



TRINITY CLASSICAL SCHOOL PARENT STUDENT HANDBOOK

2025-2026

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Disclaimer

Trinity Classical School admits students and hires faculty without regard to race, color, national origin, or ethnic origin, ensuring equal access to all rights, privileges, programs, and activities generally available to our school community. We are committed to upholding applicable nondiscriminatory policies in the administration of educational policies, admissions, scholarships, loan programs, athletics, and other school-administered activities. Trinity does not accept federal funds.

School Overview

History

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

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

Mission

To form Christian children in their calling to glorify God and to assist parents in discipling their children through gospel-centered, academically rigorous, and financially achievable classical education.

Statement of Faith

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

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

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

Core Values

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

Christian

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

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

Classical

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

By teaching students how to learn, we provide a solid foundation for mastering the specific fields of study encountered throughout their formal education. The material and curricula at Trinity are carefully chosen to prepare students for a variety of

post-secondary educational experiences. However, our primary objective is that students grow in genuine love and enthusiasm for learning that will remain with them throughout their lives.

Covenantal

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

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

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

Guiding Principles

Family Partnership

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

Theologically Reformed

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

truths of Scripture.

Joyful Ethos

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

Hard Work and Excellence

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

Financially Achievable

We believe that Christian schools should be an option for all Christian parents. We view education as ultimately the responsibility of the family and know that meeting the tuition rates for our school--which reflect the real cost of running a school with excellence and efficiency--will require parents to sacrifice financially in order to give this discipleship opportunity to their children. But we do not want financial need to bar any Christian family who loves our model from being a part of our school. Therefore, we are committed to providing tuition assistance in order to welcome students, regardless of financial background, to learn together under the same roof.

Missional

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

Doctrinal and Philosophical Agreement

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

application of the principles of the trivium and a commitment to implementing this model in practical ways.

Cultural Topics

Statement on Creation

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

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

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

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

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

Our goal is biblically guided, academically rigorous study of God's truth in creation—a

harmony of God's special and general revelation. God has created all things from nothing, and all are very good. He has revealed particular truths and a true history of his world in the book of Genesis. As we humbly submit to his word and study the world around us, we are met with his character, his order, his beauty, and his goodness. By studying God's world, we ultimately study the God who made it.

Statement on Marriage, Gender, and Sexuality

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

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

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

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

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

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

Organization

Memberships

Trinity is a full member of the Association of Classical and Christian Schools (ACCS) and the Society of Classical Learning (SCL). The primary mission of ACCS and SCL is to

support, promote, establish, and equip schools.

Christ Church Bellingham

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

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

Trinity Education Council

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

Trinity Trust Fund Board

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

Non-Discrimination Policy

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

Attendance

Attendance Principles

Being present and on time is a way of loving one's neighbor well, and regular attendance is essential to a student's learning and participation in the Trinity community. Families are encouraged to prioritize attendance and minimize planned absences, such as vacations or appointments, during school days whenever possible.

Attendance Definitions

Tardy-Excused:	dentist, doctor, traffic, extenuating circumstances
Tardy-Unexcused:	overslept, not ready on time, left late, behavior issues
Absent-Excused:	illness, bereavement, family illness, college visits, TCS events
Absent-Unexcused:	vacation, out-of-town guests, non-TCS extracurricular activities

Notifications

Parents must notify the school office if a student will be late or absent before the start of the school day. Notifications can be sent via phone call or text at (360)-410-3229 or by email at office@trinitybham.org. The message should include the reason for the tardiness or absence and, if applicable, an estimated arrival time.

Student attendance will be accurately recorded, with the total number of days present and absent documented on their permanent record. Each day, within the first 30 minutes of school, office staff will compare attendance notifications from parents with class attendance records. If a student is absent without prior notification, the office will promptly contact the parents to confirm the absence, making every effort to reach them. If a student is absent for four or more hours during a school day, they will be marked as absent for the entire day.

Tardies

Students are expected to be on time for all classes and school activities throughout the day. A tardy is defined as any occasion when a student is late for the school day or for an individual class. To be considered on time, students must be in their seat and prepared for class to begin at the designated start time (e.g., 8:25 AM for the school day or the start time for each period).

