

Trinity International Schools

Student Policy Handbook

2018-2019

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This Policy Handbook has been adopted by the board of Trinity International Schools as official policy.

Equal Opportunity Policy Statements

1. No administration officer or employee of Trinity International Schools, acting in his / her official capacity, may discriminate on the basis of a person's sex, race, religion, color, or national origin regarding: personal practices, including assigning hiring, promoting, compensating, and discharging employees, use of facilities, awarding contracts.
2. No student shall, on the basis of sex, race, religion, or national origin, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity sponsored by this school except as specifically provided through the Title IX Implementing regulations.
3. No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this school.
4. **Sexual Harassment** can take different forms depending on the harasser and the nature of the harassment. Three common forms of unlawful sexual harassment are recognized as "quid pro quo," hostile environment.
 - *Quid pro quo* harassment is unwelcome sexual conduct – sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature – when submission to the conduct is made either explicitly or implicitly in return for something favorable, such as a passing grade or "good" grade.
 - Hostile environment harassment is sexual or gender-based conduct that has the effect of creating an intimidating, hostile or offensive environment. It usually has the effect of affecting work performance. Gender-based conduct can create a hostile environment that is nonsexual in nature, such as verbal or physical conduct that denigrates or shows hostility based upon a person's gender. Such gender-based conduct may take the form of epithets, sexist slurs, negative stereotyping or threatening or intimidating acts.

Sexual harassment is conduct that is sexual in nature, is unwelcome, and denies or limits a student's ability to participate in or benefit from a school's education program. Concerns can be reported to Trinity Administration and/or Trinity's CESAP (Coordinator of Educator Sexual Abuse Prevention) representative at www.johnpacultlcsw.com.

Statement of Belief

We believe:

The Bible is the Word of God, inspired, inerrant, infallible, and the sole authority for faith and practice.

- God as triune, His personality and external existence expressed in three persons: Father, Son, and Holy Spirit.

- The deity of our Lord Jesus Christ, His virgin birth, His sinless life, atonement for sin, and justification by faith in Him apart from human merit.
- A bodily resurrection and the personal imminent coming of Christ for His own.
- The present ministry of the Holy Spirit is to indwell and fill the believer for witnessing, learning, and living a Godly life.
- The creation and fall of man as written in Scripture, and that in Adam all have sinned unto death requiring regeneration by the Word and by the Spirit.

The local church is God's primary plan for this age, with Christ as the Head.

Rights and Responsibilities

All students are entitled to enjoy the basic rights of citizenship recognized and protected by laws for persons of their age and maturity. Trinity International Schools shall foster a climate of mutual respect for the rights of others. Students, teachers and staff are expected to respect the rights and privileges of other students, teachers, and staff. Students shall exercise their rights responsibly, in compliance with rules established for the orderly conduct of the school's education mission. The school's rules of conduct and discipline are established to achieve and maintain order in school and to foster a climate of learning. Students who violate the rights of others, or violate school rules, shall be subject to disciplinary measures designed to correct the misconduct and promote adherence by all students to the responsibilities of citizens in the school community.

Responsibilities of Student

Student responsibilities for achieving a positive learning environment at school or school related activities shall include:

1. Attending all classes daily and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being in proper dress code.
4. Exhibiting respect towards others.
5. Conducting one's self in a responsible manner.
6. Paying required fees and fines.
7. Refraining from violating the Student Code of Conduct as set forth in this Policy Handbook.
8. Obeying all school rules.
9. Seeking changes in school policies and regulations through appropriate channels.
10. Cooperating with staff in investigation of disciplinary cases and volunteering information when the student has knowledge relating to a serious offense.

Responsibilities of Parent

Throughout this plan, “Parent” includes single parent, legal guardian, or person having lawful control of the student. A student who is 18 years of age and is not legally emancipated remains under the lawful control of the parent.

Parents have the responsibility to:

1. Provide for physical needs of child.
2. Teach the child to pay attention and obey the rules.
3. Ensure the child attends school regularly, and promptly report and explain absences and tardiness to the school.
4. Encourage the child to develop proper study habits.
5. Participate in required parent/guardian - teacher conferences.
6. Keep informed of school policies, academic programs and requirements.
7. Participate in school related organizations/activities.
8. Be sure their child is properly dressed in school uniforms.
9. Discuss report cards and school assignments with their child.
10. Bring to the attention of school authorities any learning problem or condition relating to their child’s education.
11. Maintain up-to-date home, work, and emergency telephone numbers with the school office.
12. Cooperate with school administration and teachers.
13. Read and refer to this Policy Handbook. Enrollment in Trinity International Schools is deemed acceptance of the Policies set forth.
14. Paying required fees on time.

Responsibilities of Teachers

Classroom Teachers have the responsibility to:

1. Be prepared to perform teaching duties with appropriate preparation, assignments, and resource materials.
2. Comply with school policies, rules, and regulations.
3. Maintain an orderly classroom atmosphere conducive to learning.
4. Clearly articulate in the course syllabi and teach students the standards of performance required.
5. Establish rapport and effective working relationships with parents, students, and staff members.
6. Model good student discipline by being in regular attendance, on time and dress.
7. Teach students to strive toward self-discipline.
8. Encourage a good work ethic that will lead to accomplishments of personal goals.
9. Serve as appropriate role models for their students in accordance with the standards of the teaching profession.
10. Use discipline management techniques developed in the school’s discipline

- management plan.
11. Support decisions of the administration and school board.
 12. Serve with joy, as unto the Lord.

Responsibilities of Administrators

School Administrators have the responsibility to:

1. Promote effective training and discipline of all students in a fair and consistent manner.
2. Encourage parent communication with the school.
3. Provide appropriate assistance to students in developing mature self-discipline.
4. Respond to discipline problems referred to them by teachers.
5. Assume responsibility and instructional leadership for discipline and for evaluation of the discipline management plan.
6. Serve as an appropriate role model for students in accordance with the standards of the profession.
7. Serve with joy, as unto the Lord.

Student Code of Conduct

This Policy Handbook sets forth the Student Code of Conduct for Trinity International Schools.

The code of Conduct applies to students on campus during the regular school day, while traveling to and from any school sponsored activity, and while participating in or attending any school sponsored activity. This includes any activity during the school day on school grounds, while in attendance at any school related activity - regardless of time or location – pertaining to any school related misconduct, regardless of time or location.

Admissions

Trinity students enjoy the family atmosphere at school, where they know they are encouraged to become their best. Moral character and scholastic achievement are important. Young people are expected to know and understand the standards of acceptable conduct and make choices in harmony with these standards. Approximately 80% of the enrollment comes from Christian families. This is based on statements of religious belief, church involvement, references, and pastor recommendation.

The admission process begins with filling out an application. Parents may pick up an application, at which time they may have a tour of the respective school and have questions answered. When the packet is complete, parents may either bring in standardized testing or schedule placement testing. There is a \$50 non-refundable testing fee. The completed packet includes a recommendation from a teacher, dean, counselor, or principal of their former school and letters of recommendation from the family's pastor and a community member. When the recommendations and testing information are considered, the family is informed of the admission status and, if admitted, given a registration packet.

Admission Process

The submission of the completed registration packet and the payment of fees constitutes enrollment. Birth certificate, immunization records, registration papers, including financial responsibility contract, and payment of a non-refundable admission fees are needed in order to complete registration for probationary admission.

Included in the admission packet is a request for records from the most recent school attended. These records are transferred school-to-school, so enrollment is not complete until Trinity has recent grades and school records on file. Trinity

reserves the right to withdraw any student in the event that transferred records from the other school do not reflect what Trinity was told upon application, especially regarding behavioral records.

International students must complete additional requirements, and are occasionally admitted on a provisional basis, because the I-20 may have to be issued before the interview.

Hours of Operation

Students not enrolled in an afterschool class or practice need to be off campus by 3:15pm or immediately following activity or class. Students who remain on campus will be charged \$5.00 every fifteen minutes.

Lunch

Students will not be allowed to charge accounts over \$20.00

Attendance

Absences and Tardies

Students are expected to be in class on time and when class is in session. All educational research highlights a strong correlation between regular, consistent attendance and scholastic achievement. Classes begin at 8:00 AM and end at 3:00 PM.

Parents are requested to contact the school office by 8:30 AM if a child is going to be absent that day. The office will endeavor to contact the parent if a student is absent from school and the school has not been notified.

Upon returning to school after an absence, the student is to bring a signed, legible note from the parent which includes the parent's contact telephone number and specifies the reason for the absence. This note shall be retained in the student file. Absences are classified as "excused" or "unexcused." Every absence is considered "unexcused" until the student provides each teacher with an "excused" admit slip issued by the office.

Excused: Absences considered "excused" are due to personal illness (after 3 days a doctor's medical excuse may be required), a serious illness in the family, death in the family, medical or dental appointments, and court appearances. Upon the student's return to school, and with notification from the parent, the admit slip issued by the office will note "excused absence."

Unexcused: All other reasons for absence, other than those identified in "excused" absences are considered "unexcused." Additionally, if there has been no parent notification of the absence, the absence shall be "unexcused" until notification is

provided. Individual teacher policy for work missed due to unexcused absence will be outlined in the teacher provided syllabus for each class.

Credit for Work Missed Due to Absence: Individual teacher policy, outlined in the teacher provided syllabus for each class, will address the time period within which work may be submitted for credit after an absence.

Truancy from school (“cutting” class or school) is considered both an unexcused absence as well as a disciplinary matter.

Student Activity: Absence from class due to an authorized and sanctioned school activity (such as travel with an athletic team, a class field trip, and other events authorized by school administration) shall be indicated as “SA.” The Student Activity absence does not count toward the 10 absence maximum per semester before loss of credit for high school classes. Any Middle School or High School student, however, who is in academic jeopardy or is ineligible under the “Eligibility for All Student Activities Policy” will not be eligible to travel for or participate in a school sponsored event. A roster approved by administration will be provided to teachers for Student Activity releases. The teacher has the option of collecting assigned work prior to the Student Activity release.

Early Dismissal: Any arrangement for a student to leave campus at any time during the school day must be made by the parent through the school office. The parent must come to the office to sign “out” the student and, if the student returns to school the same day, must sign the student back “in” when they return. A student driver with a pre-arranged absence must sign “out” in the office before leaving campus and, if the student returns to school the same day, must sign back “in” and receive an admit slip from the office before returning to class.

Pre-Arranged Absence: A Pre-Arranged absence may occur at the request of the parent when a student will be absent for three or more days from school because of a trip or some other prolonged activity, which may include a medical reason. Parents should submit a request for a Pre-Arranged absence at least one week in advance of the event. The parent should obtain the proper form from the office, fill out the requested information (dates, nature of event, etc.), and return it to the office for permission to route to teachers. For grades 6 through 12, it is the responsibility of the student to have the form signed by all of their teachers. Teachers will indicate on the form whether work missed is to be completed before the Pre-Arranged Absence or upon return from the Pre-Arranged Absence. Teachers may request a test; major assignment or classroom work be completed prior to departure.

