



Trinity Classical Academy

Parent-Student Guide

2018-2019

Trinity Classical Academy
28310 Kelly Johnson Parkway
Valencia, CA 91355

(661) 296-2601
www.TrinityClassicalAcademy.com



Table of Contents

SCHOOL VISION.....	3
AESTHETIC VISION.....	4
STATEMENT OF FAITH.....	5
HUMAN SEXUALITY.....	6
EDUCATIONAL PHILOSOPHY.....	6
CURRICULUM GOALS.....	7
THE STUDY OF LATIN.....	9
HOMEWORK PHILOSOPHY.....	10
ORGANIZATIONAL CHART.....	11
COMMUNICATIONS AND GRIEVANCE GUIDELINES.....	12
LOCO PARENTIS POLICY.....	13
PARENTAL INVOLVEMENT.....	14
DISCIPLINE GUIDELINES.....	15
STUDENT AND STAFF RELATIONS.....	22
PROMOTION POLICY.....	23
ATTENDANCE REQUIREMENTS.....	25
STUDENT HEALTH & MEDICATION POLICY.....	27
ADMISSIONS GUIDELINES.....	28
OVERVIEW OF FEES.....	30
TUITION POLICY.....	31
LEARNING DISABILITY POLICY.....	32
READING LIST.....	33

APPENDIX A: Rhetoric School Guide

APPENDIX B: Uniform Policy

School Vision

We aim to graduate young men and women who: think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire for them to recognize cultural influences as distinct from biblical, and to be un-swayed towards evil by the former. We aim to find them well prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. All these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at Trinity Classical Academy. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their classroom and how to be refreshed and renewed. We desire to see them coach and nurture the other staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, raising their own children to walk with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

In our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity in the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

In all its levels, programs, and teaching, Trinity Classical Academy will provide a Christ-centered education by striving to:

- Teach all subjects as parts of an integrated whole with the Holy Scriptures at the center (II Timothy 3:16-17).
- Provide a clear and distinct model of the biblical Christian life through our staff and board (Matthew 22:37-40).
- Encourage every student to begin and develop his relationship with God the Father through Jesus Christ and the refining work of the Holy Spirit (Matthew 28:18-20, Matthew 19:13-15).

In all its levels, programs, and teaching, Trinity Classical Academy will provide a classical education by striving to:

- Emphasize grammar, logic and rhetoric in all subjects.
 - Grammar:** The fundamental rules and core knowledge of each subject.
 - Logic:** The ordered and logical relationship of particulars in each subject.
 - Rhetoric:** How the grammar and logic of each subject may be clearly communicated.
- Encourage every student to develop a love for learning and live up to his academic potential.
- Provide an orderly atmosphere conducive to the attainment of the above goals.

Aesthetic Vision

The apostle Paul instructs us to set our minds on that which is true, noble, just, pure and lovely. We are to meditate on those things which are of good report, virtuous or praiseworthy. As a classical and Christian school, we have particular duties in this regard: our school parents have entrusted us with the responsibility to help train and discipline the minds of their children. We understand that the loveliness and nobility enjoined by the apostle involve more than just “spiritual” truths, and that our duty as a school includes the discipline of aesthetic education.

We therefore affirm that the triune God contains within Himself all ultimate loveliness and beauty. As His creatures, therefore, we are to serve and worship Him in all that we do in the beauty of holiness. He has created us in His own image, and requires us to strive to imitate Him in all that we do, and this includes the duty of understanding our responsibilities of appreciating and creating objects of loveliness.

In the education we provide, we therefore deny all forms of aesthetic relativism. At the same time, we affirm our limitations as creatures. This means that in any work or art containing true beauty, only God knows exhaustively all that is beautiful about the work, while we see the beauty only partially. Because different human observers see different “partialities,” this creates an illusion of subjectivity. Because our vision of the beautiful must necessarily be partial, we seek to instruct our students to make all aesthetic judgments in humility. At the same time, we want to train them on their responsibility to make grounded and informed aesthetic judgments, rejecting all forms of principled ugliness.

We seek to teach the importance of aesthetic standards in all activities associated with the school, striving for that form of excellence suitable to each activity. This obviously includes a strong emphasis throughout our curriculum on the fine arts – music, painting, sculpture, drama and poetry – with the attendant responsibilities of the students including study, meditation and memorization. But our emphasis on aesthetics also extends to more mundane matters – the cleanliness and decoration of classrooms, student dress, athletic competition, handwriting, etc. In all this, we aim to teach our students the reasons for what we require, and not just impose the bare requirement. As a Christian school we want to particularly avoid all forms of piousness – aesthetic frauds that can evoke a sentimental and superficial aesthetic response.

The standards we use in determining what we consider to be aesthetically valuable include, but are not limited to: conformity to the standards of Scripture; historical durability and the approval of many minds over generations; a balance of complexity and simplicity; dignity; metaphorical strength; harmony; subtlety; the power to evoke love of truth and goodness; the art of concealing art, acuity or craftsmanship; an ability to work against standards while honoring and employing them; and avoidance of formulaic clichés and wisdom.

I am much afraid that the schools will prove the gates of hell unless they diligently labor in explaining the Holy Scriptures and engraving them in the hearts of youth. I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not unceasingly occupied with the Word of God must corrupt.

Martin Luther

Statement of Faith

The following statements are the foundation of Biblical beliefs on which Trinity Classical Academy is based. They are the key elements of Christianity that we will purposefully and clearly teach to our students in various ways through all grade levels.

1. We believe the Bible to be the only inerrant, authoritative Word of God and the sufficient, final authority for the church (2 Timothy 3:16-17, Galatians 1:8-9, 2 Thessalonians 2:2, 2 Peter 1:19-21, 1 John 5:9, 1 Thessalonians 2:13, Psalm 18:30).
2. We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. They are the same in substance, equal in power and glory (2 Corinthians 13:14).
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory (1 Timothy 2:5).
4. We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary (Ezekiel 36:26-27; Titus 3:5).
5. We believe that salvation is by grace alone through faith alone in Christ alone (Ephesians 2:8-9; Titus 3:5-7).
6. We believe that faith without works is dead (James 2:14, 17; Titus 3:8).
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life by convicting us of sin, comforting us, guiding us, giving us spiritual gifts and the desire to obey God; and he enables us to pray and to understand God's Word (Ephesians 6:17-18).
8. We believe in the resurrection of both the saved and the lost, they that are saved to the resurrection of life and they that are lost to the resurrection of damnation (John 5:29).
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ (Ephesians 4:3; 1 Corinthians 12:13).
10. We believe that Jesus Christ is Head of the church, comprised of all true believers in Him. Christians are to associate themselves as members of local churches and to serve Jesus Christ faithfully in carrying out the Great Commission. Each church has the authority and right from Jesus Christ to govern itself and to administer order, to worship, and to carry out its various ministries (Ephesians 1:22; Colossians 1:18).
11. We believe that man was created to glorify God in all that he does (1 Corinthians 10:31).

The substance of these statements is that which will be considered *primary doctrine* at Trinity Classical Academy. *Secondary doctrines* and issues that are not essential to biblical Christianity will not be presented as primary doctrine. Secondary doctrines (e.g. modes of baptism or charismatic gifts) may be discussed in various classes, but the school will not take dogmatic positions. When these types of doctrines arise, students will be referred back to their families and local churches for final authority.

If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with principles, with just fear of God and love of our fellowmen, we engrave on those tablets something that will brighten eternity.