Habitual tardiness, whether for the start of the school day or during transitions between classes, will be referred to the Head of School and may result in disciplinary action. Teachers will record tardies for each class, and these will be monitored to ensure punctuality and responsibility in attendance.

Absences Due to Illness and Emergencies

If a student needs to be absent from school due to illness, parents must notify the school office before the start of the school day and provide the reason for the absence. The school office will ensure that the teacher is informed of the absence. Teachers will have any missed work prepared and available for the student by the end of the next school day. Upon returning to school, students will have one day for each day of their excused absence to complete and submit any missed work, either in class or as homework.

Grammar Student Work Retrieval

For grammar students, teachers will gather all necessary materials, including workbooks, textbooks, and worksheets, and deliver them to the front office for parents to pick up.

Secondary Student Work Retrieval

For secondary students, teachers will use ClassReach to post assignment information, including handouts and instructions, for students who are absent. While most materials

will be provided digitally, parents may occasionally need to visit the school to pick up physical items, such as books, packets, or project materials.

This process helps ensure that students can stay on track with their learning, even during an illness-related absence.

Planned Absence and Make-Up Work

Classical instruction strives to include many rich discussions in class activities and provide instruction that can not be easily duplicated outside of class time. This often makes it difficult for students to make up for missed class experiences and instruction. We recommend that families coordinate their travel plans and outside activities with the school calendar to minimize extended absences.

For voluntary extended absences (as opposed to those caused by an emergency or illness), families are expected to notify teachers at least two weeks in advance. Teachers will make an effort to prepare materials for students to complete during their absence. Secondary students are responsible for communicating directly with their teachers about make-up work, including any assignments, tests, quizzes, papers, or projects missed during their absence.

Any work provided in advance must be submitted immediately upon the student's return. Additionally, all schoolwork must be completed within the timeframe set by the teacher. While teachers may choose to grant extensions or provide additional support, they are not obligated to do so.

By proactively coordinating with teachers and adhering to these guidelines, students can maintain their academic progress during extended absences.

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

Academics

Grading Policy

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

Grading Scale for Grades K-1

Measures of academic achievement are reported using the following scale:

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

Grading Scale for Grades 2-6

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

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

Grading Scale for Grades 7-12

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

Letter	Meaning	Percentage	Grade Point
A	Mastery	95-100	4.0
A-	Low mastery	90-94	3.7
B+	High proficiency	87-89	3.3
B	Proficiency	83-86	3.0
B-	Low proficiency	80-82	2.7
C+	High competency	77-79	2.3
C	Competency	73-76	2.0
C-	Low competency	70-72	1.7
U	Unsatisfactory	below 70	0.0

Grade Integrity

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

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

Enrollment Requirements for Grades 7-12

To be enrolled and considered a student at Trinity, students must meet attendance

requirements. If a course is offered in one of the following subject areas, the student's schedule must include the course whenever the master schedule allows.

- o Humanities
- o Mathematics
- o Science
- o Foreign Language
- o Senior Thesis Project
- o Choir

Homework

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

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

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

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

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

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

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

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

Home Study

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

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

9 th – 12 th	5+ hours
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Late Assignments

Assignments are typically due on a specified day at the beginning of class. A student or parent may request an extension, but under normal circumstances, the teacher is under no obligation to adjust a due date. If an assignment is not submitted when it is due, the student will receive an automatic 20% reduction in his or her grade for that assignment. If the student fails to turn in the assignment by the end of the term, a “o” will be entered into the grade book for that assignment.

Field Trips and Retreats

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

When parents drive, the vehicle must be equipped with a seat belt for each person in the vehicle. The teacher will determine seating assignments. Students must leave and return with the assigned driver. Only parents or school staff may drive on trips unless special arrangements have been made with the administration. Drivers must provide a copy of their driver's license and proof of insurance to the school secretary prior to driving on a field trip. Drivers are also required to go directly to the field trip destination and return to the school without making any stops, including personal errands or non-field trip detours.

