



Upper School Student-Parent Handbook

2025–2026

**Trinity School of Durham
and Chapel Hill**

Please note: The information in this handbook is subject to change at any time, as Trinity's policies and procedures are updated to best serve our students and their educational goals.

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The Vision of Trinity School

*Let us consider how we may spur one another
on toward love and good deeds.*

Hebrews 10:24

This section of the handbook envisions an Upper School in which every community member can thrive in all areas of life: academic, physical, social, moral, and spiritual.

ACADEMICS

Habits of Scholarship

All students should cultivate deep habits of scholarship, making the most of their talents and abilities. Excellent habits of scholarship include the following:

- **Seriousness of purpose.** Trinity students with seriousness of purpose takes responsibility for their learning by trying to produce the best work that they can and looking for ways to take advantage of each educational opportunity. When confused about an academic matter, or when missing a class, they initiate conversations for successfully learning or producing the required material.
- **Consistent participation.** Trinity students with this habit contribute to a positive learning environment through insightful comments, attentive listening, well-planned oral reports, cooperative group work, and thorough preparation for class.
- **Effective management of course requirements.** Trinity students with this habit manage time wisely, balance competing commitments, keep track of and meet deadlines, and produce their best work by devoting sufficient time to homework and study.
- **Emotional maturity.** As appropriate to the grade level, Trinity students with this habit discuss controversial or challenging ideas with emotional maturity, striving for excellence in all assignments, even those which may be of less personal interest.
- **Academic integrity.** Trinity students with this habit complete in-class and out-of-class assignments according to the Honor Code and work cooperatively and respectfully with teachers and other students.

Graduation Requirements

Students in the classes of 2025 and 2026 must earn a minimum of 20 credits for graduation, as noted in the table below. Beginning with the class of 2027, students are required to earn 2.0 credits in the area of Bible/Theology and a minimum of 24 credits for graduation.

Students must attain a minimum grade average of C- (equivalent to a grade-point average of 1.67 on an unweighted 4.0 scale) in order to graduate from Trinity School. Trinity's Board of Trustees has established this minimum in order to meet the requirements of the state's Department of Non-Public Education for nonpublic schools.

Community service outside of school is not required for graduation. However, students are encouraged to be an active and visible presence in serving the communities of Durham and Chapel Hill. Students are offered numerous opportunities to participate in service projects, fundraisers, mission trips, and service-learning courses throughout their Upper School years.

English*	4.0 credits
History*	3.0 credits
Math [#]	3.0 credits
Science (lab courses)	3.0 credits
Foreign Language [§]	3.0 credits
Bible/Theology [†]	1.0 credit
Computer Skills Test ^{§§}	0.5 credit
Visual and/or Performing Arts	1.0 credit
Health & Wellness	0.5 credit
Rhetoric	0.5 credit
Senior Capstone	0.5 credit
TOTAL^{††}	20 credits

* English and History are combined in one Humanities Seminar for three of the four years.

[#] Students who take Algebra II in ninth grade will complete the UNC Minimum Course Requirements (MCR) by eleventh grade (Algebra II, Geometry, Pre-Calculus), as well as the Trinity minimum requirements. Students who take Algebra I in ninth grade will complete the Trinity math requirements by eleventh grade (Algebra I, Algebra II, Geometry), but will need to take an additional math class in twelfth grade to complete the UNC MCR. Students intending to apply to selective colleges are advised to take four years of US mathematics.

[§] Qualified students who have documented learning accommodations may be exempted from the third year of language study. A current learning evaluation and permission of the Head of Upper School are required. Under rare and unusual circumstances for students transferring into Trinity after ninth grade, the Head of Upper School may make exceptions to the graduation requirement that students take the same language through the third level.

[†] Beginning with the class of 2027, the Bible/Theology graduation requirement will increase from 1.0 to 2.0 credits.

^{§§} Students satisfy this credit by passing a computer literacy proficiency test; tutorials are available as necessary. Beginning with the class of 2028, this credit will no longer be required.

^{††} Beginning with the class of 2027, students must earn a minimum of 24.0 credits in order to graduate. Unspecified credits are satisfied by elective courses.

Student Course Load

US students typically take five core academic classes (humanities, or English & history; math; science; and language) and 1 or 2 electives. They must be enrolled in a minimum of 4 core academic classes and 5 total classes each semester. They may take no more than 7 classes each semester, and no more than 5 of these may be honors courses. Taking more than two honors courses requires the permission of the Head of Upper School. Fall semester seniors, because of time-consuming college applications, may take no more than 6 classes.

Students desiring course loads outside these parameters must receive written permission from the Head of Upper School.

Factors to consider include overall course load; cocurricular commitments; interests, work habits, and talents; the amount of time outside of school available for study; personal ambitions and goals; and the kind of college the student hopes to attend. In general, students should be stretched appropriately and in accordance with their own strengths and backgrounds while still maintaining a healthy balance.

Honors and College-Prep Classes

Trinity's Upper School provides honors and college-prep study in math, science, and the humanities in order to engage students in academic work that matches their talents and proficiencies. Criteria used to determine a student's appropriate level of study include the student's previous-year grades in the relevant

discipline; the previous teacher's recommendation; standardized test scores; and the student's habits of scholarship.

Students should sign up for their courses with care and in consultation with their teachers and advisor and, for their junior and senior year, the Director of College Counseling. The Head of Upper School also is available for advice. The Head of Upper School with each student new to the Upper School and his or her parents to develop a four-year academic and cocurricular plan.

Philosophy Regarding the Purpose of Grading

The purpose of grading is to describe how well each unique student has achieved specific learning expectations based on evidence gathered from an assignment, assessment, or other demonstrations of learning. Grades are intended to inform parents, students, and others about learning successes and to guide improvements when needed.

Graded Work Policy

Grades exist to give feedback, and timely feedback is more meaningful feedback. The graded work policy is designed to facilitate timely returns of assessments, but also to provide flexibility for the teachers when the size or difficulty of thoroughly grading major assessments needs to be considered.

Small assessments (such as assignments as quizzes or basic homework assignments) should be graded and uploaded into Veracross by the third day following the assessment. Large assessments should be graded and returned within seven days. At times, major assignments such as written essays may take up to two weeks to be completely graded.

The fact that outstanding work exists for some other students in a class may sometimes force teachers to post scores before allowing students to keep returned work for themselves, but the grades should be posted, and students should be able to meet privately with teachers to look over these graded assessments.

Note: It is reasonable for students and parents to expect a clear explanation for any point deductions on an assignment. Students may request assistance from the Head of Upper School if a teacher is not providing feedback as described in this policy.

For information regarding makeup work, see the [Makeup Work Policy](#) and the section [Tests and Work Missed Due to Absence](#).

Grades and Weighted GPAs

All of Trinity's US courses are taught on either a college-prep or honors level. To help convey the deeper expectations of its honors courses, Trinity adds an additional 25% to the grade-point value for each honors semester grade when calculating GPAs for transcripts. For instance, the grade-point value of a B in an honors course is $3.0 \times 1.25 = 3.75$. For all internal purposes, including the determination of the Honor Roll and Trinity Scholars, Trinity uses only unweighted GPAs.

There are good reasons *not* to weight one level of course over others. Trinity weights its honors grades solely because, in its judgment, not doing so would disadvantage our students who apply to those relatively few, typically large universities that do not recalculate a transcript's GPA, but instead allow applicants with weighted and unweighted GPAs to compete for admission spots without adjustment.

The following chart summarizes the grading system:

		Grade Point Value	Honors (+25%)
A	93–100	4.00	5.00
A-	90–92	3.67	4.59
B+	87–89	3.33	4.16
B	83–86	3.00	3.75
B-	80–82	2.67	3.34
C+	77–79	2.33	2.91
C	73–76	2.00	2.50
C-	70–72	1.67	2.09
D+	67–69	1.33	1.67
D	63–66	1.00	1.25
D-	60–62	0.67	0.84
F	≤ 59	0.00	0.00

Upper School students receive grades quarterly, but only semester grades (an average of the semester's body of work and the semester exam) appear on their transcripts. Trinity reports both unweighted and weighted grades on students' transcripts, but it does not rank its students. GPAs on transcripts are reported to the fourth decimal place (for example, 3.1634).

Academic Honors

Trinity honors US students' academic achievements in two ways:

1. **Trinity Scholar.** Students are designated Trinity School Scholars for any semester in which they earn no grade lower than a B and have an A- (unweighted 3.67) or higher overall average.
2. **Academic Honor Roll.** Students are included on Trinity's Academic Honor Roll for any semester in which they earn no grade lower than a B.

Students must be taking at least five academic classes with numeric grades to qualify for either of these academic honors. Academic honors are reflected on students' semester report cards, but not on official transcripts. These achievements must be reported to colleges by students.

Winterim

Each January, the Upper School offers Winterim courses, which provide alternative study on a variety of topics. During the fall semester, a Winterim course selection guide is published from which students select courses. Faculty, community members, and even students lead Winterim offerings.

Supervised Study Halls and Open Periods

Typically, students have six or seven classes and one or two study hall blocks. Supervised study halls are held every period of the day. Freshmen will be in monitored study halls, where they should expect to work and will not be allowed to socialize during this time. Students may listen to music using headphones and their laptops during study hall. They may also access games and videos that are non-instructional, but these must be morally appropriate and contain no violence. Upperclassmen will have a choice of specific areas on campus where they may work or quietly socialize. Upperclassmen whose grades and/or behavior decline may be placed into monitored study halls as a result.

Students released from study hall are in what Trinity calls "open period." Freshmen must remain in a supervised study hall all year for any block they do not have class. Beginning in the fall of sophomore year, sophomores and juniors in good community standing and with no grade lower than a B- for the previous quarter are not required to report to study hall. Seniors with grades lower than a B- may not leave campus but are not required to attend study hall.

Students in grades 10–11 who have open blocks during the first block of a day (blocks G or H) must arrive at school at the beginning of the school day. These students should check in with Ms. Thomas in room S118. Tenth and eleventh graders who are late should sign in at the US office. All students who are late should sign in at the US office. Seniors who have an open block at the beginning of the day may arrive as late as on time for the first activity of the day. Excessive tardies to the first activity of the day will result in loss of this privilege.

Students in grades 10–12 may be placed in supervised study halls for academic or behavioral reasons by teachers, the Dean of Students (behavioral concerns), or the Head of Upper School (academic concerns), even when their quarter grades meet the requirements to be released from supervised study. In addition, the Dean of Students may waive these requirements on a case-by-case basis in consideration of extenuating circumstances, learning profile, or study habits. Students may be excused from study hall to meet with faculty for extra help if written permission is presented to the study hall proctor.

Students exempt from proctored study halls must remain orderly. Those who unduly detract from a productive learning environment may be moved, typically after one warning, to a proctored study hall for the remainder of the quarter or semester.

Off-Campus Academic Programs

Trinity School will allow students the opportunity to complete up to one semester away, with the understanding that the student will return to Trinity at the end of that semester. Application for study away is made through the student's division head, with approval granted by the Trinity Leadership Team. The application must be requested 12 weeks prior to the planned leave. A 30% tuition discount will be applied to leaves of 9 weeks or greater. The discount will be applied to tuition paid by or on behalf of the family to Trinity School, net of all financial aid, discounts, and Trinity School scholarships. When a class waitlist exists, the class will overenroll for the academic year.

The parent/guardian bears the responsibility for the student's readiness upon return to the classroom. The parent/guardian also bears the responsibility for the cost of any books or curriculum for the time the student is away from Trinity. Trinity School faculty may **not** be directly involved in the education of the student while on leave, including but not limited to the provision of curriculum or access to the classroom via digital means (e.g., Zoom). Per policy, Trinity School technology devices are not allowed outside of the United States.

Upon final decision, the division head will inform the parent/guardian of the decision in writing, with the Business Office in copy.

Standardized Tests

Trinity Upper School administers the PSAT for grades 9–11 in October. Qualifying students also may register to take AP exams at school in May.

