

PARENT/STUDENT HANDBOOK
TRINITY SCHOOL AT GREENLAWN

2009-2010

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INTRODUCTION

Parents play an essential and positive role in the life of Trinity School. Not only are they advocates for their children, they also support the faculty by their active engagement of the education of their children and the entire Trinity community through extensive volunteer activities and events.

Trinity School needs and expects the cooperation of parents who understand and embrace the school's mission, share its core values, and fully support its culture, curriculum, faculty and staff. When joined by a common set of beliefs and purposes, the school and parents form a powerful team with far-reaching positive effects on children and the entire school community.

Working together, parents and faculty exert a strong influence on children to become better educated; they also help them to mature by modeling adult working relationships based upon trust, civility, honesty, and respect

The relationship between parents and the faculty and administration is formally governed by the school's written enrollment contract, the parent handbook, and other publications in which its procedures are spelled out.

When parents choose to enroll their child in Trinity School, they agree to subscribe to its mission, follow its rules, and abide by its decisions.

In practice, the greatest impediment to effective teamwork between the school and parents grows out of misunderstandings about school decision-making processes: Who makes decisions at Trinity School? How are those decisions made?

Like all independent schools, decision-making authority at the highest level resides in a volunteer Board of Trustees (see, Board of Trustees, page 13). The Board of Trustees is entrusted with perpetuating the original vision of the school. They do not intervene in the daily affairs of the school, such as curriculum development and hiring, evaluating, or firing of faculty and staff. Instead, the Board focuses on three critical areas: it selects, evaluates, and supports the President of Trinity Schools, to whom it delegates authority as the chief administrative officer of the corporation; it develops broad institutional policies that guide the President in running the school; and it is

accountable for the financial well-being of the school. In the conduct of its official business, the Board acts only as a whole; individual Trustees, including the Board Chair, have no authority to act unless specifically authorized to do so by the Board acting as a whole.

Parents who are interested in high-level decisions can stay informed about the work of the Board of Trustees by reading our publications, talking to their Head of School, and attending appropriate meetings.

Parents with concerns about the school or with decisions made by the administration or faculty are encouraged to discuss those concerns with the Head of School and/or the President of Trinity Schools (see “Communication”, pg 3), but they should not expect the Board of Trustees to act as an appeals board. Appeals can be made to the Head of School and the President of Trinity Schools.

Parents best support a school climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. Efforts by parents to lobby other parents will be viewed by the school as counterproductive.

Part One: The Trinity School Community

I. Our Mission Statement

The mission of Trinity Schools is to impart basic ordered knowledge about the world and to train students in basic intellectual skills and qualities of mind so that they might be of use to God in the wise care and governance of his creation and in the building of his kingdom. We accomplish this by establishing a culture marked by the discovery of truth, the practice of goodness, the creation of beauty and the development of intellectual and aesthetic habits of mind. Trinity School is a community of learners characterized by the rigorous exploration of reality, the free and disciplined exchange of ideas and active participation in the fine arts.

II. Educational Philosophy

The educational goal of Trinity Schools is the cultivation of the intellect, which includes both true knowledge and sound habits of mind. The Trinity School curriculum is structured by the three essentials of all education: ordered basic knowledge, basic skills or tools of learning and the habitual vision of greatness.

The cultivation of the intellect – or “learning” – is the engagement of the mind and imagination with reality. It is an activity which is essential to a fully human life. As one modern philosopher described it, education is the process of a human awakening. That is our goal: to awaken our students’ desire to engage their minds and imaginations with reality and become more fully human in the process. Our curriculum and teaching methods, then, are not intended to introduce our students to “school” or “schooling,” but to a culture where ideas and the expression of the human mind and spirit matter.

Learning begins with acquiring knowledge in an ordered way. We believe there are things which all educated adults ought to know, so Trinity School students follow a common academic core curriculum which includes six years of mathematics, history, science, writing, literature, religion and foreign language (four years of Latin, two years of modern language). All educated adults should also be able to appreciate and, to some extent, create works of beauty, so Trinity School students also take four years of drawing and painting, four years of music and two years of drama.

While *what* a student learns is important, *how* a student learns is just as important. We believe, in fact, that education is not simply a matter of acquiring important facts and skills, but also of acquiring habits of mind that enable a student to become a learner in every environment. Thus, we constantly emphasize that the student is the main agent in his or her education. Students who fail to see for themselves fail to learn. Rather than receiving knowledge passively, each student must actively apprehend concepts, perceive relationships and express knowledge in written and spoken forms. For these reasons we envision Trinity School as a community of learners. Each member of this community, faculty and student alike, is called to pursue his or her own education, with the

understanding that we learn far more together than we could on our own. Thoughtful and imaginative participation is, then, required of every student.

This emphasis on active learning lies behind many of the distinctive features of Trinity School. We limit classes to 20 students, we separate boys and girls in the classroom, we almost always read original texts and documents rather than textbooks and we use seminars, frequent writing exercises, studios and laboratories to make the courses performance-based. All these strategies keep students actively engaged in learning and help them become truly educated human beings; that is, people who can learn and think on their own. Here is a brief elaboration of each of these features:

Classes with no more than 20 students: With rare exceptions, classes are limited to 20 students. In small groups such as these, the student becomes the primary agent in the educational process. In small classes, faculty can give individualized attention to each student and individual students cannot easily stay at the margins of the class in an attempt to avoid engagement and participation.

Single-sex classes: In most classes at Trinity School, boys and girls are educated separately. A wealth of research supports our experience that boys and girls learn best in single-sex classrooms. It is well known – and over 25 years of Trinity School educational experience have confirmed – that boys and girls learn in quite different ways. In a single-sex setting, we are able to use approaches and strategies that reflect those differences. The single-sex classroom also avoids the documented sexism of the coed classroom, frees adolescents from being distracted by the presence of the opposite sex and generates a high degree of personal confidence and freedom.

Socratic seminars and colloquia: The seminar is a guided discussion. It is neither a polite conversation, nor a free-for-all discussion, nor a survey of scholarly commentary. Students give evidence for their own understanding of a text. By discussing, students learn to read carefully, think analytically, keep to the topic, uncover meaning, grow in intellectual humility, grow in their ability to listen to and understand another's point of view and defend their own point of view. It is often a struggle for students to learn to engage in such rigorous discussion, but the benefits are great. Students refine their thinking processes as they articulate ideas, receive feedback and respond in the conversation. The faculty member guides and leads; ultimately, however, the seminar is not about what the faculty member thinks, but about what the students think.

Original texts: The material in the seminar is always an original text. Students are not allowed to read commentaries, introductions or reviews. They must meet the text on its own terms, dealing directly with the thoughts and words of the author, not with the ideas of some other reader or expert. As C.S. Lewis once put it, students learn far more from direct contact with Plato's writings than from commentaries on Plato.

A performance-based program: In the music program, students play the recorder, sing in the choir and compose music. In the visual arts, they paint and draw. In drama, they act and stage productions. In the seminar, they discuss and write. In mathematics

and science, they solve problems and are engaged in experimentation. By asking the students to perform – often at a very high level – we facilitate the development of active, engaged minds.

III. *The Life of Trinity School*

A. Communication. Good communication is the lifeblood of any social entity. Trinity School depends upon good communication: school to parents and students; parents and students to the school; parents to parents; parents to students; students to parents; students to students; internal communication among the faculty and administration.

We are committed to practice and encourage good communication throughout the entire Trinity School family. Good communication builds charity, unity, trust, confidence and school spirit. It involves openness to reasonable discussion about any topic and from any member of the Trinity School family. It assures effective consultation, collaboration and participation in the enterprise of Trinity School. Because the life of the school is so complex, it involves the timely and useful flow of information.

We are committed to doing a good job of communicating with parents and students. We welcome communication with you and from you.

- We want to know how things are going for you and your child.
- We want to respond to your needs and concerns.
- We want you to be well informed.
- We want you to know that, as far as we are concerned, anything and everything is open for discussion.

In order to encourage communication, we publish the phone numbers and email addresses of the faculty. We encourage students to contact them with their questions and concerns. We encourage you to feel free to call them, too. We maintain an email box suggestions.gl@trinityschools.org for you to submit suggestions.

We encourage you to talk with us at any time about any concerns you might have.

The monthly bulletin in print and on the web is an instrument of effective communication.

All members of the Trinity School family want to follow the following principles to assure good communication:

- Charity: thinking and saying the best about one another.
- Right speech: no gossip, slander, rumor, pressure tactics, etc. Honor others: students, other parents, families and teachers.
- Talk directly to the responsible person.

Faculty phone numbers and e-mail addresses:

School office	287-5590	ginfo@trinityschools.org
Athletic office	236-6630	athletics.gl@trinityschools.org
Bartek, Matt	288-3440	mbartek@trinityschools.org
Baxter, Wendy	233-6848	wbaxter@trinityschools.org
Connolly, Marge	232-5361	mconnolly@trinityschools.org
DeCelles, Dan	271-3494	ddecelles@trinityschools.org
Dits, Tom	288-9916	tdits@trinityschools.org
Donohue, Bridget	807-1979	bdonohue@trinityschools.org
Finke, Tom	234-9669	finke.gl@trinityschools.org
Greer, Ann	232-5699	agreer@trinityschools.org
Keating, Anna	234-5518	akeating@trinityschools.org
Koller, Barbara	277-1119	bkoller@trinityschools.org
Koller, Kerry	277-1119	kjkoller@trinityschools.org
Kropka, Jamie	740-632-9737	jkropka@trinityschools.org
Kurdelak, John	289-9597	jkurdelak@trinityschools.org
Malone, Patrick	234-1831	pmalone@trinityschools.org
McShane, Katy	277-1042	kmcshane@trinityschools.org
Noe, Thomas	289-2028	veritas@trinityschools..org
Peterson, Brian	287-5590	bpeterson@trinityschools.org
Porto, Linda	273-5962	lporto@trinityschools.org
Reilly, Candace	514-4879	creilly@trinityschools.org
Sanford, Ruth	272-8923	rsanford@trinityschools.org
Seasly, Lynda	234-3316	lseasly@trinityschools.org
Staffelbach, Dennis	233-0327	dstaffelbach@trinityschools.org

B. Academics. The heart of the life at Trinity School is the academic program and the heart of the academic life is the curriculum. Part Two of this handbook is devoted to the curriculum. In this section, we review four essentials of effective learning at Trinity School: attendance, homework, evaluation and discipline.

1. Attendance. Consistent attendance is essential for academic progress and absences should be kept to a minimum. If the absence is foreseeable, a note should be sent in advance. Parents should call the school office between 7:50 and 8:10 a.m. on every day their student will be absent. Requests for homework during absence can be made at this time. Parents may pick up homework sheets after school in the faculty office. If they do not call the school, the staff must telephone them to determine the student's whereabouts. A written excuse signed by parent or guardian needs to be presented at the school office to the attention of the appropriate dean if a student is tardy. In addition, a written excuse signed by a parent or guardian should be presented at the school office or to the appropriate dean the day a student returns to school following each

absence. Students are responsible for making up missed work and for scheduling missed exams.

If your son or daughter is experiencing a long term health issue, and has missed many days of school, please notify Mr. Finke. He will work with you and the teachers to create a plan that will help guide you and your child in how best to catch up in all areas of study.

All students will be scheduled for final projects and oral exams the week after the last day of classes. This week is considered part of the school year for attendance purposes. Students are expected to be available for final labs and oral exams at any time during school hours on those days.

2. Homework. Homework is an essential element of a Trinity School education. While homework is often assigned in order to review, test and improve student skills, it also lays the groundwork for the following day's instruction. Homework assignments are crucial to the progress of the student and to the teaching of each course.

Trinity School students are to do their homework diligently and intelligently. They should apply their full mental powers to the task at hand, avoiding distractions and distracting environments. Further, they should use their time and energy wisely in order to complete assignments in a timely manner, with care and precision.

As parents, you can help by asking your children about the assignments and reviewing some of their work. You can also see to it that they have a quiet location in which to do productive homework.

Having discussions about your child's homework is also extremely helpful. Even if you are only somewhat familiar with the material your child is studying, you can ask intelligent questions about your child's understanding of that material. These may be general ("Why is the First Amendment so important?" "What are you learning about weather prediction?") or specific ("When was the Peloponnesian War?"). As students mature, they will be able to bring their knowledge of history and philosophy into a discussion of current events and ethical issues. Many Trinity School families have said that dinner conversation can be a good setting for discussing what their child is learning.

You can also help your child by planning ahead. If you know that an upcoming event (such as a family trip or a travel team soccer game) may interfere with your child's homework, please ask us in advance for the assignments.

What are the consequences of not doing homework? Students lose ground in the course, which impedes their intellectual growth. This is particularly true in the high-school, where instruction and seminar discussion depend directly on the homework assignment. If students do not prepare the homework assignment, they cannot participate in the class. Thus, not only do they fail to benefit from the homework assignment itself, they also miss much of what goes on in class. Since the material in most courses builds

incrementally on previous assignments, a student who fails to keep up with the homework may fall hopelessly behind.

Sometimes parents send the school notes asking us to excuse a child for not completing the homework assignment. We know that there are many good reasons for such a request, such as unexpected illness or stress in the family, the child's own sickness or need for sleep. However, these requests cannot erase the consequences of losing ground and being unable to participate effectively in the class. We cannot excuse the students from their obligation to learn course material.

Trinity School homework is assigned according to this schedule of maximums:

- Seventh- and eighth-grade students receive 20 minutes of homework for every hour of class;
- High-school students receive 30 minutes of homework for every hour of class, with the exception of junior and senior Math-Science, which are assigned 45 minutes of homework per hour of class.

Thus, a seventh- or eighth-grade student should receive a maximum of two hours of homework per night, a freshman or sophomore three hours, juniors and seniors three to three and a half hours. These figures are, of course, targets; they might not be hit precisely every night. Assignments will vary from these norms, but they should not vary a great deal.

3. Evaluations. At Trinity School, we evaluate student performance in several phases. The process is designed to assist the student and to keep parents informed about their child's progress.

Checklist Evaluations. In the middle of each semester, each teacher completes a Checklist Evaluation for each student in his or her course and these forms are then mailed to parents. The Checklist Evaluation form is designed to give a quick overview, not a detailed evaluation, and in particular it is intended to alert parents to problems before it is too late. It is not designed to call attention to excellence. More information on the Checklist Evaluations can be found on page 41, Appendix X.

Deficiency Notices. A deficiency notice is mailed to notify parents that a child is earning a D or F in a class. These notices are not mailed at a particular time in the semester but as soon as a serious academic problem has been identified – early enough, at least, to give the student time to change direction. Parents are to sign these notices and return one copy to the school. Once a Deficiency Notice has been sent, the teacher need not send out further notices for the student in that particular course. Parents are urged to confer with the teacher if they are not sure what the problem is, what their child needs to do about it or whether the situation has improved.

Semester Evaluations. The written semester evaluation is part of the formal evaluation of the student at the end of each semester. It is completed in duplicate, with

one copy for the parents to keep and one copy for school records. This evaluation is written for the parents, not the student. In fact, we ask parents not to let their child read the written evaluation. We suggest, rather, that parents judiciously convey what they learn from the entire evaluation process to the child.

The written evaluation is part of the student’s record. However, the official student transcript sent to colleges or potential employers contains only the letter grade, not the teachers’ comments.

See pages 41-42, Appendix X, for more information.

Evaluation Meetings. In addition to the written account, a half-hour evaluation meeting takes place at the end of each semester between the parents and all the teachers of each student. This is an opportunity for teachers and parents to talk about the evaluation in order to answer questions and to develop specific strategies for improvement. The focus is on the individual student’s academic performance. It is not a meeting about the character or leadership qualities of the student or about the class in general. Eleventh- and twelfth-grade students attend with their parents, make an assessment of their own work in each course and talk with their teachers about it. In these evaluation meetings, the parents mostly listen. A transcript with grades is given to the parents after each evaluation meeting.

Grades. The school issues a grade for each course. The grade is a cursory but accurate summary of the written evaluation. Trinity School has two grading scales: one for the high-school courses, another for courses in grades seven and eight.

