

# Trinity School Handbook

2011-2012

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## TRINITY SCHOOL HANDBOOK

This handbook contains important information about the School's policies, traditions, and events. Good communication between home and school is essential to your child's education. Please read it carefully and refer to it as needed. Please contact Trinity School for additional information. While updated annually, the School reserves the right to make changes to the handbook at any time. The most current version can be found on our school website: [www.trinity-mp.org](http://www.trinity-mp.org) under the "Discover Trinity" tab.

Trinity School values the commitment of its faculty and staff, the involvement of parents, and the efforts of its students. We look forward to your participation in our vibrant learning community.

## TRINITY SCHOOL'S FOUNDATIONS

### The Mission of Trinity School:

Trinity gives each child a voice.  
We guide children to self-discovery.  
We celebrate the child's growth  
in critical thinking, character development, and social responsibility.

Trinity School encourages preschool to Grade 5 children from all backgrounds to love learning. We foster rigorous academics grounded in child-centered content. Trinity upholds the values and traditions of the Episcopal Church and honors the role of the family in educating children. The legacy of a Trinity education is a curious mind and a discerning heart.

### **Accreditation**

- Trinity is an independent school accredited by the Western Association of Schools and Colleges (WASC) and the California Association of Independent Schools (CAIS).
- Trinity is also a member of the National Association of Episcopal Schools and the National Association of Independent Schools.
- The National Association accredits Trinity School Early Childhood Programs for Education of Young Children (NAEYC).

### **Statement of Diversity**

Trinity's legacy of a curious mind and a discerning heart is fostered by our exploration and appreciation of different backgrounds and perspectives.

Trinity School is committed to creating an inclusive, equitable, and empathetic community that welcomes, embraces, and respects each individual. We recognize the interconnectedness of all people and contributions of all individuals, including those of different ability, gender, age, culture, ethnicity, race, family composition, religion, sexual orientation, and socio-economic background.

### **Statement of Non-Discrimination**

Trinity School does not discriminate on the basis of disability, gender, nationality, race, ethnic origin, religious, or sexual orientation in the administration of its educational policies, financial aid programs and other school-administered programs. We are committed to maintaining a community in which a diverse population can grow and develop in an atmosphere of tolerance, civility, and mutual respect for the rights of each individual.

### **Trinity's Identity as an Episcopal School**

Episcopal schools inherit a rich lineage of educational tradition in which non-doctrinaire integration of faith and learning has been promoted for 400 years, stretching back to the origins of the Church of England. Episcopal schools provide an atmosphere, inspired by Judeo-Christian moral culture, in which there is an appreciation for the diversity and values of all religious traditions and beliefs. Religious education and the fundamentals of spiritual formation are dual goals of every Episcopal school. They are enacted in a climate of freedom of thought and belief, and responsibility to oneself and one's world. There are four means by which our school identifies itself as an Episcopal School:

- Trinity School intentionally lives the faith by example. This means that every aspect of school life, including admissions; hiring policies; discipline practices; leadership; and the importance of social, economic, and racial diversity is constantly tried to the standards of a Church institution.

- Trinity School situates the heart and soul of the School in Chapel. This is where religious education and worship occur daily in the gathering and healing of real-life issues. The Book of Common Prayer and hymns provide the basis for most liturgies and worship services led by the Chapel Team.
- Trinity School provides religious education. Through various approaches, religious education helps students talk about religion and spiritual experiences in critical, rational, and reflective ways. Children have an opportunity to explore and reflect upon their own and others' spiritual and ethical traditions.
- Trinity School includes service learning as part of its curriculum. Social activism is a hallmark of Episcopal schools. Students develop an awareness of both the local and global community around them through active participation and implementation of a wide range of service projects throughout the year. Students acquire skills in leadership, teamwork, and organization as they take the initiative in finding ways to exercise their responsibility to others.

**Church and School**

Trinity School is an independent day school sponsored by St. Bede's Church and the Holy Trinity Parish. The three institutions are separate corporations with individual non-profit tax identification status. Trinity School's Articles of Incorporation state that the two religious corporations—St. Bede's and Holy Trinity—own the School. Both parishes provide clergy for the Chapel Team. Each Rector takes time for meetings with the Head of School, the Board of Trustees, and the School community. St. Bede's and Holy Trinity provide substantial program space for Trinity School. Both institutions hold Trinity School as a primary mission of the church, and each serve as advocates for Trinity School. The School pays each church an annual use fee.

**Board of Trustees**

Members of boards of Episcopal schools assure that the School is faithful to the highest demands of the Church and the educational community. While safeguarding the original vision of the School, Trustees must assure the School's future through financial oversight and institutional planning aimed at reserving the School for the children of the current generation of children.

In addition to establishing policies and organizational structures to provide proper management and a strong academic program, the Board must see that the School operates in harmony with that church unit with which it is associated. This requires an understanding and appreciation of the Church's canonical structure and the School's identity as an Episcopal Church School. Its governance must ensure that reporting and open communication exists between church and the School.

The Board sets policy in such matters as institutional identity, financial management and development. It is responsible for the fiscal well being of the School including such matters as fund raising, investments, budget and buildings and grounds. Finally, Trustees give time, energy, commitment, and gifts.

**Trustees:**

Nancy Lambert, Chair	Holy Trinity Member
Mary Menacho	Head of School
The Rev. Dr. Katherine Lehman	Rector, St. Bede's
The Rev. Matthew Dutton Gillet	Rector, Holy Trinity
John Carman	St. Bede's Member
Martha Deevy, Treasurer	Member at Large
Dimitrios Dimitrelis	Member at Large

Eric Hass	Member at Large
Ward Johnson	Holy Trinity Member
Harry McKay	Member at Large
Jean Mou	Member at Large
Catherine Northup	TPA President
Judy Paulus	St. Bede's Member
John Occhipinti	Holy Trinity Member
Chris Schaepe	Member at Large
Michelle Swenson	St. Bede's Member
John Thibault	Member at Large
Immanuel Thangaraj	Member at Large

**Board Meetings:**

The Board of Trustees holds regular meetings, usually on the fourth Wednesday of each month. During these meetings the Board deliberates on matters of School policy and institutional concerns. At times, the Board invites speakers from the School or the wider community, primarily for its own education on timely issues.

The Board welcomes any interested person to attend a meeting as a silent observer. However, such attendance is at the Board's discretion. Please see the Board Chair to secure an invitation to an appropriate meeting.

Parents or others may speak at a meeting by being placed on the agenda, either as an invited speaker, or by requesting a formal opportunity to address the Board in person. This request must be made to the Board Chair well in advance of the requested meeting date (preferably two weeks). Prior to making such a request, the Board expects parents to bring any idea or concern about School policy, first to the Head of School, and then, if necessary, to the Board via a written letter to its Chair.

Please note that when the Board adjourns into executive session, all observers, staff members and any outside persons are required to leave the meeting.

**Trinity Parents' Association**

The Trinity Parents' Association (TPA) supports the Head of School in bringing the mission of Trinity School to life. All parents or guardians are members of the TPA. The School encourages the active participation of all members. The business of the TPA is guided by the TPA Board that works closely with the Head of School, the staff, and faculty.

The TPA organizes and implements the following events during the school year:

- Back to School Barbecue
- Halloween Carnival
- Christmas Craft Fair (JK – Grade 5)
- Hosts Literacy Nights
- Trinity Celebration and Benefit
- Personnel Appreciation Day
- SMARTS Night (JK - 5)
- Assists Library with Programs to Celebrate Books
- Assists with Graduation

In addition, TPA includes these ongoing committees whose function is to support the School program: eScrip program, room parents, Unicycle, hospitality, and lunch.

## **EARLY CHILDHOOD PROGRAM Lower Campus**

### **Early Childhood Program for Threes and Fours (ECP 3-4)**

Location: Lower Campus  
330 Ravenswood Avenue  
Menlo Park, CA 94025  
Phone: 650-322-2628  
Hours: 9:00 a.m. – 12:00 p.m. Monday through Friday  
12:00 p.m. to 3:30 p.m. contracted extended care  
Age Cutoff: Students must be 3 by December 1st of the school year.

### **Early Childhood Program for Junior Kindergarten (ECP-JK)**

Location: Upper Campus  
2650 Sand Hill Road  
Menlo Park, CA 94025  
Hours: 8:15 a.m. – 1:00 p.m.  
Age Cutoff: Students must be 5 by December 31<sup>st</sup> of the school year.

### **Child Guidance**

With respect, kindness, and firmness, we teach our children to be responsible for their behavior. Teachers let the children know what is acceptable behavior through modeling, discussions, and individual reminding. Hitting, biting, pushing, grabbing toys, mean teasing, and inappropriate language are unacceptable behaviors.

We encourage children to express their feelings to each other at the time of conflict and, also, to listen to each other. Teachers help children resolve problems using the children's ideas or by suggesting two choices. Teachers discuss behaviors that occur repeatedly with parents in an honest, open manner.

### **Daily Considerations**

The ECP 3-4 and ECP-JK supply parents with daily schedules that outline the elements of the program week. Actual daily schedules will vary depending on the time of the year and the development of the class.