The PSAT measures critical reading skills, math problem-solving skills, and writing skills. It provides freshmen, sophomores and juniors with the experience of taking a test similar to the SAT, and their scores help predict students' performance on the SAT tests and, if they take them, AP exams. In the junior year, students' PSAT scores are used by the National Merit Scholarship Corporation to identify students for National Merit Scholarship consideration.

Although Trinity does not offer AP courses, some students, in consultation with their teachers and the Director of College Counseling, may opt to take an AP exam when a Trinity course in which they are enrolled covers a substantial portion of the exam's content. Generally, strong honors students, assuming they invest extra time to prepare for the exam, are likely to do well on the AP exam corresponding to the Trinity course—Honors 11th grade Humanities (AP Literature & Composition), Honors 12th grade English (AP Literature & Composition), Calculus I (AP Calculus AB), Calculus II (AP Calculus BC), and Honors Statistics (AP Statistics). Each fall, Trinity provides information about AP exams and facilitates sign-ups for students desiring to take AP exams, which are administered by Trinity in May. Trinity faculty may (but are not obligated to) provide additional resources to help students prepare for AP exams.

Trinity recognizes that preparing for AP exams occurs on top of ongoing school work. When a student makes a formal petition, the school may be flexible regarding the student's Trinity-related academic responsibilities on either the day of the exam or the day before or after the exam. Students wishing to request special academic arrangements should complete a Planned Absence form, available in the US office, no later than five school days before the exam. This form requires that notice be given to teacher(s) and the student's advisor and that approval for the absence be given by the Head of Upper School.

Students must make their own arrangements for taking other standardized tests, such as the SAT, SAT subject tests, and ACT. Juniors whose families receive Opportunity Scholarship funds from the state are required to take the ACT, but these families are provided the opportunity to be reimbursed by Trinity for the cost of taking the ACT. Families may provide a receipt to the Trinity Business Office to receive that reimbursement.

PHYSICAL AND MENTAL WELLNESS

We believe that our bodies, God's handiwork made in his own image, deserve to be treated with sanctity and holiness. Students are encouraged to place a high priority on taking care of their minds and bodies and to respect and honor those of others.

Mental Health

Trinity is committed to ensuring the positive mental health of all students. The Trinity US schedule includes daily morning breaks, and homework times are limited for each class so that academics may be balanced by social interaction. The school counselor is available to help students dealing with anxiety, stress, or other issues and to make referrals as needed.

Physical Health

A school nurse is available during school hours to help students monitor and treat their bodies. The nurse keeps detailed records for all students with serious allergies or medical conditions, and the information is shared with teachers so that appropriate protocols can be followed. Students who are at school and not feeling well should check in at the school nurse's office in the Lower School.

Trinity's Covid protocols can be found in the All-School Student-Parent Handbook.

All students at the US level should show maturity and responsibility not only by practicing good hygiene, but also by forming healthy eating habits, getting regular exercise, and obtaining adequate sleep.

Interactions with Others

Trinity strives to be a place where community members feel safe at all times, and its members should be mindful of the ways in which words and actions can influence the physical and mental health of others. Language should be carefully chosen to avoid demeaning the dignity of others, whether in person, in writing, or online. No one's body should ever be subject to harm or to unwanted touch. All students should feel safe and confident in reaching out to faculty and staff in the case of any bullying or abuse.

SUPPORT SYSTEMS

Self-Advocacy

The Upper School encourages students to become their own respectful advocates with faculty and peers alike and to take responsibility academically and personally regarding matters ranging from understanding how a test was graded to arranging extra help, seeking advice about how to study, and navigating challenging interpersonal situations.

Not all students develop these skills and abilities at the same rate. When students feel uncomfortable advocating for themselves, we coach them and, depending on the situation, may work behind the scenes to help facilitate a positive outcome. In some situations, more direct adult involvement may be needed, and we encourage parents, sharing our self-advocacy goals, to communicate hopes, concerns, or requests as appropriate with advisors, teachers, deans, the school counselor, or the Head of Upper School.

Support Personnel

Student-teacher relationships are a distinctive part of the US culture. In addition to the guidance students receive through these relationships, the Upper School supports its students in a number of formal ways:

- **Head of Upper School.** The Head of Upper School is responsible for the overall academic program and community life of the division and maintains the learning evaluation records. The Head of Upper School is available to meet at any time with students and parents regarding academic or personal matters.
- **Upper School Administrative Assistant.** The US Administrative Assistant, in addition to supporting the Head of Upper School, also assists the Director of College Counseling and the Dean of Students.
- **Advisors.** Most US faculty serve as advisors to small groups of students. The advisor is the front line of oversight of their advisees' academic progress and supports the advisees' intellectual, spiritual, social, and emotional growth with group and individual guidance. The advisor serves as a primary liaison between the student's home and school and notifies/ communicates with lead advisors, parents, and the Learning Services staff as appropriate. Teachers copy advisors when emailing home regarding concerns so that the advisor can notice patterns of concern. Advisors are informed of advisees' lower-level infractions and are included as early as possible when advisees are involved in secondary or primary violations of school rules. Advisory groups are split by gender and consist of a few students from each grade.
- **Class Advisors.** The class advisor for each grade level shepherds the grade collectively, considering its needs and ways to bless it; ensures students of concern are receiving the support they need; and provides direction, topics, guidance, and resources for advisors. The class advisor organizes periodic class meetings as appropriate; organizes occasional class-specific activities; works collaboratively with the Dean of Students regarding events like orientation, and First Week; runs parent-teacher conferences as appropriate (additional support available as needed); and prays for students and advisors.
- **Dean of Students.** The Dean of Students enforces the US rules with equity, consistency, and wisdom to optimize learning and growth and to ensure that the US community is a healthy, welcoming, and safe place for students to thrive academically, emotionally, spiritually, and socially. The Dean of Students supports teachers as needed regarding classroom management and handles all other disciplinary matters, striving always for a strong partnership with parents and guardians and communicating well with them, and collaborating and communicating as appropriate with teachers, advisors, class deans, Learning Services staff, the Dean of Christian Life, the Honor Council advisor, and the Head of Upper School. The Dean of Students also focuses on coaching and empowering students to be positive leaders, doers, and visionaries, thinking imaginatively about ways to bless US students with fun, enriching, community-building experiences of various kinds across the year. Working closely with students, the Dean of Students is responsible for the development, implementation, and evaluation of these activities and programs. The Dean serves as an advisor for Student Government and oversees the Upper School's clubs.
- **Dean of Christian Life.** The Dean of Christian Life encourages the Upper School as a community and as individuals to consider and follow Jesus, promoting a learning community that reflects Jesus' love, recognizes his lordship in all areas of life, and grows in the image of God through the power of the Holy Spirit. The Dean of Christian life coordinates and plans Cornerstone devotionals and weekly US worship, leads the student Worship Planning Team, serves as a resource for

teachers and students, supports spiritual formation programs, and serves on committees such as the Koinonia Committee to promote the spiritual well-being of the US community.

- **Director of Community and Belonging and Diversity Liaison.** Trinity's Director of Community and Belonging is responsible for leading the school in carrying out the vision for diversity as stated in Trinity's policy on diversity. Within a biblical framework that focuses on the unity of believers in Jesus Christ, we want Trinity to be a multicultural environment where the truth of God's Word is proclaimed and lived out daily. We intentionally want every student, parent, and staff member to feel welcomed and appreciated for the way the Lord originally created their unique heritage. The Director of Community and Belonging works with students, faculty, parents, teachers, and the administration to equip us all for this important work. The Diversity Liaison works with the Director of Community and Belonging to implement diversity-related programs and initiatives at the US level and serves as a resource for the US community.
- **Middle and Upper School Counselor.** The Middle and Upper School Counselor works with students in all grades across the school; helps develop programs that support students' spiritual, emotional, and social development; and provides emotional and psychological counsel for students, working closely with families and making referrals to outside therapists or other experts as appropriate.
- **Learning Specialists.** The mission of Learning Services at Trinity School is to educate students with the support needed to participate in our rich, unhurried, classical, and Christian mission. Learning Specialists seek to foster students' delight in the truth, goodness, and beauty of learning and create spaces where students can know their giftings as created image-bearers of God.
- **Director of College Counseling.** The Director of College Counseling provides whole-class guidance for underclassmen and individual guidance for students in grades 11–12 regarding the college selection and application process. See below for further details about college counseling at Trinity.
- **IT Help Staff.** The IT Help Staff serve the school by assisting with trouble-shooting technical issues, providing educational support to faculty and students, and maintaining our school's internet-based systems.

Advisory Program

Trinity's advisors support their advisees' intellectual, spiritual, social, and emotional growth with group and individual guidance and are committed to guiding students within a framework of Christian faith and conviction, trusting that these help shape character and influence students' lives for the better.

Advisory groups average 8–10 students. Every US student is assigned an advisor, whose role includes serving as a liaison between the student's home and the school. During advisory group times, students discuss academic, spiritual, and other matters and spend time together building relationships with each other.

As they receive feedback about the progress of their advisees, advisors can note patterns that otherwise might go unnoticed. They help advisees develop goals and strategies when academic potential is not being realized, and they serve as a resource for parents. When parents have questions about a specific class, they should communicate directly with that class's teacher. Likewise, teachers are asked to communicate concerns or praise directly to the student's parents, and to copy that student's advisor.

Advisors will help guide students to create and strive for personal and academic goals. Parents may be updated on student progress through emails, conferences, and report card comments. Students receive academic and cocurricular guidance throughout the year. Teachers regularly provide extra help to students struggling in their classes.

In the spring before ninth grade, students should read the Upper School Course Selection Guide, including its advice on "Keeping College in Mind." The Head of Upper School meets with each rising ninth grader and his or her parents to discuss four-year academic, cocurricular, and personal goals and course

selections. This important meeting helps students establish a purposeful perspective on the years ahead and important goals, including those regarding college.

Advisories take turns leading Cornerstone devotions and announcements. In the weeks when Cornerstone is assigned to an advisory, this group also is responsible for preparing the HUB for Cornerstone, cleaning up after lunch, and emptying the recycling bin in the faculty lounge.

College Counseling

College guidance at Trinity has three emphases. First, students are encouraged to evaluate themselves academically, socially, and personally. Second, they are made aware of a range of college options and taught how to evaluate these further. Third, they are provided the necessary tools to understand the college admissions process and to present themselves effectively to the colleges they wish to attend. The ultimate goal is to help students enroll at a college or university that matches the senior's preferences identified through the college placement process.

All US students receive advice on course selection, standardized testing, and cocurricular planning from the Head of Upper School or the Director of College Counseling.

Individual college guidance begins formally in the junior year, when students and their parents/guardians receive an in-depth college guidance handbook, meet with the Director of College Counseling, and attend evening information sessions about the college admission process. College admission officers also visit campus, giving students the opportunity to learn more about a number of private and public colleges and universities.

All students, even entering freshmen, should read the Course Selection Guide's section on college admissions and review the [College Counseling webpages](#) for the grade-specific timelines and checklists and the four-year college roadmap.

Extra Help

Faculty members generally are available to meet with students to give them extra academic help during the day (as schedules permit) and after school by appointment. Faculty who coach sports teams may have limited after-school availability during their athletic seasons. Students are welcome to seek help from any faculty member, not just those currently teaching them.

Tutoring

For more intensive assistance, a tutor may be appropriate. The Head of Upper School and the Learning Specialists maintain a list of tutors. Students' current teachers may not tutor them for pay.

Learning Accommodations

US teachers support students with formal learning evaluations who qualify for accommodations such as extended time, preferential seating, student note takers, and reading aids. Accommodations requiring more extensive teacher assistance may be deemed beyond the scope of what Trinity can provide. To learn more, please see the information on US accommodations in appendix I of this handbook and confer with the US Learning Specialist.

The Learning Specialists maintain records of all US students whose parents have informed Trinity of documented learning differences regarding their children, and they also provide a summary of Trinity-sanctioned accommodations to the relevant teachers at the beginning of students' semester or yearlong courses.

