

TRINITY CHRISTIAN ACADEMY

Middle and High School Student/Parent Handbook

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Why Christian Education?

Christian education teaches the child how to grow with God—to understand, appreciate, and reverence Him. It teaches children how to know what their function is as God’s creation and representative in this world, and how to fulfill it. The student is taught to glorify God (life’s highest aim) and to develop and use his/her God-given intellect, talents, and skills as tools to help shape a world that is pleasing to God.

It is during the early years of a student’s schooling that attitudes toward God, obedience, patterns of thought, and many other character qualities and elements of a child’s makeup are being formed. The teaching of Biblical principles and the training of children during these early years encourage the development of mature and effective Christian adults.

The Board of Trustees of Trinity Christian Academy realizes the awesomeness of this task, and we pledge to you our prayerful and continued striving to provide the best in teaching God’s truths. Thank you for enrolling your child in Trinity.

“Train up a child in the way he should go, and when he is old he will not depart from it.” Proverbs 22:6

MISSION STATEMENT

God has called Trinity Christian Academy to assist Christian families and their churches in providing a Biblically directed, academically excellent education that equips students to be Godly leaders and servants in their homes, churches, and communities.

Purpose

The Trinity Christian Academy of Jackson, Inc. shall have the following purposes:

To establish, own, maintain, and conduct a school (or schools) for the daily instruction of children directed toward the end that these children may occupy their places worthily in society, church, and state; and the educational program shall be based upon the following educational purposes:

- a. Christian education has its foundation in the Creator-creature relationship taught in the Scriptures. It is understood as a process where a child’s personality is formed by instruction in the truth of God and human knowledge permeated with that truth.
- b. The responsibility for education rests upon the parents (Deut. 6: 6-9, Eph. 6: 1-4). They may delegate a part of this responsibility to an institution that is able to carry forward their God-given task. The authority of the teacher in discipline and character training is derived from the fact that he stands *in loco parentis*; and the teacher derives authority in subject matter from faithfulness to the laws of God in special and general revelation.
- c. The child is regarded first of all as a spiritual-physical creature, created in the image of God, capable of learning, knowing, and obeying the truth of God’s Word and the laws of His creation. He is also regarded as a social creature standing in relation to his fellow man, having moral, intellectual, and social needs.
- d. The curriculum of the Christian school is the medium through which the child is oriented to a life in Christ and to the culture of this world to the end that the child might have fellowship with and serve God in this life to come.

Doctrinal Statement/Statement of Faith

The basis of Trinity Christian Academy is the infallible Word of God, written, known as the Scriptures of the Old and New Testament and as they are interpreted in the historic, evangelical confessions of Christian faith. In accordance with these confessions, we hold unreservedly to the sovereignty of God as taught in Scripture and as specifically revealed in the Lordship of Jesus Christ, over the world and thus over every department of human activity, thereby recognizing these Scriptures as the supreme and final standard for life. Trinity Christian Academy is not a church nor is it subject to any ecclesiastical organization, but works with and through such bodies to aid and benefit both this school and such church bodies it may be associated with. Therefore, this school is committed to and subscribes to the following articles of belief:

The Bible - We believe that the Scriptures of the Old and New Testament to be inspired by God, and inerrant in the original writings, and accurately maintained over the ages by God's Spirit, and that they are the only supreme and final authority for the rule of faith and life for all men.

God - We believe in only one living and true God, who externally exists in three persons: Father, Son and Holy Spirit, having one substance, power and eternity, perfectly sovereign, holy and unchangeable and infinite in being.

Man - We believe that man and the universe were created by an immediate and direct act of God. Also, that man was created in the image of God, but he chose to sin and thereby incurred, not only physical death, but also spiritual death which is eternal separation from God; and that all human beings are born with a sinful nature and become sinners in thought, word and deed. All human beings stand accountable before and to God for their sins.

Jesus Christ - We believe that the Lord Jesus was begotten by the Holy Spirit, born to the Virgin Mary, and is truly God and truly man, yet one Christ, the only mediator between God and man. Also, that He was crucified on a cross, died and was buried and resurrected by God. He ascended into heaven and sits at the right hand of God the Father as our High Priest, King and Savior of His Church.

Salvation - We believe that the Lord Jesus died for our sins according to the scriptures, as a representative and substitutionary sacrifice; and that all who believe and trust in Him alone are justified on the grounds of his shed blood and perfect, righteous life. We further believe that all who receive the Lord Jesus Christ by faith, are born again by the Holy Spirit, and thereby, become children of God and are being sanctified by God.

Second Coming - We believe that our Lord and Savior Jesus Christ will personally return and set up His Kingdom wherein He will rule and reign in righteousness.

Final Resurrection - We believe in the bodily resurrection of the just to eternal blessedness according to the pattern of Christ's own glorious body, and the bodily resurrection of the unjust to eternal punishment.

School Governance and Management

Trinity Christian Academy is governed by a Board of Trustees. The Board consists of current and former parents and currently numbers twelve members. The primary functions of the Board are to act as the guardian of the mission of Trinity Christian Academy, to develop the major institutional policies and the long-range planning of the organization, and to be responsible for the financial viability and stability of the school. The day-to-day operation of the school rests with the head of school, the administrative staff, and the faculty. Under the leadership of the head of school, they are responsible for developing and implementing operational policies and procedures and for managing the various school programs.

Administration and Staff

Admissions Director - Mrs. Andrea Moody

The Admission Director guides prospective parents through the admissions process. Her office is also in charge of re-enrollment.

Athletic Director - Mr. Ken Northcut

The Athletic Director of Operations oversees all matters involving athletic programs and coaches in grades 5-12. He is responsible for the instruction, supervision, and communication with team coaches, cheerleading sponsors, and the athletic booster program. He oversees all outdoor fields and playing surfaces. He is responsible for working with coaches to make sure that all fields and playing surfaces are properly maintained for practices and competitions.

