grades and comments for grades 1 - 5 should comply with the following guidelines:



Grade Scale

NUMERICAL GRADE	LETTER GRADE	G.P.A.
97-100	A+	4.0
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
78-79	C+	2.3
76-77	C	2.0
74-75	C-	1.7
72-73	D+	1.3
70-71	D	1.0
68-69	D-	0.7
<68	F	0.0

Conduct grades: S=Satisfactory; N=Needs Improvement

### Monitoring Student Progress

Parents can monitor their child's progress periodically by checking grades online in Educate, and are encouraged to communicate directly with teachers when questions arise.

### Mid-Quarter Communication

The school office will send an email to all parents at mid-quarter to notify them to check their children's grades.

### Report Cards

After the end of each quarter, parents will be notified when report cards are available on Educate to view and print for their own records.

### Student Records

The school maintains a complete record, including a cumulative academic and guidance record, for each student. These records are kept in the school office. All material in these records is treated as strictly confidential and is available only according to the following policy.

1. Parents or guardians have the right to inspect and review any and all official records, files and data directly relating to their children, including all material that is incorporated into their student's cumulative record folder.
2. All requests to inspect and review the official records relating to their children shall be made in writing to the division level principal by the parent or guardian. Such requests shall be honored within 10 (ten) school days following receipt of the request. All records will be reviewed or inspected in the presence of the child's teacher or Principal/Head of School so that proper explanation can be given.
3. Parents shall have an opportunity for a hearing with the administration to challenge the content of their student's school records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, and to provide an opportunity for the correction or deletion of any such inaccurate or misleading information.
4. There will be no release of a student's personal records or files or any data in those records without the written consent of the parent or guardian to any individual, agency or organization other than the following:
  - a. Staff members of the school who have legitimate educational interest;
  - b. Court or law enforcement officials, if the school is given a subpoena or court order;
  - c. Certain federal, state, or local authorities performing functions allowed by law;
  - d. Officials of other schools in which the student intends to enroll. In all such cases, the parents are to be notified of the transfer of records, receive a copy of the record if desired and have an opportunity for a hearing concerning the contents of the records as stipulated in item number three. Verification must be received that the student has in fact applied for admission to that school.

## UPPER CAMPUS: DAILY OPERATIONS

### The Facility

Trinity Christian Academy's Upper School Campus houses the Schools of Logic and Rhetoric.

The mailing address is:

800 East Brannon Rd

Nicholasville, KY 40356

Telephone: (859) 475-1478

office@trinitylex.org

### School Hours

6th – 12th Grade                      8:10 a.m. – 3:30 p.m.

### Visitors

We ask all school visitors (including parents) to use the main school entrance. If school is in session, all visitors must sign in and out at the office upon entering and leaving the building. Visitors must wear a Trinity nametag. Student visitors must be approved in advance by the Principal.

### Arrival and Dismissal Procedures

Parents are responsible for arranging transportation to and from Trinity. In an effort to make our students' arrival and departure run smoothly, we will be using the following procedures:

#### Parking Lot

Trinity uses the driveway as a one-way circle. Enter on the right side of the driveway and proceed to the right toward the building. Drop off students in front of the main door and circle back to the exit.

For the safety of our students and other pedestrians, please do not drive in the opposite direction of the traffic flow around the circle.

#### Arrival

Students are to arrive no earlier than 7:30 a.m. Classes begin at 8:10 a.m. Students who arrive after 8:10 should go directly to the office to sign in and receive an admit slip.

School groups, such as Chapel Band or other clubs, may arrive before 7:30 a.m. on designated mornings if the teacher sponsor is present to supervise. Since a teacher sponsor is only responsible for supervising students within the group, other students may not be in the building before 7:30 a.m.

## **Dismissal**

Students are dismissed at 3:30 p.m. and should be picked up by 4:00 p.m. If the student has not been picked up during this 30 minute window, he will be sent to a supervised study hall and the family will be billed a \$10 fee for that day.

## **Study Hall After School (SHAS)**

SHAS is offered each afternoon when school is in session from 3:30-5:00 p.m. for a \$10 fee per session. Students use this time to complete homework while waiting to be picked up after school. SHAS is billed on a monthly basis via TADS.

A late fee of \$10 will be assessed for children who are picked up for the first 10 minutes after 5:00 p.m. After the first 10 minutes, the late fee will be an additional \$1 per minute.

For students who stay after school to make up tests during SHAS, there is no fee.

## **Student Drivers**

Student safety is of utmost concern. Unsafe or irresponsible driving conduct will result in suspension or revocation of campus driving privileges. This policy also applies to siblings or student visitors who may not be Trinity students. Student drivers must park in the designated area, may not leave campus without written parental permission, and may not go to their car during school hours without permission from a school office employee.

## **Permissions to Take Students From School During School Hours**

No student shall be taken from school during school hours by a person other than a school employee, with the following exceptions:

1. By a parent or guardian. In cases in which the parents have been divorced or separated, the child may be released only to the parent having legal custody of the child. The school may request verification of custodial arrangements.
2. By another person upon written request, properly verified, of the parent or guardian.
3. By properly identified representatives of law enforcement agencies operating within the scope of their office and position. Unless the law or agency requires otherwise, the school will notify the student's parents when the student is released to a law enforcement agency pursuant to this section.
4. While on a school-sponsored field trip with parental consent.

Any individual removing a student from campus must sign the student out through the school office.

## **Upper Campus Dress Code**

The mission of Trinity's dress code is to uphold a high standard of neatness and modesty of appearance free from distraction and conducive to a beautiful learning environment that makes room for comfort, student choice, and individual expression.

Students not in compliance with the dress code will receive a “dress code slip.” Students will be given a slip of paper letting them know they're out of dress code. Three of these instances within a quarter will result in a detention and six of these instances within a quarter will result in an in-school suspension.

Trinity reserves the right to make decisions about the appropriateness of clothing and appearance not outlined below. The cooperation of parents and students in adhering to both the letter and the spirit of the dress code is expected and appreciated.

**Casual dress pants and casual dress shorts - any color or pattern**

- No rips or frayed hems
- No cargo or athletic styles, elastic waist (for boys), denim, jeans, jeggings, or leather
- Shorts no shorter than the longest fingers when arms are extended straight down the sides
- Material no more than 2% Spandex
- Not excessively tight or loose fitting
- Must sit at waist
- Belts must be worn with all pants and shorts

**Casual dress skirts/dresses - Any color or pattern (girls only)**

- No shorter than the longest fingers when arms are extended straight down the sides
- No denim or leather
- No rips or frayed bottoms
- Not excessively tight or loose fitting
- If the skirt has belt loops, a belt must be worn
- Solid color leggings, tights, or hosiery may be worn under a skirt
- Polo dresses are acceptable

**Casual dress shirts - Any color or pattern with a collar**

- All shirts must have a fold-down collar and be worn buttoned; only the top button can remain unbuttoned
- Acceptable styles include short or long-sleeved Oxford style, Polo/golf style, turtleneck or mock turtleneck
- Not excessively tight or loose fitting
- All shirts must be tucked in and long enough to stay tucked in
- Logos must be smaller in size than a credit card
- No Hawaiian styles
- Sleeveless shirts/dresses are not acceptable

**Casual dress sweaters or fleece - Any color or pattern**

- Must be worn with collared shirt and the collar must be visible or folded over the sweater
- Acceptable styles include long sleeve or sleeveless V-neck, cardigan (open front, zipper, or buttons), crew neck, quarter-zip or full zip
- Logos must be smaller in size than a credit card

**Indoor Jackets – Any color or pattern**

- Must be worn with a collared shirt
- Acceptable styles include: blazer, leather, suede, Harrington, varsity, bomber, or vest styles.

- Logos must be no larger than credit card size
- No heavy winter jackets, overcoats, or shells

#### **Footwear – Any color or pattern**

- Acceptable styles include athletic shoes, sneakers, dress shoes, loafers, Oxfords, dress sandals, Birkenstocks, or boots
- No athletic sandals, slides, slippers, crocs, or flip flop sandals
- No snow, rain, or Ugg-style boots

**Jewelry** - The administration reserves the right to determine whether particular jewelry is appropriate to wear to school. Messaging or symbolism that is incongruent with the school's mission and values is not permitted.

#### **Boys**

- No visible piercings or tattoos
- No nail polish

#### **Girls**

- Piercings can only be in ears (no gauges)
- No visible tattoos

#### **Hair**

- Hair which is dyed or otherwise changed in color must be a naturally occurring color for human hair.
- No hairstyles that are designed to attract attention such as punk styles, mohawks, shaved heads, etc.
- No hairstyles that symbolize messages that are incongruent with the school's mission and values.

#### **Boys**

- Must be clean-shaven (sideburns should not fall below mid ear)
- Hair must not fall in the eyes or below the collar or below the ear.