Grading Scale for Grades Nine Through Twelve

100-93	A+	4.50
92-83	A	4.0
82-80	A-	3.65
79-77	B+	3.35
76-73	B	3.00
72-70	B-	2.65
69-67	C+	2.35
66-63	C	2.00
62-60	C-	1.65
59-57	D+	1.35
56-53	D	1.00
52-50	D-	.65
Below 50	F	.00

Grading Scale for Grades Seven and Eight

100-94	A
93-90	A-
89-87	B+
86-83	B

82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
Below 60	F

The transcript with grades is handed to parents immediately following the semester evaluation meeting.

Project Week. Each year students spend one week working on specific projects. Project Week occurs in January, the same week when parents and faculty meet for semester evaluations. Although the students are not usually at school for their work, this week is counted as a school week. Completion of the project is necessary in order for seventh- through tenth-grade students to pass the course to which the project is linked. Faculty evaluate these projects. Eleventh- and twelfth-grade students have their projects graded with a mark of High Pass, Pass or Fail. This grade is entered on their transcripts and is a criterion for determining *cum laude* diplomas and Graduate Award winners.

Oral Examinations and Final Labs. At the end of the academic year, students take an oral examination. The questions and topics covered are taken from the subjects studied that year. Seventh- and eighth-grade students have a general examination which ranges across most of their subjects. High-school students participate in both the humanities oral and a math/science lab project. For math/science, ninth-graders do a biology project, tenth-graders do a chemistry project, eleventh-graders a physics project and twelfth-graders work on integrated mathematical solutions to a topic in chemistry or physics. Most oral examinations last 30 to 60 minutes. The high-school math/science lab projects typically take three to four hours. The humanities oral for each high-school student covers material from the Humane Letters Seminar. Students are expected to prepare well for oral exams. They are given directions such as study questions or discussion starters to help them. The examinations are an essential part of the semester evaluation in the course. For juniors and seniors, they become a factor in the awarding of graduation honors.

Standardized and Diagnostic Tests. Trinity School at Greenlawn does not give standardized tests such as Indiana’s ISTEP. Because we are confident about our curriculum and the evaluation of our students, we do not feel the need for such testing. Furthermore, we want to avoid a “teach and test” mentality and the restriction of constructing a curriculum to accommodate a test. However, we do use such tests in two major areas:

- We have developed diagnostic tests in algebra and grammar for our eighth-grade students. Because the high-school writing program is built upon correct knowledge of English grammar and because the high-school mathematics and

science programs are built upon knowledge of algebra, these are crucial tests in judging a student's ability to learn in high-school. Students who do not demonstrate that they know basic grammar and basic algebra may not proceed to the ninth grade. The tests are also used to diagnose areas that need further work by a student.

- Trinity School encourages all of its tenth- and eleventh-grade students to take the PSAT in October. In tenth grade, the test functions as practice for the SAT, while eleventh-graders qualify for the National Merit Scholarship program based on their score on this test. The school does not offer the SAT or the ACT. Most students arrange to take one or both of these tests in the spring of their junior year and/or the fall of their senior year. These tests enable our students to attend college and also provide the school with some useful objective information.

4. Discipline. Discipline at Trinity Schools serves our educational mission. The establishment of the culture of Trinity Schools is a necessary condition for our educational success. Our intention is to create a certain kind of culture so that learning and teaching can proceed optimally.

The foundation of discipline and order at Trinity Schools is the realization that a civilized Christian learning community demands certain fundamental norms of courtesy, morality and orderly behavior in order to fulfill its mission. Having met these fundamentals, students are allowed as much freedom as they can reasonably handle. We accept children into the Trinity School program with the understanding that they will be on time for class, will be properly groomed, will complete their assignments, will follow rules of good classroom order, will be honest, and will follow the spirit and letter of this handbook.

Unless there are clear mitigating circumstances, we believe that students freely choose to behave as they do. They are responsible and accountable for their actions. It is our conviction that students in the seventh- through twelfth-grades are entirely capable of living appropriately in the Trinity School culture.

We place a high premium on the teacher's personal investment in the student and we resist the practices that depersonalize so many schools. We do not relate to the students principally under the rubrics of rules and regulations; rather, we emphasize the dignity of the learners – teachers and students – and of a culture marked by friendliness, peace, patience, kindness, goodness, truthfulness, justice, mercy, purity and right speech. Within that framework, rules, regulations and punishments are merely means to an end. Just as we expect teachers to expend considerable energy coaching and directing the students to take on the educational goals of the school, we also expect teachers to encourage students in the face of difficult tasks and to praise them for work well done.

Students who do not live up to these fundamental expectations need to be corrected. In many cases, a verbal correction is sufficient. Faculty expect this correction to suffice. If it does not, punishment may be required. If, finally, the behavior does not change, the student may be put out of the Trinity School community, i.e., expelled.

The normal punishment for routine nonacademic misbehavior is a detention. More severe or repeated misbehavior may also result in loss of certain privileges (e.g., field trips, playing on a school team, etc.), sanctions, suspensions, probations or expulsion. In all cases of punishment, we strive to be fair and timely.

When we discipline a student, we understand ourselves to be addressing behavior, not attitudes. Thus, while a change in the attitudes and future behavior of the student is to be hoped for, punishment is not a strategy for rehabilitation.

The Student Handbook, Appendix I, pages 26 and 27, details the rules that each student is expected to follow. The following are worthy of special attention.

Cheating. Since academics is at the heart of Trinity School, students are expected to pursue their work in a serious and deliberate manner, under the guidance of their teachers. Cheating in any form – plagiarism, sharing work, copying or using commentaries (including Cliff Notes or Internet sources) – will not be tolerated. This includes talking together in advance regarding the content of essays and problems on take home tests.

Pranks. Pranks of any kind are neither permitted nor tolerated. Offenders will be liable to serious disciplinary action. In the cases of willful vandalism and destruction of property, the student will be disciplined and the parents will be held financially liable for the cost of repair or replacement of the property.

Behavior outside the school. Moral behavior is expected of all members of the Trinity School community both on and off campus. Misbehavior off campus reflects badly on the school and its values. More importantly, serious misbehavior by members of the Trinity School community is antithetical to the very mission of the school and to the culture we seek to establish. In particular, Trinity School does not tolerate sexual immorality or the use or possession of illegal drugs or alcohol. Offenders will be liable to serious disciplinary action at school for violations of this policy off campus. Students who knowingly attend events where illegal use or possession of drugs or alcohol occur or where sexual immorality or other major breaches of conduct occur may be punished even if they themselves did not participate in this behavior.

Relationship difficulties among students. They are typically dealt with by the appropriate deans. Relationship difficulties a student may be having with a teacher should first be addressed with the teacher. If such problems require further attention, they should be addressed to the heads of school. Non-routine issues should be addressed to the heads of school.

C. Extracurricular Activities

1. Athletics. At Trinity School, the student athlete is first and foremost a student. Coaches, team captains and faculty work hard to promote excellence on the court or the field while avoiding an athletics subculture in the school. An unhealthy preoccupation with athletics can produce an athletics elite, which would ultimately be divisive and detrimental to the community of learners. While always secondary to the academic life of the school, a healthy athletics program is nevertheless an important aspect of life at Trinity School.

Trinity School sponsors an athletics program for all students at all grade levels. This program provides opportunities for students at many levels of skill to participate in interscholastic sports. Normally there is a varsity and a junior-varsity team in each sport in the high-school and one or two teams per sport in grades seven and eight. Unless local leagues determine otherwise and unless available resources limit the number of players in a sport, Trinity Schools follow a no-cut policy: any student who goes out for the team and is faithful to practice will receive playing time. The program is administered through the Athletic Department.

The athletics field or court is a kind of classroom where students learn lessons about teamwork, fair play, healthy competition, honorable victory, gracious defeat, respect for opponents and courtesy. The goals and objectives of the athletics program are:

- To seek victory through skill, teamwork, stamina, courage and commitment.
- To develop healthy bodies, agility, strength, endurance, mental discipline and athletic skills.
- To foster the growth of personal character by demanding the highest standards of good sportsmanship, by teaching loyalty and perseverance and by encouraging personal sacrifice for the sake of the team.

Available Sports: Currently, the following sports are offered at Trinity School at Greenlawn:

- Girls: soccer, volleyball, basketball
- Boys: soccer, basketball

See pages 34-36, Appendix II, for more information.

2. Other Extracurriculars: Currently, Trinity School offers the following activities for all interested students:

Chamber Choir
Discussion Club
Girl's Ensemble
Mock Trial
Trinity Review
Yearbook

Trinity School students also serve with faculty on a number of school committees, including:

Day One Committee
Fine Arts Committee
Social/Athletic Committee
Trinity Life Committee

D. Social Life. Social events are an important part of our students' lives. Thus, the Parent Service Association (PSA) Social Committee was formed to coordinate social events throughout the year. These events include schoolwide parties and class parties.

Schoolwide Events:

- Ice Cream Social, September 4
- Fiesta! (grades nine through twelve), September 18
- Square Dance (grades nine through twelve), October 10
- Ballroom Dance (grades ten through twelve), November 21
- Basketball Spirit Night, December 11
- Bowling Party, January 6
- Ski Event, Midwinter break

IV. The Organization of Trinity School

Trinity Schools, Inc., headquartered in South Bend, is the corporation which owns and operates the three schools. Its board of trustees is entrusted with the responsibility for assuring that the schools are carrying out the mission of Trinity Schools, for providing broad oversight of the operation of the schools and for assuring the financial health of the institution.

A. The Board of Trustees of Trinity Schools, Inc.

The members of the board of trustees are:

Paul DeCelles, Chair
Ph.D. physics. Program Coordinator, People of Praise, Inc.
Charles Fraga
President, Direct Development, Inc.
Paul Kane
President, Kane Property Company
Dr. Robert McGill
Ph. D. electrical engineering. Chief scientist, Lorenz Research Associates, Inc.
David O'Hanley

Ph.D. geology, Trinity School at River Ridge
Kevin Ranaghan
Ph.D. theology. Program Coordinator, People of Praise, Inc.
Clem Walters
President, Gabriel Real Estate Management, Inc.
Michael Zusi
Technical Program Manager, Honeywell, Inc.
Kerry Koller (*ex officio, nonvoting*)
Ph.D. philosophy. President, Trinity Schools, Inc.

The president of Trinity Schools is the chief administrative officer of the corporation and is responsible for seeing that the schools carry out the work of education in keeping with the mission of the schools.

B. Trinity School at Greenlawn Administration

Kerry Koller is the head of school.

Tom Finke is associate head of school.

Questions and concerns can always be directed to the head or associate head of school, although routine matters may be handled more quickly by other staff members.

The administrative staff of Trinity School at Greenlawn:

Administrative Assistants: Kathleen Heinrich
574-287-5590, ginfo@trinityschools.org

Rita Kottkamp
574-287-5590; rkottkamp@trinityschools.org

Admissions Director: Barbara Koller
574-287-5590; bkoller@trinityschools.org

Oversees recruitment, advertising and the entire admissions process preceding the deliberations of the Admissions Committee.

Athletic Director: Rico Swanson
574-236-6630; athletics.gl@trinityschools.org

Tuition and Financial Aid	<p>Works with all coaches, procures equipment, schedules games and events and oversees the use of the school's athletic equipment and facilities.</p> <p>Dan Brewer 574-234-5088; ext. 30 dbrewer@trinityschools.org</p> <p>Oversees financial aid process, awards and tuition payments.</p>
Community Relations	<p>Gina Massa 574-234-5088, ext. 47 gmassa@trinityschools.org</p> <p>Oversees marketing and public relations.</p>
College Guidance	<p>John Kurdelak 574-287-5590; guidance@trinityschools.org</p> <p>Assists students and parents through the college application and scholarship process.</p>
Dean of Boys:	<p>Matthew Bartek 574-287-5590; mbartek@trinityschools.org</p> <p>Oversees the behavior and culture of the boys, under the direction of the head of school.</p>
Dean of Girls:	<p>Colleen Pingel 574-287-5590, cpingel@trinityschools.org</p> <p>Oversees the behavior and culture of the girls, under the direction of the head of school.</p>

C. Parent Service Association (PSA). The Parent Service Association supports Trinity School by providing a forum for soliciting personal participation and involvement by parents in the life of the school. As participants in the Trinity School community, parents have varied opportunities to be engaged in their child's educational process and the Trinity School culture. In conjunction with the PSA, parents are involved in the work of the Events Committee, the Social Committee and as office volunteers. They are also asked to volunteer for fundraising activities. See pages 21 to 23, for more information.

Part Two: The Trinity School Curriculum

I. An Overview of the Curriculum. All Trinity School students follow the same curriculum. The curriculum is carefully constructed as an integrated and coherent whole. Each element of the curriculum is purposefully related to the learning environment and to the rest of the curriculum. Each course builds on those that precede it.

Borrowing from the elements in the classical notion of a liberal education, we stratify the curriculum according to the categories of grammar, logic and rhetoric. The seventh and eighth grades are considered grammar courses; they communicate the basic elements of things. The ninth- and tenth-grade courses are logic courses which begin to articulate the implications and relationships that exist among the ideas already learned. The eleventh- and twelfth-grade courses are rhetoric courses, wherein the student begins to synthesize and interrelate ideas and concepts already learned.

The science curriculum provides a good illustration of this stratification. The seventh- and eighth-grade courses are built around observation, the perception of regularities in nature and the beginnings of explanation. In the ninth- and tenth-grade biology and chemistry courses, many of these observations are gathered under scientific laws. In the eleventh- and twelfth-grade physics courses, Newtonian mechanics and relativity theory provide comprehensive theories of great richness and power, providing explanations for what began as questions about our experiences of the natural world.

The writing curriculum provides another illustration of this classical approach. In grades seven and eight, students learn parts of speech, grammar, punctuation and basic sentence and paragraph structure. In the ninth and tenth grades, they are taught to develop and order their thoughts in a logical way by writing several essays. In the eleventh and twelfth grades, students continue writing essays, working on making their arguments more substantial and compelling by bringing ever-more sophisticated analyses to their writing and by learning different stylistic and organizational techniques.

The following is a brief description of our approach to the subjects we teach.

Religious Instruction. Students study religion and theology in each of their six years at Trinity School. Since Trinity School is an interdenominational Christian school, the curriculum focuses on those things that Christians hold in common, while at the same time making sure that each student receives an accurate and careful presentation of the doctrine of his or her own denomination. Accordingly, the curriculum has been designed around some elements that are part of the common Christian inheritance and some elements that are unique to the various denominations represented in the student body. What is held in common is taught in common; what is not held in common is not taught in common.

In the seventh and eighth grades, students study the Old and New Testament. In ninth grade, they are separated as Roman Catholics and Protestants and study the doctrines of their own denominations. In tenth grade, students participate in a seminar in reading the

Old Testament and in twelfth, the New Testament. In the eleventh and twelfth grades, the study of religion is integrated into the Humane Letters Seminar, where students read and discuss works by Athanasius, Augustine, Aquinas and Luther.

Humanities. The study of the humanities is one way in which we take part in the conversation that humankind has been having with itself for centuries in an attempt to understand itself and the world in which it lives. In these courses, the student, along with the faculty, study the accomplishments of humanity (history) and its own ideas about itself, the world and God (philosophy, theology, literature). Finally, students and faculty take part in the conversation in an active way through written and oral expression of ideas as they attempt to grapple with, understand and explain them.

Humanities in grades seven and eight:

- *History.* Students in the seventh grade study ancient history, including the civilizations of the Fertile Crescent, Egypt, Greece and Rome. They learn about the rise and fall of empires and the human achievements in those civilizations that continue to affect modern society. Students in the eighth grade study medieval history, from the rise of Christianity to the Renaissance, focusing on such topics as the agricultural revolution, the growth of cities and the development of nations.
- *Literature and Composition.* These courses lay the foundation for the writing program that continues through high-school, including its connection to the literature that the students are reading and discussing. The years include a full review of grammar, including parts of speech, parts of a sentence, phrases, clauses, compound and complex sentences and mechanics. By the end of the eighth grade the students have been introduced, at the level of the paragraph, to the basic five-part structure of the ninth- and tenth-grade essays. They are also familiar with the requirements for precise introduction and thorough development of their ideas, a vocabulary and set of skills they will use throughout the Trinity School program. In addition, through the reading and discussing of great literature, they will have developed the skills necessary to offer substantial participation in the high-school Humane Letters courses.