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

Video Viewing

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

Standardized Testing

Trinity students in grades 3-12 take the Classic Learning Test. High school students have

the option to take the PSAT, SAT, or ACT on their own.

Learning Differences

Trinity is committed to supporting students with diagnosed learning differences and other disabilities to the extent possible within the school's capacity. This support includes reasonable classroom accommodations as well as fee-based services. These services, such as one-on-one or small-group instruction, are provided on campus and require additional staffing funded by the associated fees. Families will be responsible for covering the costs of these services to ensure the necessary support for their child's needs.

Teachers provide differentiated instruction as needed to support all students in their learning. If a student requires additional support or accommodations, the teacher will involve the parents and the academic dean to develop a plan of action to assess and address the student's needs. Any accommodations beyond what is typically provided in the classroom must be approved by the school administration and formalized through a Student Support Plan (SSP). Developing an SSP requires one or more meetings involving the parents, classroom teacher(s), and a school administrator.

Accommodations and modifications beyond those typically made for all students (e.g., changes in seating or repeated instructions) will not be implemented without a formal diagnosis and recommendation. Modifications for students are only made after a formal SSP has been developed for students diagnosed with a learning disability based on testing and recommendations from a licensed and certified educational diagnostician or medical professional. Outside testing is required to determine the specific learning difference or disability, and parents are responsible for arranging and covering the cost of this testing.

Once testing is complete, the academic dean will review the results and may draft a written SSP. This plan may include classroom accommodations, modifications, educational therapy, or small-group instruction. Trinity reserves the right to decline any accommodation and modifications deemed inconsistent with the school's mission or that may negatively impact the learning experience of other students.

Trinity remains committed to working collaboratively with families to ensure each student's success while maintaining the integrity of the school's mission and classroom environment.

Teaching Controversial Topics

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

Communicating About Student Progress

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

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

A fruitful partnership between teachers and parents requires sharing information and having meaningful conversations throughout the year. Teachers will use a variety of means to keep parents informed about their classroom activities, topics of study, and upcoming events. Parents are strongly encouraged to attend Back-to-School Open House and Parent Training Night at the beginning of the year and to schedule a conference during the designated fall/spring Parent-Teacher Conference days. Both parents and teachers are encouraged to schedule phone calls or face-to-face meetings, as needed, throughout the school year to discuss concerns or to plan strategies to support the student's growth.

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

Report Cards

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

Transcripts

A student must submit a written request for his/her high school transcript to be released to colleges or employers. Transcript request forms are available on the school's website or from the school office. Tuition and fees must be current before transcripts are released.

Grammar School Promotion Policy

Students in kindergarten to 6th grade will be promoted to the next grade level when they have demonstrated sufficient academic and social proficiency needed for future success. Evaluations will be based on multiple criteria, including class work, graded work,

teacher/administrator observations, and diagnostic testing.

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

Secondary School Promotion Policy

In order to be promoted to the next grade level, proficiency is defined by:

- Receiving 70% or higher in humanities, math, science, and Latin/Greek (the percentage grade is not a guarantee of progression or retention, but a basic guideline. The student's ability and character will be taken into account when making a progression or retention decision.
- Remaining on track to meet all graduation requirements by the end of senior year

The Education Council may make exceptions under certain circumstances

Academic Probation

This applies only to Secondary School students to ensure all students are receiving appropriate support and accountability.

A written record explaining this decision will be signed by the Head of School and placed in the student's file.

1. Secondary School students are required to maintain at least a 2.0 grade point average during any two consecutive terms.
2. If a student's GPA is at or below 2.0 (i.e., a "C" average), that student will be placed on academic probation until the end of the following semester. A parent/teacher conference will be arranged at this time.
3. If at the end of the following semester, the student's GPA (for the term) has not risen to at least a 2.0, that student will be expelled.
4. Students are expected to demonstrate their ability to handle the demands of participating in extracurricular activities. Students who fall below 70% in any class or who failed one or more classes in the previous semester will be on probation and may be ineligible to participate in school-sponsored extracurricular activities or programs. The Head of School has the final say over student eligibility.
5. Any student who falls below 70% in any class on a progress report or report card (regardless of participation in extracurricular activities) may be placed on a Student Improvement Plan. The plan will be developed at a meeting between the student, parents, at least one teacher, and the Head of School.