#### **Girls**

- Hair must not cover or fall in the eyes.

#### **P.E. Uniform - Students taking PE must wear the designated PE uniform.**

- Uniforms can be ordered prior to the start of school and periodically throughout the school year
- Students must wear athletic shoes for class.

#### **Titan Wear Days**

#### **Tops**

Trinity / House / Titan Wear

- Hoodies, Sweatshirts, T-Shirts

#### Trinity Clubs

- Trident & HOBCAB
- Hoodies, Sweatshirts, T-Shirts

#### Plain Trinity Color

- Purple, Yellow, White, Black
- Hoodies, Sweatshirts, T-Shirts

#### Dress Code Approved

- Standard Dress Top

#### **Pants**

- Jeans
- Standard Dress Pants

#### **Dress Down Days – Once per month**

- Sweat pants or shorts, athletic pants or shorts, cargo pants or shorts, denim jeans, shorts, or skirts (neither excessively tight nor loose and not exceeding the longest fingers when arms are extended straight down the sides)
- T-shirts (must not contain messages or graphics incompatible with Trinity's mission or values)
- Hooded or non-hooded sweatshirts (must not contain messages or graphics incompatible with Trinity's mission or values)
- Special Days may be designated to wear other specified clothing (Examples - College Team Day, Spirit Week, Dress Up Day, Work Day, etc.)
- No Yoga pants or pajama pants

**Formal / Semi-Formal Dance** *Any clothing for girls or boys deemed inappropriate by a chaperone will have to be changed or covered. Parents can be called to bring other clothing or to take their children home.*

#### **Girls**

- Dresses may be long or short; if short, no higher than the longest fingers when arms are extended straight down the sides.
- The back of the dress must be no lower than mid-back.
- If the dress has a slit at the hem, it may be no higher than the longest fingers when arms are extended straight down the sides.
- No cleavage may be seen.
- Dresses may not show any midriff area.
- Dress shoes (no tennis shoes, flip flops, Crocs, etc.).
- A dressy pantsuit can be worn to dances, except for the Spring Formal. Dresses are required for the Spring Formal.

#### **Boys**

- Dress pants, collared shirt, belt, and tie
- Suit and tie
- Sport coat and tie
- Dress shoes (no tennis shoes, flip flops, Crocs, sandals, etc.)
- No shorts
- A sport coat and tie or suit and tie is required for the Spring Formal.

**School Sponsored Events** - Athletic events, field trips, retreats, fall festival, plays, musical performances, or other extracurricular events

- Students are expected to wear clothing which is neat, clean, and modest.
- The administration reserves the right to use wisdom in judgment to determine the appropriateness of students' attire
- Students can be asked to change clothes or leave the premises if it is determined that attire is inappropriate.
- Students in choir, band, or instrumental ensemble may be required to wear black dress pants, black dress shirt, and black dress shoes for performances at the discretion of the Director of Fine and Performing Arts.

**Examples of Inappropriate Dress:** Clothing not listed in this dress code may not be worn at school.

Examples include, but are not limited to:

- Rompers
- Yoga pants
- Revealing / immodest apparel
- Pajamas
- Sweatpants or warmup suits (unless on dress down days)
- Tank-tops, T-shirts, or athletic tops (even when worn over a collared shirt)
- Athletic shorts
- Hats or headwear
- Denim or jeans (except on Dress Down or Spirit Days)
- No blankets
- Sleeveless shirts/dresses

## Lunches

Students must bring their own lunches, including any condiments, utensils, cups, napkins, etc. needed or they may purchase hot lunches for specified days. Hot lunch orders can be placed online every three weeks. Late orders will not be accepted. Microwave use is available.

We invite parents to have lunch with their children at any time. In addition, parents may bring hot food or fast food lunches for their student. Lunches should be brought to the school office at least five minutes before the lunch period.



**Please note - ordering food to be delivered to students at school is not permitted.** Late deliveries cause students to miss lunch, and office staff is not responsible for fast food deliveries.

### **Fire/Severe Storm/Tornado/Security Drills**

In accordance with Kentucky State laws, fire, severe storm/tornado, and school security drills are held at regular intervals to acquaint students with emergency procedures.

### **Technology Access Policy**

#### **UPPER CAMPUS**

Trinity Christian Academy seeks to enhance its educational curriculum with technological applications where feasible and appropriate and to teach students to use technology as a helpful tool, developing wisdom and discernment as they use it. This document governs how students and guests may access Trinity's computer and network resources on the Upper Campus and is intended to communicate parameters and expectations so that all users of Trinity's network are informed of them.

Access to technology while at school should be viewed by students and parents alike as a privilege that has been granted to students in good faith that they will adhere to the policies set forth in this document. Violation of any portion of this policy may result in revocation of technology privileges at school. Appropriate training and instruction is provided to all faculty and students regarding social and ethical use of the internet, including copyright, plagiarism, and internet safety and security.

Before using Trinity's network, services, and the internet at school, each student must have a parent/guardian signature on the Technology Access Policy on file each year a student attends Trinity.

### **Student Email Addresses**

Each Upper Campus student receives a school email address for the purpose of allowing access to the internet, wifi, and internet resources at school, for teachers to use online tools such as Google Classroom, and for sending school information to students. This email address is intended for school purposes and is not a personal or private email account. These email addresses are on Trinity's network and content may be seen by administrators as needed.

### **Parents and Guests at Trinity**

Visitors to Trinity may gain access to Trinity's guest network by meeting with the Upper Campus Administrative Assistant in the office to receive a password, which will be valid for a specified period of time. Guests are expected to abide by this Technology Access Policy while at Trinity.

### **Student Use of Personal Technology Devices (PTD)**

In general, students should leave their personal technology devices at home. However, if a cell phone, smart watch, or other PTD is brought to school, it must be stored in the student's locker from 8:10am-3:30pm each school day. If a student needs to make a call to a parent or employer, he/she must have permission from a teacher or office staff and use the phone while in the office or in a classroom.

Students may not access or use someone else's PTD without permission from the owner. Attempting to access or use a faculty or staff member's PTD without his/her knowledge or supervision will be viewed as a serious offense.

## **Student Use of Trinity Technology Devices**

Trinity Christian Academy will provide a laptop for each student to use at school. Access to a school laptop may be revoked for mistreatment of the device or for any violation of this policy. If a laptop is determined by the school to be damaged, the student will be responsible to pay the school for a replacement.

## **Student Use of Network and Internet**

Students will be given access to the internet through Trinity Christian Academy's internal network. The primary purpose of internet access is for students to be able to participate in online classroom activities as part of an instructional unit, do research for papers, or to work on specified assignments or projects for classes.

Students have a network specifically set apart and identified for them to use at school. Students should not access any network outside of the appropriate Trinity network, including Anchor Baptist Church's network. Student access of any sub-network at school other than the one designated for students will be considered unauthorized use of the network. Attempts to circumvent safeguards put in place by Trinity Christian Academy will result in disciplinary action.

## **Internet Filters and GoGuardian**

The school will make every effort to provide safe internet access to students. Trinity has filters in place on its devices and subscribes to GoGuardian to help keep students safe online. GoGuardian allows teachers to see what students have on their screens, send messages to them, and turn off what they're using online. Administrators receive notifications from GoGuardian when students access or attempt to access inappropriate content while on their Chromebooks.

GoGuardian's web-based services operate Trinity's school managed G Suite for Education Chrome accounts, which operates when a student is logged into Chrome on a Chromebook with a school email address and tracks a student's online activities. GoGuardian only collects students' personally identifiable information associated with use of the internet through school email addresses and has signed the Student Privacy Pledge and complies with the Family Education Rights and Privacy Act (FERPA). For more information about GoGuardian, please visit their website.

Since no system designed to safeguard online access for students is perfect, it is possible that inappropriate content may come up while using a student computer. If a student should inadvertently access material on the internet which he/she believes to be inappropriate, the student should immediately report it to the teacher. Inappropriate content includes things such as material that is sexually explicit, violent, illegal, or immoral. No disciplinary action will be taken against a student who accidentally accesses such material, provided that such access is reported immediately. If a student is unsure whether or not something is inappropriate, he/she should just report it to the teacher and the situation will be resolved. Unreported access to inappropriate material, whether accidental or intentional, will result in disciplinary action by the Principal.

When a student is off campus, parents are responsible for supervising internet access and usage of school Chromebooks. Parents are encouraged to discuss rules for appropriate internet usage with their children and to reinforce lessons of digital citizenship and safety. If parents observe cyberbullying or other sensitive issues, these concerns should be communicated to the Principal.

## **Social Networking, Video Streaming, Content Sharing Sites and Smart-Phones/Hot Spot Devices**

Access to social networking, as well as video streaming and content sharing sites, is generally not considered to be required for the completion of curriculum objectives. Access to these sites will be severely limited or blocked for students and guests.