Humanities in grades nine through twelve

- *Humane Letters Seminar.* The course is an integrated approach to the humanities, with the understanding that the various fields of the humanities—literature, history, philosophy—while distinct disciplines, ultimately are not separate. They form a cohesive whole in understanding humanity. The heart of the program is the seminar.

During the ninth and tenth grades, students learn American and Western European history, respectively. The literature and philosophy they study parallels the historical time periods and the geographic regions they study. Thus literature and philosophy are not simply meant to be a historical supplement, but are studied as works that contribute to an understanding of the human condition. At this level, the seminar teacher plays a very active part in the discussion—guiding, probing, questioning and instructing—helping the students learn how to learn in the seminar setting.

In the eleventh and twelfth grades, historical narrative moves to the background and the courses focus on the ideas and issues articulated in the readings. Works are taken from the Greek and Latin classics and the early Christian period (eleventh grade) and medieval to modern authors (twelfth grade). The skills necessary for careful reading, effective analytical writing and discussion that have been developed through the work of the previous four years are now employed as the means of learning in these last two years of the program. The students begin to deal seriously with questions of philosophy, theology and political theory through reading the works of the great thinkers of the West.

As the students read these texts, their skills of analysis are further sharpened. They learn to comprehend and analyze dense, complicated material. Students begin to refine their writing style while continuing to execute clear, substantial analysis of the texts. Even more, however, the students begin to grapple with the perennial human questions, attempting to understand themselves, the world around them and the God who made it all. In this regard, their reading of great fiction and poetry is essential.

At this level, the seminar teachers begin to be a less active part of the discussion, as the students step forward to take leadership of the conversation. Their own inquiry and analytical abilities drive the discussion and the teacher is able to act as a moderator and active participant in the discussion.

Writing. The goal of the writing program at the high school level is to lead students into clarity and beauty of thought and expression, to deepen their thought so that they can analyze sophisticated ideas and to enrich their expression so they can produce articulate, graceful essays that demonstrate and communicate their understanding.

The writing program is arduous. Freshmen and sophomores write at least four to six essays per year and juniors and seniors 12 to 15 a year. In this process, they develop into quite good writers. Our experience is that students who learn this program adapt easily to other approaches to writing.

Science. Science is a method designed to reveal the way nature works. Nature is traditionally divided into two broad categories, the first being purely physical and the

other including living systems. The physical sciences, including physics and chemistry, address questions involving the physical universe, from the scale of atomic particles to the scale of galaxies and benefit from the immutable, lawlike behavior of the fundamental entities. The constancy of physical properties spanning space and time has two important consequences that impact our ability to gain understanding. First, it makes the physical sciences especially amenable to mathematical descriptions, which make specific predictions that are borne out remarkably well in nature. Second, it greatly enhances our ability to control experimental processes with care and to reproduce experimental results. In contrast, the life sciences must rely to a far greater extent on inferences in order to understand causal mechanisms, because few things are constant. For example, the responses of organisms to a particular change are complicated by variability among individuals, as well as variation in other factors across space and time. In other words, the effects of a particular pathogen, for example, depend on traits of the infected individual and possibly the details of the environment at the time of the infection. Nevertheless, despite these essential differences, the scientific method has proved similarly useful in the life sciences.

The goals of the Trinity School science program are to elicit wonder for the natural world by fostering appreciation for both the remarkable predictability of physical systems and the remarkable adaptability of living systems, to impart a basic ordered knowledge of that world and an understanding of the roles of both theory (mathematical and conceptual) and experiment in gaining knowledge about it and to have students experience the extent to which science is a human endeavor in which they can participate, both as professional scientists and as nonscientist citizens. Upon completion of the program, students are able to design experiments to gather evidence for hypotheses, and, as citizens and critical consumers of information, are able to weigh carefully the strength of evidence for claims. Life and earth sciences help seventh- and eighth-grade students to develop the skills to see nature clearly and to record those observations faithfully using appropriate vocabulary. Biology and chemistry classes taken in grades nine and ten illustrate the principles of classification and comparison based on the relationships among DNA, RNA, proteins, metabolism, organs, biological systems and organisms. In the study of physics in grades eleven and twelve, the students experience the explanatory power of scientific theory and its ability to unify phenomena. It is here that students gain the ability to predict outcomes by comparing experimental results to calculated results and to use these predictions to validate concepts.

The Trinity Computing Initiative is an innovative program within eleventh and twelfth grade physics and mathematics. Students are given laptops and are taught to write useful computer programs in a powerful easy-entry programming language, Matlab, and create tools with a modern graphical user interface. Each tool solves a particular class of problems in science or mathematics.

Mathematics. The mathematics program includes the study of quantities, of figures and of relationships between quantities and figures. This study is marked by intuition, analysis, logical rigor, elegance and simplicity. Mathematics has a dual nature that is reflected in our program. As a symbolic system, it has elegance, reflected most clearly in

the study of patterns. It is also used to express quantitative relations in other disciplines, which demands proficiency in mathematical skills and problem-solving. At Trinity School we have a multilevel approach to learning mathematics. Students work with graphs, symbols and numbers. This method provides them with a rich understanding of the symbols and the beauty of mathematics and at the same time emphasizes proficiency in mathematical skills.

Fundamental concepts and skills in graphs, symbols and numbers are developed in the seventh, eighth and first semester of ninth grade through the study of prealgebra, algebra and geometry. In these courses one viewpoint is studied at a time. Beginning with the second semester of the ninth grade through the end of the first semester of grade twelve, the viewpoints are integrated. In these courses—precalculus and calculus—the dynamic concepts of “function” and “transformation” form a type of backbone for the study of trigonometry, vectors, matrices, probability, derivatives and integrals. Many of these concepts are used as tools in the science courses.

Foreign Language.

- *Latin.* The study of a highly inflected language such as Latin enables students to understand the structure of any language and to develop and practice analytical skills that can be transferred to other areas of study. All students are required to take Latin in grades seven through ten.
- *Modern Language.* Trinity School offers the student a foundational understanding of a major foreign language (French, German or Spanish). The focus of each course is mainly, but not exclusively, the study of grammar and vocabulary, enabling the student to read and translate basic literature in the target language. The student will also have some experience with oral language, both speaking and listening. Cultural exposure takes a tertiary role, accessed through the other aspects of the course.

Fine Arts. The training of the aesthetic sensibilities is essential to the full development of the human person. The arts are a legacy of the human spirit. They are not mere cleverness or the raw expression of emotion. They are serious endeavors, aimed at clarifying our experience of ourselves and of the world around us. They have their own language of discovery and expression, every bit as profound as spoken language and the languages of mathematics and science. All these languages provide us with keys to reality. Through the arts, reality is re-created and expressed anew, enabling us to see, feel and understand things in new and deeper ways. The arts also provide beauty and refresh our souls.

At Trinity School, the goal of the fine arts program is to allow all students to learn to create as well as to appreciate beautiful things. This development of the aesthetic dimension of the whole person has three expressions: art (including art history), music

and drama. The fine arts curriculum combines theory with performance. A study of theory and technique, rather than mere self-expression, undergirds all performances.

- *Music.* The music curriculum is carried out in the seventh through tenth grades. It begins with individual recorder performance and an introduction to music theory in the seventh grade. Students perform in recorder ensembles in the eighth grade and are introduced to composition skills. Recorder performances are judged in the J.S. Bach Competition. In the ninth grade, students perform in a choir and compose in four-part harmony. In the tenth grade, they again perform in a choir and compose in sixteenth-century counterpoint. Selected student compositions are performed at a Fine Arts Night.
- *Art.* The art program begins in the seventh and eighth grades and concludes in the junior and senior years. Students begin with drawing skills in the seventh- grade and learn to use watercolor in the eighth grade, when they also study an American artist and reproduce one of that artist's works. The junior and senior years continue to focus on watercolor and the study of art history from prehistoric to modern times. Student work from each grade is on display in the school's Fine Arts Night each semester.
- *Drama.* Students in both the junior and senior years take a two-hour drama class for one quarter. In eleventh grade, students are introduced to the fundamentals of acting and performance, including movement, voice and interpretation of the text and character. They perform a dramatic work at the end of the course. The senior drama course reviews these techniques and implements them in a full-scale production. Students are involved in all areas of the production: text and character interpretation, blocking, sets, music, costumes and props.

II. A Six-Year Curriculum

- Grade 7: Art I
 Latin I
 Prealgebra
 Literature/Composition I
 Ancient History
 Music I
 Old Testament
 Science I
- Grade 8: Art
 Latin II
 Algebra
 Literature/Composition II
 Medieval History

Music II
New Testament
Science II

Grade 9: Geometry
 Precalculus I
 Biology
 Humane Letters Seminar (American History)
 Music III
 Christian Doctrine (Catholic or Protestant)
 Latin III

Grade 10: Precalculus II
 Chemistry
 Humane Letters Seminar (Western European History)
 Music IV
 Scripture I (Old Testament)
 Latin IV

Grade 11: Calculus I
 Physics I
 Humane Letters Seminar
 Art III (Studio Art/Art History)
 Drama I
 World Issues
 Foreign Language I (French, German or Spanish)

Grade 12: Advanced Math Topics
 Physics II
 Humane Letters Seminar
 Scripture II (New Testament)
 Art IV (Studio Art/Art History)
 Drama II
 Foreign Language II

Part Three: The Parent Service Association

Because you have a student at Trinity School, you are a member of the Parent Service Association (PSA). The mission of the PSA is to help the school carry out its many activities. All this service is overseen by the head of school, working through liaisons. Every parent is expected to be involved in projects (as described below). As a Trinity School parent, you have the opportunity to serve on these committees.

I. Fundraising. In the admission agreement, you agreed to support school fundraising efforts. Each family is expected to work on at least one fundraiser and to use the Trinity

School scrip program whenever possible. Fundraising efforts are directed by the Development Office and may include the Annual Appeal phonathon, events at local bookstores, a garage sale, Christmas bazaar and scrip sales. The Athletic Department also runs a fundraiser supported by the entire school.

II. School events. The PSA supports school events by providing refreshments, decorations and hosts. Mrs. Rita Kottkamp directs these efforts. A parent of each family is expected to help with at least one of the following events per year:

Parent/Faculty meetings, which give parents and teachers an opportunity to meet one another and to discuss important school issues, as presented by the head of school.

- *New Parent Orientation* (August) – Parents are welcomed, the PSA is introduced, student life is described and parents have an opportunity to get to know one another, and meet their child’s teachers.
- *All-School Picnic* (August) – Faculty, parents and students share a picnic dinner together.
- *Eleventh-grade parents and students* (October) –This meeting explains the eleventh- and twelfth-grade curriculum, including the design and operation of the Humane Letters Seminar and the mathematics and science courses. College admission procedures are also introduced.
- *Eighth-grade parents* (November) –This meeting includes an explanation of the importance of grammar and algebra and a presentation about high-school life at Trinity School.
- *Eleventh- and twelfth-grade parents* (January) –This is a presentation primarily on financial aid.

Study Skills Workshop (September) – This morning workshop focuses on improving student study skills. It is presented by faculty members to all new students, each accompanied by a parent. Trinity School’s evaluation process is explained at this event. Refreshments are served at breaks throughout the morning.

Open House (November, February) – The Open House events are major events in the recruitment of Trinity School students. Parents, students and faculty represent Trinity School.

Fine arts Evening (December, May)— The first Fine Arts Evening is a celebration of Christmas music by the ninth- and tenth-grade choirs and the Trinity School Chamber Choir. First-semester artwork is on display. The second Fine Arts Evening celebrates student achievement in musical composition and performance, visual arts and poetry recitation.

Recorder Recitals (December, May)—Seventh- and eighth-grade students perform.

Music Event (April)—The Music Event is an evening dedicated to showcasing extracurricular music.

Fischoff Soiree, (May)—The Fishcoff Soiree, for faculty, seniors and their parents, is an evening of chamber music.

III. Social Committee. Social events are an important part of our students' lives. The social committee was formed to coordinate social events throughout the year. These events include schoolwide parties, gatherings of students by specific grades, and class parties.

All parents are expected to either organize or help with two social activities a year, such as a class party and/or a schoolwide event such as the bowling party. Parents are also needed to serve on the Social Committee, which directs social activities by planning the social calendar, supporting school social events and helping parents facilitate class gatherings. Parents are also asked to consider serving as a class phone parent for their child's class.

We have developed guidelines for social activities for Trinity School students. These guidelines are the product of a number of years of experience. Please see pages 37 and 38, Appendix III, for these guidelines.

Appendices

I. *Student Handbook:*

ATTENDANCE

Consistent attendance is essential for academic progress, and absences should be kept to a minimum. If the absence is foreseeable, a note should be sent in advance. A written excuse signed by a parent or guardian should be presented at the school office or to the appropriate dean the day a student returns to school following each absence. Students are responsible for making up missed work and for scheduling missed exams.

Parents should call the office between 7:50 and 8:10 a.m. to notify the school each day of a student's absence. The school is required by law to have this information. If parents do not phone the school, the staff must phone the parents to gather this information.

Truancy is a major breach of Trinity School rules and can result in suspension or expulsion.

Students absent from school for one-half day or more are not allowed on that day to

participate in athletic practices or games, or in official extracurricular activities, such as chamber choir. This means, a student must be in school at least three full class periods.

Students tardy to school before 8:20 a.m. should report directly to morning prayer. If they arrive at any time after 8:20 a.m., including during the lunch period, they must first report to the office to obtain a tardy pass before going to class.

Students who leave school during regular school hours must check out at the school office. Parents must come to the office to pick up students who need to leave school at any time other than regular dismissal, which is between 3:00 p.m. and 3:30 p.m.

Although the last day of classes is May 22, all students will be scheduled for final projects and oral exams the following week. The days of May 26 to May 29 are considered part of the school year for attendance purposes. Students are expected to be available for final projects and oral exams at any time during school hours that week.

AUTOMOBILES

A parking permit is required for junior and senior students (and others by exception) to drive any motorized vehicle (car, motorcycle, moped, etc.) to school. To apply, parents should complete the Student Driver Request Form and submit it to the school office. A parking permit will be issued and one must be displayed on the back window passenger side of any car driven to school.

Motorcycles, mopeds and scooters are not to be driven on campus. If it is not safe to park them on the street, they can be walked in to the lower parking area and locked. Students are not allowed to go to their cars or other vehicles during school hours without the permission of the appropriate dean.

Seniors are to park their cars only on the west side of Greenlawn Avenue, north of the driveway. Other students are to park on Esther Street on the east side of the street, facing north between Jefferson Boulevard and Colfax Avenue. These parking regulations are in force the entire year. Students are not permitted to park on campus without specific permission. This applies during sports practices, drama rehearsals, meetings for extracurricular activities, etc.

BASIC RULES

There are a number of fundamental rules which are basic to the smooth functioning of Trinity School. Infractions of these rules can result in detentions or other disciplinary actions. Repeated infractions merit a more serious response.

1. Students must be in their classrooms when the bell rings for class.

2. Students must be in the study hall or off campus every day by 3:30 p.m.
3. Gum chewing is forbidden at school, on school grounds and on school field trips.
4. Students may not run in the hallways.
5. Weapons, including guns, knives, mace, etc. are never permitted at school, on school grounds or at any school-sponsored event.
6. Personal electronic devices, including pagers, radios, MP3, IPODs, cameras, etc. are not permitted at school, on school grounds or on school field trips. Cell phones are the exception. See the section on TELEPHONES on page 33.
7. Students are not allowed on the second floor of the building before 8:10 a.m., at lunchtime or after school without specific permission from a faculty member.
8. The use and possession of tobacco in all of its forms is forbidden at school, on school grounds or at any school-sponsored event.
9. Because of the possibility of personal injury and property damage from fire, any student who brings a lighter or matches to school may be suspended.
10. Eating and drinking are permitted only in the cafeterias and the locker room. Eating and drinking are not permitted in the hallways and outside on campus.
11. Students are not allowed to leave campus or to enter any off-limits area of the Greenlawn facility without permission from the appropriate dean.
12. Announcements may not be posted on the walls or bulletin boards of the school without the permission of the head of school or deans.