Pre-Arranged Absence requests should not be made for the dates of scheduled semester exams for grades 6 through 12.

Credit Loss Due to Absences: Any high school student exceeding 10 absences, whether excused and/or unexcused, in any class in a semester will lose credit for that course. The transcript will reflect “credit loss due to excessive absence.”

Pre-Arranged Absences **do count** toward the maximum of 10 absences a student may have in a class before losing credit at the 11th absence.

Student Activity (SA) designated absences **do not count** toward the maximum of 10 absences a student may have in a class before losing credit.

School administration has the option to consider extenuating medical or family circumstances to waive the loss of credit if the parent has made pre-arranged absence arrangements and course work has been completed by the student.

Appeals for loss of credit may be made to the School Board, but decisions will be made based upon the policy as set forth.

Parent Notification of Accruing Excessive Absences: Parents will be informed when student absences in any class reaches five and then beyond at intervals.

Parents are encouraged to monitor student attendance through RenWeb.

Tardies: Arriving in class after the appointed time for a class to begin is considered “tardy.” Arrival in class more than 15 minutes after the class has begun is considered “absent.” Tardies are classified as “excused” or “unexcused.”

Excused Tardies: A tardy is deemed “excused” when a student has an authorized signature by a teacher, administrator, or staff member detailing why the pupil is tardy and the time the student left the authorized signer’s office or classroom.

Unexcused Tardies: A tardy is deemed “unexcused” when a student is not in the classroom at the time class is scheduled to begin and there is no authorization to be late. Three tardies for any class will result in an absence.

Detention: Three unexcused tardies will result in one hour of detention. Detention will be scheduled during lunch. Students will be allowed to eat lunch during detention. Repeated detentions due to unexcused tardies may result in further discipline, including suspension from school. Detentions and suspensions are given at the discretion of administration.

Completing missed work: Students have the responsibility to ask teachers for their make-up work. For a pre-arranged absence, the student should return with the work completed. Tests missed must be made up in a timely manner, usually within three school days. All pre-arranged absences for which the makeup work was not completed and submitted as specified by the teacher shall be considered unapproved.

For a student activity, the student should have the work completed in advance, although the teacher may allow the work to be turned in after the absence. Work pre-assigned or long-range assigned before a student activity, is due upon return to school. (TIS Board adopted policy 8/24/99)

In the event that a student must miss school due to a family trip, the teacher has discretion regarding the homework prior to the trip. Any homework given prior to the vacation must be completed and turned in upon return, according to each

teacher's policy; otherwise, no credit will be given for assigned work. Approved pre-arranged absences do not disqualify a student from earning class credit based upon attendance enforcement requirements, unless such pre-arranged absences exceed ten (10) days in one school year.

For an excused absence, the student may have one day per day of illness to make up the work, but no longer than 5 days. If a student has an unexcused absence, all course work and homework is due, but no grade higher than 70 percent may be received. A suspended student must complete the missed work, and the student loses 2 percent of his/her grade for each day missed. The teacher has the prerogative to accept the late work, or not to accept it.

Dress Code

The TIS dress code is established to teach hygiene, instill discipline, prevent disruption, and avoid safety hazards. Students shall come to school in the defined dress uniform. Wearing of the school uniform will be **enforced by Administrators, Faculty, and Staff**. The student will not deviate with regard to appropriate personal grooming to include hair, jewelry, and footwear that in the administration's judgment may reasonably be expected to cause disruption of, or interference with, normal school operations. Students out of dress code may be excluded from classes and extracurricular activities until they are within code. Students who consistently disregard the dress code policy will be subject to a \$25.00 fine and will be required to wear a TIS discipline attire for the remainder of the day.

Dress Code Requirements

Campus Club is the authorized school uniform vendor for Trinity International Schools. Only "TIS" monogrammed uniform items are acceptable under the dress code requirements. All shorts and skirts must not be shorter than 2" above the knee. All uniform attire must be purchased from Campus Club.

Girls

Khaki Only: Walking shorts (not cargos), skirts, skorts, slacks (flat front), and capris

- Campus Club Brand ONLY

Black, White, and Navy Only: Polo shirts with Trinity Logo

Blue Monogrammed: Oxford Long or Short Sleeve shirts

Boys

Khaki Only: Walking shorts (not cargos), slacks (flat front)

Black, White, and Navy Only: Polo shirts with Trinity Logo

Blue Monogrammed: Oxford Long or Short Sleeve shirts

Trinity International Middle/High

2016-2017

Delivery to school

Online Shopping Code: 1041

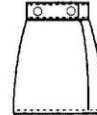
GIRLS UNIFORMS



PHONE: (702) 360-0555
FAX: (702) 242-2595



S/S Girls Polo w/logo
Navy/Black/White
\$ 16.00
(Adult Sizes Only)
Port



Flat Front Skort
Khaki
\$ 22.00
A+



Flat Front Shorts
Khaki
\$ 14.00 - \$ 26.00



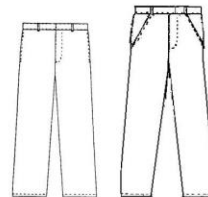
Flat Front Pants
Khaki
\$ 17.00 - \$ 31.00



BOYS UNIFORMS



Flat Front Shorts
Khaki
\$ 14.00 - \$ 26.00



Flat Front Pants
Khaki
\$ 17.00 - \$ 31.00

Adult Sizing:
S-XL +\$ 2.00
2XL +\$2.00
3XL +\$ 3.00
4XL +\$ 4.00



2016-2017

BOYS & GIRLS UNIFORMS



Polo w/logo
Navy/Black/White
\$ 15.00
Long Sleeve add \$1.00 Class



V-Neck Sweater w/logo
Navy
\$ 26.00
A+



Cardigan w/logo
Navy
Moderate Quality \$ 25.00 *Class*
Premium Quality \$ 29.00 *A+*



Sweatshirt w/logo
Navy
Standard Quality \$ 15.00 *Jerzee*
Premium Quality \$ 20.00 *Soffe*



Hood Sweatshirt w/logo
Navy or Black
\$ 26.00
Soffe

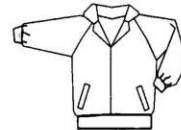


Zip/Hood Sweatshirt w/logo
Black
Standard Quality \$ 24.00 *Port*
Premium Quality \$ 26.00 *Soffe*



Hooded Jacket w/logo
Navy or Black
\$ 40.00
Tri Mountain

(Name Monogramming Recommended)



Fleece Jacket w/logo
Navy
\$ 40.00
A+

P.E. UNIFORMS



P.E. T-shirt w/logo
Grey
Youth \$ 11.00
Adult \$ 13.00
Port



P.E. Shorts w/logo
Navy
Youth \$ 14.00
Adult \$ 16.00
Soffe



**Longer Inseam
P.E. Shorts w/logo**
Navy
Youth \$ 14.00
Adult \$ 17.00
Augusta



P.E. Sweatshirt w/logo
Grey
Youth \$ 15.00
Adult \$ 17.00
Jerzee



P.E. Sweatpants w/logo
Navy
Youth \$ 14.00
Adult \$ 16.00
Jerzee

Adult Sizing:
S-XL +\$ 2.00
2XL +\$2.00
3XL +\$ 3.00
4XL +\$ 4.00

Trinity International Middle/High School

General Requirements

Hair

- **Length:** The length of hair on boys must not be longer than reaching the top of a garment collar. If the length exceeds the tops of the collar, one inch must be cut off. Noncompliance will result in out of school suspension until the appropriate length is reached. The length of hair (bangs), in front cannot exceed the top of the bridge of the nose.
- **Facial Hair:** No facial hair on boys, including mustaches, beards, and excessive sideburns.
- **Style and Color:** Hair style or color that creates disruption with normal school operations is not acceptable.

Shoes

- No sandals, flip-flops, boots, or slippers are to be worn during the school day.

Miscellaneous

- White Solid tank tops (defined as having less than 2 ½" shoulder straps) must be worn only under another shirt or sweater.
- Sweatshirts / coats the outer wear must be of school uniform definition.
- All undergarments shall be covered.
- Belted pants must be worn at the waist and may not be "sagged" to reveal any garment – including shorts – underneath.
- No see-through clothing of any type shall be worn.
- No tube-tops and strapped tops shall be worn.
- No sunglasses, hats, or caps of any kind may be worn inside the building, exception for medical reasons only.
- Boys may wear stud earring approved by administration at school.
- Any other dress or grooming that in the administration's judgment causes disruption will not be allowed.
- Spirit shirts will be worn only on days designated by the principal.
- Tattoos will be covered.
- Students will have no body piercing other than earrings.
- Belt: Solid black, brown, or navy blue only. (No studded belts)

School uniform must be worn the entire time the student is on campus and on school sponsored field trips or events, unless specified by administration for an exception.

Behavior and Definitions

Sexual Harassment: Sexual harassment can take different forms depending on the harasser and the nature of the harassment. The conduct can be carried out by school employees, other students, and non-employee third parties, such as a visiting speaker. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex. Grooming is deliberate tactics used to select victims and engage in sexual abuse. Report any and all concerns to Trinity Administration/Counselor and/or Trinity's CESAP (Coordinator of Educator Sexual Abuse Prevention) representative at www.johnpacultlcsu.com.

Vandalism and Damage to School Property: Students shall not vandalize or otherwise damage or deface school property, including books, furniture, and other equipment belonging to Trinity International Schools. Parents or guardians of students who damage school property shall be liable for damages in accordance to the law. Students may be subject to criminal penalties if damage exceeds \$300.00.

Hazing: Hazing means any intentional, knowing, or reckless act directed against a student, by one person alone or acting with others, which endanger the mental or physical health, or the safety of a student for the purpose of being initiated into affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes but is not limited to:

Any type of physical brutality.

Any type of physical abuse. (i.e. Sleep deprivation, exposure to elements, confinement, or other activity that subjects the student to an unreasonable risk or harm.)

Any activity involving consumption or ingestion of food, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm, or adversely affects the mental or physical health of the student.

Any activity that intimidates or threatens the student with ostracism, which subjects the student to extreme mental stress, shame, or humiliation.

Any activity that induces, causes, or requires the student to perform an act that involves a violation of school rules or regulations.

Tobacco Use - No student shall possess or use tobacco products while under the school's jurisdiction. These products include, but are not limited to, cigarettes, cigars, pipes, snuff, or chewing tobacco.