Student Conduct and Discipline

We call on students to honor God and others through self-control, respectful attitudes, and loving behavior. We point them to Jesus when they fail, reminding them that He

offers both forgiveness and the power to be reconciled to one another. When students or adults treat others unkindly or disrespectfully, we believe it is a great opportunity for them to see their need for Christ – to repent from sin, to trust in His righteousness, and to be reconciled in their relationships.

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

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

Basic School Rules

The following school rules are essential policies that every student is required to understand and adhere to:

1. Obedience: Follow all requests from a teacher, administrator, staff member, or volunteer promptly and cheerfully
2. Stewardship: Treat school property, school facilities, and the property of others with care
3. Respect: Be respectful, patient, and gracious to other students, teachers, administrators, staff members and guests
4. Preparation: Be on time and prepared to learn when class begins
5. Participation: Participate in all class and school activities and complete school work with honesty and integrity

The following items are prohibited on school grounds: weapons (real or replica), knives, chewing gum, and personal music players. (See cell phone and drug/alcohol policies below.)

In the Grammar School, the basic school rules are summarized and posted in each classroom as follows:

1. Obey cheerfully all the way and right away
2. Be respectful and kind to one another
3. Be prepared and on-task

School Discipline Policy

Discipline is an ongoing activity, not an event. It is a long, purposeful process of training, shaping, reminding, correcting, counseling, and encouraging. It begins the day our children are born, it changes and evolves with them through each stage of development, and our part in the process largely ends when they leave our home. While we typically think of “discipline” as what happens when children disobey, it is important to remember that true biblical discipline involves much more than just correcting attitudes and behavior.

Any correction of misbehavior at Trinity will be based on biblical principles of restitution, reconciliation, asking forgiveness (public and private), appropriate

consequences, restoration of fellowship, and no lingering attitudes. The majority of behavior issues will be dealt with at the classroom level. Any correction of students in the classroom will be administered such that it does not detract from classroom time.

Office Visits

If a student demonstrates any of the following attitudes or behaviors, the teacher may refer the matter formally to the Academic Dean or Head of School:

- Disrespect shown to anyone
- Dishonesty in any situation while at the school, including lying, cheating, and stealing
- Defiance, i.e., outright disobedience in response to instructions
- Violence, i.e., striking in anger with the intention to harm the other person
- Obscene, vulgar, or profane language, as well as taking the name of the Lord in vain

During the office visit, the Academic Dean or Head of School will seek to understand what happened and determine the appropriate response. In-school consequences may include seeking forgiveness, restitution, loss of privileges, or other appropriate measures consistent with biblical guidelines.

In the event of a formal visit to the Academic Dean or Head of School, the following accounting will be observed:

- The first two times a student is sent to the office for discipline, the student's parents will be contacted and given details of the situation and the school's response.
- Following the third visit, a meeting will be scheduled with the student's parents and the Head of School to discuss the situation and create a Student Improvement Plan.
- Should the student require a fourth visit, a two-day suspension may be imposed on the student.
- If a fifth incident occurs, the student may be expelled from the school.

Suspension/Expulsion

Trinity realizes that expelling a student from school is a very serious matter and should always be carefully considered on a case-by-case basis. Forgiveness and reconciliation are fundamental to our discipline policy. However, if a student and his or her parents are unable or unwilling to remedy behavioral problems, the student may be expelled.

The Head of School may exclude, suspend, or expel any student at any time if the Head of School decides such action is necessary to protect and promote the mission and culture of the school. Such an action would be rare, usually following multiple attempts to remedy the situation, and only occurring after it is determined that the student's presence at the school is having a significantly adverse effect on other students or evidently undermining the school's ability to fulfill its mission and maintain its culture.

Serious Misconduct

Examples of serious misconduct include acts endangering the health or safety of other students or teachers, gross violence or vandalism to the school or church facilities, drug and alcohol use, and/or other violations of civil law. Should a student commit such an act, the discipline process may be accelerated, and suspension or expulsion imposed immediately. Students may be subject to school discipline for serious misconduct that occurs outside of school hours.