Daniel Webster

Human Sexuality

1. We believe that the only Scriptural marriage is the joining of one naturally-born man and one naturally-born woman. (Gen.2:24; Rom. 7:2; 1 Cor. 7:10; Eph. 5:22-23)
2. We believe that God has commanded that no sexual activity be engaged in outside of a marriage between one naturally-born man and one naturally-born woman. We believe that any other form of sexual activity outside of this is a sin according to the scriptures as it relates to God's gift of sex. (Gen. 2:24; Gen. 19:5, 13; Gen. 26:8-9; Lev. 18:1-30; Rom. 1: 26-29; 1 Cor. 5:1; 6:9; 1 Thess. 4:1-8; Heb. 13:4)

Educational Philosophy

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their children. Therefore, below are the most important philosophical elements that we at Trinity Classical Academy believe distinguish our approach to education.

1. We believe that the Bible clearly instructs parents, not the Church or State, to "bring children up in the nurture and admonition of the Lord." Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
2. We believe that God's character is revealed not only in His Word, but also in every facet of His creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.
3. God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn by using the centuries old proven classical method.

We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.

Above all, our highest goal is to love your children with Christ's love and provide a rigorous educational and spiritual environment that will challenge them to learn, think and live for the glory of God.

"All the world's a stage," as Shakespeare saw, and we all have our parts to act and our lines to read. Only an exceptional few, however, write their own lines. Once upon a time a good many knew what they needed to say when the time came: from the Bible, the Greek and Latin classics, or the great works of literature. That situation has passed. Faced with a moment of high decision, or great joy or tragedy, the average person is simply mute or confused.

E. Christian Kopff

Professor, Classical Studies, University of Colorado

Curriculum Goals

BIBLE:

- Have the students read the actual text for themselves versus only prescribed verses.
- Begin with an overview of the redemption story and proceed to the study of historic epics using inductive methodology.
- Encourage the students to understand verses in context, along with other good interpretation principles.
- Let the Scriptures speak for themselves, with clarification only as needed.
- Teach the students to understand the Bible as God's Word.
- Teach the biblical pattern of salvation.
- Encourage each student to come to the Father, through the Son, and grow in his or her knowledge and love of Him.

ENGLISH:

- Equip every student with the skills necessary for good writing, including spelling, grammar, style, clarity, proofreading, etc.
- Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
- Encourage clear thinking by the students by requiring clear, focused writing.
- Introduce the students to many styles of writing using the Bible and other classics.

READING:

- Use phonics as the primary-building blocks for teaching students to read.
- Encourage the students to read correctly beginning in kindergarten.
- Introduce the students to high quality children's literature through our literature program beginning in first grade.
- Carefully monitor the students' reading abilities to ensure a reasonable level of proficiency, adequate comprehension and fluency in oral and silent reading. This includes the proper use of word-attack skills.

LATIN:

- Instruct students in the fundamental vocabulary and grammar of Latin to better their understanding of English, the history and writings of western civilization, and the romance languages.
- Reinforce the students' understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English grammar class work, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.
- Cultivate learning skills and logical thinking skills inherent in the study of Latin.

HISTORY/GEOGRAPHY:

- Teach the students that God is in control of history and its ultimate outcome.
- Ensure that the students have a mastery of the grammar and sequence of world and U.S. history.
- Enable the students to see God's hand in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
- Broaden the students' understanding of history and geography by gradually deepening their level of exposure and research as the students mature from kindergarten through elementary school and into high school.
- Make history and geography "come alive" for the students through the use of many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, food, architecture, etc.

MATHEMATICS:

- Ensure that the students have a thorough mastery of basic mathematical functions and tables.
- Emphasize a conceptual as well as a practical understanding of math through the frequent use of word problems.
- Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

SCIENCE:

- Teach that the biblical Creation account is true.
- Teach the students that because God made the universe, it has inherent order, which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws, systems and truths God put into Creation.
- Treat the study of science as "a means to an end", not an end in itself. That is, curiosity, experimentation, demonstration and research, should be emphasized as the process and way of using science, as opposed to the study of facts. Facts should be attained as the result of research and discovery, versus lecture. By the time the students enter secondary level science, they should be extremely familiar with the scientific method, through repeated practice.
- Use many forms of instruction to teach scientific concepts and methods, e.g. a large variety of experiments, demonstrations, research projects, field trips, guest speakers, etc.

ART:

- Teach all students the basic fundamentals of drawing to enable them to create adequate renderings.
- Encourage the students to appreciate and imitate the beauty of the Creation in their own works.
- Introduce the students to the works of the masters in Western culture.
- Equip the students to knowledgeably use a variety of art media.

MUSIC:

- Train the students to sing knowledgeably, joyfully and skillfully to the Lord on a regular basis.
- Systematically instruct students in the fundamentals of vocal and instrumental music.
- Enrich the teaching of Scripture through the teaching of many classical composers and their works.
- Encourage the students to select some area of music, vocal or instrument, to pursue on their own.

PHYSICAL EDUCATION:

- Teach fundamental locomotive and manipulative skills through exercise, games and activities.
- In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
- Enhance biblical patterns of behavior through activities requiring cooperation, teamwork and general good sportsmanship.

If you don't stand for anything, you'll fall for everything.

Chesterton

The Study of Latin

Latin instruction is offered in the third through twelfth grades at Trinity Classical Academy. All students take Latin every year in third through eighth grade. Three years of a foreign language in high school are required for graduation. We believe there are at least five solid reasons for classical language study in our school.

Latin reveals a great deal about English and greatly enhances the student's powers of expression in his native language.

- ❑ About 80% of English vocabulary comes from Latin and Greek.
- ❑ English vocabulary tests reveal that students of Latin score higher.

Latin develops and deepens the student's understanding of and appreciation for literature.

- ❑ A doorway is opened to great classical literature -Virgil, for example.
- ❑ The student's appreciation for English literature grows because great English literature is filled with classical allusions.

Latin provides an understanding of the classical impact on our modern culture.

- ❑ This is evident in the studies of medicine and law, wedding rings, dollar signs, political structure, architecture, the names of constellations and planets, and of course, etcetera.

Latin trains the student in the essentials of scientific method: observation, comparison and generalization.

- ❑ Students of Latin are equipped in the methodology of rigorous analysis.
- ❑ Latin trains minds to encounter unfamiliar material in science and other disciplines.

Latin provides a wonderful foundation for the study of other languages.

- ❑ Latin is not a "dead language", but rather a language that lives on in almost all major Western languages, including French, Spanish, Italian, and Portuguese.
- ❑ Students gain an understanding of how inflected languages work. This will prepare them to study the German, Russian and Greek languages.

Third Grade (1st Year):

Vocabulary acquisition, declensions, memorize beginning paradigms in chants, introductory grammar.

Fourth Grade (2nd Year):

More vocabulary, beginning grammar work, basic verbs, simple sentences, memory work on the Lord's Prayer, Pledge to American Flag, quotes, phrases, study of Roman/Classical history.

Fifth Grade (3rd Year):

More vocabulary and derivatives, memory work on paradigms, quotes, and phrases, translation work on more complex sentences, continued study of Roman/Classical history.

Sixth Grade (4th Year):

More vocabulary and derivatives, translation work on difficult sentences and passages from the Vulgate and other sources, continued study of Roman/Classical History.

Seventh and Eighth Grade (5th and 6th Year):

Advanced vocabulary and derivatives, further translation work on difficult passages, learning about the Vulgate Bible, further study of Roman/Classical History.

Ninth - Twelfth Grade (Students who choose Latin: Three years required):

Strengthening of vocabulary and grammar skills, translation of original Latin works, further study of Roman/Classical history and culture.

Homework Philosophy

PHILOSOPHY:

Trinity Classical Academy may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework to be assigned.

Students often need some amount of extra practice in specific areas, new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice. Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.

Since Trinity Classical Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.

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 homework, in this situation, serves a corrective, as well as practical purpose.