## **Privacy on Trinity's Network**

Users of Trinity's network have no reasonable expectation of privacy while accessing the internet from Trinity Christian Academy's internal network. Internet usage is monitored for all users on the network, including usage and content.

## **MS Chromebooks**

Students in grades 6-8 will be issued specific Chromebooks to use at school. The Chromebooks will be stored in carts, not in student lockers. This is to protect them as well as to secure them each day.

When teachers plan to have MS students use their Chromebooks, students will retrieve them from the carts for use in class under the teacher's supervision. Students will put their Chromebooks back in the carts at the conclusion of class. Students are permitted to use their Chromebooks in classrooms during WIN to work on school assignments. Chromebooks are not to be taken home with students.

Students are responsible for plugging in their Chromebooks when they put them in the carts. Classrooms will only have two charging cords in a power strip, so there will not be an opportunity to charge all Chromebooks in class at once.

Students are not permitted to use another student's Chromebook or remove one that has not been issued to them from a cart.

## **HS Chromebooks**

Students in grades 9-12 will be issued Chromebooks to be used both at school and at home. Each student is responsible for his or her own Chromebook, including keeping it charged for use in class. Each classroom will have a power strip and two charging cords, so all computers will not be able to be plugged in at once during classes.

Carts are available to plug in Chromebooks as needed during the day and will be locked after school for security. If students store their Chromebooks in their lockers, students are strongly encouraged to lock their lockers for security. Students are not permitted to use another student's Chromebook or remove one that has not been issued to them from a cart or locker.

## Returning Chromebooks

All Chromebooks issued to students will be returned along with textbooks at the end of the school year, or at the time of withdrawal from Trinity. If a Chromebook is not returned, the student's school records will be held until payment has been made to the Business Office.

## Cell Phone/Electronic Devices Policy

As part of the education process at Trinity, students are expected to exercise considerate, respectful, and responsible use of cell phones/electronic devices under the supervision of faculty and staff. The following guidelines and rules are designed to protect the instructional setting of the classroom, while allowing use of cell phones as a tool for academic purposes.

- Personal cell phones, smart watches, MP3 players, etc. are not to be used at any time during the school day (8:10-3:30) unless they are given explicit permission to do so by a teacher for instructional purposes.
- If a student chooses to bring a cell phone or smart device to school, it must be turned off and stored in a locker.
- Students are prohibited from carrying cell phones or devices in their backpack, purse, or anywhere on their person.
- Parents who need to contact their student during the school day must do so through the office instead of the student's cell phone.
- Students must use the phone in the school office to contact their parents. In addition, this applies to school trips. Teachers will use discretion in how, why, and when they may be used and should closely monitor their use.

Failure to leave phones "off and away" in student lockers is considered a violation of the policy. Tampering with cell phones belonging to other students is also considered a violation of the policy. Students can choose to leave devices at home, in their vehicle, or in their hall locker. It is strongly recommended that students lock their lockers when their cell phones are inside them.

The taking of photos or the recording of videos, whether by cell phone or any other device, in places where privacy is a reasonable expectation is strictly prohibited. Using cell phone cameras to record altercations on school grounds or at school events is prohibited. In such cases, phones may be confiscated as evidence.

No student shall use a cell phone or electronic device to violate any part of the Student Code of Conduct, including Computer Usage agreements, and/or the Bullying Policy. The student assumes all risks in bringing any cell phones or electronic devices onto school property or to school related functions, including data charges incurred while at school.

Violations of this policy will result in specific consequences which are stated below.

- 1st- The device is kept in the office until the end of the day and the student can pick it up.
- 2nd- The device is kept in the office until the end of the day and the parents have to pick up the phone.

- 3rd- The device is turned into the office at the beginning of the day each day for the rest of the quarter.

An administrator will be contacted if the student refuses to give up the phone for a violation, or if a student turns in a dummy phone. The student's insubordination will be considered a major offense.

### **Office Equipment Use**

Students and parents are not to use the school's telephone, copy machine or the office computer without explicit permission.

### **Special Events**

Families are encouraged to attend all the special events at the school, including school plays, sporting events, concerts, the annual Gala, the Fall Forum, and Art Shows. If students are invited, they should be accompanied by an adult who will supervise them during the event.

### **Lost and Found**

Due to space constraints, items found at the end of the school day are picked up and can only be stored for a short period of time. Periodically items left in the lost and found will be donated to charity.

## UPPER CAMPUS: CURRICULUM AND ACADEMICS

### School of Logic

In grades six through eight, the history and literature curricula are integrated around units of World and American history. The skills of English grammar, spelling, and composition are studied and developed. Logic, research papers, debates, seminars and drama are added to continue the classical model of the *trivium*. Knowledge of concepts in Math continues to expand. Mastery of skills and concepts is expected, while encouraging practical application and logical processing. Science still relies heavily on developing powers of observation, while adding many new skills and topics of study. Online resources are integrated into classroom instruction as appropriate. Continued study and translation of Latin helps improve English vocabulary, grammar and thinking skills.

PE, music, and art specialists continue to teach their particular area of expertise in middle school. Field trips to museums, cultural events, plays, and places of historical, cultural, and scientific interest are taken to enhance understanding of academic studies.

### School of Rhetoric

The School of Rhetoric curriculum continues the historic liberal arts and sciences tradition by emphasizing mastery of the written and spoken word. Building on a foundation of Latin and Logic in the lower and middle grades, this emphasis culminates with Junior and Senior-level thesis projects in Advanced Logic and Rhetoric. Mastery of foundational math and science concepts prepares students to participate knowledgeably in the scientific and technological discussions of the modern world.

The rich study of the humanities including literature, history, theology, logic, and rhetoric is rounded out with French, Art, Aesthetics, physical education, STEM electives, and choral and instrumental music. The understanding for all subjects is rooted in a deep study of the Scriptures, theology and practical faith.

A regard for the physical development of students is reflected in physical education classes and a variety of extracurricular sports activities.

Trinity Christian Academy respects the privacy and the privilege of parents teaching the topic of human sexuality to their children. However, Trinity's curriculum includes instruction on the reproductive system in the context of teaching about all body systems in the School of Grammar. We strongly encourage parents to lay the foundation of teaching their children at an appropriate age about biblical and healthy relationships between men and women, as parents discern the readiness of their children. References to human sexuality appear in themes in Bible and in Literature beginning in Grammar school. In the School of Rhetoric, themes of human reproduction and sexuality are taught in several courses including biology, anatomy and physiology, ethics, health and psychology, apologetics, and worldview courses.

As students mature and develop through the middle and high school years and wrestle with personal identity and their place in the world, students are taught more about the human body, the sanctity of life, and gender identity as males and females created in the image of God in order to help students to live as believers in Christ in a fallen world.