Drug and Alcohol Use

Students who possess or consume alcohol in violation of state or federal law or who possess or use tobacco or any other controlled substance without a prescription, including vaping devices, will be placed on probation for two weeks, during which they will not be allowed to participate in any extra- or co-curricular activities. A second instance of possession or use during the probation period will result in immediate expulsion.

Open Campus Lunch

Open campus lunch is an option for 11th and 12th-grade students. In order to enjoy ongoing participation, two things are expected: faithful representation of Trinity while off campus as well as a timely return to campus. If a student is misbehaving off campus or tardy to class three times after lunch, the student may lose open campus privileges for the remainder of the term.

Promoting Outside Programs or Events

Trinity does not officially promote outside programs or events, including those our students are involved in. However, students are free to invite their friends at school to events or performances.

Students may not solicit pledges or sales for outside programs at school.

Cheating and Plagiarism

Trinity does not tolerate cheating or plagiarism by any of its students in any class. The school defines cheating as seeking to gain or provide an unfair advantage by giving or receiving unwarranted help on an assignment, project, or test. This illegitimate aid can be verbal, written, or electronic. When a student is caught cheating, he or she will receive an automatic zero for the assignment. In the case of flagrant repeat offenses, the head of school may impose other disciplinary measures, including a failing grade for the course, academic suspension, or even expulsion.

According to the Council of Writing Program Administrators, “plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” Plagiarism is a form of cheating and is dealt with in the same manner as other cheating situations.

Computer Usage

Trinity requires minimal use of computers during the school day. Students in 7th-12th grades need access to a computer and printer at home. Students in 7th-12th must have a working laptop or tablet with a keyboard available to use whenever needed. Secondary School students may use laptop/tablet computers during the school day only with permission and under the supervision of a teacher and solely for purposes consistent with the school's curriculum. Beyond this concession, no mobile electronic devices (cell phones, tablets, portable hotspots, etc.) may be used on school premises for any purpose during school hours.

Students should print assignments at home. Secondary School students may request their teacher to print an assignment for them at school on a limited basis. Students are not allowed to print anything at school that is not directly related to their classwork.

Cell Phones and Smart Watches

Trinity is committed to a campus where distractions are minimized, face-to-face conversations are valued, and contemplation is possible. We acknowledge that everyone in our community—administrators, faculty, staff, parents, and students—is drawn continually toward screens. Calling one another to something richer, we place firm boundaries around the use of electronics during the school day. Electronic devices include, but are not limited to, cell phones, smart watches, cameras, and other Internet-accessing devices. These are not allowed to be used during the school day without specific permission from the teacher.

Secondary School students may bring cell phones and smart watches to school at their parents' discretion. However, student phones must be powered off and remain out of sight during school hours. If student cell phones are seen or heard during the day, staff will confiscate the phone and hold it in the office until the Head of School contacts the student's parent(s).

Smartwatches may be worn during the day. If smartwatches are being used for activities other than telling time or become a distraction, they may also be confiscated.

Students who need to contact parents during school hours may use the phone at the school office.

Digital Communication and Social Media

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

of young people.

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

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

Uniform Policy

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

Policies

1. Uniforms are to be worn while at school (from the moment students walk in the doors until the end of the school day).
2. The Dress Uniform is required every Thursday, for special occasions, and as otherwise directed. On other days, students may wear Dress Uniform or Regular Uniform items.
3. Students are to dress neatly (clean, pressed clothes with no holes or tears, shirts tucked in, shoes tied, clothing appropriately sized for the wearer, only topmost shirt buttons unfastened).
4. All logoed uniform items must be purchased through Trinity's approved vendor – Lands' End. Any non-logoed items that match the color, style, fabric, and fit may be purchased elsewhere.
5. Specific uniform guidelines for each grade are published on the TCS website at www.trinitybham.org/uniform.

Parent Involvement

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

Service

Trinity requires all parents to volunteer at the school. Volunteering helps reduce operational costs and fosters a strong sense of community. Each year parents complete an online volunteer survey to identify areas of volunteer interest that correspond to needs in the school. All volunteers should review and follow the Volunteer Guidelines.