Business Manager- Mrs. Kristy Layman

The Business Manager oversees the financial operation of the school and supervises the finance office. She is responsible for monthly financial reports, account reconciliations and accounts payable. The Business Manager works with the Administrative Staff and Finance Committee to develop a school budget to be approved by the Board.

Bookkeeper – Mrs. Kim Sparks

The Bookkeeper is responsible for accounts receivable, which includes any matters concerning tuition payments, maintains monthly tuition cycle, works with the Admissions Director on tuition accounts of new parents and processes re-enrollment applications. In addition, she processes payroll for each employee and maintains the proper forms for this purpose.

Attendance Secretary/Assistant to Middle and High School Principal - Mrs. Trisha Hathcock

The Attendance Secretary is responsible for attendance records for grades 6-12 grades. The Assistant to Middle and High School Principal is responsible to work with the upper school Principals in the day-to-day tasks and services of school operations, and to create weekly correspondence with our school family.

Director of Guidance - Mrs. Penny Lay

The College Admissions and Director of Guidance guides Junior and Senior students through the college application process. She assists with scholarship needs and provides counsel and help to both parents and students with their post-high school plans and opportunities. In addition, as the Director of Guidance she directs and supervises the personal and academic counseling services for the guidance department. She has primary responsibilities for scheduling and maintaining student records as well as individual counseling for grades 9 through 12.

Elementary School Principal – Dr. Cindy Barnum

The Elementary School Principal provides leadership and direction for the faculty, students and parents in grades Early Education – 5th in academics, student affairs, and discipline.

Guidance Counselor - Mrs. Franky Taylor

The Guidance Counselor works with the Director of Guidance to develop an appropriate counseling plan of action. She maintains students' academic records and provides personal and academic counseling. She has primary responsibilities for scheduling and counseling students in grades 6 through 8 but assists high school students as needed.

Head of School Administrative Assistant/Activities Director - Mrs. Cheryl Emison

The Head of School Administrative Assistant is responsible to work closely with the Head of School in the day-to-day tasks and services of school operations. The Activities Director is responsible to organize programs and

activities for students and/or parents where they are given the opportunity to grow spiritually, academically, and physically.

High School Principal – Mr. Tommy Allen

The High School Principal provides leadership and direction for the faculty, students and parents in grades 9-12 in academics, student affairs, and discipline.

Interim Head of School/ Middle School Principal– Mr. Nelson Piercey

The Head of School has the responsibility for academic affairs of the school in grades PreK-12. He supervises the school principals and the faculty/staff in areas of curriculum development, student learning, and biblical integration into course work. In addition, he serves as the chief officer of the school and is charged with the responsibility of interpreting and translating the policies of the Board of Trustees. As Head of School, he promotes fiscal responsibility, guards educational priorities, and gives leadership to strategic planning. He is the chief spokesman for the school and represents the interests of the school to the community.

The Middle School Principal provides leadership and direction for the faculty, students, and parents in grades 6-8 in academics, student affairs, and discipline.

Admissions

Trinity Christian Academy is a co-educational institution for unmarried students from Christian homes in grades Ages 2-12th grade.

Statement of Non-Discrimination

Trinity Christian Academy admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, and national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

Re-Enrollment Policy

Trinity Christian Academy believes that a positive and constructive working relationship between the school, students, and the student's parents/guardians is essential to accomplish the school's educational mission. The school accordingly reserves the right to terminate or not renew a student's enrollment contract if the school reasonably concludes that the actions of the student and/or his parents/guardians make such a positive and constructive relationship impossible, or otherwise seriously interfere with the school's accomplishment of its educational purposes. The admission process is usually sufficient to ensure that students who are admitted have the ability to do the academic work required at TCA; however, re-enrollment is not automatic. Students must earn their place in the school each year. When a student continues to have disciplinary or academic difficulty, it may become apparent that TCA is unable to serve his or her best interests, and accordingly he or she may be denied re-enrollment.

The decision not to offer re-enrollment to a student is made by the administration only after a full discussion with the student's teachers. Written comments, grades, progress reports, and conferences should supply early warning to both the student and parents when persistent problems arise.

Conflict Resolution

Trinity Christian Academy is a Christian school, and the Word of God governs all of its affairs. As members of a Christian community, we enjoy the privilege of relating to one another not merely as parents and educators but as brothers and sisters in Christ. Therefore, the school board, administration, faculty, staff, parents and

students are expected to maintain a decorum that is honoring to the name of Christ. However, in spite of the best efforts of students, parents, and the school, conflicts will inevitably arise. When they do, it is important that they be handled in a biblical manner (Matthew 18) and in a way that leads to an effective resolution. The proper protocol for dealing with conflicts follows several steps.

The **first step** involves the teacher and the student. Many of the problems that arise at this level are matters of miscommunication, misunderstanding, or misbehavior. Most can be resolved simply by direct communication between the teacher and the student without parental or administrative involvement. Sometimes a problem of perception will occur, and students will feel that a teacher does not like them or is being unjust to them. In situations of that nature, it is particularly important that students go directly to the teachers for the issue to be addressed. Such a confrontation may feel awkward and uncomfortable, but this step should not be avoided. Parents should encourage their children to go to the teacher with whom they are in conflict and to discuss the matter one-on-one. Parents may be, and in some cases should be present, but the primary communication needs to be between the student and the teacher, with parents acting as a support not only of their children, but also of the process for correctly resolving problems in a Christian manner. If a conflict cannot be settled between the teacher and the student, then the **next step** is for the parents to go to the teacher(s). Keeping in mind that parents and teachers share a common value (to honor of Christ) and a common goal (the well-being of the child), the parties involved should labor to accurately understand one another's concerns and to develop a plan for the problems to be remedied. Again, it may be appropriate for a third party, such as an administrator, to be present, but the primary communication needs to be between the parents and teachers.

If after diligent effort, the matter remains unresolved, parents then go to the principal of the school in which their child is enrolled. The principals will not under normal circumstances meet with parents on a particular issue unless the parents have previously met with the teacher. **If further action is needed, then the parents are to request a meeting with the Head of School.** The Head of School will not usually become involved until the other steps have been followed. If further discussion is needed, the parents may request a meeting with the Executive Committee of the Board.

