



TRINITY SCHOOL

AT GREENLAWN

PARENT HANDBOOK

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PREFACE

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. 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, 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 Culture*

A Culture of Learning and a Culture of Christian Life

One of the most important factors parents consider when choosing a school for their children is how well the culture of the school matches their values and supports the culture they are building at home. A school culture involves all members of the community (faculty, staff, coaches, advisors, volunteers, parents and students) and concerns not only the school day itself but how members of the culture relate to one another both inside and outside the classroom.

Trinity School aims to provide a Christian culture that is free yet disciplined, safe for students, and supportive of our educational goals. All members of the Trinity School community work together to support this culture, but the relationship between the parents and the school is particularly important.

At Trinity School, we understand parents (not the school) to be the primary educators of their children. Although parents entrust their children to the school for a large portion of the day and expect the school to strive to accomplish the aims established by its mission and vision, parents still play an integral role. We do not think of parents as simply customers, but as members of the school community and partners with us.

Parental engagement, therefore, is crucial in establishing the culture of the school. Parents support their children at home, support the faculty through their active engagement in the academic experience of their children, and together help provide a rich social life for students outside of school. They coach athletic teams, cheer from the bleachers and sidelines, chair committees, serve as class parents, and enrich the entire Trinity School community through their many other generous volunteer activities.

Because of this close partnership, all parents should understand the unique culture that Trinity School aims to create and that they become a part of.

Education as Human Awakening: Parents want more for their children than merely a good education. They also want their children to thrive as human beings. At Trinity School we aim

to introduce our students not to typical schooling but to a genuine experience of human awakening. Our goal for our students is that they would experience such awakening by developing a wide range of intellectual and aesthetic habits of mind. We want them to develop a sense of wonder about the world, to grow in their love of truth, to desire the good in their own lives and in the world, to become morally and spiritually serious, to recognize beauty in all its manifestations, to be intellectually honest with themselves and one another, to respect others and their views, and to recognize the dignity of all human beings.

These habits of mind must be modeled, not merely taught. To that end, we understand our faculty to be not only individual teachers but also (and more importantly) members of a community of learners. As individuals and as a community, the faculty model learning as a lifelong adult activity and a way of being in the world, not as a hoop to be jumped through during adolescence on the way to something else.

We also resist grade-consciousness in our students and avoid educational practices that link learning to external rewards rather than genuine experiences of wonder and inquiry. Parents can support the school in this effort by conveying the same message at home and by engaging their children in genuine discussions about the material they are learning.

The True, the Good, and the Beautiful: The best educational models have always pointed students to the higher goals towards which human beings should strive. At Trinity School, we seek to create a culture that bears witness to the pursuit of truth, the practice of goodness and the creation of beauty. Our reading lists, drama selections and artistic works are drawn from the best of human culture throughout the ages, reflecting our commitment to excellence. We want our broader Trinity School culture to mirror this commitment as well.

We encourage students to participate in the pursuit of truth, the practice of goodness and the creation of beauty as a way of life, not just as something that takes place at school. We resist the influence of youth culture and popular culture where it is at odds with these ideals. Parents often experience the benefit of this for their family life in serious discussions around the dinner table or in one-on-one conversations with their teenage children. We encourage parents to foster an approach to learning that spills out of the classroom into carpools, class parties and elsewhere.

The Freedom and Responsibility of the Human Person: In order to thrive as human beings and move towards taking their place in the world as adults, children need to experience genuine freedom and increasing responsibility. At Trinity School, we understand students to be the agents of their own learning and fundamentally free and responsible for their own choices within the community. Students agree to abide by the code of conduct stated in the student handbook, but even in matters pertaining to rules and discipline, we believe that students should be treated in a way that respects their fundamental freedom.

The Free and Disciplined Exchange of Ideas: Genuine conversation is a difficult art, but it is one of the most satisfying and productive as well. At Trinity School, we want students to learn this art through dialogue with one another and their teachers. We seek to promote a culture of the free and yet disciplined exchange of ideas. We want students to discuss the ideas they encounter in their courses without a spirit of faction or partisanship. Therefore, we discourage partisan political discussions in the classroom and expect our faculty to teach and model respect for others' opinions. Disciplined discussion requires that students give a good account of their own perspectives, ask questions of each other, and engage in rational discourse about the topic in front of them.

Proselytizing and Faith Formation: The moral and spiritual education of children is of great importance to parents and the school alike. However, the roles each play in that education are distinct. Parents, churches and other faith communities bear the most immediate responsibility for the moral and spiritual education of their children. Trinity School faculty and staff members do provide positive Christian role models and engage students in a personal manner, but are asked not to engage in proselytizing or explicit faith formation.