Examples of volunteer service opportunities include assisting in the classroom, regularly or occasionally; supervising recess or lunch breaks; chaperoning field trips; helping with facility/grounds work; serving as a story-reader or guest artist; presenting a vocation to the class, with permission and by arrangement with the teacher; sharing experiences or trips, as they may relate to an area of study in a class; helping with preparations for the many tasks related to fundraising and other events; teaching an elective class, and more. Parents may only serve as volunteers under teacher/staff direction and supervision. Continued service in any volunteer role is at the discretion of the overseeing staff member. Parent volunteer efforts are for the benefit of the whole class.

We make every effort to notify families of volunteer opportunities throughout the year. All families are expected to volunteer at some point during the school year.

Before any parent can serve as a volunteer to work directly with students, he or she must have undergone a Washington State Criminal Background Check. Once an initial clearance has been obtained, the school will update background checks periodically.

Campus Visitors

Parents, volunteers, and alumni are welcome to be on campus for a stated purpose under the supervision of a teacher or staff member. All visitors going beyond the office of the school must sign in and out on the Visitor Log and wear a visitor ID badge. Visitors are expected to respect the school staff and allow them to get their work done while on campus. Anyone wishing to meet with administrators or faculty may schedule an appointment directly with them.

Special Occasions

For birthdays or other celebrations, please contact the child's teacher prior to making any plans that require school time. We strive to use class time for instruction, and celebrations should be planned so as not to distract from the teacher's instructional goals. Parents who receive permission from the teacher to bring treats for a special occasion must check in at the front desk when delivering the treats.

Photos/Videos

Families are permitted to take photos and videos of their children at school events and field trips. They are free to use their own children's images how they see fit, but before they post photos of other children to any social media, the internet, or otherwise

distribute these images, they must have written permission from any other affected child's parents.

Party Invitations

Invitations to off-campus birthday parties may not be distributed when at school.

Daily Routines

Parking Lot Traffic

General

The speed limit throughout all school parking lots is 5 mph. All drivers must watch carefully for adults and children entering and exiting vehicles in the parking lot.

Parents and students must be cautious when walking in the parking lot, and drivers must be prepared to stop for people walking throughout the parking lot.

Student Drivers

Student drivers are expected to exercise appropriate caution when driving on campus. Student drivers are not permitted to drive other students (only siblings are allowed) to school-sponsored events during school hours. The school is not otherwise responsible for student transportation outside of school hours.

Students are not permitted to be in cars during school hours without permission from the Head of School.

Drop-off

Students must be dropped off during the 20-minute window before the start of school. Students may not be dropped off earlier unless parents have received express permission from the school office. If students arrive on campus prior to 20 minutes before the start of school, they should wait with their driver in their vehicle in the car line.

Students may only exit cars in the section of the line by the chapel's front door. If parents arrive late (after the start of school), students should be walked to the school office and signed in as a late arrival.

Pick-up

Students will be dismissed to the cars stopped in the section of the line in front of the main church doors, typically two cars at a time, after which the next cars in line may pull forward.

Students are not to be on campus later than 15 minutes after dismissal time unless they are under parental supervision. Drivers who pick up students later than the designated pickup time and have not made prior arrangements with the office may be billed \$10 per occurrence to cover the cost of supervision.

Release of Students

School personnel are responsible for all students in their custody during school hours. The school will have a record of people who are authorized to pick up each student in K-6th grade. K-6th students will not be released to anyone who is not on the list of people authorized to pick up the child (either during the school day or at dismissal) unless a parent/legal guardian has notified the school office by telephone or in writing. Anyone other than custodial parents picking up a student should be prepared to show a photo ID. Anyone picking up any K-6th grade student during school hours (whether a parent/legal guardian or authorized “pick-up” person) must come to the front desk to sign the student out. The school will not release K-6th students to anyone without following these procedures.

Early Release of Students

If a student needs to leave for any reason during school hours, parents must notify the office in advance. Any time a 7th-12th grade student leaves campus during school hours, he or she must sign out at the office. Students in K-6th must be signed out by a parent. Students who return to school during school hours must also sign in at the office.