When requested by school or home, Trinity also provides support by organizing conferences that include the student, his or her parents, and advisor and/or dean, some or all of the student's teachers, the school counselor, and sometimes the Head of Upper School.

Parent Communication

When parents have questions, they should direct them as follows:

Questions regarding...	Whom to contact
Scheduling a conversation with the Head of Upper School Clarifying information Getting a replacement copy of a form Getting a message to a student	<u>The US Administrative Assistant</u>
A specific class	The classroom teacher
General or overarching academic, cocurricular, or social matters	The student's advisor
A student's emotional well-being generally, or when trained school counselor expertise is sought	<u>The Middle and Upper School Counselor</u>
Learning disabilities and learning accommodations	<u>US Learning Services</u>
Infractions and discipline	<u>The US Dean of Students</u>
College guidance	<u>The Director of College Counseling</u>

Emails are a primary way for Trinity teachers and staff to communicate with parents. These range from a teacher's quick update about a struggling student's most recent test to periodic messages from the Head of Upper School and other administrators about special programs or upcoming events. US parents are strongly encouraged to keep Trinity apprised of their current email addresses and to ensure that they receive and read all school messages.

Through our online portal, detailed grade book information is available 24/7 to students and parents. Additionally, teachers communicate with students, their parents, and advisors when any one major assessment is a C- or lower; when students are at risk of scoring a C- or lower for a quarter or semester average; when a concerning pattern is identified (for instance, frequently forgotten or undone homework); when students are significantly underperforming; or when students' grades are in danger of dropping a full letter grade or more in any quarter.

In addition, parents receive periodic emails from teachers, typically at the start of new units, updating them about the academic work of the class. Parents also are welcome to ask teachers periodically for academic updates, but they are asked to partner with the school in its desire to inculcate students' ownership of their own academics and their self-advocacy skills.

Communication Regarding Classwork

Teachers post assignments and other course materials on their LMS (learning management system) pages. Currently, the most widely used LMS in the Upper School is Google Classrooms. Teachers are asked to post the night's homework no later than 4 p.m. and, whenever possible, as far in advance as possible. In all cases, however, homework communicated in class is the final word.

Occasionally, teachers are not able to announce the night's homework by the end of class. In such instances, they explain this to the class and post the assignment on their LMS by 4 p.m. It is the responsibility of students missing classes for sports or other reasons to communicate in advance with the teachers whose classes they will miss to receive any specific homework instructions.

Students are encouraged not to rely just on their classes' LMS to keep up with their assignments. Through advisories, the Upper School provides guidance to students on schoolwork agenda options and highly encourages them to find and use ones that work for them.

OPPORTUNITIES FOR INVOLVEMENT

Spiritual Life

Our desire is for Trinity's Upper School to be a place that encourages students to pursue a relationship with Jesus and grow in his likeness. This includes asking challenging, real questions about faith in a broken world, authentic conversations and explorations, and practices of Christian formation. To that end, we seek to be a place of meaningful worship and supportive and encouraging relationships. We develop students' leadership gifts through their serving on the Worship Planning Team, leading Cornerstone and advisory devotions, leading Bible study and fellowship groups, serving as mentors in their junior or senior year, and designing Capstone projects related to spiritual formation.

Worship Planning Team

The US Worship Planning Team is responsible for coordinating the different aspects of the US weekly worship time. The team, facilitated by the Dean of Christian Life, makes decisions regarding themes, speakers, and music; crafts parts of worship; arranges the elements of worship; and helps with logistics and other aspects of worship. The team also provides input and ideas related to the Upper School spiritual life program.

Student Government

Each US grade elects a class president and a class representative. In addition, the entire student body elects a president, two vice presidents, a secretary, and a treasurer to lead the Student Government as a whole. These officers work with the class representatives to focus primarily on matters of policy, community expectations, and traditions.

Student Life

The class representatives primarily plan fun events and programming to develop and deepen relationships and community. In this focus, representatives are led by two Student Life cochairs, who are selected through an interview process with the Student Council and the Dean of Students.

Honor Council

The Honor Council operates from the premise that it is our joy to honor Christ, who is full of grace and truth. Its mission is to uphold Trinity's academic honor and to encourage and foster a culture of love, integrity, trust, and justice among Trinity students and faculty. The council provides students and faculty with a venue for fair evaluation of suspected and confirmed academic violations of the honor code and a process for encouraging moral and spiritual growth for those students who violate the honor code. The council also provides ongoing education to the Trinity community about the importance of honor and the personal qualities associated with it.

Clubs

A variety of clubs are available for Upper School students. Students may create new clubs with the approval of a club charter by the Dean of Students. A faculty or staff advisor is required for each club. A budget exists for club needs.

Service Learning

Service to others is a natural expression of the Christian life. Although service outside of school is not required for graduation, students are encouraged to be an active and visible presence in serving the communities of Durham and Chapel Hill. They also may elect to take servant leadership courses.

Athletics

Trinity's athletic programs consists of workouts and competitions in accordance with the guidelines of the North Carolina Independent Schools Athletic Association (NCISAA). Starting dates for practices and games may be delayed in order to comply with governmental or NCISAA restrictions.

All required athletic forms must be completed and up-to-date before students may participate in Trinity athletics. These forms are available on Trinity's website. If you are unsure whether your student's forms are up-to-date, contact Athletic Director Sophie Smith at ssmith@tsdch.org.

Students must be in good standing academically and in the community to participate. Please refer to Trinity's [Athletic Policy](#) and our [Upper School Athletics](#) web page for more information.

STUDENT CODES

Be imitators of God, therefore, as dearly loved children, and live a life of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God.

Ephesians 5:1-2

And this is my prayer: that your love may abound more and more in knowledge and depth of insight, so that you may be able to discern what is best and may be pure and blameless until the day of Christ.

Philippians 1:9-10

When we seek to understand how best to live, we trust in the loving God who not only forms the mountains and creates the wind, but also reveals his thoughts to mortals (Amos 4:13). The thoughts that he has revealed concerning our conduct are intended not to enslave us, but to free us. Jesus Christ redeemed us and purified us to be "a people that are his very own, eager to do what is good" (Titus 2:14).

The Code of Conduct is a collection of statements to provide students with a general framework of how to function within a healthy community. No one can perfectly embody each statement at all times, but students are asked to do their best to strive toward each goal.

Code of Conduct

I will do my best...

- To show reverence for God and govern my actions and words accordingly
- To live according to what the Bible teaches
- To treat others with respect and kindness, looking out for their welfare as much as my own
- To build up others and promote the good of the school community
- To ensure that Trinity is a safe and secure place for student learning
- To honor my own body and those of others by making healthy choices
- To exercise self-control
- To be truthful, honest, and fair
- To pursue excellence in all I do

Academic Honor Code

I will not cheat, lie, or steal, and I will discourage that behavior in others.

The Academic Honor Code is an academic extension of the Code of Conduct. While students aspire to live out the statements of the Code of Conduct, they are expected to abide by the Honor Code. Each student is asked to pledge the Honor Code at the beginning of the school year to emphasize the importance of trust within an academic institution.

Departure from these standards constitutes a violation of Trinity's Honor Code and causes the student to be liable for major disciplinary action.

Everyone in Trinity's Upper School needs to own the Honor Code in order for it to be effective. Students aware of Honor Code violations by others are under an obligation to discreetly encourage the offender(s) to confess to an appropriate faculty or staff member. Should the offender refuse to do so, those students aware of a violation are encouraged to tell an adult.

Restorative Discipline

One of Trinity's treasured distinctives is its trusting, welcoming culture. We give considerable freedom to our students, believing this to be a valuable way for them to learn responsibility. We cannot be blind, though, to the fact that students will not always act appropriately: rules and consequences help them learn ethical behavior and are essential to sustaining Trinity's open, safe atmosphere.

In creating humans, God establishes his authority over us. We are responsible to him first. Thus, Numbers 5:5 teaches that "when a man or woman wrongs another in any way," that person is "unfaithful to the Lord." David recognizes this in his confession that he has sinned against God alone despite the terrible effects upon Uriah and Bathsheba (Psalm 51:4). Romans 1:18-25 reveals that the actions of all humanity should be understood primarily through the lens of its relationship to the Creator.

In re-creating us through Christ, God establishes his loving desire that we submit to his authority. When we think, speak, or act poorly, our departure from loving relationship with God is of primary importance. Secondly, however, such actions impact those around us. Restoration requires genuine repentance as well as a desire to give back to those who have been harmed by our mistakes. Where possible, restitution is a powerful way of demonstrating repentance and restoring the *shalom* of the community. The discipline system for the Upper School seeks to address both levels of broken relationships in order to restore and improve those relationships.

At its core, the word *discipline* relates to the making of Christian *disciples*. Accordingly, discipline at Trinity is of a piece with our life as a Christian community—training, supporting, correcting, and strengthening our students' behavior as they grow in faith and maturity. Discipline that emphasizes honesty, ownership of one's actions, and genuine apology and that blends consequences, education, and restoration to the community is usually the best way to help students learn from their mistakes and reflects the core mission of our school. Trinity disciplines students to help refine their God-given character and to uphold community rules and values.

Expectations and Policies

This section of the handbook includes the practical elements that enable an efficient, healthy community.

EXPECTATIONS FOR ACADEMICS

Summer Reading

US students are required to read one book over the summer in preparation for their humanities classes in the fall; students taking Humanities at the honors level are required to read two books. Required and suggested reading titles are included in the [US Summer Reading List](#). Students may also be required to read a Trinity Reads book, whose topic is announced each spring. All members of the Trinity community participate in this program, reading a book developmentally appropriate for their age.

Homework

In the Upper School, teachers assign homework according to the following guidelines and considerations:

- Students likely will find homework heavier on some nights than on others, and they are encouraged to plan ahead and to work incrementally on longer assignments announced days or weeks in advance.
- Actual homework times vary according to the student's work habits, proficiencies, and talents. The benchmark is set with well-matched college-prep or honors students in mind. Students who work at a slower pace may take longer to complete their homework.
- In Humanities, because some of the honors work is in addition to that required of all other students in a heterogeneously grouped course, honors study averages as much as two extra hours each week outside of class, time typically spent on independent projects.
- Teachers of core classes aim to give less than two hours of out-of-class work per week. Teachers of other classes target less than one hour of homework per week.

No homework may be assigned over the Thanksgiving, Christmas, Easter, or spring breaks. For shorter breaks, one night's homework may be due for classes that meet the day that school resumes. Without explicit permission of the Head of Upper School, no academic work may be due during Winterim; however, Winterim instructors may assign homework associated with their Winterim classes.

Students should expect that no single graded assignment will equate to more than 15% of the semester average in the gradebook. This includes quizzes, tests, and exams.

Homework and Cocurricular Activities

Academics should be students' first priority. Students missing classes or losing after-school time because of school activities such as athletics are expected to communicate with relevant teachers in advance, to plan ahead, and to complete homework on time.

Occasionally, activities may be unavoidably scheduled in such a way that completing the night's homework is especially difficult—for instance, an away tournament game announced on short notice or an after-school dress rehearsal that ends up running far into the evening. In such instances, students should speak with teachers in advance if possible, and teachers are encouraged to be flexible with assignments due the next day when in their judgment this is appropriate.

In other cases, students' academics may be particularly heavy for a short period of time. In these cases, students are encouraged to speak with the coaches or sponsors of their activities, and the coaches and sponsors are encouraged to be flexible when in their judgment this is appropriate.

Add/Drop Policy

Students may add courses to their schedule through the first eight meetings of a course. Students may drop a course from their schedule without penalty through the first twelve meetings of the course. Courses dropped after this time appear on the student's transcript as Withdraw Pass or Withdraw Fail. The exception is a course replaced up to December 1 by its academic equivalent—for instance, Honors Physics replaced with College Prep Physics or Algebra II replaced with Algebra I. In these cases, the transcript records the second, replacement course. Under special circumstances, such as prolonged health-related absences, the Head of Upper School may permit or require students to take courses on a pass/fail basis.