Drug and Alcohol Use - No student shall use¹ or possess² any of the following:
Any controlled substance or dangerous drug as defined by state and federal law, without regard to amount, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
Alcohol or any alcoholic beverage.

¹ "Use" means a student has smoked, ingested, injected, imbibed, inhaled, drunk, or otherwise taken internally a prohibited substance that is detectable, by the student's physical appearance, actions, breath, or speech.

² "Under the influence" means a student's faculties are noticeably impaired, but the student need not be legally intoxicated.

Any abusable glue, aerosol paint, or any other volatile chemical substance for inhalation.

Any other intoxicant or mood- changing, mind-altering, or behavior-altering drugs.

Weapons - Weapons are strictly prohibited from school campus (including in a vehicle), as well as at any school sponsored event. Law enforcement authorities will be called to investigate presence of a weapon on the school campus. Weapons include, but are not limited to:

- Fireworks of any kind

- Clubs or night sticks

- Razor

- Metallic knuckles

- Chains

- Any object used in a way that is threatening

- Knives of any size, including pocket knives

- Firearms

Bullying - Bullying is to intimidate another student with words, gestures, images, any form of written and/or digital communication, and/or body language to the extent that the affected student is significantly distracted from the business of his daily activities. It may include causing to believe that the reporting of the bullying of himself or another could endanger himself. Inciting others to bully a specific student or group of students is bullying.

Assault - Assault is to physically attack another person with obvious intent to harm.

Flagrant Misbehavior - Flagrant Misbehavior is behavior which creates a willful interference with the educational process or disregard of an admonition by a teacher, staff member or administrator. It is behavior which is so serious in nature as to be referred to the office for disciplinary action

Public Display of Affection - Kissing, caressing, and full body embrace are considered unacceptable public display of affection. Public Display of Affection will be considered as Blatant Disrespect, Vulgarity, and/or Insubordination on the Discipline Matrix.

Cheating - Dishonesty with regard to academic performance is a reflection on a student's lack of prescribing to a code of moral ethics. It is not only a classroom issue, but also an institutional issue. **Cheating, including plagiarism, will be treated seriously by teachers and the administration.** The policy of a given teacher will be reviewed with students during the first week of school and will be reflected on a teacher's course syllabus. This policy applies to any on-line courses. The administration will support the policy of the teacher unless the policy has been inappropriately applied.

Cheating consists of, but is not limited to:

- Copying from a fellow student (notebook, homework, note cards, computer downloads, quizzes, test)

- All forms of plagiarism

- Text messaging/electronic communications during a test or quiz, crib notes, notes on a hand, paper lying on the floor during a test, verbalizing with a student, hand signals between students, or obtaining an advance copy of a quiz, assignment or exam.

The consequences of cheating can vary and include a reprimand, points deducted from a quiz, assignment, or test, or a failing grade (zero) on the assignment, quiz or test depending on the written policy of the teacher, and/or school expulsion.

Discipline

Due Process

Due process is the right of all students, parents, faculty, and staff with respect to TIS' discipline policies, rules and regulation. Regardless of the referral, school violation or misconduct, students are guaranteed a systemic and orderly process allowing for objectivity throughout the procedure. A core component to due process is the acceptance and understanding by all parties that appropriate compliance be followed with respect to the specific levels.

Level One: Pupil / Teacher

Regardless of the issue, the student has the right to be informed. For less serious behavior incidents, the conflict can generally be resolved within the boundaries of the classroom by the student and teacher. If neither party is satisfied, an appeal can be made to school administration. In any case, the individual requesting further review or an appeal to a higher level has the responsibility to inform the opposite party of the appeal. Parents of students are included in the process. A parent or guardian can request further review or appeal on behalf of their child as long as the correct procedure is followed.

Level Two: Pupil / Teacher / Counselor or Dean **(Parents / Guardians if requested)**

If there is no resolution to an issue by one or both parties, a complete review of all facts will be initiated. All involved parties will be informed. All evidence will be examined, including written documentation and verbal testimony.

Level Three: Appeal to Administrator

One or both parties may appeal the recommendation by the Counselor or Dean of Students if a resolution or penalty is felt to be not just. The school administrator will assess all related facts before making a recommendation.

Level Four: TIS School Board

Level four is the final step in the Due Process Procedure. Appeals to the School Board will only be reviewed if:

- A. The first three levels have been followed;
- B. The appeal is presented on the agenda of a School Board meeting; (Closed session may be requested);
- C. The School Board's decision is binding.

Conflict Resolution Policy

In a school due to various differences, circumstances, a breakdown in communication and misunderstandings, conflict will occur. Conflict Resolution is resolving an issue in an orderly, consistent manner.

The following guidelines will enhance the resolving of a conflict:

Keep in mind maturity, objectivity, and honesty are paramount in solving differences.

1. Direct contact between conflicting parties (Matthew 18:1) regardless of the parties involved - i.e. student-to-student, teacher-to-student, student-to-coach, student-to-administration.
2. Use an arbitrator. If contact through direct contact between parties fails to resolve an issue or the issue is of a serious nature, request an individual to assist by being an arbitrator. This could be a teacher, staff member, or administrator who will be fair, impartial, and keep objectivity in place.
3. Open lines of communication. If resolution is not being achieved, inform the party that, respectfully, you are appealing to the next level. Keep all parties informed of action taken. This process would follow all the way through if no resolution is acceptable, ending either with school administration or possibly the school board.

Teacher Referrals

Teacher referrals reflect on the fact that a student's behavior has negatively impacted the learning environment within the classroom setting and the student has not responded to the admonition of the teacher. All students and teachers are entitled to an environment in which every opportunity, individually and collectively, is maximized with regard to learning. When this climate is altered due to misbehavior, a teacher referral is not only appropriate but expected in order to maintain order. All referrals are routed to the office where a review of the incident is initiated. Parent notification and possible consequences are completed by the office. The teacher, student and parent receive a report in writing informing of action taken.

General Guidelines for Assessing Discipline Penalties

When imposing discipline, Trinity International School personnel shall adhere to the following guidelines:

1. Discipline shall be administered to protect students, school employees, or property, and maintain order and discipline.
2. All faculty and staff referrals will be routed to the Administration.

3. Students shall be treated fairly and equitably. Discipline shall be based on careful assessment of the circumstances of each case. Factors to consider shall include:
 - a. Seriousness of the offense
 - b. Placement (Consequences) on the Matrix
 - c. Frequency of misconduct
 - d. Student's attitude
 - e. Potential effect of misconduct on the school environment
4. Detentions are given at the discretion of Administration.
5. Dependent on the behavior situation, a student may be placed on an academic/behavioral contract. Each student placed on a contract will be expected to follow all contract guidelines or further discipline action (possibly expulsion) may arise.

Food and Drink on Campus

For health and cleanliness as well as maintenance of the facility, the chewing of gum on campus is not allowed. Food is not allowed outside of the lunchroom or a specially designated area for a special event. Students may only take water to class. Gatorade, juices, soda, coffee or other beverages are not permitted outside of the lunchroom area or areas designated outdoors.

Vehicles on Campus

- All vehicles driven and parked on campus must be done so in a safe and lawful manner. **The speed limit on the campus is 5 miles per hour at all times.**
- All student vehicles must be registered in the school office. Properly registering a vehicle includes the school office having copy of a valid student's driver license, vehicle registration, and proof of insurance. Secure the proper form from the office.
- Students are required to park in a designated area only.
- Students are not allowed to return to their vehicle during the school day without written permission from a TIS staff member. Failure to abide by these rules may result in an individual student losing driving privileges on campus.

Searches

School officials may search a student or a student's property with reasonable or probable cause or the student's free and voluntary consent. However, consent obtained through threat of contacting police authorities is not considered to be freely and voluntarily given. Vehicles on school property are also subject to search. Areas such as lockers which are owned and controlled by TIS may be searched if reasonable cause exists to believe that contraband is inside the lockers. Students

shall not place, keep or maintain any article or material in school-owned lockers that is forbidden by school policy that would lead school officials to reasonably believe that it would cause disruption on school property or at a school-sponsored function.

Personal Electronic Device

Students may bring personal cell phones, laptops, tablet computers and other similar electronic devices to campus. **Devices are restricted to times and places they may be used at or during school** with the approval of their instructor.

At no time during class may a cell phone be used to take or make a telephone call. Any phone that rings in a classroom will be confiscated by a teacher, administrator, or staff present and student will be fined \$25.00 to retain his/her device. The time for cell phone calls and texting is before school, during break, during the lunch period, and after school unless otherwise specifically permitted by an instructor for educational purposes. Making or taking a call is never an excuse for a tardy to class – no matter how “important.” Classroom teachers will set their classroom policy for storing and using personal electronic devices for access to translators, dictionaries, Internet, and other valid educational uses. Personal electronic devices will not be allowed to be used during quizzes, tests or exams, with the exception of a calculator when designated by the teacher.

Students may not use their digital devices to interfere or disrupt the classroom, access websites that aren't relevant to the curriculum or engage in commercial activities.

Students who use their digital devices to cyberbully other students, send inappropriate messages such as "sexts" and plagiarize or violate intellectual property laws will be disciplined.

Any misuse of an electronic device will have the consequence of device confiscation and \$25.00 fee. Any payment of fines using a credit card will be subject to additional fees.

If a student loses or damages any school property, he or she is responsible for its replacement price. Any approved personal equipment - including electronic devices - that a student wishes to use at school is done so at his or her own risk. The school is not responsible for loss, theft, or damage to personal property.

Students cannot give teacher's their personnel cell phones/contact information via any electronic or social media outlet or by any other means. All students must contact Trinity staff through the staff members Trinitylv.org email account. All students cannot accept the personal cell phone, email, etc. from any Trinity staff members.

Head phones, ear buds or any similar accessory may not be used or visible in the classroom building at any time, unless permission given by Teacher.

Students who have their personal electronic devices confiscated will be allowed to retrieve their property from the office after 3:00 PM. Personal electronic devices will not be returned during school hours. Offenders who have had a personal electronic device confiscated (that is once) are subject to a \$25.00 fine to retrieve the device. The device may also be permanently banned from being visible or in the student's possession during the school day from 8:00 AM to 3:00 PM.

If a student chooses to disregard the Personal Electronic Device policy of TIS and the classroom teacher, a fine of \$25.00 may be levied for repeat offences to retrieve the electronic device from the office. Repeat offenses are also subject to the discipline policy concerning flagrant misbehavior and insubordination.

Supplies

Any teacher may require that students purchase miscellaneous supplies such as notebooks, calculators, art or project supplies, which enhance the program. Laboratory classes (such as science and art) may require the students to purchase and provide special supplies.

Textbook

Textbooks are rented from the school and remain the property of the school. A textbook rental fee is included in the base tuition. If a student loses or damages a book, he/she must pay the replacement price for the book before the end of the school year. Books must remain covered at all times.