### **Attachment Objects:**

Children may bring attachment objects to school. These blankets, etc. help a child feel comfortable in the new environment. Over time children become less dependent on them and forget about these objects for hours at a time, reducing or eliminating this need.

### **Clean up:**

Everyone helps in the clean up process. Near the end of activity time in a room, the teacher announces clean up time. All children participate. Teachers may sing songs or make a game out of it. At other times, teachers encourage children to put away toys from the shelf when they are finished using them.

### **Cubby Kit:**

Clothes: Your child needs a complete change of clothes in his/her cubby, more if your child has accidents. Please clearly label your child's belongings.

### **Snacks:**

The teachers and the children make a nutritious snack daily. Foods from two different food groups are provided in each snack.

Toys:

Toys, other than attachment objects, should be left at home. The children find it difficult to share these toys with their friends and the toys are often lost. We encourage you and your child to bring items from nature or things your child has made to share.

Transition Time:

Your enthusiasm for the program is contagious and reassuring to your child. Please express any fears you have to the staff while maintaining upbeat reassurance for your child. Teachers are here to help make the first weeks a positive experience. Each child has different needs during this time, so we work closely with you.

Uniform:

See: **Students** - Uniforms

### **Attendance**

Getting to school on time is a joint effort between you and your child. It is very important to come on time. Fifteen minutes after the beginning time, we have greeted and settled the children in for the daily planning meeting. We will not be able to greet you and your child if you come in the middle of our discussions. Your child will miss information about the day and will not be able to take part in the decision-making process at this group time.

On the other hand, if you come early, please play with your child outside while the teachers are preparing the classroom.

In the event of student illness, a parent should call the classroom before the program begins, leaving a message.

### **Arrival and Sign In**

You will find a sign in and out book in the entrance. Please put your full signature and time of arrival by your child's name. Please take a few minutes to settle your child in the classroom and to communicate any new information to the teacher. The daily Parent - Teacher Log book is beside the sign in/out book. Please read it and add any messages to the staff or parents. We hope you will get to know the other parents in the classroom. Please feel free to socialize with each other outside the classroom. Please respect the children's workspace.

### **Departure and Sign-out**

Please read the parent-teacher notebook and any new information on the Parent Board. Written permission must be given for your child to be collected by anyone other than those people listed in your child's file. Remember to sign out.

It is important that you pick up your child on time. Children get worried when you are late and teachers need time to clean up and have a daily meeting.

### **Health**

See: **Health and Safety**

### **Communication**

The teachers welcome your questions, comments, and input about your child's progress at school. If there is a change in the home environment that affects your child, please let the teachers know. We are very willing to help a child with special situations.

The following items are essential in maintaining good teacher-parent communication:

#### Parent communication center:

- Bulletin Board: The following information is posted: licensing documents, community and school events, snack calendar, articles of interest, monthly calendar
- Daily Message Book: Teachers leave messages for parents, and parents leave messages for teachers or other parents in this book. Please read this book in the morning and at noon.
- Sign In/Out Sheet: Please sign your full name when signing in or out. There is a small space for teachers or parents to write a note.
- Injury Report Sheets: This sheet will be placed in your parent folder. Please sign it and return it to the form envelope.
- Parent Mail Folders: Flyers and individual notes may be placed in these folders by parents and teachers. Please check your file regularly.

#### Teacher Blog and Program Calendar:

- Each month you will receive a calendar that tells you the main activities and projects. “The Daily Blog”, describes events of the day.
- Please take note of field trips and any special requests.

#### Parent Committee Meetings

All parents are part of the Parent Committee for ECP 3-4. The Parent Committee holds monthly meetings that are run by the Lead Teachers. These meetings focus on parent education as well as the well-being and progress of the ECP 3-4 class. If you would like to put an item on the agenda, please let a teacher know by email.

Additionally all parents are members of the Trinity Parents’ Association (TPA). There are two room parents in each classroom who attend to class details and serve also as liaisons to the TPA, reporting to both groups.

#### Parent - Teacher Conferences

At least annually, you will have a parent-teacher conference regarding the teachers’ observations of your child’s development. Parents may request a conference more frequently.

#### Parent Involvement

Parent participation in the school is an important component of the program. It guarantees continuity between the home and the school. We encourage you to participate in various facets of the preschool program by:

- Accompanying field trips
- Sharing knowledge or special talent at group time
- Participating in the Parent Committee
- Participating in Trinity Parents Association committees and activities
- Participating in Annual Giving

Please note that school events are purposed as either family-focused events where the entire family is invited or student-focused events where the reason for parent participation is to provide help to accomplish a special event for students. The Back to School Barbeque is an example of a family-focused event.

## SCHOOL PROGRAM

Except where noted the following practices apply to both the Early Childhood and Elementary Programs

For an overview of the academic programs, see the Educational Program Overview at [www.trinity-mp.org/learning](http://www.trinity-mp.org/learning).

### **Birthday Book Program**

Families are invited to donate a book to the library to celebrate their child's birthday, to remember a special person or event, or to give thanks for someone's unique contributions.

Procedures for the Birthday Book Program (or any other event you wish to commemorate) are the following:

1. A student selects a book from the special birthday book shelf in the Upper Campus Library and the parents make a suggested donation of \$25.00 to help cover the cost of the book and the processing materials.
2. If a student would prefer to select a book from a bookstore, please check with the Librarian for a "wish list" of recommended books.
3. A student, teacher, or parent may have a special book he or she would like to donate. Please check with the librarian to avoid too many duplicate copies.
4. The Librarian will inscribe a presentation message inside the book, which is then presented during Chapel. The student and his/her classroom have the first opportunity to borrow the book. See also: **Students** – Birthdays

### **Celebration of Learning**

Celebration of Learning is a ten-day period in which the School as a whole celebrates what the students have learned over the course of the year. It consists of Grandparent and Special Friends Day, SMARTS Night (Science, Music, Arts, Spanish), and classroom presentations.

- Grandparents and Special Friends Day invites people important in the child's life, other than parents, to visit the School to see first hand the environment and some of the student work. It is also the time for the School and families to honor the place these special people hold in the child's life. Guests are on campus from 8:15 to about 10:45.
- SMARTS Night is the evening of Grandparents and Special Friends Day. Families and friends are invited to review the School's annual **Art Show**. It displays work from Grade 1 through Grade 5 art classes. ECP-JK – Grade 5 students participate in a musical review featuring the music program at Trinity School. Also featured is the **Spanish** program displaying student work and learning in Spanish language from K – Grade 5. **Science** displays feature student work and learning from K – Grade 5. A **music** program from all the grades completes the evening.
- Classroom Presentations: Each class presents highlights of class work or special events that demonstrate their learning for the school community. (See also: **Students** – Assessment)

### **Chapel Program**

Trinity School values the religious diversity of its students and faculty at the same time affirming its identity as a Christian school in the Episcopal tradition.

On the Upper Campus, daily Chapel is from 8:30 to approximately 9:00. All students attend Chapel with the class. Chapel is Morning Prayer adapted for the school children.

The service provides an opportunity for community building among the students by focusing on a larger perspective and by developing a strong sense of togetherness.

Parents are always welcome at Chapel and should sit in the pews behind the classes. Parents are especially encouraged to attend for the child's birthday prayer and song. If, for a special occasion, the parent would like the child to sit with him/her, the parent should arrange this with the teacher before the classes enter Chapel. Photography is not allowed during birthday prayers or during church services including Chapel unless especially designated in the bulletin or by announcement.

Family Chapel is at 11:30 a.m. on the dismissal days preceding Thanksgiving, Christmas and Easter. Families sit together in the approximate area of the child's class pew.

The Rev. Dr. Jane McDougle is Chapel Coordinator. The Chapel Team is comprised of St. Bede's clergy, as well as clergy and lay people from other Episcopal churches. The Rev. Marylou Taylor, Deacon at St. Bede's, teaches a weekly religious studies lesson in each classroom. Another aspect of the Chapel experience at the Upper Campus is monthly Eucharist (or Holy Communion) held on the first Thursday of each month. The service of Holy Eucharist is a service of thanksgiving including the rich variety of the School community. Parents receive a permission slip prior to the first monthly Eucharist in October, regarding the child's receiving either Communion or a blessing.

At the Lower Campus, the rector or the rector's designee leads Chapel once a week.

**Daily Schedule for ECP-JK – Grade 5 (St. Bede's campus)**

School hours for kindergarten through grade 5 are 8:15 a.m. until 3:00 p.m. ECP-JK hours are 8:15 a.m. until 1:00 p.m. Junior Kindergarten Extended Day is from 1:00 p.m. to 3:00 p.m.

Children arriving before 8:00 must be in AM Extended Care, and children not picked up by 3:15 will be sent to PM Extended Care. Children awaiting pick-up after completing Enrichment Express activities will be sent to PM Extended Care.

From 8:00-8:15 all children are supervised on the patio. Children and parents are not allowed downstairs before 8:15 when the bell rings.