GUIDELINES FOR ASSIGNING HOMEWORK:

The necessity for doing homework will vary from grade to grade and even from student to student. The amount of time spent on homework may also vary significantly from student to student depending on the student's capabilities and work habits. The guide 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 guideline prescribes, some may consistently spend less. If homework is regularly assigned, the teacher will provide some sort of detailed syllabus or homework assignment schedule so the students will know what to anticipate and how to plan for homework.

GRADE	Maximum Approximate Time Per Week Night *
K	15-30 minutes
1st	20-30 minutes
2nd & 3rd	30-40 minutes
4th & 5th	30-45 minutes
6th	45-60 minutes
7th & 8th	An hour to 1 ½ hours
9th thru 12th	2 hours or more

**Normally homework is not to be assigned over holidays or vacation periods, with the exception of Rhetoric School.*

**Normally weekend assignments should not exceed a regular "weeknight" assignment.*

Organizational Chart

Trinity Classical Academy, a 501(c)3 Corporation

Trinity Classical Academy Board

Head of School

Trinity Classical Academy, a 501(c)3 Corporation

Trinity Classical Academy is a non-profit, private school with a tax-exempt 501(c)3 status with the Internal Revenue Service.

Head of School

The Head of School reports to the Board and is directly responsible for the day to day operations of the school, policy development and implementation, management of school finances, facilities, teacher supervision and training, student discipline, curriculum development and implementation, school programs, admissions and such other matters as may be delegated by the Board.

Trinity Classical Academy Board of Trustees

Primarily the Word of God, as understood and applied by the school's Board and administration, governs Trinity Classical Academy. The School Board is currently comprised of five individuals. The Board operates under the school's adopted by-laws, vision and goals statements and issues policies to the administration of the school for implementation. The Board examines the school's policies, programs and curriculum to insure their consistency with the school's vision and goals. Because of the corporate nature of the Board, any single member, as an individual, has no authority over the school in any capacity. When a vacancy occurs in one of the appointed seats due to resignation, extended illness, death, or removal by action, or other reason, such vacancy shall be filled by nomination and appointment by the existing Board.

The Board shall elect annually from its ranks a chairman, a vice chairman, and a secretary. Procedures for these elections and the responsibilities of each office are discussed in the Academy By-Laws. Regular meetings of the Board will be held at intervals of not less than once per quarter. The quorum required for official Board action is at least two board members plus the chairman. The minutes of each meeting shall be recorded and maintained in a permanent binder. In addition, the Board may convene in executive sessions as the need arises to address spiritual, personnel, or disciplinary issues.

The appointment and operation of committees established by the Board for specific purposes is described in the Academy's By-Laws.

How few Christian parents even pretend to bring up their children for God. In the great majority of cases the attainment of some worldly object is avowedly made the end of education; and all the influences to which a child is exposed are designed and adapted to him a man of the world. And even in the pale of evangelical churches, it must be confessed there is a great neglect as to this duty.

Charles Hodge, 1797-1878
Professor of Theology, Princeton University

Communications and Grievance Guidelines

We consider it a great privilege to serve families in educating their children from a classical and Christian perspective. We are committed to upholding and supporting each family's authority in the lives of their children. This kind of relationship requires clear communication. We recognize that in this relationship there lies a great temptation to talk to others (gossip) about a specific issue or person rather than take direct action to resolve conflicts in a manner consistent with Scripture. We have outlined the proper lines of communication and dealing with grievances according to the biblical principles found in Matthew 18 and James 3. We believe that Scripture teaches that conflicts should be handled discreetly and carefully, while believing and speaking the best about each individual involved. Trinity Classical Academy staff and administration will abide by these same principles in communicating with parents and students.

***Parents to Teacher:** If an issue should arise regarding an individual teacher's behavior, rules or procedures, the parents should speak directly to the teacher. If the issue is not satisfactorily resolved, the parent may bring the concern to the Grammar or Upper School Principal.*

***Parents to Grammar, Upper and Imago Dei School Principals:** If an issue should arise regarding school rules, procedures or curriculum or the Grammar or Upper School Principals' behavior, the parents should speak directly to the Grammar or Upper School Principals. Parents may also present concerns about an individual teacher's behavior, rules or procedures directly to the Principal of that teacher if the matter was not resolved with the specific teacher.*

***Parents to Head of School:** If an issue should arise regarding school policies or the Head of School's behavior, the parents should speak directly to the Head of School. Parents may also present concerns about the Grammar or Upper School Principals' behavior, rules or procedures directly to the Head of School if the matter was not resolved with the specific Principal.*

***Parents to Board:** If an issue regarding any policy, curriculum, program, or staff member has not been satisfactorily resolved with the administration, the parents may present their concerns to the Board. Parents should communicate their concerns in writing to a Board member to enable the Board to address the concerns.*

While clear communications between the school and families can break down with negative issues, they can break down with positive issues as well. Often parents will have an idea on how to improve the school, but are not sure how to share it. In this case the same principles should be applied. If a parent has an idea about how to improve a classroom, they should talk to the teacher. If a parent has an idea about how to improve the school in general, they should talk to the administration. It is always best to communicate directly with the person primarily in authority over the issue at hand.

The Bible commands Christians to make every effort to live at peace and to resolve disputes with each other in private or within the Christian community in conformity with the Biblical injunctions of I Corinthians 6:1-8, Matthew 5:23-24 and Matthew 18:15-20. Therefore, Trinity Classical Academy agrees, (and by execution of their enrollment agreement each student and their family agrees), that any claim, controversy or dispute arising out of, or related to, the enrollment of any student, or any aspect of any student's, or any student's family's, relationship with Trinity Classical Academy, including any legal, equitable, statutory or other claims, which cannot be resolved as provided in the preceding provisions shall be settled by Biblically-based mediation in accordance with the Rules of Procedure for Christian Conciliation of the Institute of Christian Conciliation as printed in The Christian Conciliation Handbook (the "Rules"), copies of which are available upon request.

If resolution of the dispute and reconciliation do not result from such efforts, the matter shall be submitted to a panel of three arbitrators for binding arbitration. The selection of the arbitrators and the arbitration process shall be conducted in accordance with the Rules. Each party, regardless of the outcome of the matter, shall bear the fees and costs of their own arbitrator and their attorney, and one half of the fees and costs of the neutral arbitrator and any other arbitration expenses.

These methods of Christian conciliation shall be the sole and exclusive remedy for any claim, controversy or dispute related to or arising out of the enrollment of any student, or any aspect of any student's, or any student's family's, relationship with Trinity Classical Academy. Trinity Classical Academy agrees, and by execution of their enrollment agreement each student and their family agrees, to waive any right that it or they may have to file a lawsuit or commence other legal proceedings against one another in any civil court, administrative agency, or other governmental forum for such claims, controversies or disputes, except to enforce a legally binding arbitration decision. The foregoing conciliation procedures shall not apply to any criminal charges, action, proceeding or investigation initiated by a governmental authority.

Loco Parentis Policy

Loco parentis - "in place of the parents"

The objective of this policy is to ensure that parental authority over the education of their children is respected at Trinity Classical Academy. This policy applies to all teachers and staff who exercise authority of any kind over the students.

Guidelines:

1. At all levels, the Trinity Board, administration, teachers and staff acknowledge that the school does not function above the parental authority, but rather with delegated authority (in loco parentis) of the parents.
2. The Trinity Classical Academy goals and vision statement represent the desired results, which we believe, come from our educational support and godly homes. We intend to fulfill these established goals through supporting parents who are already dedicated to such goals in their respective households.
3. The school's implementation of goals and vision statement is not intended to supplant the responsibility of parents before God for the nurture and education of their children.
4. The school will seek to fulfill the obligation we have with regard to this policy, goals and vision statement, primarily through careful admission procedures, faithfulness to our stated educational mission and biblical discipline.