School board members do not deal directly with operational issues of the school and are, therefore, not directly involved in most of the conflicts that arise. The task of the board as outlined under the School Governance section is limited in scope and generally should not involve matters that are delegated to the administration and faculty of the school. **Therefore, individual board members should not be called to voice complaints or to seek their influence in individual matters or conflicts.** Parents and students should work through the process outlined above as the appropriate means to settle conflicts. Examples of inappropriate responses to conflicts include: involving individuals who are not directly a part of the problem in a discussion of the matter, soliciting public support for a private matter, initiating or signing petitions, gossiping or demeaning others, or attempting to circumvent protocol by going around proper channels to a higher authority.

Occasionally, conflicts between students and families will occur outside the school and are brought into the school environment. Under such circumstances, the school cannot be expected to solve the problems. Such conflicts need to be handled between the students and the families. Many problems are exacerbated simply by a failure to deal with them directly and forthrightly. Following Matthew 18, Christian parents who meet with one another concerning their children can successfully address concerns, clarify expectations, agree on strategies, and establish a high level of accountability for future behaviors.

TCA can provide an atmosphere where standards of appropriate conduct are established and encouraged; it cannot, however, insure that those standards are practiced outside of the school.

TCA will adhere strictly to the steps outlined above as the appropriate means of resolving conflicts.

TABLE OF CONTENTS

OPERATIONAL POLICIES

- Absence and Attendance..... 1
- Change of Address 1
- Classroom Behavior 2
- Co-curricular Requirement..... 2
- Computer Use Procedures 2
- Contacting Faculty and Administrators 2
- Counseling..... 2
- Discipline 3
 - Disciplinary Point System 4
 - Guidelines for Student Behavior 4
 - Guidelines for Student Behavior Off Campus 6
- Distribution or Display of Materials 7
- Dress Code/Uniforms 7
- Dress Code/Uniforms Enforcement 8
- Early Dismissals 8
- Emergency Closing of School 8
- Field Trips 8
- Food/Drink 9
- Health Issues 9
- Leaving Campus During School Hours 9
- Lost and Found 10
- Motor Vehicles and Parking..... 10
- Personal Property/Cell Phones 10
- Residency Requirement 10
- School Pictures 10
- Student Lockers 10
- Tardies to School 10
- Textbooks 11
- Visitors 11



PROGRAMS/SERVICES/ORGANIZATIONS

- Athletic Program..... 11
- Extra-Curricular Eligibility..... 12
- Fine Arts Program..... 12
- Library Services 12
- Lost Library Books/Materials..... 12
- Parental Organizations 13
- Spiritual Growth Activities 13



ACADEMIC POLICIES AND SERVICES

- Academic Counseling..... 13
- Academic Recognition 13
- Adding and Dropping Classes..... 14
- Auditing a Class/Independent Study 13
- College and Career Guidance..... 14
- Content of Textbooks 14
- Grading Systems 14
- Homework..... 16
- Make-up Work 15
- Permanent Records and Transcripts 16
- Promotion Requirements 16
- Report Cards 17
- Standardized Testing 16
- Study Hall..... 17
- Summer School 17



COURSE OFFERINGS AND GRADUATION

REQUIREMENTS

Middle School

- Course Offerings and Descriptions..... 17

High School

- Advanced Placement, Dual Enrollment, Honors, and Standard Classes 20
- Course Offerings 20
- Course Descriptions 21
 - Math..... 20
 - English 22
 - Science 22
 - History/Social Studies..... 23
 - Biblical Studies 24
 - Wellness..... 24
 - Languages 24
 - Fine Arts 25
 - Electives..... 25
- Graduation Ceremony/Policies 24
- Graduation Requirements 26
- Diploma Requirements 26



IMPORTANT UPDATES TO THE 2011-2012

- STUDENT HANDBOOK..... 27

OPERATIONAL POLICIES

ABSENCE AND ATTENDANCE

Absence from school usually exacts a price in reduced learning. Extensive absences can make it very difficult for a student to stay current at TCA and sometimes puts a student in a position where academic success becomes virtually impossible. Each student should come to school on time—every day. However, since a student's absence affects others, we have set guidelines to help us work together smoothly.

Call if you will be absent. If a student is going to be out due to illness, a parent should call the Attendance Secretary between 8:00 a.m. and 10:00 a.m. Attendance is taken by periods.

Checking in and out of school:

- A student arriving after 7:50 a.m. is counted as tardy to school.
- A student who misses more than 15 minutes of a class will be counted as absent for that class period.

Stay home if you are sick. If a student is out ill, he/she will not be allowed to come in to take a test or to turn in an assignment. If a student is too ill to come to school, we will all stay healthier if he/she remains at home until they are well. If requested, we will collect written assignments from teachers if a student is absent for a total of 3 or more days. If less than 3 days, the student should call a friend or classmate for his/her assignments.

Bring a note from home. Any time a student comes to school after an absence, we need a note from a parent/guardian. Failure to bring a detailed note stating the reason for the absence to the Attendance office within two days of his/her return will result in the absence being unexcused.

Student absences from class or school (for all or part of a day) fall into two categories – excused and unexcused. An excused absence is an absence due to personal illness, serious illness in the family, death in the family, school-sponsored trips, medical appointments, court appearance, and absences due to providential hindrance. All other absences are unexcused and will result in one percentage point per day being deducted from the nine-week academic grade for each class missed during that grading period. Final authority for judging the legitimacy of an absence rests with the appropriate principal. (After 6 absences for the year, any requests for avoidable absences will be unexcused.)