7:30 a.m.	AM Extended Care begins in the Library
8:00 a.m.	School Office opens Morning supervision on the Patio
8:15 a.m.	School begins ECP-JK – Grade 2 students go downstairs Grade 3-5 students enter classrooms
8:20 a.m.	Tardy: All children arriving after 8:20 must report to the School Office for a pass to enter class and to be included on the daily attendance roster.
8:30 a.m.	Chapel
10:00 – 10:25	K-2 morning recess
10:25 – 10:45	3-5 morning recess
11:45 – 12:25	ECP-JK – Grade 2 lunch and recess
12:10 – 12:50	Grades 3 -5 lunch and recess
1:00 p.m.	ECP-JK dismissal and ECP-JK Extended Day begins
3:00 p.m.	K – Grade 5 dismissal PM Extended Care begins and ECP-JK Extended Day joins
4:00 p.m.	School Office Closes
6:00 p.m.	PM Extended Care ends

**Drop-off and Pick-up for ECP-JK – Grade 5**

Please drive all the way into campus to the Waiting Area directly outside the School Office, where there are vehicle stopping-stations marked with 1/2/3 signs. Stop at the most forward station, where Trinity School personnel will help your student in or out of the vehicle. Please do not exit your car. After drop-off, you may leave, or you are welcome to park and walk back into the courtyard.

**Important Safety Note:**

The red curb on your right, as you drive onto the Upper Campus, is a Fire Lane. It is clearly marked. **DO NOT STOP OR DROP OFF ANYWHERE ALONG THE FIRE LANE.** Please do not park along Monte Rosa to walk your student onto campus. In case of overflow parking, do not block neighbor's driveways.

**Pick-up Notes:**

1:00 ECP-JK students will be picked up from the Waiting Area.

3:00 Monday - Thursday: Teachers will take all classes to the Waiting Area, the concrete apron in front of the School Office, where students line up by grade. Once the class is assembled in the Waiting Area, teachers will dismiss children individually, recording the dismissal against a class list, in one of the following three ways:

- Children to Extended Care will be turned over to an Usher, who will see the children to Extended Care.
- Walk-up parents/authorized persons approach the front of the class line. (Children will not be dismissed from the classroom door or the back of the pick-up line.) Children and adults exit via the stairs beside the Waiting Area. Pedestrians are not permitted in the Rear Parking Lot between 3:00 and 3:15.
- Drive-up parents/authorized persons drive the most forward station in front of the Waiting Area. Children will be called to a station and loaded into vehicles by Trinity personnel. Please do not exit your car. After drop-off, you may leave, or you are welcome to park and walk back into the courtyard.

On Family Chapel days students with parents/authorized persons in attendance will be dismissed directly to them at the conclusion of the service. Children not collected directly wait for pick-up in the Waiting Area.

**Early Dismissal for ECP-JK – Grade 5**

Trinity School dismisses early for holidays and for professional development. There is no extended day care following the 11:30 a.m. dismissal preceding the Thanksgiving, Christmas, and Easter vacations.

On professional development days extended care begins at 12:30 pm. Children will have lunch and be supervised until 3:00. There is no charge for this time. The PM Extended Care Program begins at 3:00 with its usual charges.

There is no lunch or lunch recess on holidays and professional development days, unless as stated, above.

**Enrichment Express**

After-school classes for Trinity School students on the Upper Campus provide additional co-curricular experiences in two sessions, fall and Winter/Spring. The classes provide a diverse array of learning experiences within school scheduling constraints. Instructors represent community organizations and current Trinity staff.

Fees for Enrichment Express classes depend on a variety of variables including but not limited to minimum enrollment numbers. We depend upon parent support in meeting registration and drop deadlines.

Students who are not collected at the end of Enrichment Express classes will be signed into the PM Extended Care Program where those fees will apply.

**Extended Care Program for ECP-JK – Grade 5**

AM and PM Extended Care Programs provide supervision for students on school days. Under the direction of an Extended Care Giver, the program provides a variety of activities including snack, outdoor play, games, art, a homework table, etc.

The AM Extended Care Program is open each school day from 7:30 a.m. to 8:00 a.m. in the Library. Students must be signed in by a parent or guardian.

The PM Extended Care Program begins at 3:00 p.m. in Ebony and ends at 6:00 p.m. From time to time Extended Care is located in one of the classrooms. When this happens, a sign will be posted on Ebony's door. If students are not collected between 3:00 and 3:15, they will be escorted to PM Extended Care at the parent's expense, regardless of grade.

Students must be signed out by a parent or guardian. A fee is charged for AM and PM Extended Care. Annual, quarterly and drop-in rates are offered. There is no Extended Care when school is dismissed at 11:30 a.m.

**Field Trips**

Teachers plan field trips that are of educational value and which are directly related to the curriculum. Each trip will be carefully planned to include the following:

- Preparation, follow-up and specific goals for students
- Adequate transportation and supervision
- Roles for parents in supervision and participation

The School requires a written permission form for each student participating in each field trip. Students must return the signed parent permission slip before attending the field trip.

Drivers are always needed for these events. If you are interested in driving children on field trips, please provide the School Office for Upper Campus and the Site Supervisor for Lower Campus with a copy of your driver's license and current insurance coverage that meets the guidelines below. Please note that children other than those in the class may not accompany a parent driver.

The following are minimum requirements for volunteer field trip drivers:

- The School Office must receive a copy of your valid driver's license before driving children on a School-sponsored field trip.
- Drivers must carry a minimum level of liability insurance of \$100,000 per person and \$500,000 per occurrence.
- Drivers will ensure that all passengers and the driver wear seat belts with one person per seat belt. Children may not sit in the front seat or in rear or side-facing seats.
- Drivers must be at least 25 years of age.

- No trucks may be used to transport students.
- Drivers may only transport students to and from the location on the parent permission form.
- The School is not responsible for student or parent property loss or damage on field trips or extended outings.
- It is expected that volunteers will keep their cars in good repair, assuring parents that children will be transported safely.
- Drivers must follow all traffic laws and model road courtesy.

Parents who do not want their child riding with another parent may drive their own child. The School cannot assure that extra parents will be able to participate in the field trip itself as the objectives of the trip can be compromised when the adult to child ratio is too small. See also: **School Program - Outdoors Education**)

The role of the parent while on a field trip is to support and follow directions and suggestions given by the teacher and to maintain order within small groups according to modeling or guidelines the teacher provides. Ensuring the safety of all students in one's charge is a primary responsibility.

**Homework Policy for K – Grade 5**

Homework serves a valuable function as an integral part of the children's overall education. Children should expect regular homework consisting of material for skill reinforcement, projects, and work not completed during the School day. All homework must be completed and turned in on time.

Depending on the nature of the task and the child's facility with it, homework will require varying amounts of time. If the child is spending an inordinate amount of time on homework, or does not seem to understand what is required, the teacher should be informed immediately. Teachers will discuss specific homework expectations during their individual Back to School Night presentations.

The School applauds parents who regulate television viewing and reasonable bedtime hours.

The following is an approximate guide for homework time per night:

Kindergarten	10-20 minutes
Grade 1	10-20 minutes
Grade 2	30-40 minutes
Grade 3	40-50 minutes
Grade 4	60-70 minutes
Grade 5	80-100 minutes

In addition to the above timeframes, children have required independent reading.

**Library**

Trinity School families enthusiastically support and use the Trinity School Library. Students and their families are invited to participate in the Birthday Book Program. Volunteers help to staff the regular library classes, the annual Book Fair, and the Family Literary nights. "Gently" used books may be donated and are always appreciated.

All ECP-JK through Grade 5 classes visit the Library at least once a week to hear stories or "book talks," to borrow books, and to learn information literacy skills. Books can be checked out for one week and are overdue after two weeks. If more than five books are overdue, additional books may not be checked out until the overdue books are returned. If

a book is lost or damaged, a family has two options: replace the book, or make a cash donation so the Librarian can purchase a replacement copy.

The ECP 3-4 students are invited to visit the Library. The Librarian will communicate the best days and times to visit. Additionally, the ECP 3-4 maintains a book loan system.

**Lunch for ECP-JK - 5**

Children bring a lunch from home each day or have lunch provided by the School's lunch provider. All children should bring a snack to be eaten at the mid-morning recess. Glass bottles and containers, or lunches requiring hot water or microwaving, are not permitted. Please provide re-usable utensils and cloth napkins. Trinity School adheres to a practice of no food sharing. Children are supervised while eating lunch. They then proceed to the play area. Parents can order lunch at [www.kidchow.com](http://www.kidchow.com).

**Outdoor Education for Grades 4 and 5**

These classes take one or two outdoor education trips during the year. The purpose of these trips is to extend learning outside of the classroom by taking children into an authentic historical environment related to the social studies content and/or a natural environment related to the science program. Students also gain valuable skills in practicing supervised independence. One of the greatest rewards of outdoor education is the possibility for students to strengthen relationships among peers and teachers, and for students to see themselves as capable people exploring their environment. The cost of these trips is included in tuition. All students are expected to attend and to participate. Parental support of this program is very important. Please speak to the teacher or to the Head of School if you have any questions or concerns. The School reserves the right to limit the number of adults in attendance as well as the right to determine the parents and/or staff most appropriate to attend in order to ensure the best match between student safety and the academic/social objectives of the trip. See also: **School Program – Field Trips**

**Service Learning/Community Service Projects**

Service Learning or Community Service requests from the community should be directed to the Service Learning Coordinator with the understanding that there are many worthy and worthwhile causes. The Service Learning Coordinator schedules and paces all initiatives the School undertakes so that we can meaningfully plan for and engage with the causes we support.