Trinity School does, however, aim to provide an authentically Christian education within a culture designed to support parents in their efforts to foster Christian faith in their children. Every class begins with prayer; each year of the curriculum includes the study of the Christian Scriptures or sacred doctrine; and students attend daily morning prayer where faculty members bear witness to their life in Christ. All faculty members are required to assent in good faith to the tenets of the Nicene Creed, to be members in good standing in their own denomination or Christian tradition, and to abide by a basic code of conduct informed by Christian teaching.

Trinity School does not require either parents or students to be practicing Christians or to sign a statement of agreement in order to enroll their children.

Personal Counseling: The teen years can be personally challenging. Sometimes these challenges involve issues with anxiety, depression or other mental health concerns. The dean of boys and dean of girls have primary responsibility for caring for students in this regard, being aware of students who may be struggling, and working with parents to care for each individual appropriately. Trinity School does not provide professional counseling to students. However, if parents are concerned about the well-being of their child and would like help in finding such services, they should contact the appropriate dean or the head of school.

Christian Unity and Diversity: Trinity School is committed to bearing witness to Christian unity wherever possible. Our approach to Scripture is carefully chosen to make it possible for students to study Scripture together without respect to denomination. Most other

courses are also taught from within a general Christian framework rather than the perspective of a particular denomination or tradition. Importantly, students and faculty also pray together every morning as Christians from a wide variety of denominations.

However, we do also want our students to be educated in the history and teachings of their own church or Christian tradition. In ninth grade we offer separate Catholic, Protestant, and Orthodox doctrine courses as options. When leading morning prayer, faculty members are free to speak from their own Christian tradition, though they are reminded not to speak as if everyone in the room shares that perspective.

Since Trinity School also admits students from families of other religions as well as from families with no faith tradition, we also encourage respect for the beliefs of these families and students as well.

Christian Relationships: Since Trinity School has high aims for establishing a genuine community of learners among our students, maintaining good relationships is essential. We believe that every person is created in the image of God, equal in dignity and worthy of respect and honor. Thus, we expect that in word and deed the members of our community will strive to build a culture that is characterized by love of God and neighbor, and by joy, peace, patience, kindness, goodness, purity, truthfulness, gentleness and self-control (cf. Gal. 5:22; 2 Cor. 6:6-7).

We expressly reject any form of harassment, bullying, verbal abuse or intimidation by any member of the Trinity School community towards any other member for any reason. This includes harassment based upon a student's sex, race, ethnicity, religion, sexuality or perceived sexuality. These are antithetical to the spirit of Christian relationships and to our fundamental commitment to human dignity. Such behaviors are considered major violations of our code of conduct for students and faculty alike. (For more information, see the *Student Handbook*.)

Differences Between Boys and Girls: Trinity School is a coed school offering separate-sex education. Our reasons for this arrangement are primarily practical. It is our experience that boys and girls at this age learn best in single-sex classrooms. We also understand men and women to be created by God equal in dignity but distinct from one another. We seek to uphold both that equality and appropriate distinction in our culture.

In the younger years, especially, we encourage the boys to build strong relationships with other boys, and girls to build strong relationships with other girls. As they grow older, boys and girls are encouraged to develop healthy relationships with one another as well. Parents are an essential part of helping to establish these relationships and are encouraged to stay in communication with each other and with the school about challenges that arise or any problems their children are experiencing in this area.

Marriage and Sexuality: As a part of our commitment to help students establish Christian relationships, we want to provide an environment marked by behavior and speech that are

consistent with the teachings of Scripture, Christian tradition and our own core beliefs. These beliefs are rooted in a particular Christian understanding of marriage and sexuality. We understand marriage to be a legal and committed relationship between a man and a woman and believe that the only proper place for sexual activity is within these bounds of conjugal love. Outside of marriage so understood, we believe that sexual activity (whether heterosexual or homosexual) is not in keeping with God's plan for human sexuality.

We do not require parents to subscribe to this position, but they should understand that students will encounter it as normative in our Scripture courses, doctrine classes and other courses at Trinity School.

Human Development and Sexual Identity: Young men and women in their teenage years experience a great deal of change, sometimes volatile emotions, and a growing sexual maturity. Though it is natural and consistent with human development that students experience sexual attraction, we discourage the formation of exclusive relationships. The decision whether to allow children to date is left to the parents, but we ask students not to be exclusive or give evidence of their dating relationships while at school.