BICYCLES

Students may ride bicycles to school, but may not bring skateboards, roller-blades, etc. Bicycles are to be walked in and parked in the area on campus south of the art annex. Since theft is an ever-present possibility, the bicycles must be locked. Bicycles are not to be ridden on campus.

CAMPUS

The campus of Trinity School extends throughout the entire grounds of the Greenlawn facility. This includes the area outside the fences on the perimeters of the property. All

school rules and regulations apply in this area.

Certain areas of the campus are off-limits to students unless they are assigned to an area by a teacher. The off-limits areas include all areas to the west of an imaginary line running south from the east face of the garages and north of a line running west from the southern face of the school building. Further, the Greenlawn mansion is also off-limits. Students enter the north cafeteria by way of the north exterior door only.

INTERNET-BASED COMMUNICATIONS

We take the position that using internet based communications—email, chat rooms, IM, social networks (e.g., MySpace, Facebook, YouTube), etc.,—for the following activities, is a serious breach of Trinity culture and may, indeed, be illegal.

- Communicating verbally abusive, obscene, profane, lewd, vulgar, rude inflammatory, disrespectful or threatening electronic messages and images toward the school or any member of the Trinity School community
- Communicating personal attacks, including prejudicial, discriminatory, or harassing attacks or knowingly or recklessly communicating false or defamatory information about members of the Trinity School community or Trinity Schools

We consider such activities to be serious disciplinary matters and they may result in disciplinary action by the school. Such behavior may also break laws which protect one from hate speech, harassment and slander and, thus, criminal and civil penalties might also apply.

DESTRUCTION OF SCHOOL PROPERTY

The destruction of school property is considered a very serious matter. In the case of willful vandalism and destruction of property, the student will be disciplined and the parents will be held financially liable for the cost of repair or replacement of the property.

DISCIPLINE

Peace and order are essential to learning. Further, the practice of virtue and civilized Christian behavior are essential to a learning community. Trinity School supports a moral way of life. Discipline is a means of training students in right behavior and a means of punishing them for wrongdoing.

In the classroom the student is expected to behave in a manner conducive to serious learning. Respect, order, politeness and obedience are necessary conditions for a classroom to function well. Each teacher is given the liberty to enforce classroom

regulations in the manner he or she feels is in accordance with the principles of the school.

Detentions: In enforcing school regulations, detentions and the removal of certain privileges will be used for less serious infractions. Detentions are assigned for periods of 15, 30 or 45 minutes. The teacher will check the amount of time to be served and give the white copy of the detention slip to the student.

Detentions are served after school on Mondays and Wednesdays. Students are to serve detentions on the detention day after they are given. On rare occasions (e.g., participating on a school team with a scheduled game, doctor's appointment, etc.) the dean of boys or the dean of girls may postpone the serving of a detention. If a student skips a detention, he or she is assigned an additional penalty which is to be served on the day after the skipped detention.

If a student wishes to appeal a detention, he or she should talk to the appropriate dean between 3:00 and 3:15 p.m. on the day the detention is received. A reversal of a detention is a very unusual occurrence.

Detention begins at 3:15 p.m. After serving a detention, the student must either report immediately to the study hall or leave the campus.

Accumulation of four hours of detention time throughout the school year may result in a disciplinary conference with the student's parents and the appropriate dean. Further disciplinary action, such as probation or sanction, may also be taken at this time. Parents will be notified when a student accumulates three hours or more of detention time.

Major breaches: Major breaches of the order of the school (e.g., cheating, gross disrespect, bullying, theft, truancy, possession of weapons, destruction of property, repeated offenses of a lesser nature, etc.) can result in sanction, suspension, probation or expulsion from school.

Since academics is at the heart of Trinity School, students are expected to pursue their work in a serious and deliberate manner, under the guidance of their teachers. Cheating in any form—sharing work, copying, using commentaries (including internet sources or Cliff's Notes), plagiarism, etc.—will be considered a disciplinary matter. This includes talking together about essays and take home tests.

Senior pranks of any kind are neither permitted nor condoned. Students are not allowed on campus outside regular school hours unless they are engaged in school activities or have the explicit permission of a faculty member. Offenders will be liable to serious disciplinary action.

Discipline at Trinity School serves our educational mission. The establishment of a moral culture is a necessary condition for our educational success. We create a moral culture so that learning and teaching can proceed. Sexual immorality and the use of

illegal drugs or alcohol either on campus or off are antithetical to the culture we are building. Trinity School students who knowingly attend events where illegal use or possession of drugs or alcohol occurs, or where sexual immorality or other major breaches of conduct occur, may be liable for punishment.

Violence or the threat of violence directed at faculty, staff or other students may result in expulsion from school.

Sexual misconduct or sexual harassment directed at faculty, staff or other students may result in expulsion from the school.

Appeals: Any disciplinary action by the deans or the faculty can be appealed to the head of school. Any expulsion or suspension by the head of school can be appealed to the president of Trinity Schools; all other disciplinary actions are final.

HOMEWORK

Homework is an important ingredient in a Trinity School education. It involves student preparation of materials upon which the following day's instruction may depend. It is also assigned to test and improve student skills. Homework assignments are crucial to the progress of the student and to the teaching of courses.

Trinity School students are to do their homework diligently and intelligently. They should apply their full mental powers to the task at hand. They should avoid distractions and distracting environments. Further, they should use their time and energy wisely and complete assignments with care and precision.

Students are responsible for requesting assignments, notes, papers, handouts, etc., which were missed during an absence from school.

LAPTOP COMPUTERS

Laptop computers may be brought to school and used on campus for specific academic purposes. A laptop should never be brought into any classroom except as instructed by the teacher of that course.

When not in use for specific academic purposes they are to be stored in the student's locker.

While on campus, students should not:

1. Use the laptop for any illegal purpose, including obtaining, storing, exchanging and/or distributing any unauthorized copies of software, music, photographs,

- movies or any other audiovisual or multimedia work and making, transmitting, receiving, exchanging and/or distributing such unauthorized copies.
2. Obtain, store, exchange and/or distribute any text, image or sound that is indecent, pornographic, racist, pervasively vulgar, defamatory, illegal, or that promotes harm to self or others.
 3. Use the computer to hack or otherwise gain unauthorized access to computers, computer networks or computer files or data.
 4. Use the computer to gain unauthorized access to a personal account or file of another individual.
 5. Attempt or use, possess or create any computer virus or other software intended to or capable of causing damage to any computer, network or file.
 6. Use the computer to knowingly disrupt the work of another student or school official.
 7. Use the computer as a personal listening (CDs) or viewing (DVDs) device.
 8. Communicate via email, text messaging, instant messaging or any other computer based communication.

Violation of these principles may result in the revocation of permission to possess a laptop on campus.

LOCKERS

Each student is assigned a lock and a locker. The responsibility for locker contents rests entirely with the student. We strongly recommend that lockers be locked at all times. Areas outside the lockers are to be kept free of clothing, books, debris and decorations.

Boys and girls should not be in one another's locker areas. The lockers and locks are the property of the school. No lock other than the one issued by the school may be used. Lockers and their contents may be inspected by school personnel. All content on the inside of lockers must be consistent with the culture of the school.

LOST AND FOUND

Lost and found items are placed in the locker room. Unclaimed items will be donated to charity at the end of each semester.

LUNCH PROGRAM

Trinity School does not provide meals, but a milk program is available. Students should bring their own lunches. Lunch is eaten in the cafeterias and all students must be present during the meal time. Delivery of fast food or pizza requires the permission of the appropriate dean. At the conclusion of the lunch period, students will be dismissed from the cafeteria by one of the faculty monitors.

MACE, PEPPER SPRAY, ETC.

Students may not have Mace, pepper spray or other so-called defense sprays in their possession on campus, nor may they store it in their lockers, backpacks, bookbags, etc. A parent may wish that the student have it in his or her possession off campus before and after school. If so, they need to get permission from the appropriate dean. The student must deposit the spray in the office while he or she is on campus.

MEDICATION

Students may take medications at school. However, they must have written authorization on their person from a parent or guardian and/or a physician to do so. Medication, both prescription and nonprescription, must come to school in its original container. Students are not required to give the medication and instructions to the school secretary, but may do so at the request of a parent. Student may keep medication with them and take as instructed.

The school is not allowed to give students any sort of medication, even things such as aspirin or Tylenol, without written authorization from the parent or guardian and/or a physician. Verbal permission given over the phone is not sufficient authorization.

For ongoing medical problems, such as an allergy to bee stings, asthma, etc., the school must have written instructions from a physician on file. Any medications to be kept at school for these conditions must come to school in the original container and must be given to the school secretary. If a student with asthma must use an inhaler at school, parents should indicate this on the emergency card, and the student should take responsibility for bringing the medication.

Finally, under no circumstances should students accept any medication from or give medication to other students, even medication such as aspirin or Tylenol.

PRAYER

As a Christian school, we begin each day with common prayer. This prayer consists of Scripture reading, recitation of the Psalms and praying for personal intentions. Each

class of instruction also begins with prayer. Each student is expected to behave respectfully during prayer.

SCHOOL DAY

The school building is open to students from 7:30 a.m. to 5:00 p.m. on Monday, Wednesday and Thursday. Because of the faculty meetings, the building will be closed at 3:30 p.m. on Tuesdays and Fridays. There may be other occasions throughout the year when the building will need to be closed at 3:30 p.m. These dates will be announced in advance in the monthly newsletter. On Monday, Wednesday and Thursday, students must either report to study hall by 3:30 p.m. or leave the campus. They may not remain outside on the school grounds after 3:30 p.m. because we cannot monitor students outside after this time. Students are expected to attend to their tasks in an orderly and quiet manner if they are in the building after 3:30 p.m. Students who misbehave will have their study hall privileges revoked.

Students who are dropped off at school between 7:30 a.m. and 7:50 a.m. should enter the building through the door to the south cafeteria. They must remain in the south cafeteria until the rest of the building is opened at 7:50 a.m.

SCHOOL OFFICES AND FACULTY ROOM

The office is the place for conducting most school business. All callers and visitors must check in at the office. If the office is closed, the faculty room takes over all the functions of the office. Students must knock at the door of the faculty room and make their requests from the doorway. Students are not allowed in the faculty room.

SOCIAL LIFE

Friendships and strong relationships with others are important aspects of human life. Trinity School encourages good relationships among its students: boys with boys, girls with girls, and boys and girls together.

We believe that relationships between members of the opposite sex should be marked by the highest qualities of human friendships and Christian charity. Boys and girls should have strong brotherly-sisterly friendships. Students should not relate to each other in an exclusive manner at school or at school-sponsored events.

We strongly encourage an active social life for our students and look to the social committee of the Trinity School Parent Service Association to provide direction in this area of student life.

STUDY HALL POLICIES

1. All students in the building after 3:30 (except those in detention) must be signed in on the list in the study hall. When they leave the building, they must sign out and indicate the time they left.
2. Parents must come into the building to pick up students after 3:30. No one will be permitted to stand at the gate after 3:30.
3. In the study hall no more than four students should sit at a table, if possible.
4. Students are expected to do their work quietly.
5. Students taking make-up exams must wait until the supervising teacher arrives at 3:30. They must sit at the table next to the monitor's table.
6. Students in the study hall may eat snacks and have beverages at their tables. These areas must be cleaned and chairs put in place before they leave.
7. The after-school study hall is a service provided free of charge by the faculty. Use of the study hall is a privilege. Therefore, any student who does not comply with these rules will not be permitted to stay after school for study hall.

TELEPHONES AND CELL PHONES

A phone is located in the south cafeteria. Students can make local and toll-free long distance calls. Local calls are free. Long distance calls can be made by using a calling card number, a prepaid phone card or by calling collect. They cannot use "10-10" numbers. Phones in the school office and faculty room may not be used except in an emergency. Forgotten homework, athletic needs, etc., are not ordinarily considered emergencies.

Cell phones: While participating in school-sponsored events away from campus, Trinity School students may face urgent situations, even emergencies, requiring immediate communication with their parents or the school; for that reason, students may bring cell phones to school. However, cell phones may not be used or visible on campus at any time, with the exception of students who are at the gate after school, calling about carpool ride situations. A cell phone must be stored while the student is on campus and must be in the "off" position during that time. Violation of either rule will result in disciplinary action.

UNIFORMS AND PERSONAL APPEARANCE

All students are expected to be neat in appearance and to wear the school uniform in the

way it was intended to be worn. Shoes should be tied. Uniform requirements are stated on pages 47 to 48, Appendix XIV.

For boys: Hair must be cut so that it does not hang down into the eyes. Hair cannot extend over the shirt collar in the back or over the ears on the sides. Sideburns can come to the bottom of the ear or shorter. Shaved heads are not permitted, nor is shaggy hair. Boys must be clean shaven every day. Bracelets, earrings, neck chains and other jewelry are not allowed for boys. One class ring and a wristwatch are acceptable. Visible tattoos are not allowed. Uniform shirts must be tucked in. A black or brown belt must be worn. **With regard to the appropriateness of personal appearance and uniforms for boys, the judgment of the dean of boys is final.**

For girls: Uniform shirts may be untucked. A plain white, black or gray shirt may be worn under the polo. Jewelry, makeup and hairstyles should be worn in a manner which is appropriate for school. Visible tattoos are not allowed. The hemline of kilts may be no higher than the top of the knee. **With regard to the appropriateness of personal appearance and uniforms for girls, the judgment of the dean of girls is final.**

Parents have occasionally requested that, because of injury, their children be excused from wearing shoes that meet the uniform requirements. Students will be given this exception for up to three days if they bring a note from their parents. If the exception is to last longer than three days, a note from the students' doctor must be given to the dean. In that case, the shoes the student wears must be dark in color and as close to the look of the uniform shoe as possible.

Students are not allowed to change out of their uniforms at school, unless they are members of an athletic team practicing or playing immediately after school. Once students have changed into their sports uniforms for practice, they must leave the school building. In other cases, students should obtain the permission of the appropriate dean to change clothes at school by submitting a written request from the parents. Dress code for outdoor field days is casual. Blue jeans, shorts and T-shirts are acceptable. Students should dress modestly—no tank tops, no inappropriate messages or pictures on clothing.

For junior and senior evaluation conferences, the senior dinner and graduation, music performances and other such events, students should dress more formally. Girls may wear dresses or skirts with the neckline above the top of the underarm and hemline to the top of the knee or longer. Please no strapless or spaghetti-strap dresses. At these events boys wear a dress shirt and tie.

VISITORS

All visitors to Trinity School, including former students, alumni and Trinity School families, are to report to the office or faculty room. Trinity School is private property and all non-school visitors need permission to be on the campus or in the building. It is the

policy of the school that only prospective students and parents can attend classes as visitors. Friends and relatives cannot be accommodated.

WEATHER-RELATED CLOSINGS

A decision to close school due to inclement weather will be broadcast under “Trinity School at Greenlawn” on both WNDU and WSBT. Such a decision will be made by 7:00 a.m.

Trinity School does not have late starts for school. Once school has begun for the day, the school will remain open until 3:30 p.m. as usual.

II. Athletics and Other Extracurricular Activities

A. Eligibility. All students are encouraged to participate in the Trinity School athletic program and/or the other organizations that sponsor organized activities. However, academic responsibilities are always the top priority. In addition, student athletes and students taking part in nonathletic activities are public representatives of Trinity School, which makes disciplinary matters relevant. Students may be removed from teams or clubs for academic or disciplinary reasons. The head of school oversees this process.

Any student who has accumulated four hours of detention time in the course of the current school year may be removed from an athletic team by the Discipline Board. Major breaches of the order of the school (see “Discipline” in the *Student Handbook*) can also render the student ineligible to participate in sports. Appendix I, page 26.

Only students in grades nine through twelve are eligible to play on our JV or Varsity teams. They may practice with JV’s or varsity with the permission of the coach.