Tuition Refund Policy

Any refund requested must be submitted to school board for consideration. Any approved tuition refunds will be prorated according to school days enrolled, except for the first month tuition, which is non-refundable after school starts. No refund is given for students who withdraw after December 1st for first semester or March 1st for second semester. Administrative fee (I-20) and Registration fee is non-refundable.

Visitors

Student visits are primarily for prospective students. Arrangements for such visits must be coordinated through the office and approved by the dean and/or principal at least one-day prior. Visitors are to check in the office upon entering the building and will be issued a Visitor's Pass.

Visitors are not allowed around the school campus or to enter any classroom without permission from the dean and/or principal and a Visitor's Pass. Lunches or other items brought to students can be left in the office or the lunch room. A parent needing to pick up a child during the school day must do so through the office.

Health and Safety

In case of contagious illness, it is always best to keep the child at home, even for a common cold. One sick child in school exposes other children needlessly. Any child needing medication during school hours must have a Medication Release form, which is signed by the parent on file in the office. Students are not allowed to bring medication to school, including aspirin, Tylenol, antihistamine, etc. A student may bring one dose of a non-prescription medication and leave it in the school office with a release form on file. The junior/senior high school student is responsible for taking the medication as necessary.

Policy for Prescribed and Over the Counter Drugs

In order to administer prescription drugs at school, an authorization slip must be filled out, signed by parent, and approved by an administrator. The prescribing doctor or parent/guardian must state in writing the name, nature and dosage of the medication. The bottle of medicine must be labeled by the pharmacist and contain the name of the doctor prescribing it.

Medication is to be turned in to the office. The Junior/senior high School student is responsible for taking it at the prescribed time. Under a doctor's direction, an asthmatic student may carry an inhaler to P.E. or to a sports activity. That student should be responsible enough to maintain an appropriate dosage to control the asthma and parents must sign a release to have the child carry the medication. Regarding an activity or trip, students must bring prescribed drugs with doctor and parental instructions and give them to the sponsor, counselor, or coach. The student must remember to ask the sponsor for and take the drugs at specified intervals, unless arrangements have been made otherwise. Except for asthma inhalers, diabetic supplies or other critical medicines, students may not keep medications themselves while on a school-sponsored activity.

No student is at any time to give or sell to another student any form of medication. If a student does give or sell medication to another student, all privileges to take any medication at school will be forfeited plus further disciplinary action will be taken.

Drop-Off and Pick-Up Students

High School

When dropping off or picking up students, it is illegal and dangerous to stop in the middle of the street. Please pull up to the curb in the front of school from the west entrance the south side of the parking lot and exit through on of the north side exits. The safety of our students is of foremost concern, so please drive slowly and pick up in the safe, designated area.

Once a student has arrived at school, vehicles and the parking area are off limits. High school students must have approval from the office before they may go to the parking area to their vehicle during school hours. Failure to do so could result in driving privileges being suspended or revoked. The use of an automobile or motorized vehicle on campus may be revoked at any time by school administration. Students and parents assume liability for damage to their own property. A vehicle used during the school day without permission, or parked in unauthorized spaces, is subject to towing.

Academic Program

Grading Scale

Letter Grade	Percentage	Point Value	Students participating in Trinity International School athletic programs must maintain a grade of C or better in core subject areas. All students must maintain a 2.0 while enrolled at Trinity; students who do not meet this requirement will be put on academic probation which may result in their dismissal from Trinity International School.
A =	90 – 100%	4.00	
B =	80 – 89%	3.00	
C =	70 – 79%	2.00	
D =	60 – 69%	1.00	
F =	Below 60%	0	

Promotion to High School

Grades 6-7	Grade 8	Academically qualified eighth grade students may take Algebra I and/or Spanish I for high school credit. Eighth grade students must earn an A or a B in Algebra I or Spanish I in order to receive high school credit for coursework. Eighth grade students not performing at A or B level at the end of the first Semester will be transferred out of those classes to the non-accelerated class. A pupil in junior high or middle school must earn the following units of credit during the seventh and eighth grades for promotion to high school: one and one-half units
Bible	Bible 8	
English	English 8	
General Math or Pre-Algebra	Pre-Algebra or Algebra I	
(Accelerated)	(Accelerated)	
Life Science	Physical Science	
Physical Education	Physical Education	
Music	Music	
Computer Awareness	Computer	
(1 Semester)	Applications (1	
Language Arts (1	Semester)	
Semester)	Language Arts (1	
Nevada State	Semester)	
History/Geography	U.S. History	

of credit in language with a C or better; one and one-half credits in mathematics with a grade of C or better.

The same criteria will be used for students applying for ninth grade transferring from another junior high or middle school.

High School Classes and Program

The guidance counselor meets with students each spring to help students plan their course schedule for the next school year. Students planning to take Trinity Early College classes may have a more aggressive program. The counselor will give each student a course schedule form to complete.

The student will select the elective courses he/she wants to take during the next year, plus two alternate electives. Selected courses may not be available every semester. Student schedules are created by the administrative office. Every attempt will be made to accommodate the student request for electives. Required courses are the priority in scheduling. Core courses (English, social studies/history, math,

science) may not be taken out of sequence, nor should they be doubled-up and taken simultaneously. After the student schedule request is completed, it should be reviewed with the counselor and with parents. Parents must sign the student schedule request form. The signed form must be returned to the counselor for enrollment processing.

<i>Ninth Grade</i>	<i>Tenth Grade</i>	<i>Eleventh Grade</i>	<i>Twelfth Grade</i>
Ethics	Careers	Worldview:	Marriage &
English I	English II	Understanding	Family
World History	(American	the Times	English IV:
Math	Literature)	English III	Composition/
Science	World Geography	U.S. History	World Literature
P.E.	(Sem.)	Math	American
Spanish I, Spanish II	Health (Sem.)	Science	Government
or Elective	Math	Arts/Humanities	Arts/Humanities
	Science	or Elective	or Elective or PE
	Spanish II,	Computers or	III
	Spanish III, P.E. or	Elective	Computers or
	Elective	TEC Classes	Elective
			TEC Classes

TRINITY HIGH SCHOOL GRADUATION REQUIREMENTS

ENGLISH 4 credits English I American Literature English Literature Comp/World Lit. Communication Skills <u>Early College</u> English 100 English 101 English 102 English 201 English 202 English 231 English 232 English 242	SOCIAL SCIENCE 4 credits World History World Geography U.S. History American Government Psychology Sociology Economics Careers Ethics World View Marriage & Family <u>Early College</u> Anthropology Sociology Psychology Philosophy Political Science ALS 101	MATHEMATICS 3 credits *4 credits Pre-Algebra Algebra I Algebra II/Trig Geometry Pre Calculus Calculus <u>Early College</u> MATH 124 MATH 126 MATH 127 MATH 128 MATH 181	SCIENCE 3 credits *4credits Biology Chemistry Anatomy Physics Physical Science <u>Early College</u> Astronomy Environmental Science	Foreign Language 2 credits
				Health/Sex Ed. 1 credit
	COMPUTERS ½ credit	PHYSICAL EDUCATION 2 credits	ARTS & HUMANITIES 1 credit	TOTAL 24.5 <i>credits plus Bible</i>
*RECOMMENDED COLLEGE PREPARATORY STUDIES Advance diploma.				

Minimum graduation requirement for Trinity High School is 26 credits plus ½ credit in Religious Studies for each semester in attendance.
Students earn ½ a credit per semester for successful completion of each course.
Each class meets a minimum of 50 minutes daily during our 180-day year.
Seniors need a minimum of 10 hours of community service to be eligible for their high school diploma.

Advanced Diploma

Trinity High School will grant an Advanced Diploma to students meeting the requirements established by NAC 389.663. These requirements are for a student to earn a minimum of at least 24 units of credit according to specified core credit areas, which include 4 years of high school math and 3 years of high school lab science. Trinity's seven-period day and graduation requirements puts students on track to receive an Advanced Diploma.

Academic Awards

Students may qualify for the quarterly Honor Roll by earning a minimum 3.00 GPA for the previous academic quarter, with no grade below a C. The High Annual Roll qualifiers must earn a minimum of 3.50 GPA for the previous academic quarter, with no grade below a C. Annual Academic achievement recognition encompasses cumulative GPA, citizenship, subject specific performance, or other specific program areas across two full semesters. Valedictorian/Valedictorians shall be chosen based on the highest cumulative GPA across all high school coursework during eight academic semesters. Valedictorian/Valedictorians must complete a minimum of the four full semesters comprising the 11th and 12th grade years at Trinity International Schools.

College Planning

Minimum graduation requirements may not necessarily qualify you for admission to the college of your choice. For information concerning specific admission requirements, you may consult your Trinity High School counselor, reference materials located in counselor's office, college entrance guides (counselor's office), or college catalogues (counselor's office).

Trinity Early College

Trinity Early College students follow a specific program, set to accomplish an Associate of Arts Degree in the Junior and Senior year. Students can take fewer college classes based on space available.

Classification Requirements

Upon enrollment at Trinity High School, students will be classified according to the following requirements:

To be a sophomore (10th grade) 6 credits must be completed before the fall semester.

To be a junior (11th grade) 12 credits must be completed before the fall semester.

To be a senior (12th grade) 18 credits must be completed before the fall semester.

No mid-year classification changes will be made regarding a student's status.

Dual Credit

Students who complete a college class through the Trinity Early College Program or through the Early Studies Program, will receive both high school and college credit.

Credit Defined

"Unit of credit" means an amount of credit which is awarded to a pupil for successful completion of a course containing at least 120 hours of instruction or the standardized academic equivalency of a semester's work... i.e. dual credit.

Days Required in Class for Credit

A student must be enrolled in a class for a minimum of 75 days in a semester in order to receive credit for a course toward graduation or promotion to high school.

Trinity Early College Program

Trinity Early College students earn 1/2 of a high school credit for a 3-credit college class. For the purposes of the school semester, the college grade will count for 75% of a student's grade and the Trinity teacher will count 25% for the high school grade. The high school teacher may consider participation and study habits as part of the grade. (TIS Board Policy, 8/17/04)

Transfer of courses

A student may change classes within the same curricular area (i.e. math) with approval of teacher and guidance counselor after 15 days of a semester and still receive credit. Students enrolling at Trinity Schools after 15 days into a term has passed may earn credit for courses taken within the same curricular department.

Drop Courses

In regular high school classes: If a student withdraws from a class after 15 school days of a semester has passed, the student cannot earn credit for the newly enrolled class. The student's transcript will reflect whether the student was passing (Withdraw Pass) or failing (Withdraw Fail) at the time the class was dropped, but no credit will be given.