## School of Logic Curriculum Overview

	6 <sup>TH</sup> Grade	7 <sup>TH</sup> Grade	8 <sup>TH</sup> Grade
<b>Bible</b>	Memory passages; read and discuss Isaiah-Daniel, I & II Peter; Attributes of God.	<b>Old Testament Survey</b> History of Hebrew people and neighboring nations; authorship, date, purpose, and integrity of each book; overall structure and message of each book. Memory Passages	<b>New Testament Survey</b> History of the person and work of Jesus Christ, beginnings of the early church, and authorship, date, purpose, and integrity of each book; overall structure and message of each book. Memory Passages
<b>English</b>	Spelling, grammar, composition, descriptive and persuasive writing, poetry, book reports. Classic children's literature, poetry, historical novels, biographies about Ancient and Medieval people. <i>Hittite Warrior, Book of Greek Myths, Julius Caesar, The Hobbit, Detectives in Togas, The Golden Goblet.</i>	Study of classic literature, poetry, historical novels, biographies. <i>The Lost Tools of Writing.</i> Develop writing skills through study of spelling, grammar, vocabulary, organization, composition, and scholarly language. <i>The King's Fifth, The Scarlet Pimpernel, Warriner's Handbook: First Course, The Merchant of Venice, Crispin.</i>	Broaden language abilities through expansion of vocabulary, spelling skills, grammar usage, and reading several classic literary works. <i>The Lost Tools of Writing.</i> Enhance writing skills through essays, other writing events. <i>Warriner's Handbook: Second Course; A Christmas Carol; Call of the Wild; The Hiding Place; Rifles for Watie; Streams to the River, River to the Sea, Johnny Tremain.</i>
<b>Math</b>	<b>Math in Focus, Course 1:</b> Whole Numbers, Prime Numbers, Prime Factorization, Negative Numbers, Fractions, Decimals, Ratios, Rates and Speed, Percent, Algebraic Expressions, Equations and Inequalities, Coordinate Plane, Area of Polygons, Surface Areas, Volume of Solids, Statistics, Measure of Central Tendency and Variability	<b>Math in Focus, Course 2:</b> Rational and Real Numbers, Algebraic Expressions, Algebraic Equations and Inequalities, Proportion and Percent of Change, Angle Properties and Straight Lines, Geometric Construction and Transformations, Circumference, Area, Volume, Surface Area, Statistics, Probability of Compound Events, Exponents, Scientific Notation, Lines and Linear Equations, Pythagorean Theorem.	<b>Math in Focus, Course 3:</b> Laws of Exponents, Slope Intercept Form, Systems of Linear Equations, Pythagorean Theorem, Irrational Numbers, Geometry, Congruence, Similarity, Transformations, Scientific Notation -or- <b>Algebra I:</b> Introduction to algebraic procedures, linear equations and inequalities, systems of linear equations, quadratic equations, factoring and the quadratic formula, power and exponents, proportions, solving basic rational and radical equations.
<b>Science</b>	<b>Units of study:</b> Immune and nervous systems, diversity of life, energy, electricity, matter, flight. Field trip to Wright Patterson Air Force Base. STEM projects. Science Fair.	<b>Life Science:</b> Study of the various forms of life God has created and the classes of organisms from least to most complex. Units of study: Life; Viruses, Bacteria, Protocists, Fungi; Plants; Animals; the Human Body; and Ecology. Trip to Newport Aquarium. STEM projects. Science Fair.	<b>Earth Science:</b> Study of God's creation of the earth, water, soil, rocks, weather, and the universe. Units of study: Geology, Dynamic Earth, Water and Water Systems, Meteorology, Environment, and Astronomy. STEM projects. Science Fair.
<b>History</b>	<b>Ancient History to 1500s:</b> In the Beginning, Mesopotamia, Egypt, India, China, Greece, Rome, Middle Ages. Geography of Asia and Europe.	<b>7th World History, 1500s-2000:</b> Enlightenment, Age of Discovery, French Revolution, Imperialism, Industrial Revolution, East Asia, World Wars I and II, Cold War. Geography of Europe, Asia, Africa, Americas.	<b>US History:</b> American Revolution, Founding Documents, Branches of Government, Westward Movement, Civil War, Reconstruction, Industrial America, Progressive Era, WW I and II, Korean and Vietnam Wars, Modern America. US Geography. Trip to Washington, D.C.
<b>Logic/Rhetoric</b>		Introduction to and study of basic principles of classic Aristotelian logic. Units of study: Logic, Propositions, Inductive vs. Deductive Reasoning, Syllogisms, Logical Fallacies, Types of Arguments, Debates.	Continued study and application of classic Aristotelian logic with special emphasis on learning Aristotle's Common Topics for use in developing strong arguments. Units of study: Debates, Definitions, Testimony, Comparison, Relationship, Circumstance.



### School of Logic Curriculum Overview (continued)

	6 <sup>TH</sup> Grade	7 <sup>TH</sup> Grade	8 <sup>TH</sup> Grade
<b>Foreign Language</b>	Latin I: Cambridge Latin, Unit 1, Stages 7-12.	Latin I: Study the language and culture of the Ancient Romans by examining the grammar, syntax, and vocabulary of Latin.	Latin II: Continued study of Latin through stories, vocabulary, grammar charts, and grammar terms. Discover the link between Latin and other world languages.
<b>Physical Education</b>	Continue to learn and develop mature motor patterns. Continued focus on non-locomotor and manipulative skills and development of mature locomotor patterns. Continued basic development of lifetime activity concepts.	Continued development of skills and application in various sports, games, and personal fitness. Strategic thinking practiced in context of games and in planning for personal fitness. Instruction in rules of various sports played in our culture.	Continued emphasis on improving personal fitness, contributing positively to a team, and applying skills to various activities and sports. Students practice strategic thinking, planning, and application of knowledge of personal fitness by creating games for others to play.

### School of Logic Fine Arts

6th-8th Grades	Required Fine Arts Courses	Fine Arts Opportunities
<b>Fine Arts</b>	<p><b>Chorus:</b> Students learn musicianship in the context of singing in a group, increase skills by practicing, and perform in concerts and participate in other performance opportunities.</p> <p><b>Instrumental Ensemble:</b> Students learn musicianship in the context of playing an instrument in a group, increase skills by practicing, and perform in concerts and participate in other performance opportunities.</p>	<b>Art:</b> Preliminary drawing exercises in pencil. One-point linear perspective drawing. Color and color behavior in painting. Sculpting 3-D shapes from flat forms.



## School of Rhetoric Core Curriculum Overview

	9th Grade	10th Grade	11th Grade	12th Grade
<b>Bible</b>	Systematic Theology: Exegesis of biblical passages in a redemptive setting to classify the doctrines of the Christian faith. Bible: English Standard Version.	Ethics: Study of contemporary ethical issues through a biblical worldview. Bible: English Standard Version.	Worldviews: Survey of competing worldviews and their contrast with Christian theism.	Apologetics: Equipping students to understand, critique, and witness to our culture.
<b>English</b>	English I - Creation to Late Antiquity: The Trojan War; The Odyssey; Virgil: The Aeneid; Euripides: The Medea; Sophocles: Oedipus Rex, Antigone;. Development of language skills through integrated composition, grammar, vocabulary, and oral presentations.	English II - Medieval to Early Renaissance: The Song of Roland, Beowulf, The Canterbury Tales, Dr. Faustus, The Inferno, King Lear, A Midsummer Night's Dream. Continued development of language skills through grammar, vocabulary, composition, and seminars.	English III - Reformation to Early Modern: Expanded literary awareness and mastery of the English language. Great literature, essays, seminars, grammar, vocabulary. Frankenstein, Paradise Lost, Henry V, Pride & Prejudice, A Tale of Two Cities, Romantic poetry.	English IV - Early Modern to Present: Expanded literary understanding and verbal expression. Great literature, composition, seminars, vocabulary. To Kill a Mockingbird, The Scarlet Letter, 1984, The Great Gatsby, Ethan Fromme, The Cherry Orchard, Things Fall Apart; Short Stories by Flannery O'Connor.
<b>Math</b>	Algebra I: Introduction to algebraic procedures, linear equations and inequalities, systems of linear equation, quadratic equations, factoring, and the quadratic formula, power and exponents, proportions, and solving basic rational and radical equations. -or- Geometry: Geometric postulates and theorems of shape, dimension, area, and volume; proofs, constructions, and problem solving.	Geometry: Geometric postulates and theorems of shape, dimension, area, and volume; proofs, constructions, and problem solving. -or- Algebra II: Problem-solving: linear, quadratic, rational, and radical equations; parabolas; complex numbers; exponential and logarithmic functions; polynomials.	Algebra II: Problem solving: linear, quadratic, rational, and radical equations; parabolas; complex numbers; exponential and logarithmic functions; polynomials. -or- Pre-Calculus: Polynomials, rational, exponential, logarithmic functions. Trigonometry, probability, analytic geometry, sequence, series, vectors.	Pre-Calculus: Polynomials, rational, exponential, logarithmic functions. Trigonometry, probability, analytic geometry, sequence, series, vectors. -or- Statistics: Statistics and data analysis using real data and examples with a learning process that stresses interpretation and communication of statistical information; maintain accurate computation skills. -or- Calculus: Review functions, study continuity and limits of functions. Integrals and applications of integration. Inverse functions, exponential, logarithmic and trigonometric functions.
<b>Science</b>	Physical Science: Introduction to concepts of matter; elements and compounds; atoms and chemical reactions; physical and chemical changes; motion, forces, heat, electricity. Extensive lab component.	Chemistry: Study of the basics of matter using the periodic table to understand and predict chemical properties, bonding, and physical properties. Extensive lab component.	Biology: Overview of the biology of plants, animals, genetics, and ecology. Extensive study of the cell and human physiology. Lab component.	Physics (elective): Basic study of motion, force, work, and energy, with emphasis given to sound, light, and electricity. Introduction to quantum theory. Lab component. -or- Anatomy and Physiology (elective): Introduction to human anatomy and physiology, with emphasis on body systems. Lab component.