B. Participation. Students are expected to take their responsibility to their team or club seriously, attend games/competitions and practices on a regular basis and follow team rules as established by the coach and athletic director.

A student must be present at school for at least three class periods in order to participate in a practice or a game/competition on the same day.

No athletic or other extracurricular events should interfere with the normal curricular life of the school. Practices cannot begin before the official end of the Trinity School day. No more than five team events (practices and/or games) can occur during one week while classes are in session. Travel time to games/competition Monday through Thursday is restricted to 45 minutes one-way. Only the head of school can approve an exception to this policy.

Prior to participation in the athletics program, each student must pay a participation fee. There must be on file a recent physical examination and a Parental Consent and Release Form. Physical examinations need to take place after May 1 of the previous school year. Participation fees may or may not be required for nonathletic activities.

For athletes in grades nine through twelve, the coaches shall decide whether each athlete participates on a freshman, junior-varsity or varsity team. Separate teams for seventh and eighth grades will be formed if enough students go out for the sport at each level. Seventh- and eighth- grade students may not play on high school teams.

C. Transportation. Parents are responsible for finding transportation for student athletes. As a condition for participation, parents and students must agree to comply with the following policy regarding transportation to all other athletic activities:

- Student athletes must be driven to these events by parents or other adults (nonstudents over the age of 18), with the following exception: Student athletes may drive themselves (and other family members) to home games and to in-town away games if the parents fill out an Athletic Driver Form and submit a photocopy of the family insurance policy showing proof of at least \$250,000 of liability insurance. On a case-by-case basis, the head of school can approve driving to additional locations (e.g., away games).
- The athletic director may assist parents by helping to organize transportation.
- Student athletes after returning to campus after a game may then drive themselves (and other students) home.
- Coaches will report infringement of these rules to the head of school, with the following consequences:
 - first report—a written reminder of the policy is sent to parents,
 - second report—a conference is arranged,
 - third report—student will be ineligible to participate for the remainder of the season.

Traveling to away games and overnight tournaments requires special care.

- The standard for travel clothing should be the standard required for the school outdoor field day or better. Parents are asked to make sure their children are dressed modestly and tastefully—no torn or tattered clothing, no tank tops, no inappropriate pictures or messages on T-shirts, etc.
- There must be at least one adult driver (over 21) with a valid driver's license for each car. There must be a seat belt for each passenger. Each driver should have directions and timetable.
- Students or friends not on the team are not allowed to travel with the team.

- Drivers are not expected to drop off players at their homes after the trip. Parents should make prior arrangements to pick up players at campus. If necessary, one designated parent will be called with an estimated time of arrival.

D. Parent Support of Athletics. Parents of athletes are expected to help out in various ways. Some parents serve on the Athletic Committee, where they advise and support the administration of Trinity School in implementing and promoting the school's athletics program. Among other duties, they help oversee the entire program, evaluate how various parts of the program are working, encourage support by other parents, sponsor the seasonal awards programs (for fall, winter and spring sports) and help run the preseason team meetings. Parents are also expected to help with fundraising.

At home games, parents are needed to help with set-up and clean-up, greeting teams and referees, collecting money for admission, helping run concession stands and working at the scoring table. Parents are also responsible for the behavior of their own children at games. For each team, there are two parents who help manage the team. Parent Manager #1 helps collect fees, distribute uniforms, organize the team dinner and secure gifts for the coach. Parent Manager #2 helps with communication, reminding scheduled drivers and helpers and making emergency calls. For varsity teams, there is a Parent Manager #3 who organizes Senior Night to honor seniors in that sport.

E. Athletic awards

Grades Seven and Eight.

- First-time participants receive a small letter "T".
- Seventh-grade participants in additional sports receive small chevrons.
- Eighth-grade participants receive a small, fancy, sport-specific chevron unless they are participating for the first time; in that case, they receive their "T" instead.

Grades Nine through Twelve. For all participants who have fulfilled the practice requirements established by the coach and finish the season still on the team:

- First-time participants receive the numerals of their graduating class (09, 10, etc).
- All participants who have already earned numerals receive large chevrons.
- Eligible participants earn a large varsity "T".

The varsity "T" is not automatically awarded to every participant on a varsity team; this award is something to work for and usually requires training off-season. It is not usually given to freshmen or sophomores. It requires playing at least one-third of the total season playing time, starting in at least three games and making a substantial contribution on the playing field through the course of the season. Seniors who have participated in this sport for two or more years will receive the varsity "T" because of their faithful commitment and participation even if they have not developed the necessary skills or are

not athletic enough to participate for the required one-third of the time. Coaches and the athletic director may adjust these rules in specific cases.

- Participants who have already earned their large “T” in previous seasons or other sports receive a large, fancy, sport-specific chevron.
- High-school varsity team captains receive a gold star. Freshman and junior varsity team captains receive navy stars. Captains in grades seven and eight receive white stars.
- Other awards may include but are not limited to Best Team Player, Most Valuable Player and Most Improved Player.

The Most Improved Player has improved in individual skills and team play from the beginning to the end of the season.

The Most Valuable Player plays the sport skillfully and is instrumental in leading to the success of the team, win or lose.

The Best Team Player has a positive attitude that unifies the team through actions and words, inspires the team to play better and harder and encourages fellow teammates in games and practices. This is an award for someone who works selflessly for the good of the team.

III. *Guidelines for Social Events.* The Trinity School community—parents, students and faculty—is committed to the highest ideals. We form our students intellectually by bringing them into contact with the best in human culture and thought, and we work to help them appropriate a life of Christian virtue and service. In keeping with these ideals, we want to provide a social atmosphere that calls forth the best in our children and provides an environment that will foster deep and lasting Christian friendships.

If we are to be successful in this sort of education, all of us have to work together with the best interest of the students in mind. In every way, the social events of Trinity School students should reflect and embody the ideals of the school. Every social event or occasion should be a time of good, clean fun and mutual courtesy.

There are different kinds of Trinity School social events: first, those sponsored by or held under the auspices of the school, such as the spring formal; second, class events hosted by the parents for their children’s classmates; third, informal get-togethers with friends.

- Events under the auspices of the school or class events hosted by parents should be open only to current Trinity School students. Our students need to have a social life which is directly related to their life at Trinity School.
- Social events sponsored by the school and class events hosted by parents are meant to be inclusive and to build friendships among students. At a class party, for example, everyone in the class is invited and students are encouraged to relate to one another with kindness and courtesy, avoiding circumstances that might hurt

feelings or leave others out. We adults should be eager to help students in creating such an atmosphere.

- Experience has shown that at every age level there is value in social events that are held for just boys or just girls. Friendships need to be built among the members of one's own sex as well as with those of the opposite sex. We strongly suggest that mixed parties be held only at the high school level. At the high school level, before invitations are sent out, parent hosts and students should carefully weigh the appropriateness of inviting both boys and girls to a particular event. Parents should help students to avoid the pressure of mixed gatherings for the sake of mixed gatherings.
- Parents should be actively involved in the planning and hosting of class gatherings. As students grow and mature, they are in a position to provide more and more input into their social events. Parents should eagerly encourage measured growth in social maturity.
- Parent hosts should always be a *visible* presence at student parties. There is an art to being present without becoming a monitor. Parents are encouraged to establish friendly, supportive relationships with the students.
- *No guests should leave the site of the party unchaperoned.* Every parent should enforce this guideline. Going off alone or in small groups away from the chaperoned party can be deterred more effectively by focusing on well-planned activities than by policing the doorways.
- *Clear starting and ending times* for gatherings should be communicated and respected.
- *Parent hosts have the responsibility of making sure that no alcohol or drugs of any kind are present or being used.*
- If there are serious breaches of conduct, students and their parents need to be informed. The students deserve to be told politely but unequivocally that their behavior is unacceptable. Parent hosts are encouraged to correct students who violate the standards of their home or those of the school. Very serious misconduct should be reported to the student's parents for their action and counsel.
- Parents and students are urged not to publicize a smaller, more exclusive party. We want to avoid hurt feelings.
- Parent hosts are responsible at every social event for setting consistent ideals for what is allowed in behavior, entertainment and activity. Parents are encouraged to call hosts to offer assistance and bring up any questions and concerns they have about a social gathering.

- *Please have your child RSVP to hosts in a timely manner and tell them to be prepared to pay their share or contribute to the costs of the gathering as requested.*
- When planning an event, please consult the school calendar in order to avoid conflicts with school activities.

IV. Medications. Students may take medications at school. However, they must have written authorization on their persons from a parent or guardian and/or a physician in order to do so. This includes cough drops.

Medication, both prescription and over-the-counter, must come to school in its original container. Students are not required to give the medication and instructions to the school secretary (or nurse), but they may do so at the request of a parent. Otherwise, they may keep medication with them and take it as instructed. The school is not allowed to give students any sort of medication—even things like aspirin—without written authorization from the parent/guardian and/or physician. Verbal permission given over the phone is not sufficient legal authorization.

For ongoing medical problems such as asthma or allergy to bee stings, the school must have written instructions from a physician on file. Any medications to be kept at school for these conditions must come to school in the original container and must be kept by the school secretary (or nurse). If a student with asthma must use an inhaler at school, parents should indicate this on the emergency card and the student should take responsibility for bringing the medication to school, keeping it and using it as necessary.

V. Ecumenism. Trinity School is ecumenical. We seek to witness to the fundamental unity of all Christians. Thus, we seek as much unity as is feasible based on those things all Christians hold in common. Although Trinity School is a Christian school, a student need not be a Christian to enroll. Faculty are, however, practicing Christians. The fact that Trinity School is an ecumenical Christian school calls faculty, students and parents to a particular kind of sensitivity. Although denominational distinctiveness is noted and discussed, we respect all forms of Christian thought and life. We try to think and speak in such a way that we do not presume that others share—or ought to share—our own denominational allegiance. At the same time, we are a Christian school and we openly display our Christianity. This means that things deemed to be held in common by all Christians are a major part of the Trinity School culture. If you believe something has been said or done that is offensive to you as a member of a particular Christian denomination, please bring it to the attention of the appropriate faculty member or the head of school.

VI. Teacher-Student Relationships. Our faculty are the adult leaders of the community of learners. Their role is to draw students into the rich, Christian culture at the heart of

Trinity School. Trinity faculty are friendly and engaging and at the same time observe proper professional boundaries. Although the students are teenagers, the culture of the school is not teen culture; it is, rather, the adult culture of the Christian men and women leading the school. In order to achieve their mission effectively, the faculty must maintain their adult status and not attempt to establish peer relationships with their students. The teachers do not pastor or evangelize the student, nor do they engage in personal counseling of students; and, while the faculty are on occasion invited guests to meals, church events, and other social gatherings hosted by Trinity families, the faculty do not establish personal relationships with students outside of their professional role as Trinity teachers.

VII. Cell Phones Cell phones are to be turned off the entire time a student is on campus. Thus students may not use cell phones to send or receive calls or text messages, nor may they use the photo and video capabilities of the phone while on campus.

Since they cannot receive calls or messages, please do not initiate cell phone communications with your son or daughter through either voice or text messages during the school day. They can be contacted by calling school and leaving a message. A phone is always available for students to use free-of-charge.

Cell phones found in use during the school day will be confiscated. The student can retrieve the phone in the school office after school.

VIII. Evangelism and Personal Counseling. Although Trinity School is a thoroughly Christian school, its goal is educational, not pastoral. Our students are at school to learn, not to be evangelized or counseled. As Christians, we begin the day and each class with prayer, then we set about the educational tasks at hand. The personal faith life of students is the proper concern of those students and their parents. Non-Christian students can be excellent Trinity School students. However, the Trinity School environment is specifically Christian and this may very well have an evangelistic effect upon the student.

Trinity School is not directly involved in the personal and/or familial difficulties of its students. In general, we do not provide personal counseling to students. Of course, the entire staff cares about each student and will make an effort to be understanding when we become aware that anyone is experiencing particular difficulties.

IX. College Guidance. Trinity School at Greenlawn has a guidance counselor to assist students as they apply to colleges. The primary responsibility for researching and visiting colleges lies with the student and his or her family and generally begins junior year. Trinity School holds a college/financial aid information meeting for junior and senior parents in the month of January. The college counselor will also schedule a day during the second semester to meet with each junior and his or her parents to discuss the college application process. Printed information about colleges and scholarships can be found in

the school office. Because Trinity School is accredited, students are eligible for many scholarships. Students are responsible for turning in application materials to the school office well before deadlines. Students are also responsible for securing letters of recommendation. There is a minor fee for processing college applications.

It is important that the college application process is managed in a way that will not conflict with the student’s Trinity School education. Thus, we highly recommend that students schedule college visits during breaks in the school year.

X. Evaluation

A. Checklist Evaluation.

TRINITY SCHOOL CHECKLIST EVALUATION

Student: _____ Teacher: _____

Academic Performance in General: ___ Acceptable ___ Unacceptable

<p>Content ___ Continued Good Work</p> <p>Areas of Improvement ___ Attention in class ___ Homework/Preparation for class ___ Participation in class ___ Test performance ___ Quiz performance ___ Writing skills ___ Mathematical skills</p>	<p>Attitude ___ Continued Good Work</p> <p>Areas of Improvement ___ Attitude towards subject ___ Attitude towards learning ___ Effort in learning ___ Overcoming distractions</p>
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Comments: _____

“Academic Performance in General” is the most important category. Here the faculty member has indicated whether the student’s performance is acceptable. This category concerns academic performance only. Attitude, behavior, etc., are not included here. Further, this notation is not meant to reflect a particular grade. It would be possible to perform at a passing level, but still have an unacceptable mark in this category. Such a mark could indicate, for example, that the student is passing the course, but he or she is seriously deficient in writing skills or is performing well below his or her abilities. (“Unacceptable” does not mean “failing.” If your child is in danger of failing the course, the teacher will send you a pink deficiency notice well in advance so that corrective action can be taken.)

The two subcategories of “content” and “attitude” give further detail that might be useful to you. Again, it is possible for the teacher to mark both “Continued Good Work” and indicate an area that could use improvement. In any case, if you have questions or need more information, please call the teacher.

B. Semester Evaluation. Here is a list of the categories we evaluate and a brief description of each. The categories listed first address the most important qualities for a lifelong learner to develop.

Sense of Wonder/Depth of Inquiry—In the seventh and eighth grade, students should be growing in curiosity, involvement, a questioning mind and the ability to make connections. If students can see connections between what they are studying and things they have observed earlier in this class or others, they have begun to teach themselves. It is the faculty’s job to elicit and awaken these qualities in younger students by questions and responses to questions. By the time our students are older, they are expected to take more initiative in expressing these qualities and inspiring them in each other. Teachers look for comments in class discussion or insights expressed in written work as evidence that a student is developing wonder and depth of inquiry. The teachers do their best to assess these qualities. When a teacher does not see evidence of these qualities, it does not mean that the student does not have them. It just means they are not demonstrated in the classroom.

Basic Understanding of Subject Matter—This is a brief summary of what the student has learned—or still needs to master—in the course. There will often be a list of skills or content areas covered during the semester and an evaluation of how well the student has mastered them. Frequently teachers will note in this section that a student needs to spend time reviewing a certain topic or practicing a skill.

Attitude Toward the Subject—This tells parents if their child seems to be engaged in the course, consistent in effort and preparation and developing the character of a good student’s approach to learning. On the other hand, the teacher may note if a child complains frequently, seems bored or acts disinterested.

Class Discussion—Class describes the student’s participation in classroom conversation. It includes not only the quantity of a student’s participation, but also the quality. In upper division high-school seminars, participation in class discussion can count for as much as half of the overall grade. (See the section on seminars on page 2.)

Essays and Writing—This category covers all aspects of the writing program. Grades that have been assigned to essays will be reported here. In the junior and senior Humane Letters courses, essay-writing is an essential component. In seventh- and eighth-grade literature and composition, writing sentences and paragraphs is the focus. In some courses, such as mathematics or studio art, there may be no essays.