At this age, some students may also experience same-sex attraction. We believe that it is unwise, however, for teens to prematurely interpret any particular emotional experience as identity-defining. We believe that such self-identification at a young age can lead to students being labeled based solely upon sexuality, generate distraction, create confusion, and prevent students from experiencing true freedom within the culture of the school.

When challenging issues of sexuality arise for a student, the school makes every effort to handle these situations with sensitivity, discretion and care for the student. As a matter of right speech, we ask students not to openly discuss matters of personal sexuality. Furthermore, teasing, ridicule or mistreatment based upon a student's sexuality or perceived sexuality are unacceptable and subject to disciplinary action.

In this as in all other matters, parents bear the primary responsibility for the education of their children. The school aims to provide a culture in which all students can learn and thrive in peace and freedom.

Communication: Good communication and well-ordered discussions are essential to a smoothly functioning community. At Trinity School, we want our culture to be marked by the ideals of charity, right speech, honor and directness in our communication. Therefore, we promote the principles of thinking and saying the best about one another, encouraging one another, honoring all members of our community and communicating directly with one another. We understand that there will be differences among us, disagreements that need to be worked out, and wrongs that need to be addressed. However, gossip, slander, rumor, pressure tactics, etc., have no place in our culture.

If parents have a concern with elements of the culture of the school, they are encouraged to speak directly to the head of school. If matters cannot be handled at the local level, parents may also talk directly with the president of Trinity Schools, who oversees and operates the work of each of the three schools.

Trinity School makes every effort to foster an environment that lives up to the high standards of our culture of learning and our culture of Christian life. It is important that parents understand our distinctives and are able to support the school in these aims by not modelling behavior or advocating for positions within the Trinity School community that are antithetical to our core beliefs or disruptive to the culture we are establishing together. Together with faculty, staff, coaches and others directly employed by the school, the witness to these values that parents provide in speech and action is a powerful source of cultural formation that will have far-reaching positive effects in the lives of the next generation.

II. Elements of Life at 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 encourage you to talk with us at any time about any concerns you might have.

The monthly bulletin and weekly updates are instruments 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 persons

B. Academics. The heart of the life at Trinity School is the academic program and the heart of the academic life is 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 child 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 a student misses more than ten class periods for a given subject(s) in a semester the school reserves the right to not grant credit in those respective classes.

If your son or daughter is experiencing a long term health issue, and has missed many days of school, please notify the dean of boys or dean of girls. They 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:

- Sixth-grade students receive approximately 10 minutes of homework for every hour of class.
- Seventh- and eighth-grade students receive 20 minutes of homework for every hour of class.
- Ninth- through twelfth-grade 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.

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 administer ISTEPs to the seventh- and eighth-grade classes and an ECA (end of course assessment) for ninth-grade biology, eighth-grade algebra, and humane letters ten English. These tests are required as part of our participation in the Indiana School Choice Scholarship program. In addition, we administer 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 the Student 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 major breaches of the order of the school occur, the Head of School may convene the school's Discipline Board to review the student's conduct. The Discipline Board consists of

four faculty members and serves in an advisory capacity to the Head of School.

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 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.

Cell Phones and the Internet. We want to reiterate the policy, as stated in the Student Handbook, that 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.

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

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

Chamber Choir
Chess Club
Mock Trial
Trinity Review
Yearbook
Art Club

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

SEEK
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
- Luau (grades nine through twelve)
- Square Dance (grades nine through twelve)
- Ballroom Dance (grades ten through twelve)
- Basketball Spirit Night
- Bowling Party
- Ski Event

III. 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 listed on our website, trinityschools.org

B. Trinity School at Greenlawn Administration

Please see our website, trinityschools.org, for all current administrative contact information.

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.

Part Two: 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, a Spring Event, the Christmas bazaar and scrip sales

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 gatherings*, 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.
- *Study Skills Workshop* (late 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* (Fall) – 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.
- *Field Days* (Fall, Spring) – The school is divided into teams and spends the day in fun athletic competition.

- *Fishcoff 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 school wide 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 school wide 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.

Appendices

I. 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.

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.

II. *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 pre-pared 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.

III. 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.

IV. 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.

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.

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. 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. Winter sports begin: basketball, seventh- and eighth-grade girls' volleyball. The first varsity basketball games occur close to Thanksgiving break. Applications for new students are due at the end of the month.

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. 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. Acceptance letters are mailed to most students who have applied for admission to Trinity School for the following year.

February. A second Open House for prospective students may be offered. 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. 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, 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.

V. Annual Calendar

Please see our website calendar for an up to date list of events, trinityschools.org.

VI. Daily Schedule

7:30 a.m.	Lockateria 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 (Monday, Wednesday and Thursdays)

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.

VII. 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.

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.