Learning to support actions that improve the human condition is fundamental aspect of the education Trinity School provides. From ECP through Grade 5, each class works with a variety of organizations through our service-learning program. As the fifth graders prepare to matriculate to middle school, we ask them to reflect upon their years of service learning and to consider the values they have incorporated into their lives. Five of these values become basis the Heart of Trinity School Awards. Further, we ask Grade 5 students honor five organizations with which they have worked over the years with the Heart of Trinity Award.

## STUDENTS

### **Admission Policy and Re-enrollment**

Trinity School admits students who can benefit from the values and opportunities offered in our social environment and our academic program. Trinity seeks students who demonstrate a combination of these traits: curiosity, academic potential, creativity, motivation, self-discipline, and empathy. Parental support of the School's mission statement, parental support and guidance for the child, and parental potential to participate in the life of the School are also considerations for admission. Trinity School is committed to maintaining socioeconomic, ethnic, and cultural, gender, and religious diversity in its student body. Trinity School does not discriminate on the basis of disability, gender, nationality, race, ethnic origin, religious, or sexual orientation in the administration of its educational policies, financial aid programs and other school-administered programs. We give preference to parish members in good standing of Holy Trinity Parish and St. Bede's Church where applicants meet admission standards, and to qualified siblings. The early childhood and elementary programs strive to create balanced classes. In doing so, admissions considerations may include academic potential, gender balance, serving the needs of the parishes or community, sibling relationships, or promoting socioeconomic, ethnic, cultural, academic, and religious diversity.

Employee children will be admitted with priority provided that the applicant meets admission standards.

Current students are those who are enrolled from the beginning of the academic year. Having a current elementary student enrolled at Trinity is the basis for sibling priority. Age criteria are considerations for placement of children in the following programs:

Early Childhood Program for Threes: Children are three by December 1st and are continent at the beginning of the school year. The three-year old year is the point of admission for the ECP through Grade 5.

Early Childhood Program for Junior Kindergarten: Children are five by December 31 of the junior kindergarten year

Kindergarten: Children are age five by September 1<sup>st</sup>.

Admissions decisions are made at the discretion of the Head of School. Admission and retention is based upon parental support of the School's mission and full disclosure by the parent/guardian of any and all medical or learning conditions affecting the child's health, behavior, and/or learning potential. Parental failure to provide the School with complete and accurate diagnostic information and recommendations in a timely manner can be grounds for non-renewal of enrollment. Students deemed appropriate for the next grade will be invited to re-enroll from year to year.

### **Re-enrollment:**

Each year parents receive a re-enrollment contract at the end of January. A tuition deposit of 10% for all grades but K is required. Kindergarten requires a 20% deposit. The enrollment deposit is part of the total tuition bill. Tuition, or the first payment on multi-payment plans, is due June 1<sup>st</sup>.

## Assessment

### Celebration of Learning:

Celebration of Learning is an authentic form of student assessment in that it calls upon students to assimilate, analyze, and restate their learning. While unquantifiable, it represents the most practical and long lasting of all the forms of assessment.

(See also: School Program: Celebration of Learning)

### Promotion to the Next Grade:

Promotion to the next grade is at the discretion of the School and is based on the following factors:

- Consistent work habits - academic perseverance
- Working at grade level and, where applicable, maintaining a G.P.A. equivalent of 2.0
- Meeting the attendance policy requirement (see Attendance)

### Report Cards for K – Grade 5:

Report cards are issued four times a year for students in grades K-5. If a student is not progressing adequately during the quarter, parents will be informed prior to report card distribution. Parents sign and return the report cards at the end of the first, second and third quarters.

Grades are the term-end assessments of student performance. All grades are comprised of student work over the course of the term as assessed by the teacher based on marks, improvement, and professional judgment. Marks on tests, projects, homework, class work, etc. may be weighted according to the teacher's discretion. Grades are of two types: academic achievement indicators and letter grades.

Academic achievement indicators report the students' progress in mastering academic standards or performance expectations.

- NP = Not Presented
- IP = In progress, not assessed at this time
- Bg = Beginning: responses/actions do not meet standards or expectations
- Dv = Developing: responses/actions meet standards or expectations
- Sc = Secure: responses/actions meet standards or expectations
- Ex = Exceeds: responses/actions exceed standards or expectations

Students in Grades 4 and 5 receive letter grades. Also, Grade 3 students receive letter grades in Spanish and science as a means of introducing them to these concepts.

A+	=	100+%
A	=	92-99%
A-	=	90-91%
B+	=	88-89%
B	=	82-87%
B-	=	80-81%
C+	=	78-79%
C	=	72-77%
C-	=	68-71%
U	=	0-67%

Effort grades indicate a child's effort, attitude, willingness, and sense of responsibility as they learn.

### Standardized Testing for Grades 2 – 5:

Students take the Educational Records Bureau Comprehensive Testing Program (CTP IV) in the fall. This test includes aptitude and achievement sub tests. These standardized tests provide information to the teachers on student learning needs.

It is important that all students attend school each day during the testing period, be well rested, and eat a complete breakfast each morning. Results of tests are shared with parents by request.

### **Attendance Policy**

Students must attend school for the entire school day at least 85% of the school days in a quarter. An exception may be granted in the case of excused absence and completion of assignments and evaluations.

Getting to school on time is a joint effort between parent and child. School begins at 8:15. Students arriving at or after 8:20 are tardy. Tardy children, who may or may not be accompanied by a parent, report first to the School Office where the attendance roster is changed from “absent” to “tardy.” The child will receive a pass admitting him/her to class. Children not reporting to the Office upon arrival will be marked absent for the day. Tardiness is tracked and reported on the child’s report card along with absences. Also, an accurate log of who is on campus is required for safety head counts.

In the event of student illness, a parent should email the School Office ([office@trinity-mp.org](mailto:office@trinity-mp.org)) or Lower Campus before 9:00 a.m. (650-322-2628). Please give the exact nature of the illness. If necessary, an exposure notice will be distributed to other parents. Upon the student’s return to school, a written excuse to the teacher is required specifying the reason for the absence and the number of days missed. A child may not return to school without parent or guardian communication by e-mail, or note to the teacher explaining the reason for absence.

If doctor or dentist appointments are planned, the School requires advance notice. It is suggested that appointments be scheduled on the early dismissal days. When collecting a child during school hours, please sign him/her out in the School Office. Students will not be released directly from the classroom. Student safety requires the School Office must know where students are at all times during school hours.

Vacation absences are not excused absences. Classroom learning cannot be recreated or “made up.” Teachers will not design work for students on vacation and have no obligation to provide work in advance. Vacation absences will impact student assessment. Sickness, emergencies and pre-arranged shadow days are excused absences for which some work can be made up.  
(See also: School Program: Tutoring)

### **Birthdays**

Children’s birthdays are recognized and celebrated in Chapel and recognized in the classroom. If you would like to bring a treat for your child’s class, please communicate with the classroom teacher a week in advance. Appropriate, simple treats are hand-held baked goods or a healthy, non-commercial snack. Treats should not require refrigeration or utensils for serving or eating. Treats must comply with the allergen alerts of the class. (Examples include: cookies, fresh fruit kabobs) Bring or send the treat with your child in the morning to be distributed by the teacher or child.

If you are planning a birthday party in your home, please invite a small number of intimate friends (1 or 2), all the boys, all the girls, or the entire class. There is nothing more devastating to a child than to be “left out.” Birthday party invitations may not be distributed at school or in school-related settings. Families’ individual choices for providing birthday parties, large, small, or not at all need to be respected.

### **Learning Needs**

Teachers work closely with students to meet children’s learning needs within the scope and means of the classroom setting. Teachers work with the Academic Dean and in communication with parents to make adjustments as needed and as feasible to the program to support students in meeting learning expectations.

Where these strategies are not sufficient, the School asks parents to provide screening, evaluation, and potentially outside services to meet learning needs. Parents choose a private source or their public school district. Parents must provide the School with a confidential “need to know” copy of complete reports from outside professionals. Failure to provide the School with complete and accurate diagnostic information and recommendations in a timely manner can be grounds for non-renewal of enrollment.

Diagnostic reports are not a part of the permanent student file and are stored securely and separately in a “learning file” housed in the Head’s office. The learning file is accessed through request to the Head of School by teacher(s) working directly with the child or the Academic Dean to reference diagnostic information and pedagogical recommendations. Copies of reports are not made although teachers may take a copy of the classroom accommodation summary. The learning file is not forwarded to future schools when records transfer. Parents may request a copy of either the student’s permanent file or the learning file at any time.

Specific learning disabilities are not referenced in student recommendations prepared by Trinity School teachers or administrators although behaviors observed during the learning process may be described.

Students with a learning condition that has been evaluated and diagnosed within the past three years from the Trinity School testing dates and by a qualified educational diagnostian may qualify for ERB and WrAP assessment accommodations if the evaluator’s recommendations are relevant. Students without these qualifications will not receive ERB or WrAP testing accommodations even if this is a functional practice within the classroom setting.