Publicity and Photography

Trinity students are photographed (and videotaped) on a regular basis. These photos and videos may be used to promote the school. If a student or family does not wish such pictures to be used in school publications or promotions, the school office should be notified in writing.

It is not the critic who counts, nor the man who points out where the strong man stumbled, or where a doer of deeds could have done them better.

The credit belongs to the man in the arena whose face is marred by dust and sweat and blood, who strives valiantly, who errs, and who comes up short again and again, who knows the great enthusiasms, the great devotions, and spends himself in a worthy cause. The man who at best knows the triumph of high achievement and who at worst, if he fails, fails while daring greatly, so that his place will never be with those cold timid souls who never knew victory or defeat.

Teddy Roosevelt

Parental Involvement

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

As a support and extension of the family unit, Trinity Classical Academy considers the family to be of primary importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed. We strive to support the family and respect parental authority and responsibility in all we do. Trinity Classical Academy believes in the concept of "in loco parentis" -in the place of the parent. At the core of our philosophy of education is the conviction that parents are ultimately responsible for the education of their children. We see ourselves as "subcontractors" of the parents. The parents are the contractors - the ones who are responsible for getting the job done. Our authority and our task are delegated to us from the parent. Therefore, we strongly encourage parental involvement in our school. We work hard at communicating with our parents to keep them abreast of their child's progress -academically, spiritually and behaviorally. At Trinity Classical Academy we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few of the more common ways this is done. Please feel free to ask if you would like to try additional ideas. You may:

1. Visit the school/class at any time (simply call ahead out of courtesy to the teacher).
2. Assist in the classroom, regularly or infrequently. Arrangements should be made with the teacher concerned.
3. Act as chaperone on field trips and/or library visits.
4. Serve as a story-reader, guest artist or offer other special talent.
5. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
6. Share your experiences, trips or vacations as they may relate to an area of study in a class.
7. Help host class parties, at home or in the classroom.
8. Attend all Parent-Teacher Conferences. Informal conferences may be held anytime at the parent's request.
9. Closely monitor and praise your child's progress by reading all teacher notes and papers sent home.
10. Communicate your ideas for school improvement and comments regarding the school program to the administration. We want to hear from you.
11. Volunteer your time and effort to help with, and attend, the school's fundraisers.
12. Attend sporting events.

Discipline Guidelines

TRINITY CLASSICAL ACADEMY PHILOSOPHY OF STUDENT DISCIPLINE

The Heart of this Philosophy Statement: This statement is the philosophy, the ideal of what we believe God is calling us to achieve through student discipline at Trinity Classical Academy (Trinity). We at Trinity realize that we are imperfect image-bearers of God, and we will periodically fail in our attempts to achieve these purposes. We realize that God's grace is sufficient to cover our imperfect attempts to discipline redemptively, and we call on His wisdom, mercy and grace daily.

The Big Idea: Trinity's approach to discipline is relational in nature, not rules-based. It is an attempt to take a pastoral, rather than a punitive approach to disciplining the heart of the student. It always seeks to restore, because that is what redemptive disciplining should do.

Biblical Philosophy Underlying Trinity's Discipline Approach: The ultimate goal of Trinity's approach to discipline is to glorify God by seeking out the heart of the student and disciplining that heart toward the nature and character of God.

Students are fallen as a result of sin. Apart from Christ, God's Word, and His Spirit, students will inevitably live out that image in ways that do not honor God and hurt others. Trinity neither assumes that in all cases the freedom that students are given will be used responsibly, or that they will always make the right choices. Trinity strives to intervene in students' lives as incarnations of God's Truth, not to control students but to nurture, love and discipline them in the midst of their fallen nature.

Teachers do not use their God-given authority to control students or to seek mere compliance with rules. To do so would be to focus on the rules, rather than the student. Rules and policies, which are essential for the smooth functioning of any group, are prayerful and purposefully designed and enforced at Trinity to promote habits of self-control, other-centeredness, and responsibility. Rules are enforced for the sake of the student(s) rather than for the sake of the rule, and always with a view to developing good habits and inner accountability. While rules exist so that the community of the school and the classroom will function better, they are never mechanically applied without consideration for the students themselves. People determine what will happen to people. Rules do not.

Teachers and students are called to act redemptively. The goal is always reconciliation, not mere compliance. Instead, the goal is obedience. Obedience is different from compliance. Compliance is yielding to external pressure applied to force someone to live up to expectations. Obedience is a loving response to an undeserved act of love from God. It is based in love, not fear. It is learning to live on the outside in a manner consistent with what God is doing on the inside. Those who obey Jesus are those who love him. Love and obedience are inseparable. Teachers at Trinity are committed to fostering obedience because they first offer love and forgiveness.

How This Philosophy Plays Out at Trinity: Students are image-bearers of God, albeit fallen ones. Although most choose to do what is good and holy much of the time, students do make wrong choices and break the rules. Although there is not a heavy emphasis on the rules, they do exist and are chosen to reflect the character of God, the love that He has for us, and the love we are to have for each other.

Discipline is often a messy process because teachers and administrators deal with an offender personally, not allowing the system to dictate the consequences for breaking the rules. Teachers and administrators invest the time and energy to investigate the circumstances of the offense, and the state of the heart of the student. Therefore, acts of youthful immaturity are treated differently from acts of a rebellious heart. Teachers and administrators get their hands dirty because a shepherd's hands will smell like sheep. They seek to allow the consequences to follow as naturally as possible the offense committed. They seek to model the character of Christ in correcting and chastising, praying earnestly and attempting to strike an appropriate balance of justice and mercy, manifesting consequences, grace, restitution, reconciliation, redemption and restoration. They seek always to act with a spirit of love and a desire and goal of drawing the student back into a right relationship with God and others.

Only God knows the heart, and the only outward evidence of true repentance is a changed life. Only God perfectly balances justice and mercy; humans will always do so imperfectly, no matter how diligent and prayerful the attempt. Teacher and administrators know that they might do the wrong thing or end up being abused by a student who persists in doing wrong despite being offered grace. They know they might be misunderstood by the community, who does not and cannot know all the facts and sees only the action taken. Sometimes students are suspended or asked to leave for unacceptable behavior, and sometimes they appear to the community to "get off scot-free." Despite the risk of being abused and misunderstood, our faculty and staff do it anyway, based upon the leading of the Holy Spirit, because they are modeling what God has done for them. They trust in God's affirmation of their authority and His grace to be sufficient where they fall short.

Consequences naturally flowing from bad choices are not withheld, but forgiveness is always freely given. Forgiveness is an independent act of obedience to God by the party wronged, not a payment earned by the works or sorrow of the offender. While trust must be earned, forgiveness is not withheld until the student deserves it, nor is love withheld until the student earns it.

GUIDANCE FOR STUDENTS

1. Interpersonal Conflict
 - a. Matt 18:15 “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”
 - b. Matt 18:16 “But if he does not listen, take one or two others along with you.” (This might include a fellow student, but a teacher/administrator may be preferable)
2. Serious Misconduct (e.g., cheating, stealing, illegal activities or dangerous behavior)
 - a. Matt 18:15-16 is generally not applicable in this situation
 - b. Go directly to a teacher or administrator. It is not dishonorable, but honorable, to go directly to authority in certain cases for the genuine interest of your brother’s well being as well as the protection of our school culture. The responsibility of the student is to inform the appropriate authority figure to deal with the situation. These are areas that require discernment and prayer. If you have questions about how to deal with something, contact a teacher or administrator – not another parent.

CODE OF CITIZENSHIP

The Code of Citizenship illustrates good principles of life. It is a picture of healthy relationships and positive interaction. The Code of Citizenship is based upon a practical mixture of 1) ethical and moral imperatives derived from Scripture, and 2) institutional preferences which are intended to foster a climate of mutual respect. All students are expected to abide by Trinity’s Code of Citizenship, and it is further expected that parents will nurture, within their respective families, a climate of respect for and support of faculty and their efforts. The administration, faculty, and students will work to create an atmosphere that embraces the spirit of this Code.