At the discretion of the Head of Upper School, any student who drops a yearlong course after completing its first semester may have its grade recorded on his or her transcript.

Course Audits

At the discretion of the Head of Upper School, and with teacher and college counselor permission, prior to the start of a course, students may elect to audit the course. Courses are audited on a pass/fail basis. Audited courses are not allowed to be taken for credit.

Assessment Overload Policy

Students should not have due on the same day any more than two substantial assessments such as tests, major essays, lab reports, or big projects. A student with two such assessments already scheduled on the same day cannot be required to have a third one due that same day. Students unclear about what to do about potential overloads should seek the assistance of the Head of Upper School more than 24 hours in advance of such overloads.

Students are responsible for keeping a calendar of major assignments.

Tests and Work Missed Due to Absence

Generally, all missed or due quizzes, tests, labs, and assignments must be completed and turned in on the day the student returns to school after an absence, even if that student's class does not meet that day or if that student arrives at school after that class has met. At the teacher's discretion, the student may have one additional day to complete any due assignments or assessments. Teachers may penalize assignments received beyond their due dates according to their individual policies. Under extenuating circumstances, such as prolonged absences, students must complete and turn in assignments within five school days of returning to school. No work should be accepted for credit beyond that time unless approved by the Head of Upper School.

Tests and Major Assignments before Exams

To ensure quality evaluation and optimal benefit for exam preparation, all major assignments should be collected and returned no later than a week before exams. This is to help students prepare for exams in as unhurried a way as possible. Teachers not giving exams may continue assigning normal homework loads through the last day of classes; their large assignments should be due no later than one week before exams begin, but they may grade and return them all the way through the exam period. Exceptions to this policy are possible with permission of the Head of Upper School. The last class meeting of the semester is reserved for exam review.

Exams

With rare exceptions, Trinity's core academic classes conclude each semester with exams; general electives and arts classes may, as well. Written exams administered during one sitting are weighted as

not more than 15% of the semester's total grade. Additionally, in coordination with the Head of Upper School, teachers not giving exams may have larger summative assignments due no later than the next-to-last class meeting before exams begin; these are weighted as not more than 15% of the semester's total grade.

Core Course Exams. Whether semester or yearlong, all core classes (humanities, language, science, and math) must have summative assessments that end the courses. The summative assessments in their various forms should be due on or taken on the allotted exam block that is a part of the Trinity schedule. These assessments may be ordinary exams that students sit to take; they may be final projects; they may be summative work.

Including Other Assessments as Part of an Exam. Other culminating assignments or assessments, such as speeches, class presentations, or oral examinations, may be considered all or a portion of a course's examination grade. These exam parts may occur in the last weeks of the semester. In such cases, the final exam administered in one sitting will be weighted as not more than 15% of the semester grade, and the culminating assessment as 5%–10% of the semester grade; together these parts will be weighted as no more than 25% of the semester grade.

Sports during Exams. There are no sports games during exams, but practices may continue as announced by the coaches. We encourage our student-athletes to come out to these practices (besides keeping their skills sharp, they'll benefit from the physical exercise), but we also want to be sure students understand that their exams are their top priority. On these days, coaches, always ready to work with players who speak with them about needing extra study time, will be especially sensitive about students' academic needs. Players who need to miss some or all of a team practice to study during exams may do so with the confident knowledge that it will not affect their standing on the team in any way. However, in all cases, to help coaches plan their practices, student-athletes (rather than their parents) should speak with their coaches about this as far in advance as possible.

Low Passing Grades

Students who earn low passing grades in the second semester of a required course may be required to complete remedial work over the summer before advancing to the next sequential level in that discipline. To determine the nature of the work and whether to require or simply recommend it, Trinity gives special consideration to the spring semester exam and the course's tests and larger assessments.

At the end of the course, Trinity specifies to the family what summer work may be required, how to accomplish it, and how it will be assessed before the new school year begins. Insufficient fulfillment of required summer study results either in the student being required to repeat the same course or, if less remediation remains, to attend mandatory study sessions during and after school until the specified learning is completed. Family-provided tutoring also may be required. This additional academic work is not reflected on the transcript.

Transcript grades are not replaced by higher grades when a student takes a class for a second time. If a student has failed a class, the transcript will show both the F and the grade earned when taking the class for a second time.

Academic Support and Probation

Students who have habitual absences, missed assignments, a drop in the quality of their work, and/or technological issues may be referred to class advisors, who will assess issues and obstacles and develop a personalized plan for improvement. Students, parents, teachers, advisors, and Learning Specialists may all be involved to help ensure that each student has a clear path to success.

Any student who earns two or more semester grades in the D range or one or more Fs will be placed on academic probation for the next semester. Each student on academic probation may have a meeting within two weeks of the release of grades with his or her advisor, the relevant teacher(s), and/or the Head of Upper School, and (as needed) the school counselor or Learning Specialist to discuss specific actions

to help the student improve his or her academic performance (unless a parent/teacher conference was previously held). These actions may include, but are not restricted to, extra help, tutoring, diagnostic testing, counseling, removal of school privileges, and suspension of cocurricular activities. A letter will be sent home informing the student and his or her parent(s) of the student's probationary status. The student's progress will be monitored closely by the Head of Upper School, the advisor, and the relevant teachers, and these will meet periodically with the student. The results of those meetings will be communicated to parents.

Students on academic probation who earn improved grades (with no more than one D) for the next semester will be removed from academic probation. Any student remaining on probation for the next semester may be subject to separation from the school.

Examples of Academic Dishonesty

Actions that fall below the expectations of trust, honesty, respect, and fairness, as established by the Honor Code, will also constitute a violation of the Honor Code and result in disciplinary action. Examples include, but are not limited to, the following:

- Lying.
- Using notes, calculator memory, or other unauthorized aids in a quiz, test, examination, or paper, or copying from or being influenced by another student's work in an unauthorized way.
- Giving unauthorized aid to another student—for instance, allowing another student to copy or use one's test paper, homework, or notebook, or giving answers to tests or quizzes.
- Completing a homework assignment with little or no regard for its accuracy or correctness, but instead with the intent to get a "homework completion" grade or otherwise deceive a teacher into believing you did your homework carefully and with integrity.
- Using a cell phone or any unauthorized electronic device during a quiz, test, or examination.
- Obtaining help on homework or on take-home tests that is beyond the limits specified by the teacher.
- Plagiarizing: presenting ideas, information, words, or even sentence structures as one's own, in part or full from some other source, be it a published work, another student's work, a parent or tutor, an internet site, *Spark Notes*, ChatGPT, or any similar aid.

Avoiding Plagiarism

Plagiarism, according to the *MLA Handbook*, is the use of another person's ideas, words, or work without proper acknowledgment of that person. As the American Historical Association notes, "Writers plagiarize, for example, when they fail to use quotation marks around borrowed material and to cite the source, use an inadequate paraphrase that makes only superficial changes to a text, or neglect to cite the source of a paraphrase." It is each student's responsibility to understand fully the rules regarding plagiarism and proper citation. To avoid plagiarizing, students should always use proper citation with *any* form of Trinity school work—not just essays, but also assignments like group projects, poster board or PowerPoint presentations, speeches, and skits.

In most instances, one can avoid the charge of plagiarism or unauthorized aid by acknowledging sources in the following ways:

- Formal footnoting: use any of the many guides available (see, for instance, the *MLA Handbook*, section 1.6).
- Formal or informal bibliography: list at the end of the paper any sources consulted while writing.
- Taking careful notes: record clearly in them which words are one's own and which words are paraphrased (even in one's notes, use quotation marks).
- Internal citation: give credit in the text to the original source for a direct quotation or paraphrase (restating the text in another form or in other words).

- Checking with the teacher when in doubt.

AI and Other Study Aids

On any given assignment, the assumption of students should be that any study aids must be explicitly approved. This includes study aids like artificial intelligence tools (e.g., ChatGPT). Teachers may utilize or assign usage of such tools, but students are liable for cheating or for plagiarism unless they have explicit teacher permission for such usage.

Particulars regarding artificial intelligence

1. Ethical Use

- Students must avoid using AI to complete assignments or assessments without understanding and contributing their own knowledge.
- As a starting point, students should assume that their teachers do not allow usage of AI and that they must ask permission to use it.

2. Citation and Referencing

- When using AI-generated content or insights in academic work, proper citation and referencing must be followed as per institutional guidelines.
- Students must clearly attribute AI-generated outputs to their sources and acknowledge the role of AI in the research process.

3. Originality and Plagiarism

- Students must uphold standards of academic integrity by ensuring that work submitted reflects their own understanding and effort.
- Direct copying or submitting of AI-generated work as one's own without proper attribution constitutes plagiarism and is strictly prohibited.

4. Collaboration and Cheating

- Any attempt to manipulate or misuse AI tools to gain unfair advantage, such as sharing answers or using AI to circumvent academic work, is prohibited.

5. Examples of Clearly Unacceptable AI Usage

- Asking AI to do your math, science, or language homework.
- Asking AI to complete any part of a writing assignment for you without first gaining explicit clarity from your teacher that such usage is permissible.
- Asking AI to do anything that your teacher has not made clear is acceptable usage.

EXPECTATIONS FOR ATTENDANCE

Arrival Procedures

US students may arrive at school any time after 7:40 a.m., when the South Building doors open to students. Upon arrival, students are expected to be in Upper-School-designated locations. Students must arrive at the first classes of the day by 8:10 a.m. on Mondays through Thursdays and 9:05 a.m. on Fridays. Students must arrive by the beginning of their first-period class on Monday–Friday.

Students who arrive on campus by car should follow the driving instructions in the All-School Student-Parent Handbook. Student parking is not permitted either in the marked visitor spaces or in spaces reserved for those with disabilities.

Students who have open block for the first class of the day should be present at school at that time. (See details under *Supervised Study Halls and Open Blocks*.)

Late Arrival at School

Students who arrive at any point during the day after 8:10 a.m. (Monday–Thursday) or 9:00 a.m. (Friday) must sign in at the US office and get a note before going anywhere else on campus. Failure to do so is a safety concern and will result in an automatic after-school detention or even suspension for repeated violations. Students will be marked as tardy if they arrive within the first fifteen minutes after the start of the school day. They will be marked absent if they arrive in the US office more than fifteen minutes after the first class of the day begins.

Tardiness

- **Late arrival.** On arriving late to school, students must check in at the US office. Teachers are not allowed to admit tardy students to the first class if the student does not have a note from the office in hand. Late arrival to school is no longer interpreted as being excused or unexcused. No matter the individual cause, a tardy is counted as tardy. One is tardy to school when arriving after the bell that begins the day, but within fifteen minutes of the start of the school day. A student is counted as absent from class if arriving more than fifteen minutes late. At the discretion of the US office, exceptional circumstances such as weather conditions may be considered a reason to excuse all students' late arrivals on a given day.
- **Notice of absence or late arrival.** Parents or guardians should call or email the US office regarding all student absences from any part of the school day. By approximately 9:45 a.m. the assistant communicates with parents regarding students who have not arrived and are unaccounted for. Whenever students visit a doctor or a dentist, they should acquire a note that shows the time of arrival and departure.
- **Tardiness to class, late notes.** Students arriving late to classes other than the first class of the day must present a note signed by a teacher or staff member. The note should include the time the student left this person and a brief explanation for the cause of the tardiness. Teachers record unexcused tardiness to their classes and enforce their policies as described in course syllabi.
- **Athletics.** Students may not participate in Trinity's athletics practices or games when they arrive at school after 9:15 a.m. They also may not participate when they miss any portion of the school day for illness or for unexcused reasons such as catching up on school work. Missing a portion of the day for reasons such as a doctor's appointment is acceptable. Students with unusual circumstances may petition the Athletic Director for special consideration regarding this policy.