Objective Tests—Scores and percentages on tests will be reported here. For classes in which there are both closed book/in-class tests and open book/take-home tests,

these will be reported separately. Tests may be weighted differently. In the eleventh- and twelfth-grade Humane Letters Seminars, there are usually no tests to report.

Projects, Reports, Papers—All graded assignments that are not an essays or objective tests will be reported here. This includes projects such as the leaf booklet in life science, lab reports in biology and physics, timelines and creative projects in history, graded assignments in senior mathematics and oral presentations in many courses. The teacher may comment on the student's use of time, neatness and ability to work with a group.

Homework—This is where a teacher will comment on a student's study skills and regular preparation for class. Especially in the high-school program, the teacher does not always collect homework. However, it is easy to tell from class participation whether the student has read carefully or worked the assigned problems. Daily work and quiz grades are also included here.

Class Behavior—A teacher will report on a student's attentiveness in class, obedience, cooperation and level of concentration.

XI. Yearly Events

August. Fall sports teams begin practices early in the month. (Varsity soccer and volleyball begin around August 1, seventh- and eighth-grade teams somewhat later.) Class parties are usually scheduled and the Social Committee is very busy planning for the year. Near the end of the month, there is a party of some sort for the entire high school. On the academic front, the school year begins with an orientation meeting for new parents, book sale day and orientation day for students and the beginning of classes. At some time during orientation, seniors meet with the head of school. There is an all-school picnic at the end of the month.

September. This month and at least the first half of October are filled with volleyball and soccer games at all levels, including an all-school ice-cream social. Fall field day usually occurs on the third Friday of September. Near the end of the month, the Study Skills workshop provides hands-on study help for new students, including all seventh-graders. Each new student is to be accompanied by a parent to the Study Skills Workshop. The Study Skills Workshop doubles as the seventh-grade parent-faculty meeting.

October. Fall sports teams finish their seasons. Checklist evaluations are mailed in the middle of the first semester, usually around October 15. This is the first across-the-board communication parents receive about their students' academic progress. Sophomores and juniors take the PSAT in October. A parent-faculty meeting is held for eleventh-grade students and their parents. Fall break, a four-day weekend, occurs in the second half of the month. The first half of the junior class presents its drama production. Sophomores are given an opportunity to take ballroom dancing lessons off campus and there is a square dance for high school students.

November. An Open House for prospective students is held early in the month, with current students serving as hosts. There is an Athletic Awards Night for fall sports. Winter sports begin: basketball, seventh- and eighth-grade girls' volleyball. The first varsity basketball games occur close to Thanksgiving break. A parent-faculty meeting for eighth-grade parents is held to preview the high school program.

December. As the first semester draws to an end, students are very busy. The second junior drama production, the winter recorder concert and the winter Fine Arts Night all take place in December. Applications for siblings of current Trinity School students are due by the end of December. The first Saturday of the month is the Christmas bazaar, another major fundraiser. Because the semester ends before Christmas, the final week involves final tests, papers and projects.

January. The month begins with Project Week for the students and evaluations for their parents and teachers. (Juniors and seniors also attend their evaluation meetings.) There is a bowling event during Project Week. Winter sports continue and second semester starts. Seventh- and eighth-grade basketball begins. Junior and senior parents meet to learn about the college financial aid process and finalize plans for the Spring Formal.

February. A second Open House for prospective students may be offered. By the end of the month, acceptance letters have been sent to most students who have applied for admission to Trinity School for the coming school year. Midwinter break, a full week, usually falls the last week of February and a ski event occurs then. Most winter sports end. For parents of seniors, March 1 is the deadline for filling out the Free Application for Federal Student Aid (FAFSA), necessary for college financial aid.

March. The first half of the senior class stages its drama production. Around March 15, the middle of the second semester, checklist evaluations are sent out again. Winter Athletic Awards Night is held and spring sports begin. March 31 is the date when parents are asked to make their decisions and sign admission and tuition agreements for the coming school year. It is also the deadline for applying for financial aid for Trinity School.

April. Easter (spring) break occurs the week after Easter, which usually falls in April. Eighth-graders hold their medieval banquet. The extracurricular music event occurs at the end of the month.

May. This is the busiest month of the year. It begins with spring field day and includes the junior/senior spring formal, the Fischhoff chamber music performance for seniors and their parents, the spring recorder concert, spring Fine Arts Night, spring Athletic Awards Night and the second senior drama performance. Memorial Day weekend features soccer games and basketball games between the varsity teams and Trinity School alumni. Classes usually end the Friday before Memorial Day weekend. The following week is exam week for students. Each student is scheduled for an oral exam and high school students also do a major project in science and/or mathematics.

June. Second semester evaluation meetings take place. The senior dinner on Friday night and graduation on Saturday afternoon officially end the school year. During the summer, the Trinity Classic Summer program is held for students entering grades four, five and six.

XII. Annual Calendar, 2009-10

AUGUST	22	Saturday	New parent orientation
	25	Tuesday	Book sales
	26	Wednesday	Orientation
	27	Thursday	First class day
	30	Sunday	All-school picnic
SEPTEMBER	4	Friday	All-school ice cream social after volleyball games
	7	Monday	Labor Day—NO CLASSES
	18	Friday	High-school Fiesta! For grades nine through twelve.
	25	Friday	Fall Field Day
	26	Saturday	Study Skills Workshop
OCTOBER	8	Thursday	Eleventh-grade student/parent/faculty meeting
	10	Saturday	Square dance for grades nine through twelve
	14	Wednesday	PSAT
	21	Wednesday	First quarter ends, drama evening # 1
	22-23	Thurs.-Friday	Fall break
NOVEMBER	8	Sunday	Open House
	21	Saturday	Ballroom dance party for grades ten through twelve
	26-27	Thurs.-Friday	Thanksgiving break
DECEMBER	5	Saturday	Christmas Bazaar
	7	Monday	Recorder recital
	11	Friday	Basketball Spirit Night
	14	Monday	Fine Arts Night
	18	Friday	First semester ends, drama evening # 2
	21-1/4/10	Monday-Friday	Christmas break
JANUARY	4	Monday	Project Week begins

	5-8	Tues.-Fri.	Evaluations
	6	Wednesday	All-school bowling party
	9	Saturday	Project Fair
	11	Monday	Second semester begins
	18	Monday	Martin Luther King, Jr. Day—NO CLASSES
	21	Thursday	Eleventh- and twelfth-grades parent/faculty meeting
FEBRUARY	7	Sunday	Open House
	22-26	Mon.-Fri.	Midwinter break
		TBA	Ski event during midwinter break
MARCH	12	Friday	Third quarter ends, drama evening # 3
		TBA	Social event for grades nine through twelve
APRIL	2	Friday	Good Friday—NO CLASSES
	5-9	Mon.-Fri.	Easter break
	23	Friday	Medieval Banquet
	28	Wednesday	Music Event
	29	Thursday	Spring Field Day
	30	Friday	NO CLASSES
MAY	6	Thursday	Fischhoff Soiree
	8	Saturday	Spring formal
	21	Friday	Drama evening # 4
	24	Monday	Senior recess
	26	Wednesday	Spring Fine Arts Night
	28	Friday	Last class day
	31	Monday	Memorial Day—NO CLASSES
JUNE	1-3	Tues.-Thurs.	Oral examinations
	7-10	Mon.-Thurs.	Evaluations
	11	Friday	Senior Dinner
	12	Saturday	Graduation (<i>practice at 9:00 a.m., graduation at 1:00 p.m.</i>)

XIII. Daily Schedule

7:30 a.m.	Cafeteria opens
7:50	Building opens

8:05-8:20	Prayer
8:25-9:20	Period 1
9:25-10:20	Period 2
10:30-11:25	Period 3
11:30-12:25	Period 4
12:30-1:00	Lunch
1:05-2:00	Period 5
2:05-3:00	Period 6
3:15-4:00	Detention
3:30-5:00	Study Hall

Students who are dropped off at school between 7:30 a.m. and 7:50 a.m. should enter the building through the door to the south cafeteria. They must remain in the south cafeteria until the rest of the building is opened at 7:50 a.m.

Study Hall is closed on Tuesday and Friday afternoons because of the weekly faculty meetings.

Detentions are served on Monday and Wednesday afternoons.

Tutoring in mathematics is available from 3:30 to 4:30 on Thursday afternoons.

XIV. *Uniforms*

UNIFORM COMPANIES:

Dennis Uniform Company
8345 Indianapolis Blvd.
Highland, IN 46322
1-800-854-6951
www.dennisuniform.com

Sports Image Apparel of Indiana
58800 Executive Dr.
Mishawaka, IN 46544
574-258-0571
www.sportsindiana.com

When ordering online from Dennis Uniform Company, you will be asked to enter our school code, **GIXGH**.

Girls' uniform requirements:

SKIRTS/PANTS

Blackwatch plaid kilt (Dennis Uniform Co.) **AND/OR**

Navy Flat-front chino pants (Dennis Uniform Co.) **AND/OR**

Navy uniform pants (The Gap (girls' sizes only), J. C. Penney, American Eagle or Aeropostale

SHIRTS

Green or white, long- or short-sleeve polo shirt with Trinity monogram (Dennis Uniform Co.)

SWEATERS

Navy hoody zip sweater with Trinity monogram (Dennis Uniform Co.) **AND/OR**
Navy long-sleeve full-zip fleece with Trinity monogram—
(Sports Image Apparel of Indiana) **AND/OR**
Black full-zip sweatshirt with Trinity monogram (Sports Image Apparel of Indiana)

SHORTS may be worn August 26, 2009, to October 21, 2009 and Easter break to June 4, 2010.

Blackwatch plaid walking shorts (Dennis Uniform Co.) **AND/OR**
Navy uniform Bermuda shorts (The Gap and Aeropostale)

ACCESSORIES

Plain, white T-shirt, long or short sleeve, may be worn under the white polo.
Gray, navy, black or white T-shirt, long or short sleeve, may be worn under the green polo.
Short, plain, navy socks, white socks or black socks
Navy, black or nude tights or nylons

SHOES

Girls must wear **SOLID** brown, navy or black closed-toe, closed-back, low-heeled shoes (tie or slip-on)—not canvas. If you are uncertain about a particular shoe style, talk to the dean of girls before you buy school shoes.

Boys' uniform requirements:

PANTS

Navy blue pants purchased from Dennis Uniform Company with PLAIN, navy blue or black socks (no logo).

SHIRTS

Green or white, long- or short-sleeved polo shirt with Trinity monogram (Dennis Uniform Company) **AND/OR**
(NEW) Monogrammed white, long- or short-sleeved, Oxford cloth, button-down collar shirt (Sports Image Apparel of Indiana)

SWEATERS

Navy crew-neck pullover sweater with Trinity monogram (Sports Image Apparel of Indiana) **AND/OR**
Navy pullover sweatshirt with monogram (Sports Image Apparel of Indiana) **AND/OR**
Navy long-sleeve full-zip fleece with Trinity monogram (Sports Image Apparel of Indiana) **AND/OR**
(NEW) Navy quarter-zip fleece with Trinity monogram (Sports Image Apparel of Indiana)

SHORTS (May be worn August 26, 2009, to October 21, 2009 and Easter break to June 4, 2010.)

Navy walking shorts (Dennis Uniform Co.) with PLAIN, WHITE crew socks (no logo)

ACCESSORIES

Plain, simple dark brown or black leather belt with plain buckle.

T-shirts worn under the uniform must be a plain white crew neck, or v-neck.

SHOES

Boys must wear plain, **DARK** brown or black shoes (tie or slip-on). Boots, athletic shoes and sandals, including Birkenstocks and shoes with visible logos are **not** acceptable. If you are uncertain about a particular shoe style, talk to the dean of boys before you buy school shoes.

Used uniforms are available at the school on uniform day in May. Parents who wish to buy or sell uniforms at any time during the year should contact Mrs. Ashley at 272-8515.

XV. Drop-off, Pick-up and Parking

During the school day, all the parking places on campus (inside the fence) are assigned either to faculty members or to people who work at the People of Praise offices in the north part of the school building. Parents who come to the school between 7:30 a.m. and 5 p.m. should park on Greenlawn Avenue and walk onto campus. The most direct route is to park near the walk-in gate at the south side of the building and come to the main office through the main doors that face east. In the evening, this is still often the best practice. If an event (such as a recorder concert) is being held exclusively in the auditorium, the main entrance for that event will be the door facing west at the back of the auditorium. It is then permissible to park on campus, on the west side of the building. However, parking on Greenlawn and walking in is still preferable, if possible. For safety reasons, all full-size vans and larger vehicles must park south of the walk-in gate; minivans and cars should be parked north of the walk-in gate.

When picking up or dropping off students at the beginning or end of the school day, please approach the campus from the north side, driving south on Greenlawn Avenue. Please do not block the driveway or drive onto campus itself. Do not court danger by double parking or by driving north and dropping off students on the east side of Greenlawn, forcing them to walk across the street in the middle of the block. Not parking on the east side of Greenlawn is also a courtesy to our neighbors who live on the east side of Greenlawn across from the school.

Seniors who drive to school park on the west side of Greenlawn, north of the driveway. All other students are asked to park on the east side of Esther, being considerate of our neighbors who live on the west side of that street. Parking stickers are required on all automobiles that the students drive to school. See section titled "Automobiles" in Appendix I, page 24.

Student Departures during the School Day and after 3:30 pm: Parents must come into the building to pick up students who need to leave school at any time other than during regular dismissal (3:00-3:30 p.m.). Students may not leave the building during the school day and wait at the gate for their parents to pick them up. They must be properly checked out at the school office and parents should come in and meet their children in the office area. After 3:30 p.m., any student whose ride has not come must report to study hall and be picked up there.

XVI. Graduation Requirements

As a guiding principle, we want every student to complete the entire academic program at Trinity School. The program is a unified whole which expresses our vision of education. Reasonable adjustments and special arrangements for specific students are made only for serious reasons.

One semester credit is awarded for a class that meets four or five times weekly for 55 minutes per meeting. One-half semester credit is earned for a class which meets two or three times a week. The Humane Letters Seminars are counted as two and one-half units per semester. The ninth- and tenth-grade Humane Letters Seminars are distributed as one unit of history, one unit of literature and one-half unit of composition. The eleventh- and twelfth-grade Humane Letters Seminars are distributed as one unit of history, one unit of literature and one-half unit of philosophy.

Trinity School is on the normal 4.0 scale, with the addition that an A+ is awarded for exceptional work in any of the high-school courses. The grading scale at Trinity School in the high-school is found on page 7.

The complete Trinity School program in grades nine through twelve breaks down as follows:

Theology	4 units
Philosophy	2 units
English	10 units
History	8 units
Mathematics	10 units*
Science	8 units (6 with lab)
Foreign language	6 units (4 each of 2 languages)
Fine Arts	6 units (music/art/drama)

*includes eighth-grade algebra

Our minimal requirements for graduation, consistent with the requirements of the states in which Trinity Schools operate, are these: The student must be at least 16 years of age, have spent the last four years at the high school level and have earned a minimum of 42 high school units, distributed as follows:

Theology	2 units
English	8 units
History	6 units*
Mathematics	6 units**
Science	4 units***
Foreign language	4 units
Fine arts	2 units****
Any area	10 units

*including both semesters of ninth-grade Humane Letters Seminar, in which we teach both American history and government

**may include eighth-grade algebra

***including two units of ninth- grade biology and two units from tenth- or eleventh-grade chemistry or physics, both lab courses

****may include drama

XVII. *Trinity School Honors*

The following honors are presented annually by Trinity School at Greenlawn:

- General educational excellence in the seventh and eighth grades.
- Academic excellence by course in grades nine through twelve. Honors are awarded at the end of each year of Humane Letters Seminar, mathematics and science; others are awarded in the final year of a multiple-year course, Latin, for example.

Special Awards

- Joe Stante Award. This award, in honor of Mr. Joe Stante, former Trinity School teacher, is given to an eighth-grade boy and/or girl. The criteria are the characteristics of friendliness, kindness, and sense of humor, along with a love of the truth manifested in a desire to know.
- The John Curran Award. This award, in honor of John Curran, an early supporter of the school and father of several Trinity School graduates, is given to a tenth-grade boy and/or girl. The basic criteria are a demonstration of excellence in the pursuit of learning and a willingness to enter into dialogue with the great minds and ideas of our western heritage.
- Kay Lewsen Award. This award in honor of the memory of Kay Lewsen, is presented to the junior boy and/or girl who, in the opinion of the faculty, made significant contributions in a variety of settings to the development of the culture of the school. Leadership and courage in living out the culture of the school are hallmarks of the award-winners.