### **Money on Campus**

In general, children have no need to carry money to school. “Pocket money” serves no useful purpose and can create problems. Parents are informed of special events that require cash. The child should bring only enough money for that particular activity. If younger children need money for an after school activity, please have your child give it to the teacher to keep until school is dismissed. Parents of students with special requirements for pocket money (e.g., for bus fare) should inform the teacher at the beginning of school.

### **Student Conduct**

The purpose of discipline is to promote a classroom and school environment conducive to learning, to promote character development, and to increase respect for adults and for peers. We want children to become socially useful adults who make morally defensible choices.

Students are expected to:

- Respect school property, including textbooks, instructional materials, electronic equipment, desks, classrooms, interior and exterior of school building, lavatories and athletic equipment. Gum chewing is not allowed on the School premises.
- Conform to school uniform regulations
- Behave in an orderly manner during instruction, assemblies, Chapel, and while passing in the courtyard
- Support the teachers, classmates, and school personnel
- Behave courteously toward all adults and other students
- Be mindful of representing Trinity School while wearing the School uniform
- Complete homework on time unless a valid written excuse is presented to the teacher

Students are not to bring electronic devices, including cell phones, to school. From time to time, certain toys or trends can become very popular. These items should not be brought to school. This includes but is not limited to clothing with characters or related logos, trading cards, figurines, etc.

Talk It Out:

This is the system the School uses to help students deal with interpersonal issues/conflicts. Faculty and staff are trained in implementing this system. The system is implemented according to students' developmental ages. The six steps the adult facilitates students through include:

- "Stop. Cool off."
- Talk and listen to each other.
- Find out what you both need.
- Brainstorm solutions.
- Choose the idea you both like best.
- Make a plan. "Go for it!"

(From pg. 135, *Talk It Out: Conflict Resolution in the Elementary Classroom* by Barbara Porro)

Student Consequence System:

Teachers and students together develop a system of class rules and consequences. By students' participation in this process, developmental appropriateness and clarity are insured. Most of the issues that arise for individuals or small groups of students will be handled at this level through the conflict resolution system, Talk It Out and the traffic-light system.

Traffic Light System:

Grades K-5 use a traffic light system to help students be responsible for their own behavior and to give them clear feedback. The role of the teacher at each grade level is to help the child guide her or his individual behavior and stay out of "red light." Kindergarten uses a related but slightly different system that allows for more incremental feedback to the child. Each classroom in Grades 1-5 has a "traffic light" showing green, yellow, and red signals. Each child's number, assigned for privacy, is on a clothespin attached to the green light. The program, here described in broad terms, is implemented in accordance with the age and developmental expectations of each grade level.

Where warranted, the child will be asked to move his/her pin to “yellow light.” For repeated infractions, for blatant disrespect to another student or adult, or for physical acts resulting in harm or endangerment to others, a teacher may put a child directly into “red light.”

Receiving a “red light” results in a “red light ticket” a duplicate form the teacher fills out and sends home with the child. The teacher will provide an explanation on the “ticket” or via phone call or email so that parents can more fully understand the situation. Parents are asked to review the situation with their child and to sign and return the “ticket” to the teacher the following day. Where the child’s version differs substantially from what the teacher has reported, parents should fact check with the teacher before drawing conclusions. Teachers can be reached the next day by voice mail or email.

The Traffic Light System provides a graphic system encouraging children to monitor their own behavior and to receive feedback. Where patterns of disruptive or unconstructive behavior occur that repeatedly prevent the teacher from teaching or the children in the class from learning, teachers, parents, the Director of Studies, and the Head will work together to create a system for improvement.

For students on a behavioral plan, a lack of sustained, measurable progress toward positive behavior goals will result in the dismissal of the student from the School. Flagrant disrespect or harmful behavior may result in immediate suspension or dismissal.

#### **Student Safety**

Students who threaten the physical and or emotional safety of other students will be held accountable in the continuum outlined above. Students inflicting harm on another student may be immediately removed from the School.

Because Trinity students are generally between the ages of three and eleven years of age, teacher judgment will be a factor in determining consequences in disciplinary matters.

#### **Basic Rights for Individual Students:**

Students will be safe: physically and emotionally.

Students will be able to tell their side of a situation at an appropriate time.

Students will receive fair and reasonable treatment from other students and adults.

#### **Rights for Classes:**

Students will be safe: physically and emotionally.

The class will not be unduly encumbered by the needs of an individual child or small group of children.

Students will be able to tell their side of a situation at an appropriate time.

Students will receive fair and reasonable treatment from other students and adults.

#### **Teachers and Staff Rights:**

Teachers and staff will be safe: physically and emotionally.

The teacher will not be unduly encumbered by the needs of an individual child or small group of children.

Teachers will receive fair and reasonable treatment from other students and adults.

**Supplies for ECP-JK – Grade 5**

Each student is responsible for certain basic school supplies, such as binder paper, pens, pencils, erasers and tissue. Parents will receive the supply list for the child's grade during the summer. Items need to be replenished during the school year.

**Technology: Acceptable Use Policy for JK – Grade 5**

The following Acceptable Use Policy (provided in the enrollment booklet) governs the use of Trinity School's technology resources. Elementary students in Grades 1-5 must sign a Technology Contract each year, agreeing to abide and be regulated by the contract.

Trinity School provides technology resources (computers, software, cameras, scanners, printers, hand held devices, interactive whiteboards, and Internet connections) to enhance the learning environment by providing access to tools and information to support the academic program. The guidelines listed below are in place to facilitate their proper use and maintenance.

Guidelines including the following:

- Student agrees to treat all computers and electronic equipment with care and respect.
- Student will not add, delete, or alter software or settings on a school computer without permission from the Information Technology Director.
- Student will not unplug cables or cords or rearrange computer equipment without first getting permission from a teacher or the Information Technology Director.
- Student will not have food or drinks near the computer or other devices.
- Student will respect copyright law giving credit to the person or organization responsible for any information used.
- Student will not access or alter files belonging to another person without permission.
- Student will not access any files or games from the Internet unless he/she receives permission to do so from the Librarian, Extended Care Provider, or the Information Technology Director.
- Student will respect others' privacy, and not give out personal information about him/herself or any other student on the Internet.
- Student will not use Trinity technology resources for independent financial gain.
- Student will use appropriate language when utilizing Trinity School's technology resources.
- Student understands that information searches on the network will be curriculum-driven (not recreational "surfing"), using primarily teacher-previewed sites.
- Student understands that engaging in on line social networks while at school or under Trinity School supervision is forbidden other than use of sites or email threads the teacher may establish or sanction among classmates for class use.
- Student understands that if he/she misuses school computers or the Internet, student's computer access may be revoked.
- See also: **Health and Safety** – Internet Safety Concerns and Tools

**Tutoring**

Trinity School recognizes that some students need to receive extra help in order to build skills in certain academic areas or in specific courses. The first avenue for seeking advice regarding tutoring should be a student's teacher because we value the connections that

teachers, students, and parents forge during their years together at school. The School always wishes to foster the teacher, child, and parent working relationship, which is one of its ongoing strengths.

#### Basic Expectations:

- Teachers are expected to help students within the course of daily classroom work and to the extent that this is possible in the context of group instruction.
- A teacher, after working consistently with a student, may recommend a tutor to work on specific skills.
- A parent should seek the teacher's advice and recommendation on tutoring to support a student's learning need.
- Tutors should not do the student's work but rather assist in improving the student's skills to empower him/her to do his/her own work successfully.

To help facilitate the student/teacher/tutor relationship, the responsibilities of each party are outlined below:

#### **Responsibility of Trinity School Employees:**

Trinity School employees will not tutor Trinity students including those leaving the School and prior to the commencement of the next school year. Trinity teachers may not tutor their own students (in-coming or out-going). The Academic Dean and the Head of School will make exceptions to this policy on a case-by-case basis. These rare exceptions will be based on the specific needs of the student where, in the judgment of the administration, other tutorial support is not available or without which the student's ability to function in the next grade would be seriously compromised. The Trinity employee will be compensated and the parents billed by the School for sessions conducted.

#### **Responsibility of the Teacher:**

Teachers will return work in a timely manner with specific suggestions for improvement and will be available to meet with students to help ascertain specific needs. The teacher will also work in conjunction with the Academic Dean to help determine specific recommendations. Teachers will discuss the student's needs with the parents and the tutor to facilitate the student's progress.

#### **Responsibility of the Student:**

A student will first seek assistance from his/her teacher. A student will turn in work that he/she has done and not work that the tutor has produced. Students may not ask teachers to grant extensions on assignments to meet a tutoring schedule. Likewise, students may not miss school to meet with a tutor. Use of tutoring services should always stem from the desire to improve basic skills or to better understand class content and not a desire to receive a higher grade.

#### **Responsibility of the Tutor:**

A tutor is expected to help a student build skills. A tutor may not write a student's paper nor complete other class assignments for him/her. Tutoring is best when a tutor can supply exercises that support the assignments of a class in order to build skills needed for success in a class. Thus, periodically, a tutor should check with the referring teacher to assess the student's progress. When a student has gained the deficient skills, the tutor should encourage the student to try working on his/her own. Students gain confidence when they know that it is truly their work that is being assessed.