Family trips or other special activities may, with prior written administrative approval (at least one full day – 24 hours), be excused if the student has six or fewer absences at the time of the approval, if the days absent for the family trip or special activity do not cause the total number of days absent for the year to exceed sixteen, and if the student is in making satisfactory academic progress in all classes. (This includes early sign-outs or dismissals for weekend trips or non-school activities, driver's license, etc.) Any days or classes missed for a family trip or special activity that causes a student to exceed sixteen absences in a year will be unexcused and points will be deducted. **No absences for family trips or special activities will be excused during semester exams or during standardized testing.** After 8 absences, excused or unexcused, a student may not attend field trips or extracurricular trips without a principal's approval.

Though we understand and appreciate the value of family vacations and mission trips, we strongly recommend that such trips not be taken during school. Research indicates that if a student misses 7 days a year, his academic work suffers. There is also an impact on the community of learners as well as the teacher. However, if extenuating circumstances do not allow you to plan such trips when school is not in session, you should receive prior written administrative approval as early as possible. The above policy should be considered before making such plans. Additionally, the student is responsible for collecting all make-up work and taking all scheduled exams PRIOR to the preapproved absence.

Any assignments and tests missed during suspensions may be retaken. Any assignments and tests missed during an unexcused absence may be recorded as a zero.

Too many absences may require a parent conference. Eight absences are the maximum allowable in a semester. If a student exceeds eight absences for a semester, a parent conference with the principal may be required to discuss strategies to eliminate further problems. Any absences over sixteen for the year will be unexcused unless a doctor's note is provided; legitimacy will be determined by the appropriate administrator. Exceptions may be granted by the principal when documentation is provided for prolonged or chronic illnesses or extenuating circumstances.

CHANGE OF ADDRESS

Please inform the school of all changes of address. Otherwise, mailings or e-mails containing important information may be substantially delayed and may lead to communication problems. All address changes should be reported to the upper school receptionist.

CLASSROOM BEHAVIOR

It is imperative that the classroom environment be conducive to learning. Teachers have a discipline plan to produce this environment. They use discipline methods which draw on their own strengths for effective results. In the vast majority of cases, these methodologies achieve their intended purpose; however, there are students who, despite the best efforts of the teacher, continue to be disruptive. Stronger steps must be taken to assure compliance with acceptable standards of behavior.

First Offense – If attempts by the teacher are unsuccessful in changing behavior the student will be removed from class and will spend the remainder of the period in the Upper School Office. A conference will be held with the student, the teacher, and an administrator to discuss the incident. Any homework, quizzes or tests will be completed without assistance from the instructor.

Subsequent Offenses -The student will be removed from class for an indefinite period of time. Parents will be notified by phone or in writing of the decision. More serious circumstances or a failure to show improvement in attitude and behavior may result in having the student withdrawn from class permanently with a failing grade for the course.

CO-CURRICULAR REQUIREMENT

The purpose of the co-curricular programs at TCA is to foster physical, intellectual, and spiritual development while teaching the value of personal discipline, commitment, and the subordination of self-interest to the higher goal of team and group achievement.

All upper-school students are ***strongly encouraged*** to actively participate in some type of organized activity at the school for the year, a specific season, or for the duration of an approved activity. While it is not the intent of the school to dictate each sport or activity in which a student engages, the school staff through its expertise is charged with the responsibility of providing guidance and encouragement to students in selecting the area which best fulfills the individual's God-given talents.

The goals for student participation in our school programs are:

- To challenge each student to the point where he or she learns what it means to do one's best.
- To teach self-discipline and humility qualities which come from learning to function effectively within the framework of the rules and which benefit the group or team, the school, and most importantly the individual.
- To teach the meaning and value of personal commitment, a trait we would like to develop in

every student. Success in life nearly always involves teamwork and self-sacrifice.

These concepts are the cornerstone to building and developing conscientious, reliable young men and women for today's world. To this end, TCA is committed.

COMPUTER USE PROCEDURES

The school's computers provide opportunities to explore and use a varied and exciting set of resources including computer programs, CDs, and the Internet. The use of the computers must be in support of education and research and must be consistent with academic expectations of Trinity Christian Academy. The policy is simple and broad: 1) do not cause damage to or change any settings on the computer; 2) use the computer for school related work only; 3) and do not seek to access any areas that would embarrass the school or dishonor the Lord. Network storage areas will be treated like school lockers. Network and/or school administrators and teachers may review files, bookmarks, and communications under the same standards set for school lockers to insure the integrity of the electronic media. Privacy is not guaranteed for files stored on school servers. Files will not be maintained indefinitely. The use of the electronic networks and Internet is a privilege, not a right, and inappropriate use will result in cancellation of privileges and possible disciplinary action. Access entails responsibility. School administrators will deem what is inappropriate use, and their decision is final. Abuse of these procedures will most likely result in the revocation of student access or use of school computers.

CONTACTING FACULTY AND ADMINISTRATORS

Faculty and administrators are more than willing to assist students and parents with their needs and concerns and will make time in their schedule to accommodate them. Every effort should be made to do this during normal school hours. After or before school hours, a message can be left on voicemail or the teacher's e-mail. Every effort will be made to respond within 24 hours of the message. Only in cases of emergencies should faculty or administrators be called at home, using common sense related to appropriate times to call.

COUNSELING

At TCA we are concerned about the whole person. This includes the emotional, psychological, and spiritual well being as well as the academic development of each student.

We recognize that we all have times when we become overwhelmed with certain needs, concerns, or issues in our lives and that it is sometimes helpful to talk with an adult. The guidance staff and principals are more than willing to provide sensitive and confidential counsel upon your request. When it becomes apparent that there is a particular need or issue of interest to a number of students, a support group can also be provided. If

appropriate, referrals are made to persons or agencies off campus.

DISCIPLINE

Trinity Christian Academy, like any community or organization, must have a basic set of rules for behavior that promotes self-control, character and an environment where learning can take place. Students are expected to behave in a manner which demonstrates a respect for self, others, and recognition of the responsibilities of being part of a Christian educational community.