Expectations include, but are not limited to, the following list:

Feelings as well as physical bodies can be hurt: students will avoid insults or unkindness toward one another. A climate of mutual respect in word and deed will be sought.

A safe and secure environment is desirable and since roughhousing can result in unintentional harm: students will refrain from physical interference such as tripping, poking, hitting, and the like.

Appropriate response to authority is critical to the shaping of a student’s life in every way: students will obey instructions and exhibit respect toward teachers and the school’s staff and its supporting adults, promptly and willingly, avoiding a display of negativism of tone and attitude.

Words have an integrity of their own and God expects man to be a steward of thought and expressions: students will refrain at all times from language which is vulgar and inappropriate and which demeans either God or mankind.

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 when asking questions and participating in classroom discussions. Students will conduct themselves in a manner that does not distract or detract from the learning environment.

Students deserve the right 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.

Clean, neat, and wholesome surroundings contribute to the educational environment of everyone: students will do all in their power to keep themselves and the school and its campus neat and clean. Destruction or defacement of school property in any form will result in disciplinary action.

Parents and staff place a premium upon the safety of all students: students will remain in authorized areas of the building and avoid exploring other areas without a staff member present.

Noise and unusual activity can distract others: students will walk quietly and in an orderly manner between locations in the buildings.

The school cares about the health and well being of its students: students will not possess or use drugs, alcohol, tobacco, vaping products or weapons on or off campus.

The school desires to eliminate distracting behavior while promoting mutual respects for one another: students will refrain from public displays of affection or dislike.

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 staff and students of the school and its activities.

One's actions impact not only one's own life, but also the lives of others: it is expected that students will conduct themselves accordingly whenever they are away from school to participate in field trips, athletic events or any other school functions.

Courtesy is a demonstration of one's respect for another: students will act in accordance with social graces (holding the door for women, making eye contact and verbal greeting as someone walks by.)

ADMINISTRATIVE POLICIES

In accordance with the law of the land, "Ignorance of the law is no excuse." Students are expected to abide by the principles and practices of the school, and when that has not been the case the school uses the following procedures as a disciplinary corrective.

Extended and Overnight Field Trips

Unless otherwise instructed by the teacher, students are to remain together at all times during field trips. If attending a school-sponsored activity, such as a school party, students will not be allowed to leave the event and then return again later. Neither may they leave the room or area of the activity without permission of the teacher in charge.

When staying at a hotel or other lodging facility, teachers and chaperones will restrict students of the opposite sex from entering each other's rooms. The only exceptions to this are devotional times and meal times with adult supervision. Students are expected to respect each other's property and to regard the luggage of others as private. Sleeping arrangements will be made so that there is appropriated adult supervision. All students must stay in the designated accommodations. In case of questions regarding sleeping arrangements, staff will make the final decision. Chaperones will assist the teacher in enforcing a curfew for all students. Teachers will ensure that students are encouraged to be inclusive of other students during any school-sponsored activity or trip.

In summary, while on field trips or school-sponsored activities, students, parents and teachers are expected to conduct themselves *Coram Deo*, that is, they will conduct themselves as in the presence of God, doing all for His glory, in harmony with the standards and policies of Trinity Classical Academy.

Eligibility in Co-Curriculars

Participation in co-curricular activities is contingent upon each student meeting academic and conduct eligibility requirements. The Principal or Athletics Director determines and communicates ineligibility to the student and the faculty member in charge of the activity. A student on probation or suspension for any reason is not eligible to participate in co-curricular activities. Ineligibility means that the student is not allowed to participate in activities, practices, performances, or games throughout the period of ineligibility.

Inappropriate Comments to One Another

Sexual harassment of students by other students of Trinity is contrary to biblical teaching, violates the law, and will not be tolerated at Trinity. Sexual harassment includes making unwelcome sexual advances, engaging in improper physical contact, making improper sexual comments, or otherwise creating an intimidating, hostile, or offensive educational environment.

Alcohol/Illegal Drugs/Tobacco

The school vigorously opposes student use, possession, or distribution of tobacco, vaping products, illegal drugs, or alcohol in any form, on campus or off-campus, at any time. Violation subjects a student to disciplinary action.

Students are not permitted to use, possess, purchase, or distribute illegal drugs at any time. Violation subjects a student to disciplinary action and may lead to the involvement of local law enforcement.

Gambling

Gambling is not tolerated. Violation subjects a student to disciplinary action.

Hazing

Hazing is deliberately subjecting someone to an indignity, abuse, or threat. Violation subjects a student to disciplinary action.

ACADEMIC POLICIES

Summer Required Reading

Each student is to read each summer in order to encourage an ongoing pursuit of reading. Classes will assess and discuss the assigned reading at the beginning of each fall semester.

Homework

Trinity believes that work done independently is a crucial part of the learning process. Review of class notes, reading, and written assignments and exercises are all important in the mastering of concepts. Students should be prepared for a challenging amount of homework each night. Homework is a graded part of the curriculum. The purpose of homework is to equip students with the necessary tools for learning and to reinforce the concepts presented by the curriculum during the school day.

While Trinity recognized that parents may and should be interested in and encourage their child's efforts, *homework ultimately represents the students' efforts*. Sharing homework, unless specifically permitted in certain cases of group work by teachers, violates the Academic Standards.

Absences to Avoid Work ("cuts")

A student cutting class will receive a consequence at the discretion of the Principal. If a student cuts class to avoid a project deadline or test, he or she will receive a zero for any missed assignments, work, or quizzes. Further offenses may result in suspension or expulsion.

Make-Up Work

All work missed because of an absence must be made up to the satisfaction of the teacher. Missed work because of a pre-planned absence is due upon return. For an illness or emergency, a student has the same number of class meetings to make-up work for which they missed during their absence. Tests should be made up within the same time frame as other make-up work.

Missed Work Due to Athletics or Other School Events

A student who is aware of an athletic competition or other school-sponsored event that will cause him or her to be absent part of the school day is responsible for keeping up with his or her schoolwork. Any work that is due during a period that the student will miss should be turned in before the class period. Any tests that the student will miss should be taken ahead of time if possible. Otherwise, the students must work out an arrangement with the teacher ahead of time for making up the test. Under no circumstances should a student fail to notify a teacher whose class he or she will miss at least a day ahead of time.

Probation

Students who do not remain in satisfactory academic standing will be on academic probation during the remainder of the current grading period and/or the next grading period.

A student on academic probation is subject to dismissal if he or she again fails to meet minimum academic standards in the proceeding Interim Report time.

A student on academic probation and whose academic performance in a subsequent grading period meets or exceeds minimum academic standards shall have his or her probationary status lifted.

Re-enrollment for any student who ends the year on academic probation is conditional. Unless such re-enrolling student intends to repeat the grade, he must successfully complete an appropriate remedial course of study (whether independent or sponsored by Trinity Classical Academy) designed to raise academic performance in areas of weakness.

Plagiarism

Plagiarism is the false assumption of authorship. A plagiarist wrongfully takes another person's ideas and expressions and presents them as his or her own. Plagiarism is intellectual theft. It is a moral offense that directly reflects the character and moral condition of the student. Any student who uses borrowed material of any kind and does not provide documentation for that material has committed plagiarism.

Plagiarism is a serious offense that violates both academic integrity and Trinity's code of conduct. If the plagiarism was willful and egregious, in addition to the academic consequence of receiving a zero on the assignment that included plagiarized work, other disciplinary actions including suspension or expulsion may result.