## School of Rhetoric Core Curriculum Overview (continued)

	9th Grade	10th Grade	11th Grade	12th Grade
<b>History</b>	History I - World History, Ancient Times to the Fall of Rome: Social structures, philosophies, and cultural achievements of the earliest world civilizations. Units of study: Near East, Egypt, India, China, Greece, Rome.	History II - World History, Fall of Rome to 1500s: Social structures and cultural achievements of the great world civilizations. Units of study: Western Civilization, Early Americas, Near East, India, China.	History III - World History, Enlightenment to Present: Study of Western Civilization and the cultures of the Middle East, Asia, and the Americas. Study of history through biblical worldview using current events.	History IV - U.S. History, Early Modern to Present: Overview of US History from 1607—Present. Concurrent study of American government and government systems. Read primary documents and discuss current events in America.
<b>Logic/ Rhetoric</b>		Speech and Debate: Introduction to elements of speech writing, debating, and rhetorical presentation.	Advanced Logic: Study of inductive and deductive logic, informal fallacies. Thesis paper, presentation, and defense for peers.	Rhetoric: Study of persuasive writing and speaking. Rhetorical devices. Thesis paper, presentation, and defense for a panel from the community.
<b>World Language</b>	French I: Expose students to the language and cultures of the French-speaking world. Emphasis on speaking, listening, reading, and writing.	French II: Emphasis on speaking, listening, reading, and writing. Continue to expose students to authentic material and media sources.	French III: (elective) Further develop and refine the four basic language skills: speaking, listening, writing, and reading. Introduce to a broad range of grammatical topics and continue to expand vocabulary base. Expose to French culture in fun and insightful ways.	French IV (elective): Further develop and refine the four basic language skills: speaking, listening, writing, and reading. Experience classical French literature, with discussions in French and writing short papers.
<b>Physical Education/ Health</b>	PE I: Continue development of personal fitness. Instruction in nutrition and components of balanced diet.	Wellness & Psychology: Overview of history, theories, and approaches of psychology; a practical look at the link between biology and psychology; how learning and cognition function for each individual; ethics and methods of psychological research; the value and danger of personality tests; various coping skills.		

## School of Rhetoric Fine Arts and Electives Overview

Required Fine Arts Courses	Fine Arts Opportunities	Electives Opportunities	Elective Opportunities
<b>Art I:</b> Application of form, shape, balance, and aesthetic values in charcoal and pastel drawings, painting, and pottery.	<b>Art I - or - Art II:</b> Artistic techniques/ styles of historical times. Projects of varying genres.	<b>Biblical Economics:</b> This class will attempt to take biblical, free market, economic principles and apply them to modern economic issues facing our nation and the world today. The purpose will be to explore what policies lead to the economic success of men and nations, and what policies lead to the economic detriment of men and nations.	<b>Personal Finance:</b> Students will be introduced to money management and the concepts of saving, investing, credit, debt, and financial responsibility. Class lectures will utilize pre-recorded videos by Dave Ramsey and will be expanded upon using classroom lectures and extracurricular exercises.
<b>Chorus:</b> Students learn musicianship in the context of singing in a group, increase skills by practicing, and perform in concerts and participate in other performance opportunities.	<b>Art III:</b> Memory drawing, creative composition, quick sketch. Mixing color, color in perspective, color interpretation.	<b>Biblical Greek:</b> Introduce students to the study of biblical Greek. Develop reading comprehension by focusing on grammar, syntax, and vocabulary.	<b>Democracy in America:</b> A thorough study of Alexis de Tocqueville's classic account of his visit to the United States in the 1830s and theoretical treatise on America's political institutions, the functions of democracy, and democracy's future.
<b>Instrumental Ensemble:</b> Students learn musicianship in the context of playing an instrument in a group, increase skills by practicing, and perform in concerts and participate in other performance opportunities.	<b>Art IV:</b> Painting formats, color palettes, color value, color manipulation. Quick paintings, 3-D free-form clay sculpture.	<b>Creative Writing (I and II):</b> Employ effective creative writing strategies and build a framework for understanding of the three creative genres (poetry, fiction, and creative nonfiction). Student work will be published.	<b>Intro. to Engineering Design: Project Lead the Way—</b> Design Process, Technical Sketching and Drawing, Engineering Documentation and Drawing Standards, Measurement and Statistical Analysis, Applied Geometry, 3D CAD Solid Modeling, Reverse Engineering, Product Design, Engineering Ethics, Virtual Design Teams, Presentation Design and Delivery.  <b>Essentials of Engineering: Project Lead the Way -</b> Inclined to Design, Make it Move, Power it Up, and Make a Plan.
	<b>Theatre Arts:</b> Foster creativity and imagination with a focus on drama and play production. Explore and portray the world and stories by reading and discussing plays in a variety of genres; practice acting skills; and learn about the components of plays, including set design, costumes, publicity, house management, and technical support.  <b>Dance:</b> Foster creativity and imagination with a focus on dance technique and dance production. View, discuss, and practice dance techniques in a variety of genres; explore the components of dance improvisation, creative movement and create their own choreography.		<b>PLTW Engineering Capstone:</b> This course is for Seniors who want to complete individual research and development of an engineering project. Students must have successfully completed the two prerequisite PLTW Engineering courses.

## School of Rhetoric Fine Arts and Electives Overview

Required Fine Arts Courses	Fine Arts Opportunities	Electives Opportunities	Elective Opportunities
	<b>Music Theory</b> A balanced, comprehensive study of music: Music Notation, Scales, Chords, Keys, Melody, Rhythm, and Diatonic tonal harmony in four voices and simple instrumental textures. Emphasis on rudiments of music, voice leading, harmonic progression, and elemental melodic forms.	<b>Introduction to Computer Science</b> An overview of computer science: analyze computing innovations; create inspiring applications that express student interests; incorporate computational thinking into future fields of study.	<b>Strength and Conditioning:</b> Physical fitness and training tailored to individual goals. Preparation for physical fitness beyond high school.
		<b>Yearbook &amp; Journalism:</b> Using principles of graphic design, planning, photography, and other necessary components, the class will develop and produce Trinity's Upper School yearbook.	<b>PE II (elective):</b> Application and practice of personal fitness, sports education, principles of teamwork, and nutrition.

## Textbooks and Supplies

### Textbooks

Upper Campus textbook and curriculum materials are included in the tuition. Trinity has contracted with eTechCampus to distribute and collect textbooks and other such materials. Parents must reimburse Trinity or eTechCampus for lost or damaged workbooks, textbooks, or materials up to the full replacement amount. Student records, including grade cards, transcripts, and graduation diplomas, will be held if students have an outstanding debt to the school.

Upon receipt of textbooks in the fall, students should write their names in their books. Trinity recommends that families keep packing lists received in book boxes at the beginning of the year for referral at the end of the year when books are to be returned to eTechCampus to help students account for all textbooks.

Each Upper Campus student is required to purchase a Bible (ESV preferred) and have it at school at all times.

### Supply List

Students are expected to purchase certain supplies such as pencils, paper, notebooks, binders, markers, etc. A supply list for each grade will be available to parents before school begins. Students should have all supplies by the first day of school. Parents are also to provide a school bag or backpack to transport supplies and textbooks between home and school.



## **Curriculum Enrichment and Extension**

### **Chapel**

The students of Trinity will gather corporately for a weekly chapel for the glorification of God and for spiritual edification. The Trinity chapel should reflect the character of the school, teaching reverence and encouraging a joyful worship. It will also include an instruction time for students. The chapel is considered to be a time of Biblical worship. Guest speakers may be invited, and the students themselves may take turns participating in the services. Parents are invited to attend chapel services.

### **Field Trips**

Field trips are a valuable extension of the classroom experience. Students may go to several interesting and educational places during the year. Parents grant their child permission to attend field trips in the Statement of Agreement and Tuition Contract form. Information about each trip is sent home to parents through the Field Trip Information Form. Overnight field trips are included in each grade's annual fees and billed through the Business Office.

Parents will be asked to provide field trip transportation and assist teachers with supervision of the students. Siblings who are not part of the class may not go on field trips. If requested, parents chaperoning or driving on field trips must complete and sign the Volunteer Service Application and Agreement and return it to the school office. Drivers must also provide the office with copies of their driver's license and automobile insurance card. This information is updated each school year.

Depending on the field trip, students' electronic devices are to be left at home, and cell phones are to be turned off.

In addition to off-campus field trips, guest speakers will be invited into the classroom whenever appropriate.

### **Summer Reading**

Students will receive a summer reading list for casual reading enjoyment as well as assigned selections which will be followed by an assignment either to be completed prior to the start of school or during class in the fall.

### **Summer Math**

All students are given math concepts to review over the summer, using online resource materials from their teachers.

### **School Programs**

School programs such as the Christmas Concert and Fine Arts Nights are part of the curriculum and attendance is required of all students in Chorus and/or Art. The dates for these programs are announced at the beginning of the school year and should be noted by parents and students. Absence, with or without prior notice, may affect a student's grade. Students may be required by the teacher to complete an assignment in lieu of a missed program.

## Upper School Student Service to the Community

In keeping with Christian training and being of service to others in the Christian community and within the greater Lexington community, students will be offered opportunities to serve others in a variety of ways. Students will work with the Dean of Students or faculty class and club sponsors to coordinate service activities.

## Academics

### Homework Philosophy and Guidelines

Trinity is committed to using purposeful and thoughtful homework as a tool to deepen students' understanding and mastery of content they are learning in school. A rich and deep classical, Christian education is challenging due to the complexity and depth with which principles of truth, goodness, and beauty are taught in the context of instruction by teachers and received and examined by students.