When a student is involved in a disciplinary incident, a Disciplinary Referral Form will be sent home with the student to keep the parent(s) informed of both the incident and the subsequent action taken by the teacher or administrator. If parents have questions, concerns, or comments concerning the content of the Disciplinary Referral Form, they are encouraged to contact the teacher directly involved in the incident. If parents have additional concerns after contacting the faculty member, they should call the Principal.

Disciplinary Options

The following methodologies are options available to teachers and administrators as they work with students concerning problematic behaviors. Any class time missed due to a disciplinary issue will result in an academic penalty to the student(s) involved.

Conferences – Student and parent conferences are often not only necessary, but important in communicating the defined behaviors that are being sought to bring a student into compliance with school guidelines. These may involve the student, the parent, the teacher, guidance personnel, or administrators.

Detention - Detention may be used as a consequence for a variety of offenses. Some examples are the following: tardiness to class; chewing gum; failure to return signed papers or tests; rude or discourteous behavior; lying; disruption of chapel, and other actions deemed inappropriate by the faculty and administration. A disciplinary referral form will be sent home with the student to be signed by the parent and returned to the school.

Detention meets for one hour on Friday morning's from 6:30-7:30 a.m. Moving detention from one week to another is strongly discouraged and must be approved by the Principal before noon on Thursday. Failure to arrive on time to detention, not serving a scheduled detention on the appropriate date, or excessive detentions served/accumulated may result in stronger disciplinary measures, such as Saturday School.

Removal from Class - Occasionally a student's behavior is detrimental to a favorable classroom environment. When a teacher's efforts at correction are unproductive and the learning or teaching process

continues to be disrupted, a student may be temporarily or permanently removed from the class. Permanent removal will result in a failing grade for that course.

Saturday School - Saturday School may be used as a consequence for repeated misconduct as evidenced by multiple detention offenses or a significant incident and serves as an interim step before a student misses classes or extracurricular activities through an In-School-Suspension. Saturday School is generally from 8:00 a.m. - 12:00 p.m. on designated Saturdays. Failure to arrive on time to Saturday School, not serving a scheduled Saturday School on the appropriate date or excessive detention served and/or Saturday Schools will result in stronger disciplinary measures. There will be a \$20.00 charge for all students who serve a Saturday School.

In-School Suspension - Students involved in serious misconduct, consistent disruptive behavior or showing disregard for TCA policies may be given an In-School Suspension. Although isolated from students during the day of suspension, suspended students will be expected to complete all assignments on time. A letter will be placed in the student's file concerning the incident. Generally, 1, 2 or 3 days will be assigned depending on the seriousness or the repetitive nature of the offense. A student may not participate in extracurricular activities on days when In-School Suspension is served.

Out-of-School Suspension - Students involved in a serious violation of school policy may be given an Out-of-School suspension. A letter will be placed in the student's file concerning the incident, and the student will not be readmitted without a parent conference. A student may not participate in extracurricular activities during this time. Also, a student who is serving an out-of-school suspension may not attend any school functions on the days the suspension was served.

Disciplinary Probation - Students involved in serious offenses may be placed on disciplinary probation. This means that for the prescribed time, the student may not be involved in a serious infraction of school policy or rules without running the risk of being expelled from the school.

Voluntary Withdrawal from School – Occasionally in severe cases it may be in a student's best interest for parents to take action before the school does and withdraw their student voluntarily.

Expulsion - Sometimes, in extreme cases, it becomes apparent that it would be best for the school and the student that he/she leaves the TCA campus. If a student who has been expelled wishes to rejoin the TCA community, the student must reapply through the Admissions Office and complete the admissions process. The TCA administration reserves the right to refuse re-admission.

DISCIPLINARY POINT SYSTEM

The disciplinary point system has been put in place as a means to act in a fair and deliberate manner as we attempt to assist the student in correcting his/her behavior. Depending on the severity of the offense, a point value is assigned as specified below:

Detention- The following are examples of minor detention offenses: chewing gum; talking in class; food or drink in restricted areas; excessive tardiness to class; repeatedly unprepared for class; sleeping in class; restless or inattentive in class; first dress code violation; uncovered book after warning; unreturned papers needing parent signature; and other similar offenses. (1 Point)

Detention - The following are examples of more major detention offenses: Repeated tardiness to school; rude or discourteous behavior; defiant attitude towards authority; lack of cooperation; excessive talking after warning(s); inappropriate behavior; lying; reckless driving on campus or school zone; disruptive in chapel; violation of established rules after a warning; excessive roughhousing; cell phone violation; second dress code violation; and other similar offenses. (2 Points)

Saturday School - The following are examples of Saturday School offenses: Repeated or flagrant dress code violation; an unserved detention; skipping a class; insubordination; repeated minor and major detention offenses; second cell phone violation; and other similar offenses. (3 Points)

In-School Suspension - The following are examples of ISS offenses: Continued dress code violations; excessive unexcused tardiness to school; cheating on a quiz or test; plagiarism; minor vandalism (any damage less than \$50 or does not require an off campus expert to repair); leaving school without permission; offensive written or verbal language; harassing or threatening another student; continued minor and major detention offenses after serving a Saturday School; and other similar offenses. (4 Points per day)

Out-of-School Suspension - The following are examples of OSS offenses: forgery; alteration or interception of a school document; fighting; stealing; truancy; major vandalism (any damage more than \$50 or requires an off campus expert to repair); use or possession of tobacco products on campus; and other similar offenses. (5 Points per day)

Any violation which occurs repeatedly, is combined with other inappropriate behavior or is carried to an extreme can result in a disciplinary action at the next higher level.

Detention, In-School Suspension and Saturday School will be working on campus during the period of time designated for the consequences. During Detentions, Saturday Schools and In-School Suspension students may be required to serve the school in various tasks that may include cleaning, sweeping, pulling weeds, etc...

Occasionally mitigating circumstances may influence a disciplinary decision. Factors worthy of consideration include, but are not limited to, prior offenses, intent, provocation, and attitude.