Records

Transcripts

Students in the School of Rhetoric receive transcripts, generated through the office. Transcripts are held if all financial accounts with Trinity are not paid in full.

School Records

The school maintains cumulative academic, attendance, and health records for each student enrolled. Material in each student's cumulative file is confidential and shall be accessible only by permission from the appropriate administrator.

Information on the student's permanent record will be given out to the following:

- To the parents and students upon written request by the parents.
- To other academic-related institutions or entities upon the parent/student's written request.
- To police or courts by parental permission or by warrant. Parents will be immediately notified.

Records will not be released if tuition accounts (including book replacement fees) are not current.

Activities in Student Life

Chapel

Chapel is intended to be an opportunity for the school family to meet together for worship. Parents, family members, and guests are always welcome to attend chapel.

Service to Others

Throughout the school year, Trinity students will be involved in various projects that have service to others as their goal. This requires a commitment from each student, sometimes during the school day, but also after regular school hours or on a Saturday. It is very important for parents to be supportive of these projects and to even participate with their children when possible. Encouraging our students to serve others is a primary goal of Trinity. Jesus directed that, "You shall love your neighbor as yourself." Further, he instructs that what we do for others is received as service to himself (Matthew 25). Students are encouraged to schedule their own ministry activities as well, and are expected to document all their volunteer time with the College Advisement office.

Social Events

Trinity provides opportunities for students to have special times with fellow classmates, teachers, parents, and guests throughout the academic year. Each fall, the entire Rhetoric School takes a week retreat together to draw closer together. One of Trinity's great advantages is that the sizes of the classes are conducive to everyone getting to know each other. Social events involving Trinity students, where the Trinity name is used to promote the event must receive prior approval from the Head of School or her designee.

Electronics on Campus

(NOTE: We reserve the right to modify our policies to restrict the use of devices not listed in this guide.)

School Telephones, Cell Phones and Smart Watches

Students may use the telephone in the office only for emergencies, with a permission note from a teacher or administrator.

Students may have cell phones or smart watches in their possession, but they must be turned off and in their backpack during the school day. Cell phones or smart watches used during the school day will be confiscated and kept until the next day, and can only be picked up by a parent.

Other Electronic Devices

Students should not bring entertainment-oriented electronic items such as electronic games, radios, iPods, etc. to school. These items are an unnecessary distraction to the atmosphere of the school. With prior approval, students may bring academic electronic devices such as calculators, dictionaries, laptop computers, etc, which are necessary for their classes. Games should not be played on computers. Unauthorized electronic items will be confiscated. The school is not liable for loss or damage to electronics brought to school.

Guidelines for Internet Use and Social Networking

Students are responsible for good behavior on the internet just as they are in a classroom or school corridor. General school rules apply.

Individual users of the internet are responsible for their behavior and communications and must make sure that such behavior and communications are in compliance with the community that Trinity is fostering. Users must comply with school standards **(both on and off campus)** and honor the agreements they have signed.

The following are not permitted:

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

Student Drivers

Students who drive to school must register their vehicles with the office. The registration includes a parent authorization permitting students to drive to school and information about the automobile(s).

Parking and Driving on Campus

Students are to park in designated parking area. Drivers are not to exceed 10 miles per hour while driving on the campus grounds, exercising extreme caution in order to prevent accident or injury. Driving privileges on campus may be revoked at the Upper School Principal's discretion.

Student and Staff Relations

To facilitate professional, friendly and biblical relationships between staff members and students, the following guidelines shall be observed.

1. Staff members are to remember that they serve as professional, adult role models before the students (Titus 2:7, 8). Relationships between staff members and between staff members and students are to be friendly and courteous, not familial or intimate.
2. Staff members are to be careful that any physical contact and verbal interchanges with each other and with students avoid even the appearance of impropriety (I Peter 2:12).
3. Flirtation, sexual innuendoes, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
4. If it is necessary for a male staff member to spend time alone with a female student or staff member, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.).
5. Staff members shall not travel alone in a car with one student, unless they have written permission from the student's parent.
6. Staff members shall not engage students on social media sites.

Promotion Policy

The objective of this policy is to establish a consistent set of standards to be applied in determining grade promotions for all elementary students. The scope of this policy is to be applied to all entering and continuing students.

DEFINITIONS

Promotion - The advancement of a student from the most recent grade completed to the next successive grade.

Retention - Requiring a student to repeat the grade in which he was most recently enrolled.

New students - Those students entering Trinity Classical Academy for the first *time*, coming from another Christian school, a home school, or a public school.

Current students - Those students enrolled in Trinity Classical Academy during the current year or previously enrolled at Trinity Classical Academy within the last two academic years.

NEW STUDENTS

New students must meet the following criteria to be accepted into the next successive grade level:

ELEMENTARY:

1. Provide to Trinity Classical Academy documents showing that they successfully completed the previous grade by a demonstrated proficiency of at least 70% or higher in reading, math and English. They also should have satisfactorily (60% or higher) completed science and "social studies"- (history and/or geography) within the previous curriculum.
2. Recognizing that many public schools (and some home schools) do not use letter grades (A-F) or percentages to 10 indicating academic proficiency in the elementary grades, a mark of "satisfactory" in at least 90% of the subjects on the student's transcript/report card will be acceptable. However, if there is any doubt as to the student's abilities or the quality of the curriculum used previously, the student will be tested in the three critical areas (reading, math, and English mechanics) using the in-school SRA standardized testing and scoring materials.
3. If the new student has taken any standardized tests, the student should have earned national scores of at least 50% or higher in reading, math and language (as appropriate to age level). If he has never taken any standardized tests and there is any doubt as to his abilities, step 2 should be followed.
4. As part of the admission procedure, the student will be tested by Trinity Classical Academy's Test Administrator. The student must demonstrate national scores of 50% or higher in reading, math, and written language.
5. The results of any in-school testing will be combined with a new student's report card, Trinity's initial screening results, and any previous standardized testing score to determine the best grade level at Trinity for that student to enter. If the combined results are not satisfactory, the parents will be apprised of this and be encouraged to consider having their child retained at the previous grade. (It should be noted that Trinity's academic program tends to be a challenge with varying degrees of difficulty for students coming into the program. Should a student have had academic difficulties in his previous program, the likelihood of compounding that difficulty would be great were he to be promoted to the next successive grade at Trinity.)

CURRENT STUDENTS

Continued enrollment at Trinity is not automatic. Those students who continue to have poor academic performance or who persist in negative, uncooperative or non-productive attitudes or behaviors may be denied continued enrollment. These decisions are made only after full discussion with the student's teachers and parent notification. The school reserves the right to withdraw any student who does not meet Trinity's academic requirements or fails to conform to Trinity's rules and regulations.

Current students must meet the following criteria to be promoted to the next grade level in the Grammar, Logic and Rhetoric Schools:

Grammar School: Pass Bible, History, Math, Reading/Literature, Writing, Grammar and Latin with at least a 70% average for the year based on report card grade for all three trimesters. Have no more than one "F" in a subject area for the year based on report card grades for all three trimesters.

Logic School: Pass Bible/History, Math, Literature, Writing, Science, Language and Logic with at least a 70% average for the year based on report card grades for all four quarters. Have no more than one “F” in a subject area for the year based on report card grades for all four quarters.

Rhetoric School: Credit is earned for classes completed with a 69.5% or greater semester grade. Students must complete 60 credits to graduate. Please see the Rhetoric School Academic Guide for details regarding graduation requirements and diploma sequences.

TEXTBOOKS AND EQUIPMENT

School-owned textbooks and resource materials are issued at the beginning of the school year and at other times as assigned by the teacher. Parents will be responsible for paying for any textbooks or equipment that are lost or damaged by their child. Students are not permitted to purchase books from the school. If a student desires to have a personal copy of a text, then the office can provide ordering information. End of year grades will be withheld until all books and materials are accounted for.