Communication

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

Channels of Communication

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

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

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

in to complete the forms.

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

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

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

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

Resolving Conflict

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

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

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

- We will believe the best of one another, giving the benefit of the doubt when misunderstandings or miscommunications arise.
- Our goals are truth, restoration, and partnership; these goals trump seeking

vindication or one of us needing to be right. Conflict resolution is not a zero-sum game.

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

Guiding Principles

One key to healthy communication is to understand the power of the tongue and to take our words seriously. The tongue is a tool, a weapon if you will, that can cause great good as well as great harm. It has the power of life and death. As Christians involved in gospel community with one another, we should take great care that our words are life-giving, full of grace, and a source of encouragement. When they are not, we should repent to God and to those we have offended. Some of the surest indicators of true gospel-centered relationships are admitting mistakes and confessing sin against one another.

Consider the following verses:

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

Helpful Questions

- Am I talking to the person to whom I need to be talking?
- Am I talking about someone inappropriately?
- Am I giving an ear to anyone who is talking about someone inappropriately?

- Will this be helpful to say?
- Is my goal to build up the other person(s)?
- Am I concerned about the other person's interests, perspective, and point of view?
- Will the words I use benefit those who listen?

Communicating Concerns

This policy outlines the process for resolving misunderstandings, differences of opinion, concerns, disputes, and grievances related to any aspect of Trinity's operations. It applies to all individuals directly connected to the school, including students, parents, staff, volunteers, administrators, and elders. If at any point the proper communication channel or contact is unclear, please reach out to an administrator or the head of school for guidance. Otherwise, please follow the procedures outlined below.

Parents/Students to Staff and Administrators

1. All questions or concerns associated with the classroom must first be presented to the teacher by the parents or, if the student is mature enough, by the student. A respectful demeanor is required at all times.
2. If the issue is not resolved, or if the question or concern is about a school policy or the general operation of the school, the parents or student may bring their concern to the appropriate administrator (Head of School or Academic Dean). Students must have permission from their parents before bringing an issue to an administrator.

Parents/Staff to Head of School

1. If appropriate channels have been pursued and the issue is still not resolved, concerns may be brought to the Head of School. This is the last recourse regarding school curriculum, programs, rules, discipline, staff members, and other school activities.

Parent/Staff to Elders:

1. If a parent or staff member believes that the Head of School is derelict in his or her duties, or is acting in a way that is unethical or immoral, or that the Elders are violating its own policies, then it would be appropriate to request, in writing, a hearing from the Elder Board, stating the issues, concerns, proposals, and steps taken while seeking resolution.
2. Written requests for Elder Board review shall be provided to the Lead Pastor, who will first determine whether the grievance policy has been followed. If it has, then the request will be presented to the full Elder Board for consideration. It is wholly up to the Elder Board to decide whether to hear an issue, encourage further discussion with the administration, or defer to the Head of School's decision.

Health and Safety

It is expected that students are sent to school healthy, well-rested, and ready for class. Students with a temperature of 100 degrees Fahrenheit or greater, diarrhea, contagious viruses, severe colds, vomiting, and the like will be sent home to avoid infecting others. Students who are lethargic, tired, and unable to do their schoolwork will be sent home for rest and recuperation.

If it is suspected that a student has head lice, he or she will be sent home for evaluation. Children found with head lice will be referred for treatment, but data no longer supports exclusion for nits (eggs). Following the prescribed course of treatment, students will be permitted to return to class.

Illness, Injury, and Medication

A student may come to the school office if he or she has a health-related issue during the school day. The staff member will evaluate the student's health needs. If there is no significant evidence of illness or injury, the student may be treated and return to class.

If a student has been diagnosed with a concussion or has recently been discharged from the hospital, he or she should present first to the school office upon return to school and provide any documentation given by the medical provider.

Parents are notified, and the incident is documented in ClassReach when the following medical events occur:

- Over-the-counter or prescription medicine is administered.
- Symptoms of illness (such as fever, nausea, vomiting) or serious injury are observed.
- A student makes unusual or repetitive complaints throughout the day.
- A student experiences changes in known health conditions or does not respond as expected to treatments provided.
- A student experiences a significant incident that requires follow-up medical attention.