Our goal is never to mistake high quantities of work with rigor, but rather to use an appropriate pace, scope, and sequence in our curriculum at each grade level to instruct and challenge students to think deeply about what they are learning, to gain the necessary tools for learning, and to become curious and confident lifelong learners as they engage with the world around them.

Homework is not given for the purpose of extending curriculum and instruction that could not be completed in class by the teacher. Homework will be assigned with clear academic purpose and relevance, and is expected to be completed and turned in on time so that teachers can offer timely feedback and corrective instruction.

#### Purposes for Homework Assignments

- **Mastering and retaining facts and information**
  - In subjects like mathematics and languages there is not enough time in the school day to provide enough practice that may be necessary to attain individual mastery. Reasonable time in class will be spent learning and practicing material, and teachers may assign homework to allow for necessary practice.
- **Review and honing skills**
  - Consistent review encourages long-term retention of knowledge, as well as further reinforcement and refinement of skills. Examples of this kind of homework include things like: translating Latin or French; identifying parts of speech from a passage; science lab reports; using vocabulary or spelling words in the context of a story.
- **Preparation**
  - Bring information or items related to a topic to be studied. Examples of this kind of homework include things like: bringing a list of family members' hair and eye colors for a lesson on genetics; bringing 3 different types of leaves or rocks to be identified; researching information about a particular person, event, or topic to share in class.
- **Performing necessities of the curriculum for which in-school class time is insufficient.**
  - Examples of this kind of homework include assignments such as: reading a chapter in literature prior to the next class period's discussion; writing a rough draft of an essay or

section of a research paper; improving a paper, poem, or story after receiving feedback from the teacher; practicing an instrument; or learning one's part for a class play or skit.

- **Extended learning**

- Investigating in more depth something that the curriculum introduced and piqued students' curiosity enough to encourage more reading or research. Examples of this type of homework include: reading more about a particular battle studied in History; investigating a research idea brought up as a result of a science experiment.

### **Connections with Parents**

Homework is considered by Trinity to be an important avenue for partnership with parents in the education of their children. Hearing what their children are working on at school helps keep parents informed about the current topics of study in the classroom and can help parents monitor their children's level of academic engagement. Using homework as a tool, parents and teachers can work together to help children learn important self-management skills as they grow and mature, with the ultimate goal of students taking ownership of their responsibilities at home and school in areas such as:

- Building time management skills.
  - Training oneself to focus on a task for a given amount of time.
  - Planning how much time is needed to complete a task.
  - Creating a schedule that will help ensure that homework is completed, chores are done, and time for doing other interesting things is included.
- Encouraging development of the ability to delay gratification by waiting and learning ways to maintain motivation.
- Learning to recognize distractors, sustain effort, and maintain an appropriate environment for study and work.
- Learning to set goals for oneself.

### **Homework Over School Breaks**

No homework will be given over the major school breaks of Fall Break, Thanksgiving, Christmas, Winter Break, and Spring Break. No student work will be due upon return to school.

### **School of Logic Homework Guidelines**

At this stage of development, students in grades 6-8 are not only acquiring knowledge and skills but also transferring and applying what they've learned in a variety of new contexts and circumstances. Test preparation, projects, reading, math, and writing assignments are the majority of what students are asked to do outside of class. Assignments are often given in advance so that homework can be spread out over time.

Students are provided with an Academic Work Period at certain times within the schedule to work on assignments while at school. Incomplete classwork can be assigned as homework in any subject.

### **Daily Time for Homework**

Grade 6	0-60
Grade 7	0-70

Grade 8	0-80
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#### **Art, PE, Latin, and Logic**

Daily homework assignments are not given in these classes. Students are expected to complete projects and classwork during class periods under the instruction of their teachers, and prepare for assessments.

Art shows function as tests in art classes and participation is mandatory.

#### **Chorus, Instrumental Ensemble, and Band**

Students who play an instrument in an ensemble are expected to practice their instruments regularly so that they will be prepared to perform their parts with excellence. Students in Chorus are expected to memorize lyrics and will work on them at home if practice in class is not sufficient.

Concerts function as tests in music classes and participation is mandatory.

#### **Bible, History, and Science**

Daily homework is not assigned in these classes. However, students will be expected to prepare for assessments, and complete labs and projects.

#### **Mathematics, Literature, and English Language Arts**

Homework in these subject areas will focus on practicing concepts and skills learned in class, including regular math, English, and reading assignments, and preparation for assessments.

### **School of Rhetoric Homework Guidelines**

At this stage of development, students in grades 9-12 are continuing to acquire knowledge and skills, transferring and applying what they've learned in a variety of new contexts and circumstances, and now are honing their oral and written communication skills. More opportunities will be provided to work collaboratively with peers. Test preparation, projects, reading, math, and writing assignments are the majority of what students are asked to do outside of class. Assignments are often given in advance so that homework can be spread out over time.

Students are provided with an Academic Work Period at certain times within the schedule to work on assignments while at school. Incomplete classwork can be assigned as homework in any subject.

#### **Daily Time for Homework**

Grade 9	0-90 minutes
Grade 10	0-100 minutes
Grade 11	0-110 minutes
Grade 12	0-120 minutes



**Art and PE**

Daily homework assignments are not given in these classes. Students are expected to complete projects and class work during class periods under the instruction of their teachers.

Art shows function as final exams in art classes and participation is mandatory.

**Chorus, Instrumental Ensemble, and Band**

Students who play an instrument in an ensemble are expected to practice their instruments regularly so that they will be prepared to perform their parts with excellence in concerts. Students in Chorus are expected to memorize lyrics and will work on them at home if practice in class is not sufficient in order to be prepared to perform in concerts.

Concerts function as final exams in music classes and participation is mandatory.

**Theology, History, Advanced Logic, Rhetoric, Electives and Other .5 Credit Classes**

Homework in these classes will be given periodically. Students will complete work begun in class, practice concepts and skills, work on an essay or project, or prepare for the next class session by reading or researching a given event, person, or topic.

Advanced Logic and Rhetoric - Time in class will be provided for students to work on their Junior and Senior Thesis Projects. The teacher will provide feedback and guidance as they progress through the stages of their projects. Students will need to work at home on their projects in addition to time in class. Thesis projects will be considered as one final exam in Advanced Logic and Rhetoric.

Final exams will be given in Advanced Logic, Rhetoric, Theology, and History courses.

**Mathematics, English, French, and Science**

Students will regularly have homework designed for practice of concepts and skills taught in class and preparation for assessments; reading of a selected passage of a text to prepare for the next class session; writing in response to what was read; composing an essay or other writing assignment that is best completed at a student's own pace and allows time for reflection; or work on lab reports and projects.

Final exams will be given in Mathematics, English, French, and Science courses.

**Schools of Logic and Rhetoric Assessment Calendar**

Teachers must use a shared test calendar to plan dates for assessments in order to ensure that no more than two major tests and one quiz are planned on the same day for the same group of students. Projects and research papers count toward the total of two major assessments per day and are to be included on the test calendar. Quizzes are shorter and require less preparation than tests and take no more than 20-30 minutes of time in class to complete, so for the purposes of the test calendar, two quizzes are equivalent to one test.

## **Computer Use for Homework**

At the discretion of teachers, Upper Campus students may use computers for work such as projects, writing assignments, research papers, and other similar kinds of work.

Teachers can require work to be handwritten, which must be done neatly. Exceptions may be made if there is medical documentation of need.

## **Attendance-Related Academic Concerns**

### **Make-Up Work after an Absence**

Teachers are not obligated to prepare and provide a student's classwork on the day of an absence. Parents and students are responsible for obtaining missed assignments from teachers upon return to school.

Lower Campus students will have one day for each day they are absent to make up work; Upper Campus students will have one class session for each session they are absent to make up work, since classes meet every other day. Teachers may use discretion to determine when work is due if the workload is particularly heavy.

Students will make up tests and quizzes as soon as make-up work corresponding to the units or chapters has been completed. Lower Campus students will coordinate with teachers to determine when assessments will be completed.

Upper Campus students should plan to take make-up tests at Study Hall After School (SHAS) or during an Academic Work Period so that more instructional time is not missed. No fee for use of the study hall will be charged for using it to make up tests.

For all students, long-term projects or papers will remain due on the specified due date or upon return from an absence, unless the teacher determines the need for an exception due to extenuating circumstances.

### **Late Work**

Students are responsible for completing and turning in assigned work at the beginning of all classes each day. If a student comes to school late, he is still responsible for turning in all work for each class that is due on that day. If a student needs to leave early, he should turn in previously assigned work in classes that will be missed either to the teacher(s) or to the office.