### **Responsibility of the Parent:**

Although the school may be able to suggest some possible tutors, the parent is responsible for finding a competent tutor. In the case of students with learning differences, the school will recommend a skilled tutor where possible. The parent should supply the tutor's name and contact information to the teacher so that a preliminary consultation with the teacher can be scheduled. Parents should foster a collaborative spirit between the teacher, student and tutor and should not expect the tutor to do the student's work in the pursuit of a better grade. Parents may not schedule tutoring sessions during the school day (8:15 to 3:00 for K-5). It is vital that tutoring sessions do not require a child to miss instruction or participation in school programs and activities.

### **Tutoring on the Campus:**

Tutoring will not be conducted on campus during school breaks or during the school year. Tutoring during the summer will not be conducted on campus by outside tutors. Where Trinity personnel provide tutoring, the sessions will be conducted in the School Library between June 15<sup>th</sup> and the end of the first week of August.

### **Uniforms**

Wearing a school uniform is a standard Trinity School holds on behalf of student equity and safety so that clothing is not a means of calling attention to oneself or a deterrent to physical activity. When children are not distracted by clothing and accoutrement choices, focus can be, more appropriately, on character and personal action.

To this end, Trinity School personnel are the ultimate decision-makers regarding what is or is not acceptable wear.

Trinity School requires students to dress for school in uniform clothing and other acceptable items only. Uniforms may be purchased from the Dennis Uniform Company, at 1282 Oddstad Drive in Redwood City, phone 650/299-9623, or on-line at [www.dennisuniform.com](http://www.dennisuniform.com). School Code: M5KTRI. Order forms and additional information are sent in the summer mailing.

If families wish to purchase from other sources, the clothing children wear to school should be as near an exact equivalent as possible of the choices offered through the Dennis Uniform catalog for Trinity School. However, the girls' jumper and skort as well as outerwear for boys and girls, dress sweaters, sweatshirts, vests, or jackets, should be purchased through Dennis Uniform.

The School runs a uniform exchange program (Unicycle) where recycled uniforms may be purchased at a greatly reduced rate. Donations to Unicycle are tax deductible as a clothing contribution. If you are interested in donating or purchasing uniforms from Unicycle, please see the Office Manager.

**Lost uniform** items appear daily, cluttering the campus and at a cost to families. To facilitate identification and help ensure return, **please mark all articles of clothing with your child's name clearly and with permanent ink.**

Description of Uniform Elements for All Students:

**Shirts/Blouses:** See descriptions for boys and girls below. All ECP-JK – 5 students are expected to begin the school day with shirts and blouses tucked in. Students whose shirts hang long on them may be asked to tuck them in.

**Sweater:** The navy cardigan sweater with the School logo on the left is a required part of the dress uniform.

**Sweatshirts:** The Trinity School sweatshirt is acceptable for regular school wear, but not for dress uniform occasions or some field trips.

**Shorts:** both boys and girls may wear tailored navy blue walking shorts. It is recommended that girls wear shorts under their jumpers for playground activities throughout the year.

**Skort:** Girls may wear the plaid skort. It may not be worn as “dress uniform.”

**Leg Wear and Socks:** Solid colored and non-textured tights or leggings in navy, red or white are acceptable. Knee socks and ankle socks in the colors listed above are also acceptable.

**Shoes:** Rubber-soled shoes are required on campus. Sandals or leather-soled shoes may cause a child to slip on the stairs or play equipment and are therefore not permitted. Sneakers or running shoes are an acceptable part of the uniform. Appropriate shoes must be worn for P.E. class. Shoes should be as plain as possible—no flashing lights, sparkles, or loud colors. Acceptable colors include black, brown, navy, white and red. Discrete company logos are acceptable. Boots are not permitted. Should rain boots be required for a special outing, parents will be notified in advance.

**Personal adornment:** Hair coloring, tattooing, nail polish, or other forms of personal adornment are inappropriate for an early childhood or elementary school setting. Dangling jewelry or items that can snag another child’s fingers during play is a safety hazard.

**Jackets:** Students are to wear the uniform fleece jacket.

**Vests:** Uniform fleece vests may be worn with the uniform in place of the fleece jacket or sweatshirt.

**Hats/Head-Coverings:** Hats, visors, or head-coverings such as bandanas may only be worn to and from School or at recess. They will not be worn in Chapel or class. Students are cautioned that they will be asked to remove dangerous or overt head-adornments. The parent should let the School know of religious restrictions for head-coverings, which the School will support.

**Dress Uniform: Children are required to wear the dress uniform on the first Thursday of each month for Eucharist (October through May). Students also wear the dress uniform for the evening music programs, for annual portraits, and graduation. Dress uniform is defined as long pants for boys or girls or jumpers/blouses for the girls, and the School sweater for both sexes.**

Free Dress Days are planned for ECP-JK – 5 each month, generally on the last Friday of the month. Children may wear clothing that does not restrict movement or infringe on modesty and is appropriate for classroom and the playground. Inappropriate clothing includes skin-revealing attire such as tank, halter, or strapless tops, short skirts or shorts, midriff exposing clothing, or clothing with overt messaging. In the case of a particularly active field trip, parents will be informed if play clothes may be worn. The teacher will discuss appropriate free dress attire with the children.

**Consequences for Improper Attire:**

Children should wear warm outer clothing or rain gear, as needed, but the School sweater or sweatshirt must be worn at school. Children wearing sweaters and sweatshirts that are out of uniform will be asked to remove these articles prior to Chapel and to wear a loaned

sweater or sweatshirt for the day. Parents may be called if clothing changes cannot be accommodated through a Lost and Found loan or a Unicycle purchase.

**ECP Consequences:**

The teacher will talk to the parent. Parental refusal to dress the child in the school uniform will be considered a lack of support for the School and may affect continued enrollment.

**K – 5 Consequences:**

Wearing the appropriate uniform and free dress options is the responsibility of the child and the parent. Parental refusal to dress the student in the school uniform or to cause the child to conform to school dress expectations will be considered a lack of support for the School and may affect continued enrollment. Inappropriate free dress attire will prompt a uniform reminder note to the parent and repeated non-compliance can result in a yellow light warning for the student.

For grades 2-5, the student will receive a warning for uniform infractions and the teacher will send home a uniform reminder. Three uniform reminders in a two-week period will result in a red light for the student.

**ECP for Threes and Fours Uniform:**

**Boys' Uniform:** Red polo-style short or long sleeve shirt, navy blue trousers or shorts, red, white, or navy blue socks and rubber-soled shoes. Outerwear includes the Trinity fleece, vest or sweatshirt. Blue jeans, sweats, and biker shorts do not comply with the School uniform. Shoes must be closed, safe for active play, and not feature overt logos or other features not found on basic shoes, i.e. no lights, sounds, rollers, bubbles, etc. Sneakers preferred.

**Girls' Uniform:** Same options and limitations as for boys described above. Girls may also wear the drop-waist plaid jumper with white blouse or turtleneck, the plaid skort with white blouse or turtleneck or the red shirts, Girls may wear white, navy, or red tights.

There is no dress uniform for ECP. Children may wear the various options described above on any school day.

**ECP-JK – Grade 5**

**Boys' Uniform:** Navy blue trousers or shorts, a white short or long-sleeved cotton knit (polo-style) shirt or turtleneck, a navy blue cardigan with the School emblem on the left side, white or navy socks, and rubber-soled shoes. Blue jeans, sweats, and biker shorts do not comply with the School uniform.

**Girls' Uniform:** Plaid jumper, white blouse or turtleneck, navy cardigan sweater, white or navy socks or tights and rubber-soled shoes. Navy blue trousers or shorts are also acceptable, as is the plaid skort. Blue jeans, sweats, and biker shorts do not comply with the School uniform.

## **HEALTH AND SAFETY**

### **Emergency and Health Forms**

Having accurate, complete information on the emergency forms for each student is imperative. As telephone numbers or emergency contacts change, email the School Office at [office@trinity-mp.org](mailto:office@trinity-mp.org) to update forms.

California law requires that the School receive a record of the child's immunization record as well as an official record of the child's health check-up before the child may attend school. Parents opting out of immunization must provide an immunization waiver.

The following immunizations are required of all students upon entry:

Polio

Diphtheria, Tetanus and Pertussis (DPT)

Measles, Mumps, Rubella (MMR)

Hepatitis B

Hib (for children under 4 years 6 months only)

Varicella (Chickenpox)

Tuberculosis test every 4 years

### **Emergency Preparedness**

**Drills:** Emergency drills for fire or earthquake are conducted once a month. Fire drills are announced by a continuous signal. Verbal instructions sound an earthquake simulation for the earthquake drill. Drill responsibilities are assigned to each employee.

**Emergencies:** In the event of an actual emergency, school personnel are responsible for the supervision of students until they may be safely released to a parent or emergency contact. Please create a family plan and give special care to the information provided for emergency contacts. An out of state contact may be necessary for the first hours following a major emergency.

On the Upper Campus, the release station is located at the gate on the lower level. The main entrance and parking lot must be kept free for emergency vehicle access. Do not try to telephone the School. General information will be broadcast by radio stations KNBR (680 AM), KCBS (740 AM), KGO (810 AM), and KCEA (89.1 FM in Atherton).