In TEC classes, a student can repeat a failed or dropped course and earn the most recent grade on both the high school and college transcript. (TIS Board Policy, 8/17/04), according to the most similar college policy.

Repeat for Credit

Students are not allowed to repeat or duplicate courses for credit with the exception of Art, P.E., Yearbook, Music, and similar classes.

Full Time Status Required

All students, grades seven through eleven, are required to be full time students enrolled in seven classes. Exceptions to this requirement will be considered for eleventh grade students who are enrolled in Early Studies, TEC or work experience program. Written request must be made by parent/guardian and approval must be granted from principal or guidance counselor. There is no discount on tuition.

Twelfth Grade Students

All twelfth grade students will be required to enroll in a minimum of five academic classes. This requirement may be waived if the twelfth grade student is enrolled in a recognized work experience program, TEC or in an Early Studies Program, or at the written request of their parents with administrative approval due to extraordinary personal situations which require enrollment in fewer than five classes during their twelfth grade.

Credit Deficiencies

Students may make up credit deficiencies by taking classes at an approved summer school program.

Final exams for correspondence study must be taken under a counselor's or principal's supervision. Final grades for seniors taking correspondence study must be on file in the registrar's office before graduation. Students may earn up to 3 full credits through approved correspondence study programs.

Seniors are not allowed to participate in graduation ceremonies if they are credit deficient.

Transfer of Summer School Credit

Students must secure written permission from school administration before enrolling in summer courses at another school. TIS will recognize one full credit for summer work in any given school year if taken at an accredited school.

Transfer Student Processing Enrollment

Certified and sealed official transcript from all secondary institutions must be delivered to the Trinity International Schools Registrar prior to completion of the enrollment process. Usual and customary translation and interpretation resources will be employed to evaluate all submitted transcripts

Withdraw

Official Transcripts generated and disseminated from Trinity International Schools prior to a student's completion of all requirements towards a high school diploma will reflect only and all coursework completed through Trinity International School instruction and authority. No evaluated and/or accepted coursework other than Trinity International coursework shall be considered on a student's Official Transcript prior to and unless the student graduates with a high school diploma from Trinity International Schools.

Courses – High School

Computer Awareness - Course Description:

This course is designed to give students an understanding of the role computers plays in the world today. Students will learn applications and office technology needed by clerical, managerial, and professional employees in the work force as well as the skills needed for high school and college academic success. The usefulness of such a course is essentially limitless in scope since the concepts learned can be applied by students in their chosen profession as well as their personal lives. Computer literacy, history of computers, word processing, spreadsheet applications, and database design and utilization will be included.

Computer Applications - Course Description:

This course is designed to give students an understanding of the rapidly changing world of technology. Word processing features, spreadsheet techniques, and database design and utilization will be included. Integrated projects will be included to cross curriculum. Graphic design systems including Microsoft Publisher and the Print Shop will be introduced. The usefulness of such a course is essentially limitless in scope since the concepts learned can be applied by students in their chosen profession as well as their personal lives.

Prerequisite: Completion of Computer Awareness, or commensurate skills.

Computer Applications 1 and 2

This course is designed to provide students with and understanding of the rapidly changing world of technology. Advance word processing spreadsheet applications, and database design. Graphic design and presentation systems will be introduced.

Computer Technology

Applies to practicum, learning and using computer hardware installation, diagnostics and maintenance. Students learn to work with the network, install software, resolve software issues and manage licensing.

Multimedia and Telecommunications - Course Description:

This course is designed to give students an understanding of the role computers plays in the business world today and to prepare them to utilize computer skills in a business setting. Students will learn applications that will allow them to interface with the world-wide web. Multimedia skills will prepare students for web design. Internet skills will be developed, teaching students how to research and scan the vast amounts of information available on the information superhighway to enhance those skills necessary for high school and college academic success. The usefulness of such a course is essentially limitless in scope since students in their chosen profession as well as their personal lives can apply the concepts learned. Advanced techniques will include multimedia presentations, graphics design, and HTML programming.

Prerequisite: Computer Awareness and Computer Applications, or commensurate skills.

Publications - Course Description Publications:

This one-year course is designed to train students in the skills needed to plan, organize, create, and produce an annual historical record for Trinity High School. Students will demonstrate through hands-on activity that ideas and creativity are expressed through print mediums. Writing process strategies are put to practical use in drafting, editing, and publishing. Business planning involves developing a budget to meet production costs and selling advertising and sponsorships to underwrite the cost of the yearbook. Leadership and teamwork skills are developed as an essential aspect of creating the product. Students receive training in publishing and graphics technology which are marketable skills in the workplace. This course fulfills one elective credit for graduation. This course may be repeated for credit.

English

Literature and Composition - English I (9)- Course Description:

This one-year course will emphasize the development of writing proficiency, reading comprehension, and reasoning skills. All skills will be practiced and reinforced through writing. English I will develop critical thinking, listening, and speaking skills as well as competencies necessary for the Proficiency exam. These will be taught through a variety of practical applications. Fiction and non-fiction will be used for reading improvement and as models to develop writing skills. This course will fulfill one English credit required for graduation.

American Literature - Course Description:

This one-year course is a survey of American literature from Puritan beginnings to the present. It traces the historical and cultural development of the United States as reflected in literature. Emphasis will be placed on composition, research writing, vocabulary and analysis. Literature and composition will be taught concurrently. This course will fulfill one English credit in American Literature required for graduation.

English Literature -Course Description:

This one-year course is a survey of English literature from the Anglo-Saxon period through the Twentieth Century. It traces the historical development of England as reflected in literature. Study will emphasize critical interpretations of major works and completion of literary movements. Emphasis will be placed on independent study, research, and interpretative writing skills. The course will prepare the student for college composition. This course will fulfill one English credit required for graduation.

World Literature - Course Description:

This one-year course is a survey of English literature from the Anglo-Saxon period through the Twentieth Century. It traces the historical development of England as reflected in literature. Study will emphasize critical interpretations of major works and completion of literary movements. Emphasis will be placed on independent study, research, and interpretative writing skills. The course will prepare the student for college composition. This course will fulfill one English credit required for graduation.

Early College English - Course Description:

English 101, 102, 201, 202 is offered to all students who have tested into college English and the courses are taken through UNLV or CSN for high school and college credit.

Language Arts - Course Description:

This one semester junior high school required course is designed to compliment the English class by providing an additional semester of language-related curricular time. The course will cover study skills and strategies, reading for critical thinking, research skills, and oral and written communication. Emphasis is placed on learning strategies tailored to a variety of learning styles.

Communication Skills / ELL Course Description:

This one semester class is designed for the non-English proficient International or Foreign Student to give them interactive exposure to the English language. All communication in the class room will be conducted in English. Students will develop conversational English by using English only in the classroom. Students will have an opportunity for assistance with written assignments for other academic classes. This course will fulfill one-half elective credit for graduation and may be repeated for credit once.

All international students are required to attend an ELL class. Students may test out of this required course by following the required procedure:

- A passing score in all graduation required courses and a 3.0 GPA.
- Approval from all teachers in required classes.
- Administrative approval.
- A passing score on a Trinity reading or writing proficiency examination.

Foreign Language

Spanish I - Course Description:

This beginning course introduces the student to the four basic language skills: listening, speaking, reading and writing. Primary emphasis is on pronunciation and understanding the spoken word. In order to acquire the above skills, oral participation is essential. This course will also familiarize the student with the customs and geography of the countries where the language is spoken. This course will fulfill one elective credit for graduation.

Prerequisite: Eighth graders wishing to begin Spanish must have a grade of "B" or better in English. Teacher approval is required for eighth graders.

Spanish II - Course Description:

This second year course is designed to develop fluency in vocabulary building. It includes a more detailed structural study of the language by developing the four basic skills of listening, speaking, reading, and writing. Students will continue to explore the culture and customs. This course will fulfill one elective credit for graduation.

Prerequisite: Grade "C" or better in Spanish I.

Spanish III - Course Description:

This third year course will synthesize grammar skills and develop reading in literary selections. This course will fulfill the Humanities requirement or one elective credit in for graduation.

Prerequisite: Grade "C" or better in Spanish II.

Spanish IV - Course Description:

This fourth year course will continue development of written and oral grammar skills and will further develop reading in literary selections. This course will fulfill the Humanities requirement or one elective credit for graduation. The fourth year student may take the Advanced Placement exam in Spanish.

Prerequisite: Grade "C" or better in Spanish III.

Mathematics

High School Pre-Algebra- Course Description:

This one-year course is designed for the ninth or tenth grade student who intends to pursue the study of Algebra 1 and Geometry but needs to further strengthen his/her basic skills. The four fundamental operations will be reviewed for rational numbers and will be extended to the real number system. Completion of this course with a minimum of a "C" grade will provide the student with the necessary skills and knowledge to succeed in the study of Algebra 1. The use of a calculator and appropriate computer software is recommended for this course. If taken in high school, this course will fulfill one of the three mathematics credits required for graduation.

Algebra I - Course Description:

This one-year course is the study of patterns and structure within the real number system. This course is designed for the development of fundamental skills and concepts in the solution of linear and quadratic equations, operations with polynomials, special products, factoring and systems of equations. Successful completion of this course will fulfill one mathematics credit for graduation and is a requirement for graduation from Trinity High School.

Geometry - Course Description:

This one-year course introduces the logical development of the deductive system of reasoning. Students study the basic properties of lines, planes, and solids. Emphasis will be placed on the development of formal proofs and algebraic applications of geometry. Successful completion of this course will fulfill one mathematics credit for graduation and is a requirement for graduation from Trinity High School.

Prerequisite: Completion of Algebra I with passing grade.

Algebra II / Trigonometry - Course Description:

This one-year course is for the college-bound student who desires a more rigorous course of study. The course will include the field properties as a basis for

understanding the complex number system. A variety of relations, functions, their graphs, and their inverses will be studied. The study of trigonometric identities will be included. Problems to be solved will come from physics, engineering, electronics, surveying, and navigation, as well as other real-life applications. The use of a calculator as an instructional tool should be encouraged wherever appropriate. Students enrolled in this course should exhibit a high degree of competence in Algebra I and Geometry. This course will fulfill one mathematics credit for graduation.

Pre-Calculus - Course Description:

This one year advanced mathematics course is designed for motivated, above-average students with a strong background in advanced Algebra and Trigonometry. In addition to reviewing the topics of trigonometry and geometry, this course will include the study of analytic geometry, logic, fields, vector spaces, matrixes, relations, functions, and methods of proof. Students will study either probability and statistics or the use of derivatives and integrals. The use of a calculator and appropriate computer software is highly recommended for the study of this course. This course is recommended for students planning careers in Engineering, Math, Medicine, Law, or technical fields. Successful completion of this course will provide a fundamental foundation for the study of Calculus. This course fulfills one mathematics credit for graduation.