If a student fails to turn in work on the due date for any reason other than an absence, he should make it up no later than the following Lower Campus day or Upper Campus class session, with a 10% or one letter grade penalty. If it is not turned in on the second day or class session after it is due, the grade can be reduced to 50%. After that day or class session, teachers have discretion whether to accept the work.

Upper Campus teachers have late work penalties specified on their syllabi. Please refer to the syllabi for details.

Late work will not be accepted after the end of a grading period unless extenuating circumstances allow for an incomplete grade.

### **Short Absences for Medical/Dental Appointments, Etc.**

Students are responsible for all work missed during these absences including turning in assignments for classes that will be missed before leaving campus or that were missed after returning to campus. The work may be left with the teacher or turned into the office. Failure to do so may result in a late-grade penalty.

### **Planned Absences**

Planned absences, trips, etc. should take place outside of school days as often as possible. **Planned absences count toward the twenty day cumulative limit for the school year.**

Juniors and seniors can be excused for up to three days of school for college visits, which counts as part of the twenty allowable cumulative absences for the year. Exceptions can be made by the Principal for additional absences if a college visit entails a required interview or other such event.

### **Persistent Absences**

Students in any grade who are absent for more than twenty days during the school year in any one class may fail the class for the year (excluding Trinity field trips, Trinity athletic-related trips, and other valid reasons pre-approved by the Headmaster/Principal).

### **Extended Absences**

If a student is absent for three consecutive weeks or more for illness or any other reason, the family must arrange for a private tutor or a home-bound teacher at the family's expense.

### **Tests and Quizzes**

Students in grades three through twelve may not take more than two regularly scheduled tests and a planned quiz on the same day. Two quizzes are considered comparable to one test. A major paper or project counts as a test in relation to this policy and cannot be required to be due on the same day on which two tests are scheduled. Students should be given at least three days' notice that a test will be administered. Teachers are asked to work together to implement this policy.

### **Final Exams**

Students must be present for Final Exams as scheduled. Due to illness or other extenuating circumstances, an alternative exam time may be scheduled with the teacher, if the Principal gives prior written approval. Reasons for an alternative exam time are limited to extenuating circumstances, such as death in the family or illness which precludes attendance at school.

## Grading

### Grade Scale

Grades and comments for Grades 6-12 should comply with the following guidelines:

Grade Scale		
NUMERICAL GRADE	LETTER GRADE	G.P.A.
97-100	A+	4.0
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
78-79	C+	2.3
76-77	C	2.0
74-75	C-	1.7
72-73	D+	1.3
70-71	D	1.0
68-69	D-	0.7
<68	F	0.0

### ***Monitoring Student Progress***

Parents can monitor their child's progress periodically by checking grades online in Educate, and are encouraged to communicate directly with teachers when questions arise.

### **Mid-Quarter Communication**

The school office will send an email to all parents at mid-quarter to notify them to check their children's grades.

### **Report Cards**

The report card is a record of quarterly grades for each class. At the end of each quarter, parents will be notified when report cards are available for viewing and printing for their own records.

Each quarter grade includes all graded work and carries equal weight to determine the semester grade.

In the School of Rhetoric, 2nd and 4th quarter grade cards will also report final exam grades, semester grades, and the year-to-date GPA.

On the 4th quarter report card, year-end numerical grades for each course are calculated from the average of all four quarters. These year-end grades are transferred to a student's transcript.

## Transcripts

The Trinity School of Rhetoric transcript reports annual grades for year-long courses by averaging quarter grades for each course. All courses taken at Trinity are included on the transcript. The grades are converted to quality points based on credit hours and a cumulative GPA is calculated at the end of each year. At the bottom of the transcript, the cumulative totals for numerical grades, credits, and quality points earned are listed. The cumulative grade point average is calculated using the quality points for each course taken at Trinity. It is *not* an average of the grade point averages for each year.

Transcripts requests from students, parents, and colleges can be emailed to the Registrar. Please allow one week for transcript requests to be processed by the Registrar.

## Course Selection

High School students take a prescribed core course of studies. Students may select from elective offerings during the spring course registration period.

All Trinity courses are taught at an honors or advanced level. Students are required to carry a full schedule of classes during the freshman and sophomore year. Juniors and Seniors who wish to maintain a college-bound course track are strongly advised to take world language and science courses all four years of high school and maintain a full course schedule. Students who wish to have the opportunity to be named Valedictorian or Salutatorian must carry a full course load and finish the highest level courses offered at Trinity.

## High School Graduation Requirements

History	4.0 Credits
English	4.0 Credits
Theology & Philosophy	4.0 Credits
Math	4.0 Credits
Science	3.0 Credits
Foreign Language	2.0 Credits
Advanced Logic	1.0 Credits
Rhetoric/Aesthetics/Speech	1.5 Credits
Fine and Performing Arts	2.0 Credits
Physical Education/Health	<u>1.0 Credits</u>
<b>Total Credits Required:</b>	<b>26.5 Credits</b>

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b> <i>*Dual Credit Option</i>	<b>Grade 12</b> <i>*Dual Credit Option</i>
History I: Creation to Late Antiquity	History II: Medieval to Renaissance	History III: Reformation to Early Modern	History IV: American History & Government*
English I: Creation to Late Antiquity	English II: Medieval to Early Renaissance	English: Reformation to Early Modern	English: Early Modern to Present
Systematic Theology	Ethics	Worldviews	Apologetics
Algebra I/Geometry	Geometry/Algebra II	Algebra/ II/Pre-Calculus*	Pre-Calculus*/Calculus*/Statistics
Physical Science	Chemistry	Biology*	Physics/Anatomy & Physiology* (Elective)
French I	French II	French III (Elective)	French IV* (Elective)
PE I	Speech & Debate	Advanced Logic*	Rhetoric*
Art I Chorus/Instrumental Ensemble	Health & Psychology		
One - .5 Elective	Two - .5 Electives	Two - .5 Electives	Two - .5 Electives

## Elective and .5 Credit Classes

Trinity requires students to take classes in Fine and Performing Arts, Speech & Debate, Physical Education, and Health & Psychology in order to provide a well-rounded educational experience. Students are also offered the opportunity to select from a variety of electives that suit their interests. The following elective classes meet two times per week.

### Required .5 Credit Classes

Fine and Performing Arts - 2 credits required.

- Art I (.5 credit) required
- Chorus or Instrumental Ensemble (.5 credit) required
- Electives to fulfill Fine and Performing Arts credits:

- Art II, Art III, Art IV, Theatre Arts, Chorus, Instrumental Ensemble, Music Theory, Music Production

Physical Education - .5 credit required.

- PE I required
- Electives: PE II, Strength & Conditioning

Health & Psychology - .5 credit required

Speech & Debate - .5 credit required

### **Electives Offered Each Year (Pending Minimum Enrollment Requirements) - .5 credit each**

- Art II - IV
- Chorus
- Essentials of Engineering
- Instrumental Ensemble
- Introduction to Engineering Design (Prerequisite: Essentials of Engineering)
- Theatre Arts
- Yearbook & Journalism

### **Electives offered on a rotational basis as space and scheduling allow**

- Biblical Greek
- Creative Writing I
- Creative Writing II
- Biblical Economics
- Dance
- Democracy in America
- Entrepreneurship
- PE II
- Personal Finance
- Strength & Conditioning
- Senior Educational Capstone

### **Outside Credits to Fulfill Graduation Requirements**

Credit toward graduation requirements may be successfully completed outside Trinity according to the following conditions and limitations:

- Outside credit is limited to one credit per year with prior approval.
- The course or subject matter is reasonably necessary to fulfill Trinity's graduation requirements and/or is not otherwise reasonably available to the student within Trinity.
- The time and effort expended must be approximately commensurate with the time and effort expended in a Trinity course. To receive credit for an outside course, the student must pass the course based on Trinity's grading standards.
- The grade received in the course will not be used in the computation of the student's Trinity grade point average.

## **Additional Credits**

During the junior and/or senior year, upon approval by the Director of Curriculum & Instruction, students may take an online high school or college level course and use an Academic Work Period as time to work on the course during the school day. Using the Academic Work Period in this way allows for a student to maintain a full schedule. Courses taken for additional credits may not substitute for required Trinity courses. Credits earned will not be included on the Trinity transcript or included in the GPA, but will be awarded by the educational institution from which the course was taken.

## **Governor's School for Entrepreneurs (GSE)**

Students who successfully complete GSE and submit coursework and project documentation to the Director of Curriculum & Instruction by the specified deadline from GSE may earn 1 outside credit.

## **Independent Study**

The purpose of the Independent Study option at Trinity is to offer students, who have completed diploma requirements in an area, a non-traditional, yet academically beneficial, learning experience.

### **Eligibility**

- Students must be in their senior year at Trinity. As a rare exception, non-seniors, who have completed all the requirements in a discipline, may appeal to be considered.
- Diploma requirements must have been met through Trinity courses and/or approved outside credits. The Independent Study option is not a substitute for required coursework.