Excessive Tardiness to School

Students in grades 10–12. After the fifth tardy within a semester, students lose an open study hall block for the remainder of the semester. After the eighth tardy within a semester, students lose privileges: for seniors, off-campus privileges; for sophomores and juniors, all open study-hall blocks. After the tenth tardy in a semester, and up to the fourteenth, students must serve one week of lunch detentions for each additional tardy.

Students in grade 9. Freshmen do not have open study-hall blocks. Thus, they will receive a single lunch detention for each tardy beyond the fifth and up to the fourteenth within a semester.

After fifteen tardies within a semester, US students of any grade must serve an in-school suspension.

Leaving School Early

A parent or guardian must notify the school in advance if their child needs to leave school early. Notice should be provided by 9:00 a.m. Parents and guardians should email, call, or speak with the US Administrative Assistant to notify the school of their child's early departure, the reason for the student to leave school early, and the time the student needs to leave the school should be clear. Parents are asked to take students out of school only for unavoidable circumstances.

If a student requests an early check-out without a parent notification, that notification must occur before the student will be able to be dismissed.

If a student leaves school due to any form of illness, the student must check in at the nurse's office before departing from school. A sick student who neglects to check in with the nurse before a health-related departure will have to serve an after-school detention.

Signing Out during the Day

Students may not leave school during the school day without (1) explicit parental permission communicated to the US Administrative Assistant (see above), and (2) signing out at the US office. Students who feel ill at school should notify a faculty member to contact the school nurse immediately. The nurse may ask the student to go to an isolated area and/or may call the student's parent/guardian to pick up the sick student. The nurse will notify the US Administrative Assistant when a student is sent home due to illness.

Additionally, students should check in at the US office if they need to retrieve something from a car. Students are not allowed in the parking lot during the school day unless they have permission from the US office.

A student who neglects to follow these procedures will have to serve an after-school detention.

Absence from School

Families must communicate with the school indicating the cause for all absences. Regular class attendance is essential for academic growth, full engagement with Trinity courses, and the collaborative learning experiences that characterize Trinity classrooms. In addition to impeding these, student absences create extra burdens for faculty and often impact classmates. Parents are asked to see that absences are held to a minimum and that they result from legitimate, unavoidable circumstances.

Missing school for appointments. When a student must miss a part of the school day (for instance, for a doctor's appointment), parents are asked as much as possible to schedule this during the student's study halls or lunch rather than during classes. Upon return from an appointment, a student should present a note from the appointment provider's office.

Planned absences. When families submit Planned Absence forms to the US office in advance of such absences, the school informs teachers of the nature of the absence. Excessive absences are a serious matter. The following are examples of what may be acceptable reasons for a student's absence from school: illness of the student; major illness in the immediate family; death in the immediate family; college visits; and any absence determined by the Head of Upper School to be in the interest of the student.

Because of the importance of consistent class attendance, the school does not endorse absences requested for the purpose of family convenience, outside social activities, or extended vacation time. If unavoidable circumstances necessitate such an absence, or if an especially important opportunity would require time away from school, parents should submit a written request to the Head of Upper School before the plans are finalized and as far in advance as possible. The school does not as a matter of practice approve planned absences, but rather tracks reasons for all absences and reports excessive absences to receiving institutions.

Makeup work policy. When students are absent from school, they are responsible for gathering the makeup work from teachers and completing the assignments. Any work not made up or not excused by the teacher in advance may eventually result in a loss of credit. For each excused (prearranged) day of absence, the student will be given one day to make up missed work to receive full credit. If the student is absent for one day, work must be turned in/assessments must be taken on the day the student returns to school.

- Unless otherwise noted ahead of a given absence, students are required to make up all assignments.
- Further credit will be lost if work is not completed in a timely manner. Preannounced assignments are due on the date announced or immediately upon return to school.
- When returning after an illness, it is the student's responsibility to arrange for makeup work with the teacher. The appropriate time to arrange for makeup work is always on the day of the return to school. If a student does not take the initiative to make up the work at the appropriate time, then the teacher bears no responsibility and records a zero for the work.
- Homework and projects are counted as on time at the beginning of the class period during which they are to be submitted. Late-work grade penalties will begin to be assessed from that point in time.
- Tests and projects: If an absence is unexcused and causes a student to miss a test, the student may not be allowed to retake the test and would in that case receive a reduced grade. Even if absences are excused, any make-up test given will vary from the original in content covered. Students should know test dates and times at least one week in advance and should work very hard to avoid missing tests. If a student is at school at any point during a day in which they have a test or an assignment due in a class, it is the responsibility of that student to check in with the teacher, turn in the assignment, take the test, or make alternate arrangements on that same day; not doing so may result in loss of credit for the test or assignment.
- Absences for school-related activities: Students missing class for school-related activities are expected to turn in their homework on time or early, so long as prior to their absence the students possess the necessary knowledge to complete that homework.
- Absences due to athletics: Students who must miss classes due to athletics should communicate with their teachers prior to these absences and should submit any missed work on time unless permission to do otherwise has been given by the teacher.

Unexcused absences. Unexcused absences differ from skipping, when a student attempts to cut a class or other meeting where his or her attendance is required. Unexcused absences occur when students miss individual classes or whole school days for family reasons that the school has not approved.

If a student is absent unexcused on the date an assignment is due (whether classwork or homework), he or she must submit it by the time it is due in a way acceptable to the teacher—for instance, through email, Google Classroom, a friend, or a parent.

Skipping classes. For safety reasons, students are always accountable for being where they are supposed to be. In the rare cases in which students are not in their assigned classes, students must, prior to being away from class, inform faculty or the administration about where they are and why they are not in class. Consequences for skipping class are as follows:

- First offense: Loss of privileges for three weeks. Privileges include the freedom to eat lunch wherever one wishes (all grades); open-block study halls (grades 10–12); and off-campus privileges (grades 11–12).
- Second offense: Loss of privileges for the remainder of the semester or for six weeks, whichever is greater.

- Third offense: In-school suspension.

Excessive Absence

After 12 absences from the same class during a given semester, a student's grade in the class will be recorded on the transcript as either a Pass or a Fail. After 15 absences from the same class, students will not receive credit. Exceptions to this policy may only be made by special permission from the Head of Upper School.

Seniors will lose off-campus privileges after five absences from a class during a given semester. Students may appeal to the Head of Upper School for an exception to this policy.

When seniors exhibit a pattern of excessive absences, the school must report such issues to colleges to which the student has applied.

Note that neither absences related directly to school-approved curricular or cocurricular activities nor missed classes for school-approved college visits count towards this total. All other absences, both excused and unexcused, apply.

In the case of a prolonged or recurring illness, the school will require a medical explanation from a physician. In cases of excessive absence, the Head of Upper School will call a preemptive conference of the student and his or her parents, the advisor, and (as relevant) the school counselor, to assess the situation and determine whether consequences will be needed should the absences continue.

Excessive absences may be reported according to state truancy laws. Students who miss school due to illness are expected to keep up with their class assignments as much as reasonably possible, using teachers' online postings, class syllabi, and/or email or phone conversations with faculty or classmates to stay informed regarding homework. Upon their return from an unplanned absence, students needing flexibility or extensions regarding makeup work should communicate directly with their teachers. Except by special arrangement, all missed work must be completed within five school days of the student's return to school.

DAILY UPPER SCHOOL LIFE

Lockers and Cubbies

Students are given lockers for their personal belongings. For bulky items such as athletic bags, musical instrument cases, and winter jackets, students are welcome to use cubbies or the tops of lockers. Because of fire code requirements, no items may be left on the floor. When a student's belongings are removed from the floor, they are held in the US office and cannot be claimed until the student has spoken with the US Administrative Assistant, the Dean of Students, or the Head of Upper School, and the student will receive an automatic lunch detention. Items such as food and food containers will be thrown away when found in cubbies. Other items such as books and notebooks will be placed in the lost and found.

Students should not leave money or valuables unsecured in lockers or cubbies. Instead, they should keep these items on their person or leave them at home. Alternatively, students may lock their lockers with combination locks provided by Trinity. See the US Administrative Assistant to obtain one.

Lunch and Beverages

Students are expected to bring lunch from home, and food cannot be delivered to students on campus without permission from the Head of Upper School or the deans. Parents who want to drop off food for their students or advisories need to contact the deans in advance. Hot Lunch will be available weekly, Monday–Friday. Students will choose lunch locations from a list of designated supervised areas.

In class, students are allowed to have beverages; we recommend drinking through a straw to prevent spills. Snacks in classrooms will not be permitted without teacher permission.

POLICIES THAT DIFFER BY GRADE

Student Privileges

Upper Schoolers at Trinity enjoy considerable freedom and also the responsibility that must accompany it. We grant developmentally appropriate privileges as a tool for learning in a safe and supportive environment that prepares students for the significant freedom that awaits them upon their graduation. Students must be in good academic and community standing, including such matters as attendance, in order to enjoy these privileges.

Student privileges are as follows:

<i>Open periods</i>	Starting in the fall of their sophomore year, US students in good academic and behavioral standing who have completed the Computer Skills test are exempt from supervised study hall and may work or relax in designated areas. Sophomores and juniors in good community standing and with no grade lower than a B- for the previous quarter are not required to report to study hall. Seniors with grades lower than a B- may not leave campus but are not required to attend study hall. Teachers, deans, or the Head of Upper School may place students in supervised study halls for academic or behavioral reasons even when their quarter grades meet the requirements to be released from supervised study. In addition, the Head of Upper School may waive these requirements on a case-by-case basis in consideration of extenuating circumstances, learning profile, or study habits. Students may be excused from study hall to meet with faculty for extra help if written permission is presented to the study hall proctor.
<i>Junior Privileges</i>	In their spring semester, juniors may be permitted to leave campus unattended by a faculty member for the duration of the lunch period. They may not leave campus before the lunch period begins; must sign in and out in the US office; and must return to campus before the end of the lunch period. A parental permission form is required that specifies whether students may drive themselves and/or ride with classmates.
<i>Senior Privileges</i>	Seniors in good academic and community standing enjoy extra freedom to leave campus. They may leave campus when they have an open period or during lunch. Seniors must remain on campus and honor their school obligations, attending their classes, Cornerstones, advisory devotions, Community Blocks, Worship, all-school assemblies, special gatherings such as grade-level meetings, and personal appointments such as for extra help. In all cases, seniors must sign in and out at the US office when leaving and returning to campus. A signed parental permission form is required to participate in these senior privileges.

If juniors or seniors are late to their next Trinity class or other obligation while exercising their off-campus privileges, their consequences include detention or loss of privileges for first offenses and more significant discipline for recurring offenses. Failure to sign out or back in is regarded as a serious infraction and a safety concern and will be disciplined accordingly.

Senior “Skip Day”

Because of the heightened potential for injury or disciplinary actions, and for peace and goodwill among the seniors and the faculty and their parents, Trinity does not permit or in any way tolerate a senior “skip

day.” Seniors participating in a skip day are counted absent unexcused. Unexcused absences result in forfeiture of the possibility of exemption from spring exams. In addition, if there is in-class graded work on the day a senior skips, the senior will not be permitted to make it up.

Senior Spring-Semester Classes

As a policy, Trinity requires seniors to complete all coursework, including all Capstone and computer skills test requirements, in advance of graduation, which is held on the Friday that concludes spring exam week. Except in rare circumstances involving a petition to the Head of School, the following policies apply for seniors’ spring coursework.

- Students with missing work in courses with major assignments (for instance, essays, tests, projects, and the equivalent) that remain incomplete after exams have begun will not receive credit and will be recorded on the student’s transcript as an F. Courses’ smaller assignments, such as quizzes, that remain incomplete will be averaged as zeroes and the student’s overall course average adjusted accordingly.
- Seniors who have not satisfied all graduation requirements by 8 a.m. on the Thursday of exam week may not be permitted to participate in graduation.
- Seniors who fail courses required for graduation must make arrangements agreeable to Trinity to enroll in and pass the course(s) necessary to receive their Trinity diploma. Except by special petition, students have three months from the date of graduation to complete such courses.
- Trinity issues end-of-year transcripts as requested by the colleges where its seniors have enrolled. The school submits transcripts accordingly, even when the senior has failed a class.