The following policies apply to the Disciplinary Point System:

1. Points are accrued as offenses occur throughout the year. Any student who has accrued 8 points will automatically receive notice of such a milestone and a conference including the student, one or both parents, and an administrator may be required. The purpose of this meeting is to discuss the behavioral difficulties that have been occurring, to make sure there is a clear understanding of the expectations of the student, and to discuss strategies for improvement.
2. When a student accrues 10 or more points, the Disciplinary Committee may meet to discuss appropriate disciplinary action. The parents will be informed as to the outcome of this meeting.
3. Any student having accrued 14 points **over two consecutive semesters** shall be in danger of dismissal from TCA or forfeiture of re-enrollment.

GUIDELINES FOR STUDENT BEHAVIOR

The primary task of a TCA student is to receive a Christian education. When each student is admitted, he/she becomes identified with the school, and his/her conduct should reflect favorably on them and the school. Guidelines provide boundaries for security and freedom, and we expect each student to follow them both in attitude and behavior. TCA reserves the right to discipline, suspend or expel a student who is guilty of serious misconduct occurring on or off the school campus. Listed below are serious offenses that will not be tolerated. Any one of these could lead to immediate dismissal.

Abusive or Obscene Language

Curse words, swear words, racial slurs, and suggestive language are not appropriate for the spiritual and academic environment of our school, whether printed, spoken or recorded.

Alcohol, Drugs, or Abuse of Other Medications/Products

Possession or use of alcohol or unprescribed drugs of any kind are not allowed on campus or at school-sponsored activities. This includes coming on campus or attending school-sponsored activities under the influence of drugs or alcohol. Students who violate this policy will be terminated from the school. Prescription drugs should be used only under the direct supervision and knowledge of school personnel. It is prohibited to sell, give, or otherwise transfer prescription drugs to another student or individual, please see guidelines on page 9.

Over-the-counter medications must not be abused, and abuse will be treated in the same way as illegal drugs. Also, the harmful or detrimental use of any product in a way not intended by the manufacturer can be extremely dangerous and will not be tolerated.

Trinity is committed to taking appropriate action to promote a drug-free environment for our school community. The unlawful use of marijuana, alcohol, and other illegal drugs creates a serious threat to the school environment as well as the academic and social wellbeing of our students. TCA reserves the right to test or screen students for the use of drugs and/or alcohol. All students may be required to participate in screenings.

Cheating

Cheating is defined as any act of deception or fraud that results in representing someone else's work as one's own or in affecting one's grades or any act that aids another student in such a deception.

Disrespect

Students are expected to submit to the authority of all teachers and administrators in all situations and under all circumstances, showing proper respect in both attitude and actions. Students will, in turn, be treated with respect by all teachers and administrators.

Hazing

Hazing is defined as any action that recklessly or intentionally endangers the physical and mental health or safety of students. No member of any student organization shall harass, intimidate, mock, or ridicule anyone else or commit any other similar or initiation-type act as a formal or informal requirement for membership, admission, or participation in any student group. Students should take every reasonable precaution to avoid being hazed or initiated. Therefore, it shall be an offense under these guidelines for a student to permit himself or herself to be hazed, with the only defense being that the student could not reasonably have prevented the hazing.

Plagiarism

Plagiarism is passing off a source's information, ideas, or words as your own by omitting to cite them, and it is an

act of lying, cheating, and stealing. Since you also claim that it is your own work and use it to get credit for work you have not really done, you also lie and cheat. You cheat your source of fair recognition for his or her efforts, and you cheat the students who have completed the same assignment without plagiarizing.

Incidents of plagiarism vary in seriousness and in circumstance and will be evaluated individually. Plagiarism can occur on any kind of assignment, from a two-page problem set or response paper to a 20-page research paper. More common than wholesale copying, especially in longer papers, is piecemeal or mosaic plagiarism, in which a student mixes words or ideas of a source (unacknowledged) in with his or her own words and ideas, or mixes together uncited words and ideas from several sources into a pastiche, or mixes together properly-cited uses of a source with uncited uses. But at any point in any paper, these forms are still plagiarism.

[This modified excerpt is used by permission of Gordon Harvey, Harvard University.]

Pornography

Possession of pornography is strictly prohibited on campus or at school-sponsored activities. Students who violate this policy will be immediately placed on out-of-school suspension until the Disciplinary Committee has the opportunity to meet to discuss other disciplinary action.

Sexuality

TCA strives to enhance and strengthen a biblical sexual identity in its students. We endorse positive interaction and friendship between males and females. However, conduct with persons of the opposite sex should reflect respect for oneself, for the other person, and for the rest of the community. Therefore, caution should be taken that the public display of affection does not cause others to be uncomfortable, reflect an inability to use good judgment, or dishonor the student or the Lord. The Bible is clear on its limitations of sexual activity outside the bounds of marriage. As a result, students are to use extreme discretion in their physical relationships.

Sexual Harassment

Sexual harassment will not be tolerated. Of particular concern are lewd or sexually suggestive comments, behavior, and uninvited physical contact.

Stealing

Stealing is the taking or borrowing of another's property without stated permission on each occasion. This includes textbooks, uniforms or equipment, and personal items. Do not abuse the trust of a friend.

Tobacco

Use or possession of tobacco in any form is not allowed.

Truancy and Cutting Class

It is each student's responsibility to be in class and on time each day. Students who are absent unexcused and without parental knowledge and approval are considered truant and are subject to suspension.

Vandalism

A destructive act against the school facility or equipment is an act against all of our students, faculty, parents, and friends who strive diligently to provide a clean, decent environment that honors God. At minimum, you will be required to pay compensation for all damages.