Attendance Requirements

Class attendance is essential for success as a student. Even justifiable absences often result in lower grades because of class time that is missed. Since absence from class is detrimental to a student's academic performance, and since students often find it difficult to catch up on missed work, parents should allow their children to miss school only for the most worthy reasons.

A student enrolled at Trinity Classical Academy is expected to be present and on time every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Attendance records for the students are reported on the student's report card each trimester (Grammar School) and semester (Logic and Rhetoric Schools).

SCHOOL SCHEDULE

TK, Kindergarten, ½ Day:	8:00am to 12:15pm
TK, Kindergarten, Full Day:	8:00am to 2:30pm
Grades 1 thru 2:	8:00am to 2:30pm
Grades 3 thru 12:	8:00am to 2:55pm
Imago Dei School:	8:00am to 2:55pm

GUIDELINES FOR RELEASING STUDENTS FROM A CLASSROOM:

Teachers are not permitted to release a student to anyone before first checking with the office. The teachers, Principals and Head of School have the responsibility and custody of all the children while they are in school. The School Principal should be made aware of any instance of the legal parent or guardian removing a child during regular school hours. A child is never to be released to a stranger until the office and parent(s) have been contacted.

TYPES OF ABSENCES

1. **SHORT-TERM ABSENCES:** If a student needs to be absent from school for one to two days, for any reason, the parents should notify the school via the Trinity website (TrinityClassicalAcademy.com, select "Resources" and "Report an Absence"). It is also recommended that parents notify the student's teacher(s) by email as soon as possible.
2. **LONG-TERM ABSENCES:** If a student needs to be absent for three or more consecutive days, the parents should notify the Principal, the school via the Trinity website (TrinityClassicalAcademy.com, select "Resources" and "Report an Absence"), and email the student's teacher(s) explaining the circumstances. This will allow the teacher(s) to compile the necessary schoolwork, which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.
3. **EXTENDED ABSENCES:** We will gladly cooperate with families taking their children from school for vacations, trips, etc. However, when extended absences are voluntary (versus an emergency or illness) we expect all schoolwork to be completed within the time specified by the teacher. We recommend that students complete their assignments prior to planned, extended absences. This eliminates the need to work on vacation and complete make-up work.
4. **ABSENCE FROM MAJOR FIELD TRIPS:** Students are expected to attend all field trips, including out-of-town field trips, except in cases of illness or family emergency. Students who miss field trips incorporating a graded component for a class may be required to complete additional work.
5. **MAKE-UP WORK:** Students may take make-up tests and submit any other make-up work to their teacher. It is expected that the student or the parents will discuss these arrangements with the teacher and take the initiative in completing the missed work. Parents are not to give tests to their children at home without prior explicit approval from the teacher.

MAXIMUM ALLOWED ABSENCES

In the event the total number of absences for one trimester (Grammar School) or semester (Logic and Rhetoric Schools) exceeds six days, a meeting will be called with parents, teacher and/or an Administrator to discuss the implications of the absences.

In addition, for RHETORIC School Only

If the total number of absences exceeds 10 days from any class per semester, the student's final semester grade will be lowered by 10 percentage points (i.e. if the student's overall class percentage is 86%, they will receive a final grade of 76%). An absence is defined as missing more than 45 minutes of any class period. Please note that this applies to all classes, including Study Hall.

TARDY POLICY

A tardy is defined as any occasion when the student is late for school at the beginning of the day or late for a class during the day. To be counted "on time" the student must be in the room, in their seat and prepared for class to begin.

Every student (including Grammar School students) is allowed 5 unexcused tardies per semester. Students will serve a detention at the 6th unexcused tardy and every three after that. Continual tardies will result in further disciplinary action. A meeting may be called with Trinity administration and the parents at any time to discuss chronic tardiness.

An excused tardy is one which is accompanied by a note from a doctor stating that an appointment is the reason for the tardy. Excused tardies do not count toward the overall tardy count for a student.

If a student is not on time for class, the student must:

- Report to the office to sign-in and receive a pass to class
- Be prepared to make up any missed tests or quizzes that same day in a study hall, lunch or after school
- Submit all assignments due in the missed classes that same day

Socrates sought to guide his student into authentic knowledge. He did it via a method of discreet, guided questioning. He engaged the student in deep dialogue, forcing the student to think himself to a sound conclusion. Socrates wanted to teach his students to think. The goal of thinking is truth. With this method, knowledge is supported by understanding and the student goes beneath the surface to penetrate the truth of the matter.

--RC Sproul

Student Health & Medication Policy

1. All students attending Trinity Classical Academy must have a current immunization record on record with the school office prior to school entry. You may bring in a copy of your student's yellow immunization card or a printed immunization record from the doctor.
2. A T-dap booster is required for all students entering 7th grade. This shot may be given any time after the student's 7th birthday. Please bring in documentation of meeting this requirement.
3. A Report of Health Examination for School Entry is required for in-coming Kindergarten or First Grade students.
4. An annual physical examination is required for all students to participate in school sports.
5. It is expected that students are sent to school healthy, well rested and ready for class. Students with fevers above 100 degrees, diarrhea, vomiting contagious viruses, severe colds, unexplained rashes and the like will be sent home to avoid infecting others. Students must be fever free without the assistance of medication for 24 hours before returning to school.
6. Students who are lethargic, tired and unable to do their schoolwork will be sent home for needed rest and recuperation.
7. Parents should provide the school with emergency numbers of friends and/or family who can pick up their sick child from school if the child becomes ill.
8. Forms that can be obtained from the Health Office or from trinityclassicalacademy.com under "Resources and Information" are:
 - Health Examination for School Entry
 - Sports Physical
 - Medication Dispensing Forms
 - Student Asthma/Allergy Information
 - Allergy/Anaphylaxis Action Plan

MEDICATION DISTRIBUTION

1. All medication (prescription and over-the-counter) taken by students must be dispensed by one of the following:
 - Trinity Classical Academy staff person designated by the Head of School
 - Parent of the student

No student will be permitted to administer any form (prescription or over-the-counter) of medication to himself/herself or any other student except as indicated below.

2. Student who requires medication on an as needed basis through the use of an inhaler or Epi-Pen will be permitted to self medicate if the following conditions have been met:
 - A physician has determined that the student should carry the medical inhaler or Epi-Pen on his or her person and self-administer the medication.
 - Parent must complete the Medication Dispensing Form and indicate that: "The student is able to self-administer and carry the inhaler/Epi-Pen and has been trained in its use."
3. Prescription and over-the-counter medication will be dispensed to students only at the written request of the physician and parent. Physicians and parents must complete a Medication Dispensing Form before any medication can be dispensed to a student.
4. All medications, prescription and over-the-counter must be in the original pharmaceutical container labeled with the student's name and dosage directions.
5. A physician must fill out the upper portion of the Medication Dispensing Form in order for ANY medication to be given during the school day, including prescription and over-the-counter medication.
6. Over-the-counter cough drops and throat lozenges may be carried and taken by students with a hand-written note from their parents or with verbal permission from the parents to the teacher.
7. Parents are responsible for bringing in current medications, not expired, and refilling as needed.
8. Parent must bring home all medications at the end of the school year and provide a new, completed Medication Dispensing Form and current medications for the following school year.
9. Please notify the School Nurse of any health concerns your student may have that may impact their school day.