Prerequisite: Completion of Geometry and Algebra II/Trigonometry with a "C" or better.

Calculus - Course Description:

This one-year advanced mathematics course is designed for motivated, above-average students with a strong background in advanced algebra and trigonometry. The goal of this course is to continue emphasis on visualization as an aid to understanding the subject. This course includes study of limit theory, differentiation, and integration of rational, trigonometric, exponential and logarithmic functions in one variable. Special emphasis will be placed on the application of analytic techniques to solve problems. Calculus is presented as a practical tool students may use in their later academic and professional careers. A graphing calculator is recommended but not required. The Advanced Placement Exam may be taken at the completion of this course. This course fulfills one mathematics credit for graduation.

Prerequisite: Completion of Pre-Calculus with "B" or better.

Electives

Business Procedures - Course Description:

This one-year advanced technology course provides students with practical, hands-on experience in key office functions and procedures. This includes training in preparing budgets, formal proposals, loan applications, and correspondence; performing receptionist duties; handling mail; performing calculations; operating word processors, calculators, and copying machines; and controlling filing systems. Upon completion of this course, students should have entry-level skills as clerks, word processors, typists, file control clerks, office machine operators, and receptionists. Students will gain an understanding of the concepts of business

development, entrepreneurship, and management. This course fulfills one elective credit for graduation requirements. This course may be repeated for credit.

Art I - Course Description:

This one year course is a comprehensive course based on art elements and exposure to various types of art. Students will understand during the course of the year that natural ability is a consideration in art projects, but that success depends more on comprehension, application, perseverance, participation, and follow-through. Students will learn to critique art. A large percentage of class time will be spent on applicable art history, with the goals of increasing comprehensive and evaluative abilities. Students will also critique the projects of classmates as well as their own work. Students will work in small groups on projects which involve research, projects, and illustration. Some equipment and supplies are required for this course. This course will fulfill the one credit Humanities requirement for graduation, or one elective credit.

Advanced Art - Course Description:

This one-year course is a continuation of development in two and three dimensional art media for the serious art student. Advanced art students will develop in the use of art elements and principles to their own work. A majority of work will be on an independent basis, and thus the student must have self-motivation and self-discipline to work on projects. Field trips to view and critique art will be included in the development of art appreciation and stylistic analysis. Equipment and supplies are required for this course. This course will fulfill one elective credit for graduation.

Choir - Course Description:

This one-year course is designed to acquaint vocal music students with a variety of music literature and the many techniques of vocal productions. This course will fulfill one required humanities credit for graduation. This course may be repeated for credit.

Culture and Humanities – Course Description

This one-year course will be an in-depth exploration into the arts and humanities of the nineteenth, twentieth and twenty-first centuries. Students will be exposed to the respective disciplines of the humanities composed of the following areas: visual arts, philosophy, literature, religion, dance, music, drama, fashion, and architecture. Students will study examples of these cultural areas of modern civilization through an interdisciplinary approach. This course will fulfill the Art/Humanities requirement for graduation or one elective credit.

Performing Choir - Course Description:

This one-year course is designed to offer advanced music students in-depth opportunities with rehearsal and performance practices stylistic of the particular ensemble literature. Sounds of Thunder will perform for school and community events throughout the school year. This course will fulfill one required Arts and Humanities credit or one elective credit for graduation. This course may be repeated for credit. **Audition required.**

Drama/Theatre - Course Description:

This one-year course will acquaint the student with the process of performing in a theatrical production. Students will be instructed in improvisation, play building, scripted work, and performance techniques. Students will assume acting responsibilities for a production. This course will fulfill one required Arts and Humanities credit for graduation. This course may be repeated for credit.

Speech - Course Description:

This one semester course is a beginning course in speech. In this course, a student experiences all facets of oral communication, including research, organization, composition, and delivery of original speeches. The student will identify and demonstrate effective oral communication. Activities include group discussion, oral interpretation, and practice in delivering various types of speeches. Students will be introduced to Parliamentary Procedure as defined in Robert's Rules of Order. The course fulfills one-half elective credit for graduation.

Student Tutor – Course Description:

This course may be taken for a semester or a year as it is designed to give students interested in teaching or social service professions and opportunity to help academically challenged students. Student tutors may be assigned to language arts, reading or math labs, or assist with individual student instruction. Student tutors are given direction and guidance by an assigned teacher. The course fulfills one-half credit per semester for graduation.

Technical Theatre - Course Description:

This one year course will acquaint the student with the craft skills of theatrical production. Students will be instructed in stage lighting, sound, scenery construction, costumes, properties, and backstage responsibilities. Students will assume technical responsibilities for school plays, musicals, and other theatre-related performances. This course will fulfill one elective credit for graduation. This course may be repeated for credit.

Physical Education/Health

Physical Education I (PEI) - Course Description:

This one-year physical education course focuses on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The student is provided with experience in psychomotor skills, movement understandings, and lifetime health-related fitness knowledge, skills, and values. The goals of this course are accomplished through participation in movement experiences and application of movement principles found in team sports, individual/dual sports, fitness and wellness activities, rhythms/dance, tumbling, and lifetime recreational activities. Knowledge of rules, participation in activities, and development of knowledgeable spectators are goals of the course. Self-esteem is incorporated into all area of the curriculum as well as the exploration of career opportunities in related fields. This course fulfills one physical education credit required for graduation.

Physical Education II (PEII) - Course Description:

This one-year physical education course continues the focuses on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The student is provided with experience in psychomotor skills, movement understandings, and lifetime health-related fitness knowledge, skills, and values. The goals of this course are accomplished through participation in movement experiences and application of movement principles found in team sports, individual/dual sports, fitness and wellness activities, rhythms/dance, tumbling, and lifetime recreational activities. Knowledge of rules, participation in activities, and development of knowledgeable spectators are goals of the course. Self-esteem is incorporated into all area of the curriculum as well as the exploration of career opportunities in related fields. This course fulfills one physical education credit required for graduation.

Physical Education III (PE III) - Course Description:

This one-year advanced physical education course is intended for varsity athletes to continue development of physical skills in a cooperative and competitive setting. The student will work within an individualized plan for conditioning and body-building as well as participate in team units. This course fulfills one elective credit.

Health / Sex Ed - Course Description:

This one-semester course is designed to introduce students to the intricate relationships between the structural and physiological functions required for the mental and physical wellness of the individual. The course includes health awareness, body functions, human development, use of community health resources, first-aid techniques, and the relationships of these to the total health and fitness of the individual. This course will fulfill the one-half health credit required for graduation.

Science

Physical Science - Course Description:

The one-year course is required for all eighth grade students. It deals with the basic concepts concerning matter and energy. The methods of science and use of SI (metric) system of measurement will be emphasized. Hands on experience with laboratory equipment will be provided when feasible. Some basic concepts of chemistry will be given, such as: structure of matter, chemical reactions, chemical bonds, acids, bases, salts, and organic chemistry. Energy and the forms in which it occurs will be emphasized. A unit in electricity and technology will also be studied.

Biology I - Course Description:

This one-year course is a rigorous presentation of introductory biological concepts. Emphasis is placed on developing critical-thinking skills, research skills, and laboratory techniques. Independent study projects are an integral part of course requirements. This course fulfills one of three graduation requirements for science and a college entrance requirement for laboratory science.

Biology II / Anatomy - Course Description:

This one-year advanced laboratory course is designed for those students desiring greater experience in the biological sciences. Emphasis will be placed on inquiry skills and problem solving. General areas of study will be Molecular Biology, Cellular Biology, Organism Biology and Population Biology. As an integral part of the course, emphasis will be placed on the influence of science and technology in contemporary society as well as career opportunities in the biological sciences. This course fulfills one of three graduation requirements for science and a college entrance requirement for laboratory science.

Physics - Course Description:

This one-year advanced science course focuses on problem-solving and concept development. The course investigates motion, forces, energy, momentum, phases of matter, heat, work, waves, light, electricity and magnetism. Students will direct and perform weekly lab inquiries and become familiar with lab measurements, observations, data gathering and interpretation. A solid math background with good mathematical concepts aptitude is strongly advised to have success in this course. This course fulfills one of three graduation requirements for science and a college entrance requirement for laboratory science.

Chemistry - Course Description:

This one-year course is an introduction to the basic principles of chemistry with emphasis placed on learning the relationship between atomic structure and chemical activity of matter. Chemistry is a course for the student to become familiar with chemistry and chemical processes through research and experimentation. Science process skills such as measurement, data, collection and data analysis will be stressed throughout the course. Career opportunities and relevant instruction will be an integral part of the course. A scientific or graphic calculator is required. This course will fulfill one of three graduation requirements for science and the college entrance requirement for a laboratory science.

Prerequisite Chemistry: Completion of Algebra I with a "C" or better.

Earth Science - Course Description:

The one-year course presents and integrates the general concepts in oceanography, meteorology, astronomy, and geology. Emphasis is placed on problem solving using the scientific method. This course will fulfill one elective credit for graduation. **This course does not fulfill requirements for a lab science.**

Early College Study Astronomy - Course Description:

This is a one semester course in science taken at UNLV or CSN for high school and college credit

Early College Study Environmental Science - Course Description:

This is a one semester course in science taken at UNLV or CSN for high school and college credit

Social Science

World History - Course Description:

This one-year course is a study of the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations. The course traces the development of these areas from prehistoric to modern times. The great ideas and actions of humankind, which have shaped life in contemporary civilizations, will be explored. Cultures and civilizations of Africa, Asia, India, China, Ancient Greece, Ancient Rome, the Americas, and Europe will be examined. This course fulfills one credit in World History required for graduation.

World Geography - Course Description:

This one-semester course presents a basic physical and cultural geographical background of the world. It is designed to promote better understanding of our world, its people and their cultures through activities that promote student involvement and interest. The focus of the study will center on the five themes of geography: location, place, people and their environment, people and movement, and regions. This course fulfills one-half of one elective credit required for graduation.

American History – Course Description:

This course is a two semester chronological survey of the American experience which allows for exposure to general historical development of the United States. Students will apply the factual information of our history to develop, re-establish, or change their ideas of the basic concepts of American democracy, which is a requirement for high school graduation.

American Government/US Government - Course Description:

This course is a study of federal, state, and local governments. Topics include political systems, government structure, and development of American democracy, citizen's rights and responsibilities, the United States Constitution and Nevada State requirement for graduation.

Economics - Course Description:

This is a one-year course that focuses on the economic system in the United States. The first semester deals with microeconomics, which is behavior and decision-making by individuals or small business firms. The second semester deals with macroeconomics, which is the economy as a whole. The study of economics helps people become better decision makers and develops skills needed to become a knowledgeable consumer. This course is designed to provide students with the basic understanding of economic concepts, institutions, and social and personal decision-making. This course fulfills one elective credit toward graduation requirements.