Trinity will communicate in writing with the families of seniors to give as much notice as possible when it has concerns about the possibility of the senior not satisfactorily completing coursework by the graduation week deadline. Business Office holds, which may be due to Trinity accounts with a balance still due, may also prevent seniors from walking at graduation.

Exemption from Exams

Spring-semester seniors with at least a B+ pre-exam average (or, in a two-semester course, at least a B+ OR the same grade or higher as they earned for the fall semester) and in good community standing are exempt from taking those courses’ exams.

Senior exam exemption may be lost based on an unexcused absence; more than eight days of tardiness to school during the semester to that particular class, to Cornerstone, or to advisory; or, for yearlong classes, grades that have fallen during the second semester.

Additionally, this senior privilege extends to juniors in core class electives. They too may be exempt from these elective courses under the same guidelines as for seniors.

Computer Skills Test

Passing a technology competency test is a graduation requirement for students in the graduating classes of 2026–2028. Skills assessed include such things as basic database and spreadsheet manipulation, internet searches, and word processing at the rate of 20 words per minute. Students may take the test more than once, and extra-help tutorials are available as needed.

POLICIES REGARDING STUDENT BEHAVIOR

Use of Alcohol, Illegal Drugs, and Tobacco Products, Vapes, and Lighters

Students may not use or possess alcohol, illegal drugs, or tobacco products of any kind (including vapes and lighters) at any time on campus, off campus for a school-sponsored function, or in going to or coming from the same. Violations of this policy may result in suspension or expulsion.

The school reserves the right to intervene when students are reported to have used alcohol, tobacco, or illegal drugs off campus separate from school-related functions. Such interventions may include, but are not limited to, informing the parents of the student(s) involved; imposing disciplinary action when appropriate; and/or recommending treatment options for students struggling with a chemical dependency.

Parents who do not support the school in carrying out these policies put at risk the further enrollment of their children at the school.

Bullying and Personal Safety

Bullying will not be tolerated at Trinity. Harmful, offensive, or degrading words and actions, whether in person, in writing, or online, will be subject to discipline. Students are to respect others' property and bodies at all times, and unwanted contact with belongings or bodies is prohibited. This includes unwanted bodily contact of all kinds, whether the contact is said to be affectionate or is an act of aggression or a part of a fight.

Personal Contact

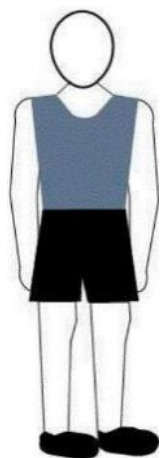
A school is not an appropriate place for most public displays of affection. Kissing and prolonged or inappropriate bodily contact are distracting to others and are not allowed. Unwanted contact with others' belongings or bodies is prohibited.

Dress Code

Upper School students are welcome to wear a variety of clothing options, including but not limited to:

- Jeans; khaki pants; chino pants; corduroy pants; dress slacks; cargo pants; pants with a functional zipper and button
- Blouses; collared-shirts; sweaters; turtlenecks; cotton shirts
- Shorts with a zipper and button
- Dresses and skirts that fall to the lower thigh (within six inches of the knee)
- Sneakers; sandals; wedges; heels; flats; oxfords; loafers

The specifics of the updated dress code can be found below:



Head: Hats and caps of any type may not be worn inside school buildings. Similarly, hoods on jackets or coats are not allowed to be worn on the head. Sunglasses may be worn in school buildings only if medically necessary and with a doctor's note or prescription.

Torso: Clothing must at all times cover stomachs, backs, and chests as indicated by the shaded area in the figure on the left. Shirts and dresses may not have any cutouts or "open backs." Shirt and dress sleeves must have a minimum width of a credit card. Undergarments must be covered.

Legs: For men and women, shorts must have at least a three-inch inseam. For women, skirts and dresses must come to the lower thigh, within six inches of the knee. Skirts must meet this length requirement regardless of shorts underneath. Undergarments must be covered. Pants and shorts options must have a functional button and a zipper. Pants or jeans with holes, tears, or slashes are permitted only if all of the openings are at or below the knee.

Feet: Footwear that is appropriate to the activity must be worn at all times. Students wearing sandals must keep an extra pair of shoes at school to wear when safer shoes are needed for an activity (e.g., athletics, science labs).

The shaded portion of the above figure represents both the front and back views. These parts of the body must be covered in all positions—sitting, standing, bending, reaching—while attending school.

The following are not permitted at any time during the school day:

- Tank tops; tops with straps that are thinner than credit-card width
- Shorts with tears, holes, or slashes; unhemmed shorts; sagging pants; exposed boxers
- Clothing that promotes drugs, alcohol, tobacco, or violence; that is offensive or sexually suggestive; that displays inappropriate pictures or writing; or that in any way contradicts the mission and policies of the school.
- Pajamas or clothing intended for sleeping; slippers
- Athletic clothes of all types (i.e., clothes intended explicitly for working out, exercising, running, or other active endeavors)
 - Athletic clothing includes but is not limited to: running shorts, gym shorts, basketball shorts, leggings, yoga pants, tennis skirts, tennis dresses, athletic tank tops or shirts, joggers, sweatpants.
 - An exception to the zero-athletic-clothes policy is sweatshirts. Crewneck and hooded sweatshirts are allowed. As stated above, hoods are not allowed to be worn at any time.
 - If a student takes a course that requires athletic clothing (e.g., Weight Lifting), the student should change into course-specific clothing in the gym restroom at the start of the athletic class and change back into their school-appropriate clothing in the gym restroom prior to their next class. Students who fail to change back into their school-appropriate clothing will receive the consequences outlined below.

Dress code violations and consequences. Dress code violations become issues not just about one's attire, but also about respect for rules, for those who enforce them, and for the community itself.

- First and second dress code violations result in an email to the student and parents, followed by an immediate change into appropriate attire that the school has on hand, such as a collared polo shirt, long khaki pants, or knee-length khaki shorts. If the school does not have such clothing available, the student's parents will be asked to bring a change of clothes.

- An escalating number of offenses results in loss of privileges and, potentially, greater consequences as severe as in-school suspension for the student if the ongoing problem is not addressed.

Chapel dress. On All-School Chapel days, US students are required to dress more formally than they would on a typical school day. Women should wear nice slacks, dresses, or skirts with appropriate dress shoes. Men should wear dress shirts, nice slacks, and ties with appropriate dress shoes. Students should arrive in and remain in these clothes all day. Students who are not in chapel attire will receive consequences as outlined in the *Dress code violations* section above.

Dress attire at dances. Attire worn at Trinity dances is at the discretion of the student's parents or guardians.

The Dean of Students and the Head of Upper School have ultimate jurisdiction in questions of appropriate attire. If an article of clothing or an outfit seems questionable, the student should not wear it. For questions or further clarification, please confer with the Dean of Students or the Head of Upper School.

Responsible Use of Technology

Healthy and appropriate use of digital tools and resources requires good judgment and self-discipline. To help students develop good digital citizenship habits and practices, Trinity's Upper School expects students to be well versed in Trinity's Responsible Use of Technology policy and to comply fully with it. The policy can be found here and in appendix IV of this handbook.

Personal Electronic Devices Policy

Between the bell that begins the first school activity of the day and the last bell of the school day, teachers and staff are required to confiscate phones or smart watches if they see them or hear the devices. On regularly scheduled late-start Fridays, as on every other day of the week, phones are to be put away after 8:15 a.m. Phones are not allowed to be on students at any point during the school day, even in pants pockets.

On arrival at campus, students should place phones in the "off" position and should be placed in either the student's backpack or locker during the school day. Any phone that is visible or heard by a teacher/staff member will be confiscated. Students leaving campus and returning during the school day should put away devices before they leave their vehicles.

Students are not allowed to use personal computers or tablets on campus if they do not have explicit permission to do so.

Confiscation. Confiscated devices will be sent to the US office. The student in violation of the policy will be called to the US office to speak with the Head of Upper School.

- After the first and second policy violations, students will be able to retrieve the device in the US office at the end of the school day. Parents will be notified by the Upper School.
- Upon a third policy violation, students will have to bring the device to the US office on each day for one month. Failure to do so on any day will result in an in-school suspension.
- Upon the fourth policy violation, students will receive an in-school suspension.
- Upon the fifth policy violation, students will receive an out-of-school suspension.

Note: Students with medical excuses may be allowed to have a modified set of guidelines for phone usage.

Student Parking on Campus

Parking on the Trinity campus during the school day is a privilege that eligible students are granted on an annual basis. US students holding a valid NC driver's license must submit a parking permit form and meet the school requirements stipulated below to be permitted to park on campus.

Whether or not students have a school-day parking permit, the driving information form should be completed before they drive on campus for occasions outside of the school day, such as attending or participating in school activities before or after school or on weekends.

Students who have school-day parking permits, and thus have assigned parking spaces, must park in those designated parking spaces any time they are on campus during school hours. Students may park in any available space outside of the school day.

Requirements and restrictions for on-campus student parking permits:

- Students must exhibit safe driving habits while on campus. Instances of speeding or otherwise reckless driving in the parking lot are grounds for immediate revocation of the parking permit. The speed limit on all of Trinity's property is 10 mph.
- Students may park in designated student parking areas only. Instances of abuse may result in loss of this privilege.
- Students may not go to their cars or into the parking lot during the day without explicit permission from an US teacher or administrator.

Procedure for obtaining a student parking permit:

- Complete a parking permit form available from the US Administrative Assistant.
- Submit a copy of the student's driver's license and insurance.

EXPECTATIONS FOR OFF-CAMPUS AND SPECIAL EVENTS

Long-Arm Policy

Trinity's Code of Conduct applies both when its Upper Schoolers are at school and when they are at off-campus school-sponsored activities.

The Upper School generally does not involve itself in student misbehavior that occurs off campus and is not associated with a school-sponsored event. However, Trinity has a "long-arm policy" and at its discretion may respond to such misbehavior, especially when it negatively impacts the safety, trust, or well-being of the school, its members, or our learning environment. Examples of this kind of misbehavior include, but are not limited to, theft, the use of alcohol or illegal drugs, significant destruction of property, and online bullying or harassment. In such instances, the Dean of Students' preferred response is a conversation with the student and/or his or her parents. However, Trinity may respond as it deems appropriate with any of the disciplinary consequences described above.

Trinity-Sponsored Off-Campus Trips and Programs

Just as Trinity School students are expected to conduct themselves in a manner that honors God at school, the same code of conduct applies when students are away from campus on school-sanctioned trips and programs. Trinity students traveling away from campus with Trinity faculty or other Trinity chaperones for school-sponsored purposes must adhere to the Code of Conduct as stated above (see *Code of Conduct*). School-sponsored travel carries inherent risks not associated with typical on- or off-campus events, including safety, health, and liability.

Additional conduct rules apply on Trinity trips, and violations of these rules also are considered primary offenses:

- Students may not engage in inappropriate physical contact.
- Without explicit permission, students are to remain with the chaperoned group at all times.
- Pranking on school trips and programs can backfire or escalate and is not permitted.

Infractions while traveling require the involvement of the lead chaperone, who has the authority to discipline students. Discipline may include, but is not limited to, the removal of the student from group activities for a period of time. In this situation, the student typically remains under chaperone supervision at the site. The student's parents and either the class dean for that student's grade, the Dean of Students, or the Head of Upper School are notified.

Social Events

The Upper School sponsors a variety of social events. Trinity's Code of Conduct applies at these events. In some cases, guests are not permitted; when they are, they typically must be registered in advance on a sign-up sheet and may be no more than 20 years of age. When guests are permitted to attend, individuals are allowed to bring a maximum of one guest.

Breathalyzers

Trinity has a breathalyzer on hand at every school-sponsored social event. Should chaperones observe questionable behavior and have reasonable suspicion that a student is under the influence of alcohol, they will ask the student to take a breathalyzer test in order to remain at the event.