Admissions Guidelines

ADMISSION PROCEDURES:

1. Read the "Trinity Classical Academy Parent - Student Guide" and other material provided. Speak to the Head of School if you have any questions about classical Christian education in general or about Trinity Classical Academy.
2. Pray for the Lord's guidance in this decision for your family.
3. Submit a completed application for admission, copies of required records, Pastor's Reference form, and a non-refundable application fee per student.
4. Schedule an academic screening and Family Interview through the school website, www.trinityclassicalacademy.com.
5. The Head of School, Grammar School Principal, Upper School Principal and/or Imago Dei School Principal will interview the family to answer the family's questions about Trinity Classical Academy and to clarify the school expectations. They will prayerfully determine whether or not to accept the student(s).
6. In the event that a class has an opening, the decision to fill that opening may not be based on a "first come, first served" basis. We reserve the right to admit students in a manner that takes into consideration the capacity of the school to meet the needs and educational benefit of both the individual student and all the students of that class. We do not base our admissions on the ability of the family to pay full tuition.
7. The Admissions Director will contact the parents with the decision regarding acceptance.
8. The Enrollment and Tuition Agreement must be signed and all financial arrangements between the family and the school must be understood before an admission is considered final.
9. Following notification of acceptance, a non-refundable tuition deposit of is also required per student.

ADMISSION REQUIREMENTS FOR STUDENTS:

1. A child should reach the age of five (5) years by September 1st of the year in which he enters kindergarten at Trinity Classical Academy. A child must be at least 4 years, 9 months old to enter Transitional Kindergarten.
2. A child entering first grade must have reached the age of six (6) years by September 1st of the fall in which he enters first grade at Trinity Classical Academy.
3. If a child has successfully completed the previous school year, he will proceed to the next grade level. New students will be assessed individually so that they can be challenged with curriculum appropriate to their needs and abilities.
4. The child should understand that his parents have delegated their authority to Trinity Classical Academy while the child is in school. He is therefore subject to the instruction and discipline of the teachers and staff while at school.
5. Trinity Classical Academy admits students of any race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship programs, tuition assistance, athletic programs or other school-administered programs.

ADMISSION REQUIREMENTS FOR PARENTS:

1. During the family interview with the Head of School, at least one parent must be willing to clearly articulate a personal and saving relationship with Jesus Christ. It is understood that there may be exceptions to this policy and that the Trinity Administration will prayerfully consider these on a case-by-case basis. Both parents should have a clear understanding of the biblical philosophy and functioning of Trinity Classical Academy. Both parents must read the "Statement of Faith" and understand that it constitutes the doctrinal beliefs of the school and that its truths will be purposefully and clearly taught to their children who are enrolled at Trinity Classical Academy. These matters will be reviewed in the family interview.

2. The parents must be willing to cooperate with the policies of the school. This is most important in the areas of discipline and schoolwork.
3. Parents must understand the school's commitment to parental responsibility for their child's education. Trinity Classical Academy exists to assist parents in the task of educating their children, not to take over responsibility for the education of their children.
4. Prior to final admission of the student(s), both parties should understand the financial arrangements between the school and the parents.
5. A completed Pastor's Reference Form must be completed and submitted by the family's pastor.
6. Agreement to fulfill the conditions of the Partnership Agreement through participation in Trinity's fundraisers.

Overview of Fees

1. Application Fee - This one-time fee accompanies the application forms that are submitted to Trinity Classical Academy. The fee covers the cost of processing school records, insurance and supplies.
2. Tuition Deposit - This is a non-refundable fee and is necessary to secure a place on a class roster for the upcoming school year.
3. Tuition- Tuition is due in full prior to the commencement of the school year. At the option of the parents, tuition may be paid by automatic bank debit in 24 bi- monthly installments, 12 monthly installments or in two annual installments. Installment plans will include a finance fee. Participation in the installment plan does not absolve parents from the obligation to pay the full tuition amount. Tuition pays staff salaries and covers the cost of educational equipment, facility costs, insurance and other education costs.

Tuition Policy

Tuition Policy

Acceptance of a student for enrollment constitutes a significant financial commitment on the part of the school (facilities, personnel, textbooks and supplies). Most of these expenses are annual and do not diminish with the departure of students during the school year. Therefore, parents are obligated to pay the full amount of tuition for the year (whether in a lump sum or in installments) and all tuition fees are non-refundable and non-transferable, regardless of the circumstances.

Tuition and Fee Collection Policy

The objective of this policy is to ensure that tuition and fees are collected in a timely manner and to establish policy whereby unpaid tuition and fees can be collected as early as possible. This process must be followed unless specific other arrangements have been made between the Board or its delegate and the family involved. Good faith will be presumed on the part of the families unless subsequent circumstances indicate no positive action can be expected. Late Tuition and Fees are defined as Tuition and/or Fees not paid by the tenth of each month.

The following process is to be followed in the collection of late fees:

1. In the event that tuition and/or fees are not paid within the first five days of the month, a fee reminder will be sent to all applicable families. This will be done no later than the tenth of each month.
2. If tuition and/or fees are still not paid or other arrangements made by the 15th of the month, TADS will contact the family. The essential elements discussed or agreements made at that time will be recorded and filed.
3. If any payment becomes more than 20 days past due, it will be considered late; therefore, students may not be permitted to attend classes or participate in any school extra-curricular activities (includes sports, Christmas performances, orchestra, etc.) until such account is brought to a less than twenty days past due status. Tuition which remains unpaid at the end of the school year will be assessed interest on the outstanding balance. Also, a delinquent account may result in the reduction or revocation of Tuition Assistance for the following school year. In order for a student to be admitted to class on the first day of school, all past due accounts for the prior school years plus the full tuition (or if installment payments, the July payment) for the present year must be paid. In addition, in order for a student to return to class after both Christmas and Easter break, all accounts must be current.

Tuition Assistance Policy

Trinity Classical Academy will provide tuition assistance (financial aid) out of any funds contributed to its scholarship fund, or out of funds budgeted for such purposes by the Board. An outside consulting service may be used to determine the level of real financial need for tuition assistance. When an outside service is used to determine financial need, the Trinity Administration will then review the recommendations made by the consulting service. The Trinity Administration will have final authority to allocate financial aid. The purpose of tuition assistance is to provide financial aid for tuition expenses to families with demonstrated legitimate financial need. Each family receiving tuition assistance will be encouraged to gradually reduce their dependence on financial aid from the school.

Failure to comply with the conditions of the Partnership Agreement signed at enrollment may result in reduction or elimination of Tuition Assistance for your family.

And do not be conformed to this world, but be transformed by the renewing of your mind, so that you may prove what the will of God is that which is good and acceptable and perfect.

Romans 12:2

Learning Disability Policy

Trinity serves to address the needs of students with learning challenges through a comprehensive program of assessment and intervention. Enrollment is determined on an individual basis, through the collaboration of administration and the Director of Supplemental Services.

Students who experience learning difficulties after enrollment will be referred to the Supplemental Services Department for further evaluation and possible placement in programs designed to meet their individual needs.

Students with more significant learning or developmental challenges may be considered for enrollment in the Imago Dei School.

Reading List

Suggested Reading on Classical and Christian Education

The Lost Tools of Learning by Dorothy Sayers

The Seven Laws of Teaching by John Milton Gregory

On Secular Education by R. L. Dabney

Recovering the Lost Tools of Learning by Douglas Wilson

Classical Education: Towards the Revival of American Schooling by G.E. Veith, Jr.
and Andrew Kern

From Pride to Humility by Stuart Scott

Wisdom and Eloquence by Charles Evans

Ideas have Consequences by Richard Weaver

**You shall love the Lord your God
With all your heart, with all your soul,
and with all your strength.
And these words which I command you
today shall be in your heart.
You shall teach them diligently
to your children,
and shall talk of them
when you sit in your house,
when you walk by the way,
when you lie down,
and when you rise up.**

Deuteronomy 6:5-7



Trinity Classical Academy
28310 Kelly Johnson Parkway
Valencia, CA 91355
(661) 296-2601

www.trinityclassicalacademy.com