Prerequisites Economics: Junior or Senior standing; completion of Algebra I with a "C" or better.

United States History/American History - Course Description:

This one-year course is a survey of the historical, political, cultural, economic, and social development of the United States of America. Students will apply the factual

information of our history to enrich awareness of the relevance of contemporary United States history to our historical heritage and basic concepts of American democracy. This course fulfills one credit in American History required for graduation.

Psychology - Course Description:

This one semester course is an introduction to the basic aspects of psychology. The course is a systematic study of human behavior from an individual and collective perspective. Students will gain essential principles of psychology through the understanding of physiology and human anatomy. This course fulfills one-half of one elective credit for graduation.

Sociology - Course Description:

This one semester course is an introduction to the study of societal groups, institutions, and functions. The course will introduce students to sociological theories and research methods. The study of the relationship of the individual and groups to society will include the organization of social life and the persistence of inequality in the United States as well as other societies. Social institutions of family, education, government, the economy, and health are analyzed. This course fulfills one-half of one elective credit required for graduation.

Ethics - Course Description:

This one-year course focuses on character education and development. Students will examine character traits of integrity, patience, forgiveness, initiative, contentment, encouragement, discernment, sincerity, purity, maturity, controlled speech, kindness, respect, leadership, commitment, service, and reverence. All traits will be examined in the context of understanding what God's Word says about each with focus on application to one's own life. Contemporary situations from news and media will be incorporated as a basis for discussion and application of the principles discussed to real life and real world dilemmas. The course is designed to provide four days of instruction which build on one another. The fifth day of instruction extends, enriches, and applies the lesson in unique ways. This course is required for all 9th Graders. This course fulfills one elective credit for graduation.

World View - Course Description:

This one-year course is designed to compare and contrast the views and premises of philosophy, ethics, biology, psychology, sociology, law, politics, economics and history within the context of the four major worldview models of Secular Humanism, Marxism/Leninism, and the New Age Movement, and Christianity. This study will provide foundational ideas for a Christian worldview contrasted with the essential elements of three humanistic worldviews. The intent of this course is to lay a foundation of understanding which provides a basis for the student's own personal worldview. The supremacy of Christ and the Christian worldview is presented as the point of integration for all areas of knowledge. A variety of sources, such as video, television, and newspapers, are used to provide examples of the various concepts studied. The course will include research, discourse, and debate on a variety of contemporary issues facing students entering the post-modern world

as adults. This course is required for all 11th Graders and fulfills one elective credit for graduation.

Careers - Course Description:

This year long course is intended to challenge young adults with Biblical concepts of career stewardship and to give them the resources to begin to wisely and faithfully build their own career plan. This course will involve individualized assessments in which students will take interest inventories, values surveys, and learning style surveys. Students will utilize the Nevada Career Information System career guidance software to research duties, skills and aptitudes of occupations and to explore financial aid opportunities. A significant part of the course will be conducted in a computer lab setting. Students will perform research on career fields and will make assessments of their God-given abilities and gifts. This course is required for all 10th Graders. This course fulfills one elective credit for graduation.

Marriage and Family - Course Description:

This one-year course is designed to develop critical judgment and understanding of the thematic, philosophical, moral values, cross-cultural, and stylistic perspectives as they reflect our complex society. All examination is within the context of a Christian world view. Students will examine contemporary social, political, and religious issues of the day. One significant aspect of the course is the examination of social and family relationships of dating and marriage. This course is a required core course for all Seniors and fulfills one elective credit for graduation.

Early College Study Sociology - Course Description:

This is a one semester course in science taken at UNLV or CSN for high school and college credit

Early College Study Philosophy Science - Course Description:

This is a one semester course in science taken at UNLV or CSN for high school and college credit

Early College Study Political Science - Course Description:

This is a one semester course in science taken at UNLV or CSN for high school and college credit

Early College Study ALS 101 Science - Course Description:

This is a one semester course in science taken at UNLV or CSN for high school and college credit

General Electives

Student Aide/TA - Course Description:

This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. Students are limited to one credit. This course fulfills one elective credit required for graduation.

Work Experience - Course Description:

This one-semester course provides specific occupational preparation for entry into selected careers. The employment of a student is to be within the occupational area for which the student anticipates his/her career. Students may receive pay as well as high school credit for successful participation. **A MINIMUM OF 270 HOURS OF WORK PER SEMESTER IS REQUIRED TO RECEIVE CREDIT.** This course may be repeated for credit. This course will fulfill one-half of one elective credit required for graduation.

ACT/SAT College Test Preparation - Course Description:

This one semester course is offered fall semester of the 11th year. Course will include computer based interactive preparation as well as instructor based instruction in testing areas of English, mathematics and science. Students will complete practice tests for personal enrichment.

Testing

The determination of administering proficiency exams will be made on a yearly basis.

The Proficiency Examinations may be administered to students in Grades 10, 11, and 12 in accordance with Trinity mandated testing protocols. ***Passing all High School Proficiency Exams if administered are a requirement for graduation*** from Trinity International Schools.

In addition to earning required credits, all students must pass the High School Proficiency Exam (HSPE) in reading, math, writing and science.

1. The reading portion of the HSPE is composed of multiple-choice questions that demonstrate the student's depth of knowledge (cognitive domains). Students demonstrate reading proficiency by responding to question based on skills pertaining to:
 - a. Comprehension, interpretation, and evaluation of authors, cultures and times in literary text;
 - b. Comprehension, interpretation, and evaluation for specific purposes in expository text.
2. The math portion of the HSPE is composed of multiple-choice questions that demonstrate the student's depth of knowledge (cognitive domains). Students demonstrate math proficiency by responding to questions based on skills pertaining to:
 - a. Numbers and operations;
 - b. Algebra and functions;
 - c. Geometry and measurement;
 - d. Data analysis; and
 - e. Probability and statistics.
3. The writing portion of the HSPE is a performance based test requiring students to demonstrate writing proficiency by responding in writing to two prompts: one narrative or descriptive and one persuasive or expository. Students demonstrate proficiency in writing based on a holistic rubric.

4. The science portion of the HSPE is composed of multiple-choice questions that demonstrate the student's depth of knowledge (cognitive domains). Students demonstrate science proficiency by responding to questions based on skills pertaining to:
 - a. Physical science;
 - b. Life science;
 - c. Earth/space science; and
 - d. The nature of science.

If a student achieves a passing score on any portion of the HSPE, he or she does not have to retake that portion. Currently, students have multiple opportunities to retake the assessment.

SAT/ACT

The SAT/ACT Examinations are administered to students in Grades 11, and 12 in accordance with Trinity mandated testing protocols. All students are expected to score a total of 1050 on the SAT or a 21 on the ACT as a requirement for Trinity High School Graduation. Trinity High School will provide two SAT testing dates per academic school year on campus. Students are allowed to test at an off campus testing site for SAT and/or ACT. Students will need to bring proof of testing scores to the Trinity High School Counselor.

The SAT is a standardized test that colleges use to evaluate applicants. It is designed to measure a student's ability to understand and process elements in three subjects: reading, writing, and math. SAT scores are calculated based on a student's performance relative to other test-takers, and have proven to be an indicator of collegiate success.

The ACT is a standardized test designed to measure high school students' general educational development and their ability to complete college-level work. Unlike the SAT, the ACT is curriculum based: it is not an aptitude test. The questions on the ACT test are core subjects that students typically study through their third year of high school (English, reading, mathematics, and science).

ASVAB:

Vocational testing is administered on a voluntary basis. The ASVAB is offered to all interested students. This testing program affords students and parents an opportunity to explore achievement, ability and interest during the high school years. Test scores are used in conjunction with all other information to make the soundest educational decisions possible.

Semester Exams

Student's grades 7 through 12 must take final semester examinations. These examinations are summative in nature and comprehensively cover all the facts, skills, and concepts covered during the semester. This exam shall not count for more than 20% of the final grade. There are no exemptions from final exams because of high grades. No semester exams will be given early without

administrative approval. Semester exams will not be taken if a student's tuition balance is delinquent. Exams can be made up after the appropriate payment is made to Trinity High School.

Terra Nova Test

Terra Nova testing is administered each spring to all enrolled students, grades 6-12.

College Entrance Exams

ACT (American College Test) and **SAT** (Scholastic Aptitude Test) are required by most colleges and universities for admission. Students are encouraged to take these exams in their junior (11) year so they may repeat the exam if they did not score as high as they expected or for entrance to the college of their choice.

PSAT/NMSQT

Available to 10th and 11th grade students. Preliminary Scholastic Aptitude/National Scholarship Qualifying test measures verbal and mathematical reasoning ability for college work. This test is administered at Trinity on the second Tuesday in October. There is a fee for this exam.

Eligibility for all Student Activities

Participation in any activity, extra-curricular program, or leadership position is a privilege. Student participants are expected to maintain acceptable scholastic standards, consistent punctuality, and exemplary conduct in the classroom and as a representative of Trinity International Schools in our community.

1. Participant must be enrolled as a full-time student at Trinity International Schools.
2. Academics – Grade point average (GPA) of 2.0 for the classes taken the immediately preceding semester with no failing grades or unsatisfactory (U) marks in conduct for the semester. A student earning less than a 2.0 cumulative GPA for classes taken the immediate preceding semester will be ineligible for participation the ensuing nine-week grading period. If a student regains a 2.0 GPA with no failing grades, he will be eligible the ensuing grading period. Any student deemed ineligible based upon the spring semester grades will be ineligible until the end of the first nine-week grading period (Quarter 1) the next fall.
3. Attendance – Student may have no unexcused absences from any classes the day of the activity prior to dismissal of school or dismissal for the team or group to travel for an event. An unexcused absence from any class will render the student ineligible to travel or participate. (Note: 15 or more minutes tardy to class is considered absent from class.)
4. Conduct - Adherence to Trinity International Schools Student Code of Conduct.

Initial Eligibility

A student in grades 9-12, except a first semester ninth grader, must have earned a grade point average (GPA) of at least 2.00 for the classes taken the immediately preceding semester, with no failing grades.

Participation in Sanctioned Sports

The rules governing eligibility for interscholastic athletic participation are governed by the rules of the Nevada Interscholastic Activities Association (NIAA), State law and school policies which may impose stricter academic requirements for participation in a sanctioned sport.