Violence or Threats of Violence

Bullying includes three important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Any form of violence, threats of violence, or bullying are not acceptable at TCA and are against the foundational belief that God has created each person in His image and we are to show kindness, encouragement, and love for others. TCA will determine if a threat of violence is credible and specific, meaning a reasonable belief or suspicion, determined by the discretion of the school administration, that the threat was or might be genuine, or that the student was or might be capable of carrying out the threat. Consequences for bullying, violence and threats of violence, both for those determined credible and threats that are not likely credible, including cases in which the student was "just kidding", will be determined by a collaborative group including, the teacher, principal, and parents. A repeated offense may include the Head of School. The school may also require students in these circumstances to obtain counseling at the family's expense from a Christian counselor or other professional agreeable to the school. If counseling is required, such student will not be permitted to continue enrollment in the school until the counselor advises the school that the student, in the counselor's opinion, does not present a threat of danger to himself or others. Any child who feels they are the recipient of violent actions or that are being bullied should report such incidents to their teacher. Teachers will take all reports seriously and will work with the student, principal, and parents to resolve the issue.

Weapons

TCA takes its responsibility to protect all of our students very seriously. Therefore, if a student brings a weapon to school, or to a school function, or has a weapon on his/her person, the school will immediately terminate the student. Possession includes, but is not necessarily limited to, having a weapon in a locker, bookbag, purse, or vehicle.

GUIDELINES FOR STUDENT BEHAVIOR OFF CAMPUS

As a Christian school and because of our mission to Christian families, we are the Body of Christ at school. Therefore:

- Inappropriate behavior among our members is our concern regardless of when or where the behavior occurs.
- Our students ought to rightfully expect us to be concerned for their nurture and admonition regardless of where they are.
- Our students represent the school whether they wish to or not.
- Behavior guidelines, rules, and school consequences for the behavior of students when not at school are not inherently outside the concern of the school.

Parents, not the school, are responsible for the rearing of children. Therefore:

- What parents do with their children or permit their children to do in private is not normally a matter over which the school ought to seek to exercise control.
- While most of a school's authority derives from the parental delegation of authority to the school to act *in loco parentis*, the school also has legitimate intrinsic areas of authority in which it may set academic standards and behavioral standards as requirements for membership in the school community.

The school has a legitimate interest in protecting its reputation in the community. Therefore:

- Public student behavior is of interest to the school.
- Public behavior is any behavior that occurs at school, away from school, or in the home when more than the family is present.
- The school's interest in a student's public behavior may conflict with the authority and responsibility of the parent, but while the school may not act to supersede the role and authority of the parent, it may nevertheless rightfully exercise criteria for membership within the school community.
- The school has a legitimate right to enforce standards against any student behavior that is illegal.

Examples:

Under age drinking is illegal.
Shop lifting is illegal.

- The school has a legitimate right to enforce standards against any student behavior which is legal but which clearly violates moral or ethical standards accepted by the Christian community across broad denominational lines.

Examples:

Abortion is legal but prohibited by Christians across broad denominational lines.

Swearing and cursing is legal but prohibited by Christians across broad denominational lines.

- The right of the school to enforce standards for behavior off campus and at non-school events is much more questionable when those standards, even though broadly held, are supported primarily as signs of good parenting and not as a part of the moral or ethical consensus.

Examples:

Sloppy dress and rambunctious behavior
Crudeness

The school enforces discipline on campus and at school events both to maintain a smooth running organization and to teach character. Therefore:

- Discipline for off campus activity should enhance the smooth running of the school.
- Discipline for off campus activity may also be designed to assure parents and other students that our campus is safe and well managed.
- Discipline for off campus activity should convey that our concern for student behavior has a fundamental integrity and is not merely driven by convenience.
- Because one goal of discipline is to provide a smooth running campus, discipline for off campus behavior may take a different form than for on campus behavior even though the behavior in questions appears to be similar.

With these thoughts in mind, the following principle will generally be followed for off campus discipline. Regardless of when or where committed and regardless of the status of prosecution, TCA will treat any illegal student behavior as if the offense took place on campus. This principle helps maintain the safety and peace of our campus. TCA will deal with all other inappropriate student behavior that occurs off campus in a manner adjusted to the circumstance but not necessarily as if the behavior had occurred on campus.

DISTRIBUTION OR DISPLAY OF MATERIALS

All materials must be approved by class sponsors or the administration prior to being distributed or displayed. This includes all school-related materials regarding events and activities. On rare occasions, the principal may consider posters or announcements from other sources that would be of important concern for our faculty and students.

DRESS CODE/UNIFORMS

Modesty and neatness are the basic ideas behind the TCA uniform dress code. It is not unusual for organizations and businesses to establish acceptable standards for members of their community and to expect compliance. We require the same at TCA. Uniform dress

is part of your normal responsibility as a TCA student. It is not optional, and your cooperation is anticipated. Clothing and apparel not specifically mentioned is not acceptable. Rather than chase fads with a code that says what may not be worn, this code focuses on specifics which are considered acceptable. **Trinity uniform pieces (tops and bottoms) must be purchased from Parker School Uniforms.**

Girls Dress Standards (6-12)

Required Chapel/Special Assembly or Event Uniform

- **Skort** - Plaid (must be two inches or longer from the top of the knee cap).
- **Blouses** - Fitted white long or short sleeve; white 3/4 sleeve. White knit shirts are not acceptable for Chapel.
- **Socks** - White or black socks, solid-colored tights, or nude stockings (student choice).
- **Shoes** - Any shoe or boot, flat or with a heel not to exceed two inches. Athletic shoes or flip flops are not acceptable as part of Chapel dress.

All Other Days Mix and Match Options

- **Skort** - Plaid skort or khaki short, modest length as deemed appropriate by the Administration.
- **Pants/Capris/Shorts** - Flat front khaki or black pants; pleated front khaki pants; flat front khaki capri; or khaki shorts
- **Blouses/Shirts** - Fitted white (long or short sleeve); 3/4 sleeve white; purple, black or white knit (long or short sleeve). A solid white, black, gray, or purple t-shirt or camisole must be worn underneath white shirts or blouses. No hoodies are allowed.
- **Sweater** - Black v-neck or black twin set.
- **Socks** - Solid color socks or tights, nude stockings (student choice).
- **Shoes** - Any shoe or boot, flat or with heel not to exceed two inches, Crocs, sandals with leather soles. Flip-flops are not acceptable.
- **Accessories** - Fleece jacket w/logo and nylon anorak (black). No sweatshirts are permitted.
- **Belts** - Belts must be worn with appropriate attire.
- **Jewelry** - Rings, necklaces, and earrings must be tasteful. Studded jewelry, collars or hair scarves are prohibited. Earrings are to be worn in the ear lobe with a maximum of two per ear while at school. Body piercing and tattoos are not permitted.
- **Hair** - Extreme hairstyles are not permitted.
- **Any questionable attire may be deemed unacceptable by an Administrator.**

Boys Dress Standards (6-12)

Required Chapel/Special Assembly or Event Uniform

- **Shirt** - White or black oxford shirt w/logo. T-shirts may be worn under the uniform shirt. These T-shirts should be solid white, black, gray, or purple.