UPHOLDING COMMUNITY RULES AND RE-ESTABLISHING TRUST

Most instances of misbehavior are handled by the faculty in their classrooms and do not require further attention. When more serious misbehavior requires the involvement of the Dean of Students and/or the Head of Upper School, first-time low- or mid-level infractions typically result in informing the student's parents, a warning or detention(s), and some kind of education-focused task. For high-level infractions, the Dean of Students works closely with the Dean of Christian Life, the Honor Council advisor, the advisor, and the Head of Upper School. Factors that can impact Trinity's overall response include but are not limited to the student's honesty, age, and degree of premeditation.

Levels of Infractions

To communicate its rules and expectations as clearly as possible, the Upper School groups infractions into three different levels. The context may influence the level of the infraction.

Low-level offenses. These offenses typically result in conversations, warnings, or detentions. Examples of tertiary (low-level) offenses include but are not limited to the following:

- Inappropriate language.
- First or second dress code violations.
- Lateness to any scheduled activity.
- Involvement in loud or inappropriate behavior that violates community standards of decorum.
- Using a personal cell phone at an unsanctioned time of the school day; watching entertainment videos or playing unsanctioned digital games; sharing one's Trinity-issued password with a friend; recording, photographing, streaming, or projecting others at school without a Trinity teacher's permission.
- Eating or drinking outside permitted times and locations.
- Going to the parking lot during the school day without permission; parking outside the parking lot area designated for students.

- Littering or leaving one's trash at school for someone else to clean up.
- Leaving backpacks, athletic equipment, or other materials in places that clutter the halls or classrooms.

Mid-level offenses. Less serious than primary ones, secondary offenses still result in a conversation with the parents, and the discipline responses can include suspension. Examples of secondary (mid-level) offenses include but are not limited to the following:

- Defiance towards a member of the faculty or staff.
- Skipping a class, study hall, advisory meeting, class meeting, US Worship, Community Block, assembly, athletic practice or game, or other scheduled activity at which one's attendance is required; absence from a scheduled activity without an acceptable excuse submitted in advance to the appropriate faculty or staff member; leaving sanctioned areas of the school during the academic day—or of a school-sponsored off-campus activity—without permission.
- Disruptive behavior.
- Gambling.
- Petty vandalism, defined as minor or unintentional or unthinking damage to school or personal property.
- Failure to respect the privacy of any member of the school community.
- Repeated instances of tertiary offenses.

High-level offenses. The most serious offenses at Trinity School, primary (high-level) offenses always result in a conversation with the parents in addition to a range of other possible responses, including expulsion from Trinity. If a student is reasonably suspected of having contraband (including but not limited to drugs, alcohol, or weapons) on campus or at any school-sponsored event, a pat-down may be conducted, and the student's locker, backpack, vehicle, clothing (including pockets), and belongings may be searched for the contraband in question.

Examples of primary offenses include but are not limited to the following:

- Use, possession, or distribution of tobacco products, cigarette lighters, electronic cigarettes, and/or vaporizers of any kind. For the purposes of this policy, the term "tobacco product" means any product that contains, is made or derived from, or reasonably resembles tobacco or nicotine and is intended for human consumption, including electronic cigarettes and all lighted and smokeless tobacco products. For the purposes of this policy, the term "vaporizer" refers to any device that converts plant material or liquid into vapor for direct human inhalation, whether or not the vapor contains tobacco or nicotine. A nicotine counseling program may be required for students who violate this policy.
- Use, possession, sale, distribution, conspiracy to use, possess, sell, or distribute, or being under the influence of alcohol or controlled substances. For purposes of this policy, a controlled substance is any illegal drug; any prescription drug used without a doctor's prescription or in a manner inconsistent with a doctor's prescription; any over-the-counter substance used with the intent to bring about a state of exhilaration or euphoria or otherwise to alter a student's mood, behavior, or perceptions; or any counterfeit drug that is used, described, or presented with the intention to deceive another into believing that it is a substance prohibited by this policy. Drug and alcohol testing and/or an approved drug and alcohol counseling program may be required for students who violate this policy.
- Intentional vandalism of physical property or digital content or resources belonging to Trinity or to members of the Trinity community. The disciplinary response for such vandalism may include charging to the offenders the cost of repairing, cleaning, or replacing property.
- Dishonesty, lying, cheating, stealing, and plagiarism.
- Actions that endanger the safety of others and/or oneself.
- Sexual activity on campus or at a school-sponsored off-campus activity.

- Possession of any weapon (including toy ones), including but not limited to guns or knives of any kind.
- Possession, viewing, or distribution of pornography.
- Abusive, harassing, racist, lewd, bullying, hateful, or hazing behavior in any form, including electronic postings or communications on or off campus, toward any member of the school community or guest.
- Sending damaging messages from someone else's account; online impersonation that causes hurt or harm to individuals or the school community.
- Possession of Trinity keys without specific authorization from the Head of Upper School or Head of School.
- Serious or repeated misuse of Trinity's technology.
- Repeated instances of secondary offenses.

Responses to Offenses

The following progression of US restorative discipline responses is designed at once to uphold clear community expectations and to emphasize accountability, while at the same time helping lead students towards growth, restoration, and redemption.

The Dean of Students takes the lead in handling all other infractions. The Upper School values its partnerships with parents, and when more serious misbehavior occurs, the Dean of Students communicates with parents once the nature of the infraction has been determined, to explain the situation and before consequences have been decided. To aid them in their roles as educators, to facilitate their work in seeking to understand instances of misbehavior, and to administer consequences, Trinity's faculty and staff may question students and meet with them regarding discipline matters without parents' permission or presence.

Response to low-level infractions. The Dean of Students or the faculty handle most tertiary infractions (which typically do not result in conversations with parents). Some students may be assigned a lunch detention or other commensurate consequences.

First response to mid-level infractions. The Dean of Students handles most of these infractions. Typically, these result in some combination of the following consequences. However, an especially egregious first instance of a secondary offense can include responses up to and including suspension.

- Letter of warning from the Dean of Students
- Letter of apology from the student
- Tasks or duties assigned to educate the student and/or to make restoration to members of the community or the community as a whole
- Parent meeting
- Dean's detention before school or after school and during study halls/open periods.

Responses to repeated mid-level infractions or to high-level infractions. Typically, these infractions result in some combination of the following. However, an especially egregious primary offense can include responses up to and including expulsion.

- Letter of warning from the Dean of Students
- Letter of apology from the student
- Tasks or duties assigned to educate the student and/or to make restoration to members of the community or the community as a whole
- Parent meeting
- Dean's detention before school or after school and during study halls/open periods

- Educational task
- Suspension
- Probationary status as a continuing student at Trinity
- Expulsion from Trinity

Suspensions

In cases of suspension for an Honor Code or other serious infraction, Trinity prefers as much as possible to avoid penalizing the student's academic work due during the time of his or her removal from class. Disciplined students are required to make up missed work, and they receive full credit for doing so as long as they turn it in as expediently as reasonable.

For in-school suspensions, students should bring their own lunch and water bottle. Other than to go to the restroom, they are not permitted to leave the designated area.

Suspended students and their parents must participate in a re-entry conference on the morning of their first day back to school. Also present at the re-entry conference are the student's advisor, the Dean of Students, and the Head of Upper School. In some cases, the Head of School is also present.

Disciplinary Reporting to Postsecondary Institutions

Trinity School reports most major disciplinary infractions, including chronic absenteeism, to postsecondary institutions. See below for clarity on the exception to this rule.

When asked, Trinity also discloses to postsecondary institutions all known criminal convictions as allowed by law.

- The Dean of Students keeps records of chronic absenteeism and disciplinary issues, including detention, in-school suspension, and out-of-school suspension. Any concerns regarding a student's Upper School records will be shared with the College Counselor at the end of each quarter. The Counselor is obligated to explain such in the School Report Form, which is shared as a part of the college application process.
- Students may be asked questions about disciplinary action, and if they have faced an Honor Code violation, it is their responsibility to report it appropriately and honestly and in accordance with school policy and record keeping.
- During May of a student's junior year at Trinity, each individual has the ability to appeal the reporting of a previous infraction that would typically require Trinity's mandatory report. Students should see the Dean of Students to inquire about what such an appeal would involve.
- If a suspension or dismissal occurs after a college application has been filed, Trinity reports the instance if this information was requested on the original application.

Dismissal for Disciplinary Reasons

For repeated and/or egregious high-level infractions, students may be dismissed from enrollment at Trinity. At the time of dismissal, students will be provided with a reapplication eligibility date and a list of likely requirements for eligibility. Should the students wish to return to Trinity after that date, they should contact the administrative team with a petition to return as well as the specific evidence of change and growth requested by the school. Examples of documentation that could point to such evidence may include but are not limited to character references or additional information from current teachers, pastors, counselors, therapists, and/or other professionals. This supplemental information will be required prior to the standard application and is important for the fair and holistic review of applicants regarding their eligibility for readmission.

If students choose to reapply, the application process will include an assessment by the Admissions Committee to review the evidence and to determine the potential for overall health of the school and for restoration of brokenness in the community. The Admissions Committee will decide whether the student would be eligible to reapply and could take appropriate steps to do so through the Enrollment Management office. Re-enrollment is not guaranteed, and students may be given conditions regarding any further disciplinary infractions.

Expulsion

In extremely serious cases, students may be expelled from Trinity School. Students with this consequence will not be allowed to reapply to Trinity School under any circumstances.

Appendix I: Upper School Accommodations Information

Accommodations in Trinity's Upper School

Students who have a documented learning difference, ADHD, or other condition which prevents them from demonstrating their full ability under typical constraints and/or with standard formats are entitled to request accommodations at Trinity. Students who have been granted and have made use of accommodations in Middle School or students who have had an IEP at another school are typically granted the same accommodations in the Upper School, with the understanding that the family will provide the school with a copy of the most recent diagnostic evaluation supporting the need. Should a student encounter a pattern of difficulty after enrolling in the Upper School, the school will work with the family to explore the possible necessity of a diagnostic evaluation and offering accommodations.

The need for accommodations must be supported with a **professionally conducted diagnostic evaluation**. As professional evaluations cannot always be conducted in a timely manner, Trinity will consider providing provisional accommodations prior to the completion of the evaluation with the understanding that the evaluation will be done as soon as possible, and that a full copy of the results will be provided to the school. Please see below for how evaluation results are stored and used.

Accommodations may be requested by scheduling a meeting with an Upper School Learning Specialist to discuss the student's needs and possible necessity of a diagnostic evaluation. The US Learning Services office will maintain confidential records as they work with families and students to make recommendations, review diagnostic evaluations, and draft an accommodation plan based on the evaluation results. The Learning Services office will share the student's accommodation plan with their teachers, communicate with students about their accommodations and responsibilities in making use of those accommodations, and coordinate all applications to the standardized testing agencies (College Board and ACT) for accommodations on standardized tests.

Please note that having accommodations granted at Trinity is no guarantee of having accommodations granted in any other setting, including on standardized tests.

The Diagnostic Evaluation Process

A formal evaluation can help reveal the source of these differences and also provides recommendations for supporting them. The formalized evaluation process is a rigorous diagnostic process. It is usually conducted privately but may be done with public school assistance. Individual offices are used to working with parents and can give you a good idea of what it will cost. Note that public schools cannot evaluate for ADHD, since that is a medical diagnosis.

A full diagnostic evaluation is required by all college learning centers and both the College Board and ACT before a student may be granted accommodations on tests.

For students seeking accommodations for standardized testing, the testing agencies themselves require seven weeks to process applications for accommodations on their standardized tests.

Arrangements for the Use of Accommodations at Trinity

Upper School students will be informed of their accommodations and their responsibilities at the beginning of each school year, or after their request has been approved. Additionally, a Learning Specialist will coordinate with students quarterly to determine their intended use of testing accommodations (e.g., extended time, separate setting), if applicable.