The School has developed an emergency preparedness plan. This "living" plan is refined annually. School personnel practice procedures and revise methods according to participant feedback and best practices. The plan calls for annual preparation and practice in the context of our overall commitment to school safety. A brief outline of the plan's components follows. Although the information below is specific to the Upper Campus, similar preparation and procedures are in place on the Lower Campus.

**Personnel:** All school personnel participate in the emergency preparedness efforts. The point people are the Head of School and the Chief Financial Officer, in consultation with the Finance Committee as needed. The School frequently consults school associations and government agencies for updated information on best practices in a variety of situations.

**Training:** the American Red Cross in basic first aid and child CPR has trained the faculty and administrative staff. In addition, the School benefits from the expertise of The Menlo Park Fire Department. Their officers have conducted several workshops on emergency procedures, including search and rescue.

**Practice:** In addition to monthly fire or earthquake drills, the School conducts a major emergency drill once each year in the fall. The drill is preceded by a faculty/staff orientation and followed by a debrief session. These drills last approximately one hour and simulate an actual emergency. Customary routes of egress are sometimes blocked, and a few older children are asked to play roles as injured persons. Each school employee specializes in one of five areas: first aid, search and rescue, student supervision, site safety, and student and staff attendance and release. The Head of School is the commander-in-chief and media contact.

**Supplies:** Classrooms are equipped with first-aid supplies, water, and other gear. The School congregates on the Lower Level where supplies are stored. These include a three-day supply of food and water, search and rescue equipment, first aid supplies, communication equipment, duplicate rosters and emergency forms for all students and employees.

### **Illness and Injury**

The School does not have a nurse on staff, and tends only scrapes and bruises. Medication, prescription and non-prescription can only be administered with written permission from the parent or guardian. All medication must be stored in the School Office on the Upper Campus or checked in with the ECP 3-4 Lead Teacher on the Lower Campus. The Office Manager on the Upper Campus or the ECP 3-4 Lead Teacher on the Lower Campus will distribute the medication. For the safety of all children, medication may not be stored in the child's lunch box or self-administered.

If your child becomes seriously ill or is injured, you will be contacted. If you are not available, the School Office will contact the alternative emergency numbers listed on the emergency card or the child's doctor. Please do not send your child to school when he/she is feeling ill or running or has run a fever in the past 24 hours. Children arriving with or developing the following symptoms will be sent home:

- Fever equal to or greater than 100 degrees F or 38.8 C
- A runny nose with green discharge
- A constant cough
- Nausea, vomiting or diarrhea
- Lice
- Contagious sores
- Skin rash (note from doctor required if non-infectious)
- Headache or other pains
- Red eyes and/or discharge

Please come as soon as possible (30 minutes at most). It is important that parents have a plan for the care of their sick child before it happens. If you are not available, the School will contact the alternative emergency numbers listed on the emergency card. Your child may return to school 24 hours after he/she has been free of any symptoms of illness.

### **Internet Safety Concerns and Tools**

As your children grow, computers become a vital tool in their educational development. Trinity's curriculum reflects that, and embraces the use of computers and the Internet as educational tools, and as life skills. There is no question that the Internet contains a wealth of valuable information, just as there is no question that it can be a dangerous place for a child. With that in mind, the activities we pursue here are done in a well-

monitored and structured way to ensure the safety of your children and propriety of the work being done.

That guidance must continue at home. To that end, we've prepared these guidelines to help you teach your children to protect their privacy, and to help you guide their behavior in a rapidly changing networked world.

#### Privacy:

Your child's privacy is their most valuable asset online. They must guard it carefully from those who wish to pry. Just as they are told not to give out information to strangers on the street, they must be taught the same rules on the Internet. Online message boards and instant messenger chatting are places where discussions can lead to disclosure. **Here are a few things your child should never disclose:**

- Their full name. First names *may* be acceptable, but they should never share their last name.
- Home address. Never under any circumstances should your child disclose this information.
- Phone number. Not only do you not want calls from strangers, but also simple web searches can use your phone number to determine your street address.
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#### Staying Informed:

Staying informed of your child's online habits is an important way to ensure they are not unwittingly exposing themselves to risks, or viewing inappropriate content. There are two basic ways to accomplish this. The simplest way is to keep computers in a public space where you can see the screen. Just as keeping a television out of their room helps you guide their viewing habits; keeping computers in public spaces is a vital way to keep tabs on their online habits. Another way to keep your child out of harm's way is to install filtering software on their computer.

Good filtering software will not only keep your children from accessing questionable content, but will also let you review what they have been looking at, and what they have been trying to look at. This information can be a great first step toward a conversation with your child about personal safety, propriety, or current events. We recommend Intego Content Barrier for Macintosh (<http://www.intego.com/contentbarrier/>) and Cybersitter for Windows (<http://www.cybersitter.com/>). Even with this software installed, you must understand that no software is perfect, and cannot be a substitute for parental guidance.

Discussing issues of appropriate behavior and personal safety with your children is the most important tool you have. As always, younger citizens know more about emerging culture than their elders. Candid conversations can be a learning experience for you as well. The more you know about what is going on, the more effective you can be in your guidance. Technological barriers will never be perfect. Content online is constantly changing and risks appear more quickly than they can be dispatched. Savvy children with the desire will find other venues to explore their curiosity, be it at a friend's house, or elsewhere.

**Lice**

Head lice, while not harmful to health, are an unwanted infestation that can be very challenging to control. In the best interest of all students and families, the School will conduct periodic head checks. Trained personnel or volunteers in the parent body conduct the checks at the beginning of the academic year and after longer vacations or as needed.

If your child has lice, you must inform the school. The dictates of civil consideration within a close community require this.

Trinity School employs a “no nit policy” as recommended by the National Pediculosis Association. (Hot line number is 1-800-446-4NPA.) The “no nits policy” calls for:

- Removal of all lice, eggs (nits) and egg cases following application of a lice-killing product;
- Exclusion of a child from school, extended care or other school-related activities until such measures have been accomplished. Exclusion and re-admission decisions are at the discretion of the Head of School or her designee.
- An on line resource for prevention:  
<http://www.headlice.org/downloads/10steps.htm>

**Nut Allergies**

School wide, we are a nut conscious campus. This means that we strongly recommend that families pack peanut and tree nut free foods for school snacks and lunches. It also means that during snack recess and lunch, children who have nut-containing food will be asked to consume it apart from the rest of the students, and use hand wipes immediately following. All students get a squirt of hand sanitizer after eating, before going off to play.

By class, we respond appropriately to a variety of serious allergies. For some students, exposure to certain foods is life threatening. In such cases, we ask that families and the class eliminate certain foods entirely for the safety of these students and the comfort of all. If you are in such a class, you have received these guidelines.

**Sexual Harassment**

Trinity School provides an environment that is free of any discrimination. The School strives for a positive atmosphere and therefore will not tolerate harassment that would have a negative impact on a student’s academic performance, or create an intimidating, hostile, or unsafe environment.

The following behaviors which are prohibited and which may constitute sexual harassment of a student include the following:

- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic comments about an individual’s body
- Sexual jokes, drawings, pictures, or gestures
- Teasing or sexual remarks about students
- Touching an individual’s body or clothes in a sexual way
- Displaying sexually suggestive objects
- Any act of retaliation against an individual who reports a violation of the sexual harassment policy or who participates in the investigation of a sexual harassment complaint

Any student who believes he or she has been harassed should promptly report the facts of the incident(s) and the name(s) of the individual(s) involved to a teacher or an administrator. The incident should be reported as soon as possible. The complaint will be investigated promptly. Every effort will be made to keep the identities of the student(s) involved confidential.

**Violence in the School/Workplace Environment**

It is extremely important that all students and employees cooperate with the School in order to minimize the threat or actuality of violence in our community.

Please immediately report to a teacher, an administrator or the Head of School any concerns or information you have which could lead to violence on either campus. This includes potential or actual threats by anyone, including fellow students or employees, former students or employees, their relatives as well as former friends. Weapons of any kind are absolutely prohibited on campus or at School events. The possession of a weapon by anyone at School or at a School event should be reported immediately. If a student or employee becomes aware of any actual violence, imminent violence or threat of imminent violence, you should immediately report the information to the School and, where appropriate, to the police. The School will endeavor to maintain the privacy of any confidential information. Student and employees should report any incidents of weapons, violence, or threats of violence without fear of reprisal of any kind.

## HOME AND SCHOOL

### Communication

As a whole community, we value and practice open communication between you and the person(s) who will partner with you to find resolution.

**Parent/Teacher Communication:** The faculty welcomes questions, comments, and input about the child's progress at school. Contact teachers by email, note, or voice mail. Teachers infrequently check their voice mail but do check email daily and will respond to or acknowledge email messages within a 24-hour period during the week. Please use email for the exchange of information. Where you have a concern or question about your child's progress, please email the teacher to request a meeting. Email, while expedient, is not appropriate for extended messages, dialog, or nuanced communication. Parent/teacher conferences are scheduled in November and are optional in the spring.

Teachers are available for additional conferences as necessary on an appointment basis. Please respect the teachers' need to attend to the students at the start of the school day. This is not the time to speak with teachers. Teachers will set a mutually appropriate meeting time. If there is a change in the home environment that affects your child, please let the teacher know. The faculty is more than willing to help a child with special situations.