1. NIAA adheres to a strict zero-tolerance policy concerning alcohol, tobacco and other drugs. Student athletes and parent or legal guardian are required to sign an acknowledgment and agree to adhere to the NIAA Alcohol, Tobacco and Other Drug Possession, Use, and Abuse Policy. All investigations and penalty enforcements will be conducted by the school with support through the NIAA Office.
2. A pupil who enrolls in his first semester in the ninth grade at TIS is academically eligible to participate in a sanctioned sport. (NAC 386.801)
3. For each semester a student participates in a sanctioned sport, the pupil must be enrolled in a minimum of two units of credit and regularly attend school.
4. After first semester of the ninth grade year, the student must have successfully completed at least two units of credit for the preceding semester. If a student fails to complete successfully the course for that semester, he is ineligible to participate in a sanctioned sport for one semester unless, for the grading period for the first 9 weeks of the semester that is conducted immediately after that semester, he receives a passing grade for the two units of credit for the grading period, at which time he must be placed on weekly probation. (NAC 386.802)
5. If a student receives a failing grade during the probationary period, the student is ineligible to participate in a sanctioned sport for the remainder of the semester in which he is placed on probation until the next required grade check.
6. It is the policy of Trinity International Schools that the student who participates in a sanctioned sport must maintain a passing grade for each course in which he is enrolled during the semester. The school shall review the student's progress in each course every two weeks to determine eligibility. All participating students are subject to academic eligibility grade checks during the grading period.
7. The dates for conducting the reviews required shall be determined:
 - a. For first semester, by beginning at the end of the first semester of the school year and counting back to the beginning of the school year in increments of 2 weeks;
 - b. For second semester, by counting forward from the beginning of the second semester and counting forward to the end of the school year in increments of 2 weeks.
8. A first review during a school year will occur before the first date on which a game, contest, or meet may be scheduled for a season as determined by the schedule of activities established for that purpose.
9. Each review must indicate the student's academic status for the period beginning on the first day of the semester and ending on the date on which the review is conducted. Each review will encompass the student's current (cumulative) 9-week (quarter) grades.
10. If a student receives a failing grade in a course after a review is conducted, the student shall be placed on probation until the next grade check.

11. If the student who is placed on probation remains ineligible after the grade check, the student can be removed from the sanctioned sport at administrator's discretion.
12. If a student is declared ineligible after the probationary week, the student shall be reviewed at the next grade check until he becomes eligible, regardless of whether that period extends beyond the next scheduled review. If the student becomes eligible, the student must be reviewed at the next regularly scheduled review and is entitled to another probationary week.
13. If a review is scheduled for the day before a holiday or vacation for the school, and if a student has received a failing grade at the time the review is conducted,
 - a. The student remains eligible to participate during the holiday or vacation; and
 - b. The student shall be placed on probation beginning on the first school day after the holiday or vacation.
14. A student who is placed on probation the week before a school holiday or vacation is eligible to participate if the student has maintained passing grades at the regularly scheduled 3-week review before the holiday or vacation.
15. A student who is declared ineligible not more than 2 weeks before a school holiday or vacation remains ineligible until he achieves a passing grade as determined by each weekly review.
16. If a student withdraws or is excluded from a class due to a failing grade during a semester, the school shall, immediately after the record of the withdrawal or exclusion becomes available, declare the student ineligible beginning on the Monday after he withdraws or is excluded and ending on the first Saturday after that Monday.
17. A student earning less than a 2.00 GPA the immediately preceding semester will be ineligible for participation for the ensuing nine week grading period. (NAC 386.805)
18. If the grade point average of a student is less than 2.0 at the end of the semester and remains below a 2.0 after the 9-week grading period, the student is ineligible for the remainder of the semester. (NAC 386.805)
19. A student who receives an incomplete grade at the end of the semester must make up the grade within 3 weeks beginning on the date on which the grades are recorded for the grading period as determined by the teacher who issued the incomplete grade, if the student has passed at least two units of credit and maintains a grade point average of not less than 2.0. Within 3 weeks after the grades are recorded for the grading period, a permanent grade must be issued and used to determine the grade point average. An incomplete grade must not be calculated in the grade point average of the student to determine his academic eligibility until the permanent grade is recorded for the class for which he received an incomplete grade.
20. If a student repeats a class during summer school, the grade for that class must be used in a manner which benefits the student in establishing or maintaining his academic eligibility for the immediately preceding of current semester.
21. Each student must be receiving a passing grade in each class in which he is enrolled during the season of the sanctioned sport and must maintain a grade point average of not less than 2.0 for the immediately preceding semester.

22. Once a grade is recorded, the school may not change the grade in a manner which establishes the academic eligibility of a student to participate in a sanctioned sport at the school. The school may change a grade if the school submits evidence satisfactory to the Executive Director of the NIAA that the grade was issued incorrectly. (NAC 386.808)
23. A student may not be allowed to complete any extra work to improve the grade in a course of instruction unless all students in that course of instruction are allowed to complete extra work for that course of instruction. If a student is allowed to complete extra work, the extra work must be graded and included in the grade for the course of instruction for the semester or the 9-week grading period.
24. Students have an opportunity to make up a second semester deficiency during a summer school program or a program approved by the School Board to address credit deficiencies. Grades earned will be averaged with grades from the immediately preceding semester to determine academic eligibility.
25. A student may not, after enrolling in ninth grade, be eligible for more than four years or eight consecutive semesters, and is not eligible to participate in more than four seasons of any one sport.
26. Any student whose nineteenth birthday occurs before September 1st shall thereafter be ineligible to compete in interscholastic athletics.
27. All students who participate in interscholastic athletic activities must be officially registered with the Nevada Interscholastic Activities Association (NIAA).
28. A student may be declared ineligible for any or all activities at any time based upon unsatisfactory conduct, as determined by the Principal. Such determination may be appealed to the Trinity International Schools Board. Ineligibility on this basis may not exceed one year.
29. A student, grades 10 – 12, transferring from another Clark County school, public or private, may not be eligible to play for TIS if they were on the last school's roster of the same sport during the previous season. Any appeals or exceptions to this policy must be made by the family directly to the NIAA.

Additional TIS Eligibility Requirements

Truancy – Any student who is declared truant from school will be ineligible for a period of two (2) weeks after the infraction is discovered. “Truancy” is defined as an absence or “cut” from school or a class without permission of the school staff or parent or legal guardian.

Good Conduct – Any student referred to the office for school rule or Code of Conduct violations may be denied the privilege of participation in all extracurricular activities for a period to be determined by the Principal. This eligibility suspension will not exceed one (1) year.

Any student referred to law enforcement by school officials for any violation of a school rule which is also a violation of law may be denied the privilege of participation in all extracurricular activities for a period determined by the Principal. This eligibility suspension will not exceed one (1) year, unless an extension is approved by the School Board.

Any student who is arrested for a felony or gross misdemeanor during school hours, at a school function or event, and/or on the way to or from participating in a school event may be denied the privilege of participation in all extracurricular activities for a period determined by the Principal. This eligibility suspension will not exceed one (1) year, unless an extension is approved by the School Board.

Athletic Awards

Athletic Awards Criteria – High School

First Letter (any sport) – First year certificate and a blue and gold chenille letter. The chenille letter is awarded to an athlete only once.

Additional “letters” earned will be acknowledged by certificates.

Three Sports – A gold chenille letter is awarded (only once) to a student who has lettered in three sports in one year.

Scholar Athlete Certificate – awarded for 3.50 GPA for the semester during the athlete’s sport season. Membership in Letterman’s Club.

Scholar Athlete Patch – awarded by Letterman’s Club (only once).

Graduating Scholar Athlete Award – Top senior male and female athlete by cumulative grade point average. Must have lettered in two (2) sports. (No manager letters qualify.)

Middle School and High School

Middle School athletic participants are recognized for participation by individual team coaches.

Immunization Requirements

Summary of Nevada Immunization Requirements For School Attendance

These charts are based on ACIP Recommendations and Nevada Requirements;

Required Number of Doses for Children

ACIP Recommended Schedule								
Required Vaccines	2 mo. of age	4 mo. of age	6 mo. of age	12-15 mo. of age	18-24 mo. of age	4-6 yrs. of age	11-12 yrs. of age	Total Doses Required prior to school entry
DTP, DT, DTaP	1	2	3	4		5*		4 or 5 (If dose #4 is given on or after 4 th birthday #5 is not needed)
Polio (IPV)	1	2	3			4		3 or 4 (If dose #3 is given on or after 4 th birthday, #4 is not needed)
MMR				1		2		2
Hep B	1	2	3					3
Varicella				1		2		2
Hep A				1	2			2
Tdap							1**	1**

***All required immunizations are due by the first day of school. ***

Bullying Contract

This contract serves to prove a student's knowledge about the definition of and consequences for bullying, and to inform parents of school policy regarding aggressive and inappropriate behavior among students.

By signing this contract, _____, (hereafter referred to as "Student,") understands that:

- Bullying can be physical, verbal, or emotional.
- Bullying consists of, but is not limited to: name-calling, violence, theft, rumors, exclusion, threats, intimidation, put-downs, and pranks.
- Cyber-Bullying (Social networking includes and is not limited to: Facebook, Twitter, Snapshot, Instagram, and Vine.
- Students should all be treated with courtesy and equality regardless of age, gender, race, religion, orientation, size, disability, intelligence, athletic ability or popularity.

Student pledges to uphold the following rules:

- To abide by the school's policy concerning bullying and harassment.
- To report incidents of bullying to a trusted teacher or staff member.
- To stand up for victims of bullying.
- To encourage others to treat all students with respect and courtesy.
- To help make the school a place where everyone feels safe, heard, and respected.

Student understands that any incidents of bullying will result in the following consequences:

- Report of bullying:
 - Warning is given to the student and a Bullying Contract is signed _____ Int.
- Report of bullying:
 - Student will be suspended from school, as to adhere by school policy ____Int.
- Reports of bullying continuing:
 - Student will be expelled from school and asked to not return, as to adhere by school policy _____ Int.

The order of these consequences can be changed due to severity of the issue. This is under administration discretion.

(Student's Signature)

(Date)

(Parent's Signature)

(Date)

Trinity International Schools

Student Policy Handbook Acknowledgement

Each student is responsible for reading and understanding the school policies and rules.

Step 1 To receive your electronic copy of the Student Policy Handbook, you must send a request from your own email address to Info@trinitylv.org
In the SUBJECT line, type your LAST NAME, FIRST NAME
Type STUDENT POLICY HANDBOOK REQUEST in the email
You will receive an email reply with an attached file containing the digital version of the Student Policy Handbook.

Step 2 Read the handbook carefully with your parent/guardian, and sign this form in the space provided below.
Your signature confirms that you have read, understand, and agree to the rules and regulations as outlined in the Trinity Student Policy Handbook.

Parent and/or Guardian (print)

(signature)

(date)

Student (print)

(signature)

(date)

Step 3 Print, sign & Return pages 44 & 45 to the office
Once completed and return, you will be given your school locker assignment and lock combination.