As students sometimes do not wish to use the accommodations for which they are approved, any student who does not seek to coordinate testing accommodations will be assumed not to wish to use their accommodations. Please note that standardized testing agencies require a student to have **and use** accommodations at school to be eligible for the same on standardized tests.

Learning Specialists are available to meet with students to help navigate their use of accommodations and offer ideas and recommendations to help improve their learning experience.

Privacy and Storage of Evaluation Results

Your privacy is important to us and to the agencies from whom you seek accommodations. Any documentation you provide will remain in a confidential file in the US Learning Services office, as well as digitally in a secure Google Drive folder, and will not be shared with any student or faculty member. Only Trinity administrators, Learning Services, the school counselor, and the Director of College Counseling are able to see the evaluation results.

Both the College Board and the ACT require that any student seeking accommodations on any standardized test have a full evaluation report on file at the school, and that a copy of the evaluation be provided to the testing agency upon request. Testing agencies use the evaluation strictly for the purpose of determining eligibility for accommodations and do not share that information. Please see below for more specific information about the testing agencies and their diagnostic evaluation requirements.

Standardized Testing Overview

The College Board administers the following tests. One application to the College Board for accommodations will serve for all of the following tests:

- **PSAT:** Taken in October of freshman, sophomore, and junior years. This is a practice test, and no college ever sees the scores of the PSAT.
- **SAT:** If taken, this is typically taken in the second semester of junior year and possibly the fall of senior year, in addition to or in place of the ACT. Some students do not take the SAT at all, choosing instead to take the ACT.
- **SAT Subject Tests:** If taken, these are taken in the junior and/or senior year. Some selective colleges require as many as three of these.
- **AP Tests:** If taken, these are taken in May of the year in which a student is enrolled in a course that prepares students to take the AP exam and has prepared for and signed up for a test.

The ACT administers the **ACT** and **ACT Plus Writing** tests. An application for accommodations for these tests must be filed with this testing agency. This test is typically taken in the second semester of junior year and possibly the fall of senior year, in addition to or in place of the SAT. Some students do not take the ACT at all, choosing instead to take the SAT. Students should consult with College Counseling to determine which test would be appropriate for their goals.

Accommodations on Standardized Tests

Trinity must have documentation on file in support of any application for accommodations on standardized tests. This documentation is typically a full neuropsychological report based on the results of several tests. It must meet the currency/adequacy standards needed for provision of accommodations. It will not be shared with anyone beyond Trinity except the testing agency.

Families who will be seeking accommodations on standardized tests (the PSAT, SAT, SAT subject tests, AP tests, and ACT) will be required to sign a **College Board release form and/or, in the junior year, the ACT application**. These allow the school to apply on the student's behalf for accommodations on standardized tests.

The US office and Learning Services office oversee the application process when students apply for accommodations on standardized tests. Students need apply only once to receive accommodations on all College Board tests. In most cases, the evaluation on file can be no more than five years old to qualify for College Board accommodations and three years old for ACT accommodations. **Trinity strongly encourages parents and students to familiarize themselves with these agencies' strict accommodations requirements by visiting the following websites:**

College Board: accommodations.collegeboard.org

ACT: <http://www.act.org/aap/disab/index.html>

Colleges will not know if a standardized test was taken with or without accommodations. Policies for applying for accommodations differ between the agencies.

Once a student is approved for accommodations by the ACT or the College Board, those accommodations will follow a student throughout high school but may require the student to follow particular application procedures when retesting.

Please note that both the College Board and the ACT have strict policies governing what constitutes adequate and current documentation. **It is the family's responsibility to review the evaluation documentation requirements for each testing agency and to ensure that the documentation on file at school meets the testing agencies' adequacy/currency standards for their child, depending on the disability or condition.** Some conditions may require annual confirmation. Please click on these links to learn more about policies for the [College Board](https://accommodations.collegeboard.org) and the [ACT](http://www.act.org/aap/disab/index.html).

Timeline for College Board and ACT Applications

GRADE 9: PSAT 8/9 (October)

- **College Board:** As early as possible, notify the Learning Services office that you intend to seek accommodations, and ensure that the evaluation documentation on file is current and satisfies College Board requirements. The Learning Services office will coordinate the completion of the application process by the end of August.

GRADE 10: PSAT (October)

- **College Board:**
 - If you secured College Board accommodations in grade 9, no new application is needed.

- If you do not yet have College Board accommodations and want them for the grade 10 PSAT, contact the Learning Services office as early as possible and ensure that the evaluation documentation on file is current and satisfies College Board requirements.
- If you are seeking accommodations for the first time for the grade 11 PSAT, notify the Learning Services office that you intend to seek accommodations and ensure that the evaluation documentation on file is current and satisfies College Board requirements. The Learning Services office will coordinate the completion of the application process by the end of March.

GRADE 11: PSAT (October); SAT and/or ACT (times vary); perhaps SAT subject tests and/or AP tests.

- **College Board:**
 - If you secured College Board accommodations in grade 9 or 10, no new application is needed.
 - If you do not yet have College Board accommodations and want them, contact the Learning Services office as early as possible and ensure that evaluation documentation is current and satisfies College Board requirements.
- **ACT:** File an application with the ACT at least eight weeks prior to desired testing date.

GRADE 12: Tests perhaps taken: SAT and/or ACT (fall); SAT subject tests and/or AP tests (spring).

- **No further file applications are needed.**

Appendix II: Policy on Dual Participation on Academic, Athletic, Arts, and Cocurricular Teams

Trinity School promotes a rich education and values many different kinds of experiences in the classroom and outside. Activities which involve team commitment and participation are especially valuable in the development of the individual's gifts and the habits of cooperation, collaboration, and sacrifice for a greater good. Competition against other individuals and teams is a good discipline by which students can measure themselves and stretch their capabilities.

To these ends, Trinity supports both athletic and nonathletic teams/ensembles. Performance groups, forensic teams, robotics teams, athletic teams—these are all deemed worthy activities by the school. In the allotment of student time (that most precious of resources), all school-sanctioned teams and arts- and club-oriented commitments have a place at the bargaining table—which is to say that all have both the right to ask for student time and the responsibility to cooperate with other activities. We celebrate all of these activities among our students and regard them as having a parity of status in the school's life. This parity of status is important especially in the early years of the Upper School, where student participation is high and where students in the relatively small student body may be pulled in several different directions.

One of Trinity's commitments is to prepare students for college. In addition to academic achievement and intellectual promise, colleges want to know what type of role students play in their communities. They seek responsible leaders with a track record of reliability and integrity. This is demonstrated by the way students spend time outside of the classroom.

There is value in our students' learning to choose whether to focus their time on one team or to attempt to participate in more than one team at a time. We adults in the community should be guides to them as they make these choices, helping them to understand the benefits and costs to both options. Students who participate in more than one team at a time will face hard choices and will almost surely have to favor one team over another at various times. Students need to understand this before they commit to more than one team/group and need to think about how they will balance competing obligations and make difficult decisions before those decisions come along.

Our faculty and staff will facilitate the process by which students who desire it are involved in more than one team or group at the same time. Students may participate in multiple programs at the same time if the staff leadership (coaches, sponsors, etc.) from both activities give permission in writing for them to do so. Permission is also required from the Head of Upper School, the Athletic Director (when sports are involved), and a parent. Leadership from both activities will work closely to minimize conflict and to propose compromises to deal with unavoidable scheduling conflicts.

As much as possible, coaches and leaders will anticipate conflicts ahead of time and ask students, with the consent of their parents, to declare which priorities matter most when conflicts arise. Students will be required to declare a primary and a secondary team. Not all conflicts can be anticipated, and one of the life skills students will learn through such commitments is how to manage multiple, sometimes conflicting demands on their time. Students should resolve conflicts in scheduling as far in advance of the conflict as possible and then communicate their decision to the coach and/or the team as far ahead of time as possible. In making these hard decisions, students should consider the relative importance of the events for each team and the impact on the respective teams. The students' decisions should be respected and honored by all of the adults involved.

The Athletic Director, Director of Arts, and/or Science department chair (for robotics) and the Head of Upper School will resolve conflicts between coaches and team/group leaders. For any students involved in dual participation, the family may be engaged in discussions about priorities and working through the best long-term plans for a fruitful and unhurried Upper School experience. When those conflicts cannot be resolved by the

students themselves, working with the coaches, the Athletic Director, and the Head of Upper School, then the Head of School will intervene and have the final say.

Appendix III: Healthy Political Engagement in the Upper School

(rev. August 2020)

During any political season, it can be a challenge to channel our political passions and opinions into civil, productive, and Christ-honoring avenues of expression. Trinity's Upper School has identified three guiding principles to help students navigate conversations about political differences:

1. *Love your neighbor.* We are called to respect and honor all in our community as fellow humans made in God's image. In order to love our neighbor well, our political conversations and acts must be rooted in Christian love and charity.
2. *Listen first and seek understanding.* This actually is an act of Christian charity, by which we live out the prayer attributed to St. Francis, "Lord, grant that I may seek...to understand rather than to be understood." Doing this well requires time, patience, humility, and careful listening, something much more possible in a Trinity classroom or person-to-person dialogue than in 140 characters, a meme, a bumper sticker, a flag, or a T-shirt.
3. *Seek authentic engagement.* We encourage students to avoid the "silo" effect in which we mostly associate with others who agree with us. We want students to focus on ideas and actual conversation, especially when communicating with those who disagree with us.

The following policies are designed to encourage a culture in which political differences are thought-provoking, not incendiary:

- Students may not distract others with large political displays or with large flags or banners on campus, including in parking lots, or at home when visible from Zoom or on other digital platforms.
- Overt campaigning for a specific candidate or party in the form of flags, shirts, hats, face masks, or other items of clothing is prohibited. Small buttons, bumper stickers, decals, office supplies, and/or other unobtrusive campaign paraphernalia may be acceptable. If unsure, students should ask a dean or the Head of Upper School before bringing such things to campus.
- Political flyers, signs, and announcements related to rallies or other political events are allowed under the following conditions:
 - The student has received permission from administration and/or deans.
 - The event or rally is not tied directly to a specific candidate or party but rather to a cause.
 - The student can present information briefly and factually about the event.
- Note that students who attend political rallies or events during school hours must have parental permission and must follow the planned absence protocols.
- Social media accounts of students are not monitored by Trinity; however, posts, comments, images, and/or videos made outside of school may have direct consequences on the culture of the school. Particularly inflammatory social media use that disrupts the harmony of the Trinity community may be brought to the attention of the administration and dealt with as a disciplinary issue.

These policies are intended to promote a respectful, healthy, and safe educational environment and—most importantly—to live out Jesus's command that we love one another. As Paul exhorted the Roman Christians who were living with intra-community conflict, "Let us therefore make every effort to do what leads to peace and mutual edification" (Romans 14:19).

Appendix IV: Responsible Use of Technology Policy



Responsible Use of Technology

Trinity School of Durham and Chapel Hill

Our world belongs to God. Technology resources are powerful tools and, teamed with skillful teachers, can be used to prepare students to be servants of Christ in contemporary society. Teachers and students at Trinity use technology to support and enhance education and communication. In order to facilitate a safe and functional Christian educational environment, members of our community are expected to adhere to the policy as outlined below.

As children of God created in his image, all users are required to use technology resources in ways that are honorable, responsible, ethical, and in compliance with Trinity's code of conduct, Student-Parent Handbooks, and federal and state laws. School-owned technologies are provided first and foremost to enhance learning directly related to the user's courses. They also may be used during school hours in support of co-curricular activities and edifying personal interests as long as they do not require heavy broadband usage such as

streaming audio or video or in any other way are detrimental to the Trinity community's common good.

Our school is a community whose members must use technology in safe, healthy, and respectful ways according to this Responsible Use of Technology policy.

Trinity's full **Responsible Use of Technology Policy** can be found [here](#). The policy describes Trinity's responsibilities and the responsibilities of students and other users of Trinity technology, as well as providing information about potential disciplinary action, the IT Help Desk, device insurance, and repair/replacement costs for devices.