### **Requirements**

- The Independent Study must last for the duration of the school year or may be completed in the summer.
- The time and effort expended must meet or exceed the time and effort expended in a Trinity course.
- Parents must agree to and sign the proposal for an Independent Study.

### **Limitations**

- Students may only complete one Independent Study course during their high school career at Trinity.
- Students will receive a grade for the Independent Study, assigned by the faculty advisor in agreement with the student's preceptor.
- Independent Study courses will appear on the students' transcripts but will not be used in the calculation of the Trinity GPA.

### **Considerations**

- If the work is done off-site, the student has the following options to comply with the Academic Work Period policy for seniors:
- The student may audit a class, by Principal and teacher approval; OR
- The student may take the one allowed Academic Work Period. (**Note:** this option will disqualify the student for valedictorian or salutatorian eligibility); OR
- The student may be assigned to an Independent Study hour by the Principal.



#### Process

- The student must find a faculty advisor willing to take on the responsibility of supervision.
- The Independent Study Proposals Form must be submitted no later than April of the year preceding the study to the Director of Curriculum & Instruction.
- Upon approval, the faculty advisor is responsible to see that the responsibilities are carried out as described in the Independent Study Guidelines.

### Eighth Grade Algebra I Placement

Eighth graders may be eligible to take Algebra I based on students meeting at least **three** of the following criteria:

- Successful completion of an Algebra-Readiness Test at the end of Seventh Grade.
- Seventh Grade CTP-V scores at or above the 90th percentile in Quantitative Reasoning and/or Math 1&2 based on the National Norm.
- Seventh Grade math class year-end average at or above 90%.
- Seventh Grade math teacher recommendation.

Placement decisions will be made by Trinity faculty and administration, in consultation with the student's parents.

Eighth grade students who successfully complete Algebra I with a year end grade of at least 85% can have the grade and credit included on the high school transcript. Students who do not have a year end grade of at least 85% are strongly encouraged to repeat Algebra I in 9th grade in order to thoroughly master course content in preparation for higher level mathematics courses.

### Auditing a Course

High School Seniors may audit an elective course, with the Principal's permission, if the class would otherwise be an Academic Work Period. Students who audit a course must abide by the attendance policies and complete all work assigned, including tests and quizzes. Students are not required to take the final exam. An audited course will appear on the transcript but will not be awarded a grade or credit.

### Dropping or Adding a Course

Students may drop or add an elective course through the end of August by completing the Add/Drop form and obtaining the necessary signatures, provided there is space available in the desired course. The completed Add/Drop form must be given to the Registrar.

### Academic Work Periods (AWP)

Students in grades nine and ten must take eight out of eight classes. Juniors and Seniors must take seven out of eight classes with a maximum of one AWP.

## Part Time Students

Part-time status is defined as taking less than six classes out of eight at Trinity, or earning less than 5.5 credits in a school year at Trinity. In order to participate in Trinity athletics and extracurricular activities, students must be full time students taking at least six classes per year.

Students who attend Trinity on a part-time basis should be aware that they will not earn enough credits to fulfill Trinity's graduation requirements and be awarded a Trinity diploma or participate in Commencement.

## Awards

### Annual Academic Awards

Two students are selected each year to receive awards in each core and elective class. The Academic Excellence Award is determined by the highest numerical average in a class. The *Art of Learning Award* is given to the student who displays leadership, Christian character, academic faithfulness, integrity, and interest in the discipline. Students receiving awards will be recognized during the Academic Awards Night at the end of the year. Other awards such as scholarships or athletic academic awards may also be included in Academic Awards Night.

### Senior Academic Awards

#### High School Valedictorian and Salutatorian

Each year a Valedictorian and Salutatorian are named from the graduating class. The following criteria and procedures shall be in effect.

To be eligible, a student must be enrolled full-time at Trinity for a minimum of six semesters. In addition, a student must take a full complement of the following subjects to the extent that they are offered during the student's enrollment at Trinity: History, English, Theology & Philosophy, Math (including Calculus), Logic, Rhetoric/Aesthetics, Science, and French (including French IV). Taking an Academic Work Period in lieu of any of these options will eliminate a student's eligibility unless the student is taking an outside credit and/or an independent study course that is higher than the last available Trinity course. Any appeal for an exception to these eligibility guidelines must be submitted to the Director of Curriculum & Instruction before enrolling in an equivalent course or making a schedule change.

Calculations will be made using all the numerical grades from Trinity courses only. No transfer credits will be included, however, *all* Trinity credits will be included. The student with the highest numerical average carried to the hundredth decimal place will be named Valedictorian. If a tie occurs, the calculations will continue until a distinction can be made.

The student with the second highest numerical average, carried to the hundredth decimal place will be named Salutatorian. If a tie occurs, calculations will continue until a distinction can be made.

Determination of Valedictorian or Salutatorian will be made after completion of seven-and-a-half high school semesters, using the fourth mid-quarter to break a tie if necessary, and will be officially

announced near the end of the eighth semester. After review of the final calculations, the Director of Curriculum & Instruction will send the recipients' parents written notification of the awards. After that time, the recipients may be announced to the student body.

Recognition of both the Valedictorian and Salutatorian will occur at the Academic Awards Night at the end of the year and at the Commencement Ceremony, where each will wear a medallion and deliver a brief address to the graduating class.

### **The Four-Year Area Awards**

Established in 2006, four-year area awards are given to the senior student who has attended Trinity for a minimum of six semesters, voted by the faculty, who best exemplifies the criteria outlined below. The awards are given at the Academic Awards Night and acknowledged during Commencement.

Award areas:

Math/Science

History/English

Theology & Philosophy

Classics (Logic, Rhetoric, Aesthetics, Foreign Language, and Fine and) Performing Arts)

Criteria:

Teachable

Insightful

Enthusiastic about subject

Academically faithful

Interest in field

Christian Character

### **The Ecce Signum Award**

The *Ecce Signum* (Behold the Sign or Proof) award, established in 2006, is given to the senior boy and senior girl, voted by the faculty, who best exemplifies the ideals outlined in "The Profile of a Trinity High School Graduate." The awards are given at the Academic Awards Night and acknowledged during Commencement.

Criteria:

Leadership

Christian Character

Involvement

Academically Faithful

Teachable

Insightful

Enthusiastic

All grades necessary for all awards given at Trinity will be averaged and turned in at the midterm of the fourth quarter. This includes subject awards, valedictorian, salutatorian, academic area, the *Ecce Signum* awards, and all other awards.

### **Distinguished Scholars**

Seniors who have completed four years of study in French, Mathematics, and Science are eligible for the Distinguished Scholar Awards if they meet the following criteria:

- Earned year-end grades of 90 or above in each course, earning a total of 4 credits in a subject area and
- Completed the highest level course available at Trinity in the subject area

Distinguished Scholar Awards will be presented at the School of Rhetoric Awards Night in May.

## Graduation with Honors

Each Senior who has achieved a cumulative GPA of 3.5 or above will be awarded cords to wear for Commencement.

Cum Laude (with honors): 3.5-3.69

Magna Cum Laude (with great honors): 3.7-3.89

Summa Cum Laude (with highest honors): 3.9-4.0

## Student Records

The school maintains a complete record, including a cumulative academic and guidance record, for each student. These records are kept in the school office. All material in these records is treated as strictly confidential and is available only according to the following policy.

1. Parents or guardians have the right to inspect and review any and all official records, files and data directly relating to their children, including all material that is incorporated into their student's cumulative record folder.
  - All requests to inspect and review the official records relating to their children shall be made in writing to the administrator of the school by the parent or guardian. Such requests shall be honored within 10 (ten) school days following receipt of the request. All records will be reviewed or inspected in the presence of the child's teacher or Principal/Head of School so that proper explanation can be given.
  - Parents shall have an opportunity for a hearing with the administration to challenge the content of their student's school records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, and to provide an opportunity for the correction or deletion of any such inaccurate or misleading information.
4. There will be no release of a student's personal records or files or any data in those records without the written consent of the parent or guardian to any individual, agency or organization other than the following:
  - a. Staff members of the school who have legitimate educational interest;
  - b. Court or law enforcement officials, if the school is given a subpoena or court order;
  - c. Certain federal, state, or local authorities performing functions allowed by law;
  - d. Officials of other schools in which the student intends to enroll. In all such cases, the parents are to be notified of the transfer of records, receive a copy of the record if desired and have an opportunity for a hearing concerning the contents of the records as stipulated in item number three. Verification must be received that the student has in fact applied for admission to that school.

## **Trinity Christian Academy's School Hymn**

### **"Non Nobis Domine"**

Non nobis domine, domine  
Non nobis domine.  
Sed nomine, sed nomine  
Tuo da Gloriam.

"Not to us, Oh Lord, but to Your name be the Glory."