Academic Dean is available to discuss your child's academic progress as well as overall social/emotional progress. Where the concern stems from classroom or playground, the Academic Dean should be approached after issue/situation has been discussed with the teacher.

**Head of School:** The Head is always available to discuss the School, its programs, and your child's relationship with the School. If you have specific questions about your child, please remember that the classroom teacher knows your child best, and comments and questions concerning your child, student relations, and the learning program should always be directed to the teacher and Academic Dean first. Please make an appointment to speak with the Head by contacting the Office Manager at (650) 854-0288 ext. 198 or via email at [mcampbell@trinity-mp.org](mailto:mcampbell@trinity-mp.org).

**Back to School Night:** Back to School night provides parents with an overview of the School year. The Head and Board members share information regarding the School program. Each classroom teacher will provide a detailed overview of the classroom program.

**Trinity Talk:** Each Friday, you will receive the Trinity Talk via email. Trinity Talk, flyers and enclosures will be available by email.

Please note that Trinity School does not include community announcements for events and activities. Persons with events and or activities to promote are welcome to post a flyer on the hallway bulletin board in the Upper Campus School Office or on the Information Board at the Lower Campus.

Website: [www.trinity-mp.org](http://www.trinity-mp.org) provides a comprehensive overview of the School.

**Trinity Parents' Association:** The TPA schedules general meetings for parents during the year. Please see the monthly calendar and notices in the Trinity Talk for times and locations.

**Concerns**

The School welcomes questions and prefers to deal with them openly and directly. It is the School's goal to assure that Trinity families have timely and effective information, a good understanding of school philosophy and practice, and open communication channels to faculty and administration.

The School expects parents to uphold the mission and philosophies of Trinity School and to deal with their concerns in a spirit of collaboration and problem solving for the benefit of the child and the School.

Parents may have questions about school programs or methods. Generally speaking, the best place to inquire is with the faculty member or staff person in charge. When approaching the appropriate person, it is best to set up an appointment so that you may have the individual's full attention and also protect the privacy of those involved. Please do not distract a faculty member from class time or other child supervision duties such as yard duty, field trips, or pick-up. Most matters will likely be explained and resolved with the appropriate faculty member; but if concern remains, speak with the Academic Dean for academic affairs or with Head of School for other matters.

After a meeting with the Head, unresolved issues may be addressed in a letter to the Board President. The concern will be considered, and you will receive a response.

**Development**

Trinity School is a non-profit organization. Tuition does not cover the total cost to educate your child. Several fund raising efforts occur during the year to support the current and future needs of the School.

**Annual Giving Program:**

The Board of Trustees raises funds each year to provide the margin of excellence to the School's programs. Contributions help sustain the School's profound commitment to excellent teaching through professional development and strong teacher to child ratios. Annual Giving consists of two programs in which all members of the Trinity community is expected to participate: Annual Fund and the Trinity Benefit and Celebration.

Annual Fund: Each fall, trustees, faculty, staff, parents, and friends of the School make cash donations to the Annual Fund. The School enjoys 100% participation through tax-deductible donations.

The Trinity Benefit and Celebration is a social event that raises funds for Trinity School over dinner and through silent and oral bidding on items, events, and services. Many individuals in the Trinity and the broader community donate items and underwrite this event to benefit the School.

**Capital Fundraising:**

Periodically a short-term fund raising program is planned to raise funds for a specific, major improvement to facilities. The Trinity community expects 100% of School families to participate in our Capital fund-raising efforts in addition to Annual Giving.

Restricted Gifts: If parents choose to make a donation to a specific School program, the Board requests that they talk with the Director of Development to see if their donation matches a category and priority on the School's designated gift and projects list. Unrestricted gifts to the Annual Fund most directly benefit the School.

### **Planned Giving:**

Depending on individual financial goals, a planned gift to Trinity may take many forms, from a bequest in a will to gifts of cash, stock, life insurance policies, or property. Please consult your estate planner or tax attorney for details and options.

### **Gift Giving to Trinity Employees**

**Birthdays:** A birthday book, gifted from the School to the Library in the employee's name, is presented in Chapel following recitation of the Birthday Prayer.

**Christmas:** Parents may choose to give individual gifts. The value and nature of the gift need to be commensurate with the occasion and the nature of the relationship.

**Faculty/Staff/Chaplain Appreciation Day:** Cards and fresh flowers for teachers and paraeducators. Guided by the room parents, the children may create a gift for the teacher and paraeducator during the afternoon of the luncheon.

**End of Year:** A voluntary contribution of \$5 - \$10 per child per teacher/paraeducator for a class gift is customary.

### **Parent Involvement**

Trinity celebrates the many highly motivated parents who are willing to volunteer their time and talents in support of the activities that benefit their children's education. The School understands that every family situation is different and, therefore, each family's ability to contribute time and talent differ. Trinity School depends upon each family to determine from personal styles and schedules its best form of involvement, respecting parental judgment regarding how best to participate and contribute to making Trinity School the special learning community it is. The Trinity School community expects all parents to volunteer substantially and with good will.

### **Parents on Campus**

Parents and friends on campus are expected to follow Trinity School guidelines and the requests of personnel on both campuses. Failure to do so may be cause for future enrollment contracts to be withheld by Trinity School.

At the Upper Campus, adult visitors, which include parents, sign in at the School Office and proceed directly to the area where volunteering. On leaving, sign out at the School Office. This ensures, for security and accountability purposes, that we know who is on campus.

Parents are not to go to the classrooms to deliver items or to check in on children. School personnel will deliver forgotten items.

Dogs and other pets are discouraged from being on campus. Any animal that does visit must be leashed or crated. No animal may be tethered and left unattended. If an animal's presence causes allergic reaction or disturbs the school environment, the responsible adult will be asked to remove the pet.

### **Parent Responsibilities**

- To read the Handbook and cooperate with its policies and procedures

- To reinforce the rules, standards, and academic expectations of the School
- To read the information sent home by the School and to attend and participate in Trinity School life functions, academic and otherwise
- To act upon the recommendations of the School regarding referrals or follow-up with professionals such as physicians, learning specialists, and tutors
- To model effective communication by routing concerns appropriately and by treating others with respect (See also: Concerns)
- To provide a homework environment that facilitates student concentration and academic independence
- To monitor homework time so that it is effectively used, stopping children from working on homework too long. Communicate with the teacher.
- To have students in school at all times except for illness, emergencies or pre-arranged “shadow days” to middle schools
- To arrange tutoring or adjunct educational services outside school hours
- To provide copies of reports or assessments containing learning diagnostics and/or recommendations that could benefit the teachers’ ability to serve the child’s needs
- To refrain from hiring or attempting to hire current Trinity School employees to tutor, provide child-care, house-sitting or other services as this creates a conflict of interest situation for the employee

**Parking**

Trinity School works to maintain good relations with its neighbors and the City of Menlo Park. Traffic congestion and emergency access are of particular concern. Park only in designated areas, keeping the fire lanes clear at all times and respect handicapped parking spaces. Please be aware that illegal parking (fire lanes or handicapped parking) is subject to City of Menlo Park Police fining.

When entering campus from Monte Rosa, please observe the regulation for NO LEFT TURN BETWEEN 8:00 AND 8:20 AM AND 2:45 TO 3:15 PM. Drive to the corner of Sharon Park, make a U-turn and return up Monte Rosa. The line to the entrance forms on the downhill side of Monte Rosa. Please pull as far to the right as possible to allow through traffic to pass easily and safely.

When entering the Upper Campus, please follow the ENTRANCE arrow into the parking lot on Monte Rosa Drive. Drivers exit using the exit driveway onto Monte Rosa Drive.

There are three parking areas:

- Front Parking Lot is the entire parking area before the speed bump. Park here to collect your child directly from the teacher in front of the School Office
- Rear Parking Lot is the area beyond the speed bump. This area is off limit for parent parking from 2:45 to 3:15 pm.
- Street Parking is along Monte Rosa. Do not block the turning areas required near the campus entrance. When parking along Monte Rosa, make sure to stay well off the street and not to block neighbors’ driveways.

Do not park:

- in Fire Lanes
- in Church Staff parking spaces

- in the parking island in the rear parking lot (reserved for School Staff)
  - in the rear parking lot between 3:00 and 3:15
- (See also: School Program: Drop-off and Pick-up)

**Party Liability Guidelines**

Trinity School does not sponsor, sanction, or support any private (i.e. non-school hosted) off-campus functions, including but not limited to Trinity School Benefit and Celebration private parties or “class parties.” Any invitation to or advertisement of any private off-campus function shall not contain any representations suggesting or implying Trinity School’s approval, endorsement, or sponsorship of such activity. Trinity School shall bear no responsibility for any event conducted at a private, off-campus function regardless of the participant’s affiliation with the School.

**School Directory Information**

Please respect the privacy of those listed in the school directory as well as family contact information you may receive through email or other communication. This information should only be used for school-related purposes, and only by members within Trinity School’s community.

Please also be aware that class email lists are not to be used to promote activities/events outside of Trinity School life.

**Transportation**

Transportation to and from school is the responsibility of the parent.