- *Cum laude* diploma: A student who performs with distinction in the complete Trinity School program receives a diploma *cum laude*. The requirements for this distinction are a grade point average of 4.25 or higher and the awarding of at least two high pass grades for the project and final oral exams during the eleventh- and twelfth-grade years, which includes the world issues class.
- The Graduate Award: The Graduate Award is presented to the senior boy and/or girl who, in the opinion of the faculty, exhibit the highest and most complete expression of the core ideals of Trinity Schools. Trinity School is a community of learners, and academic excellence in all of its expressions is the core of the assessment. The mission statement of Trinity Schools highlights those core ideals: participation in the discovery of truth and the creation of beauty, the practice of goodness, the development of intellectual and aesthetic habits of thought, the rigorous exploration of reality, the free and disciplined exchange of ideas and active participation in the arts.

XVIII. Trinity School at Greenlawn Faculty

Kerry J. Koller, Head of School

Ph.D. Philosophy, University of Notre Dame, 1975; M.A. Philosophy, University of Notre Dame, 1965; B.A. Philosophy, St. Mary's College of California, 1963. Faculty: Department of Philosophy, University of Notre Dame, 1966-68; Department of Philosophy, University of San Francisco, 1969-1975. Head of School, Trinity School at Greenlawn, 1983-85, 2004-present ; Head of School, Trinity School at River Ridge, 1989-90; Head of School, Trinity School at Meadow View, 1998-99. President, Trinity Schools, 1986-present.

Thomas F. Finke, Associate Head of School

M.S. Mathematics, University of Notre Dame, 1971; B.S. Mathematics, Xavier University, 1969. Grant from the Council on Basic Education for the study of Newton's influence on English political theory, 1991. Faculty: St. Joseph's High School, South Bend, IN, 1973-1978; Teaching Assistant, University of Notre Dame, 1969-1973; Head of School, Trinity School at Greenlawn, 1981-1983, 2000-2004; Associate Head of School, 2005-present. Trinity School at Greenlawn, 1981-present.

Matthew J. Bartek, Dean of Boys

B.S. Education, Indiana University at South Bend, 1999. Trinity School at Greenlawn, 1999-present.

Colleen Pingel, Dean of Girls

B.M.E. Loyola University, 1992 . Faculty: Sacred Heart Academy, New Orleans, LA; 1992-1993; Faculty, Veritas Academy, 2004-2006. Trinity School at Greenlawn, 1993-2002; 2006-present.

Wendy Baxter

B.A. English Literature and French, Redeemer College, 1994; B.Ed. University of Toronto, 1997. Faculty: Sir Robert Borden High-school (Ontario), 1999; Lisgar Collegiate Institute (Ontario), 1998. Trinity School at Greenlawn, 2000-present.

Margaret S. Connolly

M.A. Theology, University of San Francisco, 1974; B.A. Psychology, University of San Francisco, 1972. Faculty: Immaculate Conception High School, San Francisco, 1974-5; Shepherd of the Hills School, San Francisco, 1975-77; St. Joseph's high-school, South Bend, 1977-78; Trinity School at Greenlawn, 2001-02, 2005-present.

Dan H. DeCelles

M.S. Mathematics, Michigan State University, 1973; B.S. Mathematics, University of Notre Dame, 1971. Trinity School at Greenlawn, 1998-present.

Thomas Dits

M.A. Medieval Institute, University of Notre Dame, 1981; B.A. Philosophy, University of Notre Dame, 1979. Faculty: St. Anselm's College, 1983-1986; Holy Cross College (South Bend) 1995-1996; Trinity School at Greenlawn, 1987-1991; 1997-present.

Bridget M. Donohue

B.A. Psychology, College of St. Thomas, 1989; Graduate studies, University of Dayton, 1993-1994. Trinity School at Greenlawn, 1987-present.

Ann C. Greer

M.S. Elementary Education, St. Francis College, 1979; B.A. Elementary Education, St. Mary's College (Notre Dame), 1974, Faculty: St. Anthony's Parish School. Trinity School at Greenlawn, 1998-present.

Anna C. Keating

B.A. Program of Liberal Studies, University of Notre Dame, 2006. Trinity School at Greenlawn, 2007-present.

Barbara J. Koller

B.A. World Literature, San Francisco College for Women, 1963. Faculty: San Francisco Unified School District, 1964; South Bend Community School Corporation, 1964-1967. Trinity School at Greenlawn, 1986-1990; 1991-1998; 1999-present. Trinity School at River Ridge, 1990-1991; Trinity School at Meadow View, 1998-1999.

Jamie Kropka

B.A. Spanish Language and Literature, B.A. French Language and Literature, Franciscan University of Steubenville, 2009. Trinity School at Greenlawn, 2009-present.

John Kurdelak

M.T.S. Moral Theology, University of Notre Dame, 2000; B.A. Government and Theology, University of Notre Dame, 1998. Trinity School at Greenlawn, 2000-present.

Katherine M. McShane

M.A. Mathematics, Arizona State University, 1983; B.S. Mathematics, University of Notre Dame, 1981. Trinity School at Greenlawn, 1984-1989, 2003-present.

Patrick Malone

Ph.D. Mathematics, University of Massachusetts, 1975; M.A. Mathematics, University of Kansas, 1969; B.A. Mathematics, Lewis University, 1966. Faculty: Toledo University, 1977-1984; Bowling Green State University, 1976; Jessup W. Scott High School, Toledo, OH, 1976-1985; LaSalle High School, South Bend, 1985-1987; Indiana University at South Bend, 1995-present; Trinity School at Greenlawn, 1987-present.

Thomas Noe

B.S. English, University of Notre Dame, 1969.

Brian Peterson

S.T.M. Theology, Lutheran Theological Southern Seminary, 1998; M.Div. Theology, Lutheran Theological Southern Seminary, 1997; B.A. Philosophy, Religion, St. Olaf College, 1993. Trinity School at Greenlawn, 2008-present.

Linda Porto

M.A. Theology, University of Notre Dame, 1980; Secondary certificate, University of Iowa, 1973; B.S. Sociology, Iowa State University, 1967. Director's assistant for the National Endowment for the Humanities for the study of the Bible in the Early Middle Ages, 1989. Grants from National Endowment for the Humanities for the study of St. Augustine, 1985; Dante, 1988. Faculty: Our Lady of the River, New Orleans, LA, 1971-1973; Redemptorist High School, New Orleans, 1972-1975; St. Joseph's High School, South Bend, 1975-1981; St. David's Secondary School (St. David's, Grenada), 1986-1988. Trinity School at Greenlawn, 1981-1986; 1991-1998; 2002-present. Trinity School at River Ridge, 1988-1991; Trinity School at Meadow View, 1998-2000.

Candace Reilly

B.A. Art History, St. Mary's College (Notre Dame), 2002. Faculty: Dundee Ridge Middle School, 2002-2004. Trinity School at Greenlawn, 2004-present.

Ruth Sanford

B.A. English Literature, Salve Regina College, 1971. Faculty: New Prairie School System, New Carlisle, 1985-1987; Trinity School at Greenlawn, 1987-present.

Lynda Seasley

M.H.A. Health Care Management, University of Minnesota, 1984; B.A. Economics, Wellesley College, 1981. Grants from National Gallery of Art for the study of American art, 1995, 2000. Trinity School at Greenlawn, 1989-2000, 2001-present.

Dennis H. Staffelbach

J.D. University of Notre Dame Law School, 1989; M.A. History, University of Notre Dame, 1982; B.A. History, University of Hawaii, 1980. N.E.H. Summer Seminar on Galileo, 1984. Trinity School at Greenlawn, 1983-86; 1993-present.

XIX. Reading List of Original Texts

Seventh Grade:

Jack Schaefer, *Shane*; Esther Forbes, *Johnny Tremain*; Kenneth Grahame, *The Wind in the Willows*; Roger Lancelyn Green, *Tales of the Greek Heroes*; and British and American poetry.

Eighth Grade:

Tolkien, *The Hobbit*; Gibson, *The Miracle Worker*; Green, *King Arthur and His Knights*; *Beowulf*; Dickens, *A Christmas Carol*; British and American poetry.

Ninth Grade:

Documents in American History; *The Federalist Papers* (selections); Selections from the writings of Thomas Jefferson; Selections from the Lincoln-Douglas debates; Crane, *The Red Badge of Courage*; Lee, *To Kill a Mockingbird*; Thoreau, *Walden* (selections), *Civil Disobedience*; Twain, *Huckleberry Finn*; Douglass, *Narrative of the Life of Frederick Douglass, An American Slave*; Cather, *My Antonia*; Lewis, *The Jungle*; Hemmingway, *The Old Man and the Sea*; Short stories of Crane, Cather, O'Connor; Wilder, *Our Town*; American poetry.

Tenth Grade:

Documents in European history; Dickens, *A Tale of Two Cities*; Bolt, *A Man for All Seasons*; Rousseau, *Essay on the Origin of Inequality*; Burke, *Reflections on the French Revolution* (selections); Austen, *Pride and Prejudice*; Marx, *The Communist Manifesto*; Dostoyevsky, *Crime and Punishment*; Orwell, *Animal Farm*; British and European poetry.

Eleventh Grade:

Homer, *Iliad, Odyssey*; Aeschylus *Oresteia*; Sophocles, Theban Plays; Plato, *Gorgias, Apology, Crito, Meno or Phaedo, Republic*; Aristotle, *Nicomachean Ethics*; Thucydides, *Peloponnesian Wars*; Athanasius, *On the Incarnation*; Augustine, *Confessions*.

Twelfth Grade:

Augustine, *The Spirit and the Letter*; Thomas Aquinas, *Summa Theologica* (selections); Martin Luther (selections); Dante, *Inferno*; Montaigne, *In Defense of Raymond Sebond*; Descartes, *Meditations*; Shakespeare, *Macbeth, Hamlet*; Rousseau, *The Social Contract*; Marx, *Economic and Philosophical Manuscripts*; Hegel, *Reason in History*; Mill, *On Liberty*; Dostoevsky, *The Brothers Karamazov*; O'Connor, *Parker's Back*; Agee, *A Death in the Family*; Carver, *A Small Good Thing*; Canin, *The Palace Thief*; contemporary American poetry.

XX. Course Descriptions by Grade

The Seventh Grade Curriculum

Prealgebra – (Meets every day) Students begin this course by studying numbers and their properties, focusing especially on integers, decimals, fractions, and percentages. They are also introduced to elementary set theory. They move on to study geometric figures and their properties. Finally, students study linear equations; that is, equations with one variable.

Science 7 - (Meets every day for one semester). Direct observation and the development of a sense of wonder are stressed. Topics include insects, astronomy, trees, rocks and minerals, mammals, plate tectonics, weather, plants, surface processes and birds. The beginnings of classification and data analysis are involved in each topic.

Literature and Composition – (Meets every day) This course focuses on grammar, with the goal of making the students better readers and, ultimately, better writers. The course begins with a study of the parts of speech then teaches the construction of sentences and culminates in teaching how to write a coherent paragraph of at least five sentences. Throughout the year, the students read literature and poetry and learn how to discern and discuss plot, theme, imagery, character, and other elements of literature. The readings include the following: Mark Twain's *Tom Sawyer*; Richard Adams' *Watership Down*; Jack Schaefer's *Shane*; and American poetry.

Ancient History - (Meets every day) This course studies the rise of civilizations from the rise of the Sumerians around 3500B.C. to the fall of Rome in 410 A.D. Specifically, students learn about the civilizations of the Tigris-Euphrates Valley, Egypt, the Eastern Mediterranean, the Aegean, and Greece and Rome. The course involves reading, lectures, note-taking, discussions, videos, and various hands-on activities. Project Week involves study and construction of a model derived from ancient history.

Old Testament- (Meets every day for one semester) In this course, students learn the main characters and narrative accounts of the Old Testament. In particular, we focus on God's creation, his establishment of a covenant with his people, the salvation history of Israel, prophecy, and the messianic tradition.

Latin – (Meets every day) The basics of Latin phonics are introduced and students first learn to pronounce, read, and write Latin words. Students then study three of the groups (declensions) of nouns and adjectives and all verb groups (conjugations), including irregular verbs. Students are expected to master a substantial vocabulary, to understand elementary Latin grammar rules, and to acquire a basic skill in translating from English to Latin as well as from Latin to English.

Music - (Meets every day for one semester) This course has three parts: recorder playing, the study of music history, and the study of music theory. Students learn the basics of correct breathing, note reading, phrasing and counting as they practice the

soprano recorder. By the end of the semester, they perform individually in a concert for parents and compete in a recorder competition. The Baroque era is studied in music history covering lifestyles, inventions, art, philosophy and three composers and their music. Music theory covers the basic concepts of note identification, rhythm, note values, time signatures, major scales and key signatures. The students do some elementary composition at the end of the semester.

Art - (Meets every day for one semester) The course begins with a unit on calligraphy, emphasizing basic pencil techniques and then the use of color for use in illuminated word designs. Students are then slowly taught to draw, with an emphasis on proper proportion and shading. They finish the semester by studying and practicing portraiture.

The Eighth Grade Curriculum

Algebra – (Meets every day) This course focuses on developing skills for solving equations with one or two variables. Quadratic as well as linear equations are solved. Students are also introduced to functions and their graphic representations. The concepts and skills the students gain in this course are the foundation for all future mathematics at Trinity School.

Earth, Life and Space Science – (Meets every day for one semester). A continuation of the seventh-grade course. Each student completes a major project during project week on a topic from life, earth or space science. This project includes a written report and the construction of a three-dimensional model.

Literature and Composition – (Meets every day) This course focuses on the reading and discussion of literature, the mastery of English grammar and punctuation, and the writing of a formal paragraph. Heroism is the central theme of the literature we read. Instruction in English grammar and paragraph-writing lay a foundation for the essay-writing that students do in the Humane Letters seminar in grades 9-12. Readings include: J.R.R. Tolkien, *The Hobbit*; Charles Dickens, *A Christmas Carol*; *Beowulf*; Roger L. Green, *King Arthur and His Knights of the Round Table*; Gibson, *The Miracle Worker*; British and American poetry.

Medieval History – (Meets every day) This course is a thematic examination of the history of Western Europe from roughly 200 B.C. to the beginning of the Renaissance in the middle of the 15th century A.D. The purpose of the course is to give students some understanding of several major themes of this period, such as the emergence and spread of Christianity in the Roman Empire, the development of modern nation-states from the collapsed Roman Empire, the role of the Church and its institutions in Western Europe, the struggles between the Church and secular authorities, and the conflict between Islam and Christian Europe. Such understanding is gained primarily through reading and discussing both primary and secondary sources.

New Testament - (Meets every day for one semester) This course is a direct continuation of the seventh grade Old Testament course. We begin by reviewing the Old Testament claims about the end of Israel's exile and then proceed with an in-depth reading of the Gospel of Mark. The focus of the reading is on the new covenant that Jesus establishes with his followers by his life, teaching, death, and resurrection. We then read the Acts of the Apostles and try to see how the early Christians tried to live out Jesus' new covenant. As time permits, we read and discuss excerpts from the Epistles and the Book of Revelation.

Latin - (Meets every day) This course covers the core grammar of Latin: verbs (in the indicative mood), nouns, pronouns, adjectives, and adverbs, and subordinating clauses. New vocabulary is introduced in connection with stories from each chapter in *Ecce Romani*.

Music - (Meets every day for one semester) The students build on the foundation laid in seventh grade and continue studying recorder, music history, and music theory. They are given a choice of recorders to play (soprano, alto, tenor or bass) and are divided into ensembles. The ensembles practice Renaissance and Baroque music and later play at concert for parents and at a competition. Mozart, Beethoven and Haydn are studied in music history as well as the philosophy, art, lifestyles, and music of the Classical era. In music theory, the students learn the minor scales, key signatures, triads and intervals. They write a two-art composition.