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

- If a student becomes ill while at school, the secretary will notify a parent to pick up their child as soon as possible from the school office. Students with a temperature of 100° Fahrenheit or higher or otherwise showing signs of fever, vomiting, or diarrhea will be sent home.
- For temperatures lower than 100° degrees Fahrenheit, a parent will be notified to discuss whether the student should remain at school.
- If a head injury is sustained or any injury requiring medical attention, the parent

will be asked to come to the school and determine what action should be taken. In the case of more serious injuries, or in the event the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

- Students with rashes, infectious conditions, persistent coughs, vomiting, diarrhea, or other conditions that may affect other students should not be sent to school until those conditions are resolved.
- Before returning to school, a full 24 hours must elapse from the last instance a child has vomited, had diarrhea, or registered a fever without medication.

Medication Policy

Students who need to take prescription medication during the school day must first have a parent/guardian complete the Medication Authorization at School form in ClassReach. The following is needed to provide medication to students:

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

Immunization Policy

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

Food Allergy Guidelines

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

Weather-Related School Closures

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

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

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

Emergency Response

Earthquakes, fires, and other situations that threaten the safety of our community require actions unique to the situation. For example, in the event of an earthquake, students will be directed to take shelter. In case of fire, students will be directed to exit the burning building. In all emergencies, staff and faculty will take the necessary steps to provide student safety to the best of their ability. These steps to protect students will range from keeping students in their classrooms to evacuating campus. Parents will be contacted as soon as possible for them to pick up their student(s). In the event that a parent can not be reached, individuals on the student's emergency contact list will be contacted. Practice of these emergency procedures will be conducted throughout the school year.

Student Safety

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

Custody

If custodial parents separate or have a change in custody arrangements, they must notify the school office immediately. When legal documents dictate custody arrangements, a copy of these documents must be provided to the school. When legal documents do not exist, the parents must communicate their new arrangements, to be verified by both parents.

Mandatory Reporting

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

Finances and Re-Enrollment

Payments

Electronic payment may be made online by direct withdrawal, credit card, or e-check. Applicable fees will be charged at the time of payment. All non-electronic payments must be dropped off at the school office, mailed, and received by the 5th of each month. This includes tuition, curriculum fees, event tickets, field trips, etc. Cash will not be accepted for tuition payments.

Late Payments

Parents are responsible for paying tuition by the fifth day of each month. A late fee of \$25 may be assessed for payments that arrive later than the fifth business day of the month unless alternate arrangements are made with the office. In the event of non-payment and the absence of any agreement being made, the student(s) may be unenrolled on the first day of the next term. If accounts are not current by the last day of the school year (June 5), a place will not be held for the student(s) for the upcoming year until all fees and tuition have been paid. Report cards and/or transcripts may be withheld from parents until back tuition is paid.

Withdrawal

The Financial Agreement represents a family's commitment for the full tuition and fees of all enrolled students for one school year. Parents may withdraw their student from the school at any time by notifying the office; however, because the school's ability to meet its financial obligations (teacher contracts, facilities lease, etc.) depends on families honoring their Financial Agreement, all enrollment deposits and tuition payments are non-refundable.

Tuition Assistance Policy

At Trinity, we believe that families from all income levels should have the opportunity to enroll in our school. If, after seeking assistance from your family and church, you are still unable to pay the full tuition, you may apply for tuition assistance. Priority for assistance will be given to families who volunteer within the school and have all of their children enrolled at Trinity. The Trinity Trust Fund reviews all tuition assistance requests and makes the final decision on the assistance provided.

Re-Enrollment

Re-enrollment is offered to Trinity students who are in good standing academically and behaviorally. Space is reserved for the student in the designated grade level when the online re-enrollment form is submitted to the school.

Parents should contact the head of school if they have questions regarding their child's

enrollment for the next academic school year. The head of school will be in communication with parents should adjustments need to be made to the student's grade level for academic or social reasons.