Art - (Meets every day for one semester) Eighth-grade art begins with a review of the drawing techniques learned in seventh grade. The students then learn several new drawing skills and go on to learn techniques with colored pencils, pastels, and watercolors.

The Ninth Grade Curriculum

Geometry - (Meets every day in the first semester) The geometry of objects, including lines, triangles and circles, is studied. Three goals in particular are aimed at: 1) to teach the students to extract mathematical information from visual images of geometrical objects, and 2) to understand the mathematical relationships between geometrical objects and 3) to understand the structure and role of proofs in geometry.

Precalculus - (Meets every day in the second semester) This is the first of a three semester sequence. In this semester students study the general concepts behind functions and then particular classes of functions: polynomial, rational, root, logarithmic, logistic and exponential. They are taught to represent functions graphically, symbolically, and numerically. Toward the end of the semester, students begin the study of asymptotes and infinity.

Biology – (Meets every day) This course begins with a short introduction to the unifying themes of biology: cell theory, genetics and the theory of evolution. An inductive approach to the study of kingdoms follows, focusing upon bacteria, protozoa, fungi,

sponges, worms, mollusks, arthropods, insects, fish, amphibians, reptiles, birds and mammals. Dissection is an important part of the course. Students dissect earthworms, squid, grasshoppers, sharks, frogs and fetal pigs. This is followed by a more substantial discussion of cell theory and genetics, followed by a unit on anatomy and physiology. The course concludes with a unit and project on ecology.

Humane Letters - (Meets every day for 2 hours) The primary goal of this course is to educate the students in the basic chronology of events in American history from colonial times to the early 20th century. In as many cases as possible, we read original texts, with special attention given to the foundational texts of American democracy. Students also read American literature both as a supplement to the history and as a means of exploring questions about human nature and political society. Students are also taught to write a basic, five-paragraph essay that is developed by presenting examples from a text. As this is the first class in which students sit in a circle, a lot of effort is made to developing productive seminar procedures. Reading list: *The Federalist Papers* (selections); *Lincoln-Douglas Debates* (selections); Stephen Crane, *The Red Badge of Courage*; Harper Lee, *To Kill a Mockingbird*; Ralph Waldo Emerson, *Walden*, *Civil Disobedience*; Mark Twain, *Huckleberry Finn*; Willa Cather, *My Antonia*; Frederick Douglass, *The Narrative of the Life of a Slave*; Upton Sinclair, *The Jungle*; Ernest Hemingway, *The Old Man and the Sea*; Thornton Wilder, *Our Town*; American short stories and poetry.

Roman Catholic Doctrine - (Meets three days per week) the goal of this course is to help students deepen their understanding of essential Roman Catholicism. The focus is threefold: on Roman Catholic beliefs and doctrines as expressed by the Nicene Creed, Roman Catholic practices (especially the sacraments), and Roman Catholic ethics as expressed in the Ten Commandments. The course is designed to help the students to see these constitute a cohesive whole. Time is also spent developing an historical sense of the Church and its role in the modern world especially its participation in the modern ecumenical movement.

Protestant Doctrine - (Meets three days per week) this course is a survey of the pivotal events and influential figures in church history. The students follow the concerns of the early church through the turbulent 16th century and into the rise of denominationalism and ecumenism. In particular, they study the four main branches of Protestantism: Lutheran, Calvinist (or Reformed), Anabaptist, and Anglican. The course includes an independent study during which the students are guided through an investigation of the foundations, doctrines, and practices of their own faith traditions.

Latin –(Meets every day) This course begins with an intensive eight-week review of the grammar learned in the seventh and eighth grades. After the review, the text – *Wheelock's Latin* – slowly introduces more complex sentence constructions, including the use of gerund and purpose clauses. The primary goal of the course is to prepare students to translate Caesar, Cicero, and Vergil in the tenth grade.

Music- (Meets two days per week) This course continues to build the musical skills developed in the seventh and eighth grades and applies these to the study of choral music.

The focus is on developing a healthy vocal technique, choral score reading, and ensemble performance. Each student is asked to attend and review a choral performance in the local area. The students perform in one concert each semester. The study of music theory continues with emphasis on four part harmony. Students harmonize their original melodies and the best of these compositions are performed at the second Fine Arts Night.

The Tenth Grade Curriculum

Precalculus - (Meets every day) In the first semester, students study definitions and applications of trigonometric functions and vectors, and are introduced to matrices. The second semester begins with an exploration of linear transformations and their connection to matrices. The students then study probability and conclude the year with a study of conic sections.

Chemistry – (Meets every day) This course studies the structures, properties and reactions of substances at the atomic and molecular levels. Small-scale labs and demonstrations give the students the physical experience of chemistry. Topics in the first semester include the periodic table, bonding, stoichiometry, reaction rates and equilibrium, states of matter, and redox and acid-base reactions. The second semester is devoted to organic chemistry and biochemistry, with an emphasis on understanding the structures of proteins and DNA.

Humane Letters - (Meets for 2 hours every day) The main question of this course is “How ought civil society be organized?” By studying the history of England 1066-1689, modern European history (1500 thru the early part of the 20th century), and literature and political philosophy from these time periods, the students work through many different answers to that question, along with questions about the relationship between church and state, the function of law, the causes of revolution, the rights of individuals, and other topics. Students read original historical texts (like Magna Carta, the English Bill of Rights, and the Declaration of the Rights of Man and Citizen) whenever possible and receive rigorous training in analytic essay writing and seminar methodology. Reading list: T.S. Eliot, *Murder in the Cathedral*; Robert Bolt, *A Man for All Seasons*; Hobbes, *Leviathan* (selections); Locke, *Of Civil Government* (selections); Rousseau, *Essay on the Origin of Inequality*; Charles Dickens, *A Tale of Two Cities*; Burke, *Reflections on the French Revolution* (selections); Jane Austen, *Pride and Prejudice*; Engels, *Socialism: Utopian and Scientific*, Part III; Marx and Engels, *The Communist Manifesto*; Dostoevsky, *Crime and Punishment*; George Orwell, *Animal Farm*; British poetry.

Scripture (Old Testament) - (Meets four days a week) The goal of this course is to help the students come to terms with the vocabulary, grammar, imagery, literary forms, and other devices used by Old Testament authors so that they can understand what these authors were saying to their contemporaries. A particular emphasis is placed on understanding the story of creation, the fall, the formation of Israel and God’s work of restoring creation and establishing his kingdom. The students read selections from Genesis, Exodus, Deuteronomy, 1-2 Samuel, 1-2 Kings, Isaiah, Jeremiah, Ezekiel, the Psalms, Job, Ecclesiastes, Sirach, 1-2 Maccabees, Daniel, the Wisdom of Solomon, and

Judith. They also read portions of *Enuma Elish*, *The Gilgamesh Epic*, and Josephus' *Wars*.

Latin - (Meets four days a week) The year begins with a short review of grammar. Caesar's *De Bello Gallico* (The Gallic War) is the first text translated by students, followed by Cicero's *Oratio Prima in Catilinam Habita* (First Oration Against Cataline) and Vergil's *Aeneid*. The goal of the course is that the student be able to translate the works fluently with the aid of vocabulary lists, grammar notes and historical commentary while gaining increasing appreciation for the subtleties, beauty, complexity and precision of language.

Music - (Meets two days a week) In the tenth grade, composition and theory center on the study of 16th century counterpoint. The students compose original choral works according to the principles of counterpoint and the best of these compositions are performed at the second Fine Arts Night. Students also continue to study and perform choral music.

The Eleventh Grade Curriculum

Calculus - (Meets every day) In the first semester, students study the idea of a limit and its application to slopes and derivatives of functions. In the second semester, the idea of a limit is applied to the area under curves of functions (i.e. to anti-derivatives). Some emphasis is placed on real-world applications of these ideas. Both semesters include a week-long project where students work on several calculus-related story problems. Additional topics, such as an introduction to differential equations are covered, as time permits.

Physics-(Meets every day.) This course begins a rigorous two year study of physics, aiming to develop conceptual understanding and problem-solving competency. A number of different techniques and approaches are used, including laboratory work, traditional problem solving, and the writing of computer code to simulate physical situations. Students are given laptop computers and are taught computer coding in MATLAB in the first semester. Mechanics (motion, energy and momentum) are studied the second semester.

Humane Letters - (Meets for 2 hours each day.) This course focuses on the reading and discussing of texts. Students continue to work on writing coherent analytical essays and on developing more sophisticated organizational and stylistic techniques. Students write approximately 6 essays per semester. The readings are from the classical Greek and early Christian corpus: Homer, *Iliad*, *Odyssey*; Aeschylus, *Oresteia*; Sophocles' Theban plays; Thucydides, *History of the Peloponnesian War*; Plato, *Gorgias*, *Apology*, *Crito*, *Phaedo*, *Republic*; Aristotle, *Nicomachean Ethics*; Augustine, *Confessions*; Athanasius, *On the Incarnation*.

Drama - (Meets 2 hours every day for one quarter in the fall.) This course introduces students to the elements of acting, performance, and play production. It begins with technical instruction, group activities, and creative workshops designed to build acting skills – especially those of voice, movement, stage presence and collaboration skills. The students then, under the guidance of their instructors, rehearse, produce, and perform a full-length play from Shakespeare’s corpus. Students learn Shakespearean language as a way to develop character.

Art - (Meets every day for one quarter in the fall.) Students focus on learning how to look at and create representational and non-representational abstractions. While some studies are from source material, each student has the option of altering their work from the source through color selection and arrangement.

Art History (Meets every day for one quarter in the fall.) This course covers sculpture, architecture, painting, and other forms of art from the prehistoric era through the 15th century A.D. Students learn how to employ artistic vocabulary, formally analyze a work of art, and appreciate art in its historical context.

Modern Language - (Meets every day in the spring semester.) Each student takes one semester of either French, German, or Spanish. The focus of each course is mainly, but not exclusively, the study of grammar and vocabulary, enabling the student to read and translate basic literature in the target language. The student will also have some experience with oral language, both speaking and listening. Cultural exposure takes a tertiary role, accessed through the other aspects of the course.

World Issues - (Meets every day in the spring.) This course has been designed to encourage the students to take their skills as critical thinkers and apply them to current issues encountered by humanity in different regions in the world. In our Mission Statement, we say, “a key element to education is to educate our children so they will be capable of extending God’s wise rule to the world.” This course helps the students learn about current issues, come to understand the depth and complexity of the issues facing humanity and realize the possibility of bringing about change. We ask the students to address the issues by thinking of what can be done to alleviate human suffering, poverty, disease, and death.

The Twelfth Grade Curriculum

Advanced Math Topics-(Meets every day) The first topic is multivariable calculus. This topic provides a synthesis of functions (especially in parametric form), vectors, matrices and single-variable calculus. Additional topics in calculus are covered as time permits. The second topic is linear algebra—solving linear systems and eigenvalue/eigenvector problems is the focus. MATLAB is used. The year ends with some applied mathematics.

Physics-(Meets every day) This is a continuation of the previous physics course, with calculus techniques added to the development and problem solving. Some topics in mechanics are revisited using the calculus, culminating in the solution of the Kepler problem. Other topics include special relativity, electricity and magnetism, quantum mechanics, and particle physics. Laptop computers are used with coding in MATLAB. The twelfth-grade project combines physics and mathematics.

Humane Letters-(Meets every day for 2 hours). This course focuses on medieval and modern readings in literature, philosophy, theology, and poetry. In the seminar students are expected to carry the burden of the conversation. They write approximately 6 essays per semester and are expected to write with increasing depth, grace, and sophistication. Reading list: Augustine, *The Spirit and the Letter*; Luther, *Commentary on Galatians*; Flannery O'Connor, *Parker's Back*; Thomas Aquinas, *Treatise on Law*; Shakespeare, *Macbeth*; Locke, *Second Treatise on Civil Government*; Rousseau, *On the Social Contract*; John Stuart Mill, *On Liberty*; Dante, *Inferno*; James Agee, *A Death in the Family*; Carver, *A Small, Good Thing*; Montaigne, *In Defense of Raymond Sebond*; Shakespeare, *Hamlet*; Descartes, *Meditations*; Wallace Stevens, *The Idea of Order at Key West*; Canin, *The Palace Thief*; Hegel, *Reason in History*; Marx, *Alienated Labor and Private Property and Communism*; Wallace Stevens, *Sunday Morning*; Dostoevsky, *The Brothers Karamazov*.

Scripture (New Testament) - (Meets every day in the fall semester). This course focuses on Jesus as the fulfillment of Old Testament expectations. The goal is twofold: 1) to learn to read the New Testament by being attentive to Old Testament allusions and quotations, the historical context of the New Testament, and different literary styles; and 2) to learn about the understanding of reality posed in Sacred Scripture. The course focuses on Luke's Gospel and his Acts of the Apostles, Paul's letters to the Corinthians and the Ephesians, John's Gospel, and the Book of Revelation. Portions of other Gospels and letters are used where appropriate.

Drama - (Meets for 2 hours every day for one quarter in the spring). The students begin by reviewing the basics of acting and engaging in small workshops. Then they study and produce a play a play from the modern repertoire and develop skills appropriate to modern theatre.

Art - (Meets every day for one quarter in the spring). Students continue to develop techniques learned in previous years. Students ultimately design and execute their own work of art based on these techniques and art samples from the Art History courses.

Art History - (Meets every day for one quarter in the spring). This course examines art from the 15th to the 21st centuries A.D. Students continue to develop their ability to employ artistic vocabulary, formally analyze a work of art, and appreciate art in its historical context.

Modern Language - (Meets every day in the fall) This is a continuation of the modern language course begun in the spring semester of junior year.

XXI. A Brief History of Trinity School

Trinity Schools were founded in 1981 by the People of Praise, an ecumenical Christian community, in response to what its leaders recognized as the “rising tide of mediocrity” in education and to the unhealthy moral environments of many local schools. From the beginning, Trinity Schools were meant to serve the general public as well as People of Praise children.

Trinity School at Greenlawn (South Bend, IN), founded in 1981 was the first of three Trinity Schools. Trinity School at River Ridge (Bloomington, MN) was founded in 1986. Trinity School at Meadow View (Falls Church, VA), was founded in 1998. As Trinity School at Greenlawn grew, ownership was transferred from the People of Praise to an independent 501 (c)(3) corporation, the Center for Christian Studies, Inc. (CCS). The CCS has been renamed Trinity Schools, Inc.

All Trinity Schools are owned and operated by Trinity Schools, Inc. They are operated as one school on three different campuses. They share the same mission statement, goals and objectives. They have the same philosophy, vision and pedagogy. They teach the same curriculum. These schools are governed by one board. The president of Trinity Schools oversees each school in its execution of the mission and vision of Trinity Schools.

Trinity School at Greenlawn started with 47 students in grades seven, eight and nine and nine faculty members. A church school building was rented the first year and the school moved to the Greenlawn property the second year (fall, 1982). By June of 2007 the number of graduates from this campus exceeded 500. Some of these graduates have returned to teach at the school.

Trinity School at Greenlawn has received three Blue Ribbon Awards from the US Department of Education. At the time of the third award, only 40 other schools in the country had received three Blue Ribbons. During the school year 2002-2003 Trinity School at Greenlawn was accredited by ISACS (Independent Schools Association of the Central States) and by North Central Association the following fall.

XXII. The People of Praise Community

Trinity Schools are an outreach of the People of Praise, an ecumenical Christian community. The school is an expression of what the People of Praise believe about education, it is not an expression of their communal life. They do not proselytize faculty, staff or students to become members of their community.

The People of Praise is headquartered in South Bend but has more than 1,800 members living in 21 branches located in various cities throughout North America and the Caribbean.

The People of Praise respects the valid traditions of all Christian believers. Its members belong to a number of denominations and nondenominational groups.

The community is also charismatic, that is, its members profess a personal experience of the Holy Spirit in their day-to-day lives and serve one another according to the gifts each has received.

The faculty, staff and student body at Trinity School include Christians from several denominations. Many do not belong to the People of Praise.