There should be no logos or writing on undershirts. All shirts must be tucked in.

- **Pants** - Khaki (flat or pleated front).
- **Socks** - Socks are required.
- **Shoes** - Black or brown dress shoes, bucks, loafers, or Walabees.
- **Tie** - Student choice.
- **Belt** - Black or brown belts are required.

All Other Days Mix and Match Options

- **Shirt** - White short/long sleeve oxford w/logo. Purple, black or white long/short sleeve knit w/logo. T-shirts may be worn under the uniform shirt. These T-shirts should be solid white, black, gray, or purple. There should be no logos or writing on undershirts. All shirts must be tucked in. No hoodies are allowed.
- **Pants** - Flat or pleated front khaki.
- **Shorts** - Khaki
- **Socks** - Socks are required (student choice)
- **Shoes** - All other days - black or brown dress shoes, bucks, loafers, boots, Walabees, Crocs, closed-toed Birkenstocks, or athletic shoes. No flip flops or any shoe with a toe piece.
- **Accessories/Hats** - Black or brown belts must be worn; sleeveless v-neck w/logo; fleece jacket w/logo; black crew neck sweater w/logo; tie (student choice). No sweatshirts are permitted, other than the approved senior sweatshirt. Hats may not be worn or carried around at school.
- **Hair, Beards, and Sideburns** - Hair should be neat, clean, and combed. Hair should not extend over the eyebrow, extend over the top of the ears, or extend over the collar. Facial hair is not permitted. Young men should be clean shaven at all times. Sideburns may not extend below the ear hole. Extreme hair styles are not permitted. Hair may be lightly highlighted but not dyed.
- **Jewelry** - Earrings may not be worn to school or any school function. Necklaces must be tasteful and not of the choker style. Body piercing and tattoos are not permitted.
- **Any questionable attire may be deemed unacceptable by an Administrator.**

Senior pictures must be taken in dress code to be published in the yearbook.

DRESS CODE/UNIFORMS ENFORCEMENT

Uniform dress compliance is the normal responsibility of a TCA student. It is not optional, and each student’s cooperation is anticipated. The following procedures are designed to deal with violations in a fair and deliberate manner.

When a uniform dress code infraction is confirmed, the student will be sufficiently confronted and brought into compliance if necessary. A parent will be notified and the

necessary arrangements will be made to correct the situation and eliminate further noncompliance.

Further Offenses -The student will be brought into compliance in accordance with the policy stated above. A determination will be made for a more effective strategy in dealing with this issue and to make sure there is a clear understanding that additional violations will result in stronger disciplinary actions. At this point, a tailored, more specific dress code may be necessary for a period of time.

EARLY DISMISSALS

- 1) If a student has a request for early dismissal, they should bring it to the Attendance Office prior to the beginning of school. In most instances, the student will be given an early dismissal slip. If there is a question or concern about the reason for an early dismissal, he/she will need to see the Principal for his approval. Classes missed due to a reason deemed “unexcused” will result in one point being deducted from the nine-week average for each academic class missed. (See “Absence and Attendance”)
- 2) If a student forgets or is unable to do this during the designated time, he/she should come to the office as early in the day as possible. The Attendance Office will approve the request for early dismissal and will provide the student with an early dismissal slip. Repeated failure to follow the established procedure will result in a denial of the early dismissal request.
- 3) If the student will be driving, he/she is free to leave campus at the time designated on the early dismissal slip upon signing out in the office. Otherwise, the adult who is picking the student up must come to the Attendance Office to sign the student out.
- 4) Students are requested to turn in assignments for classes that will be missed before leaving campus. Whenever possible, any missed tests or quizzes should be rescheduled before leaving campus.
- 5) School hours are from 7:50 a.m. - 2:50 p.m. and are set aside for academic endeavors. Students are expected to be on campus during this time. Seniors who have a 7th period Study Hall are allowed to check out early only if they will not be returning to campus. In other words, students will not be permitted to leave and return for athletic or other extracurricular activities. They should remain on campus for safety purposes.
- 6) Seniors may check out early as long as:
 - a. they have not missed any more than 8 days of school the previous semester or 16 days the previous year;
 - b. they have maintained a minimum 2.5 GPA;
 - c. they have had no out-of-school suspensions the previous or current year;
 - d. they have a note from a parent on file.

EMERGENCY CLOSING OF SCHOOL

In case of bad weather, TCA will announce an emergency closing of school through the news media and Edline text messaging. TCA will not necessarily follow the Jackson-Madison County School system regarding closings. On the days when there is a question regarding the weather, students and parents can keep posted by listening to the local TV and radio stations. Unless the announcement is made that school is closed, students should assume that school will be open. When a decision concerning a closing is made, an announcement will also be placed on the website and Phone Message System.

FIELD TRIPS

Field trips are an important part of the educational process. Written permission must be given by a parent or guardian for students to participate. Cooperation and responsibility are crucial to the success of a field trip. Students are expected to behave in a manner that reflects positively on TCA. Failure to do so will result in a disciplinary response that may include the loss of the privilege of going on subsequent field trips and/or a parent personally removing the child from the field trip.

FOOD/DRINK

No eating or drinking should occur in classrooms, hallways or outside grounds without specific permission. Plastic water bottles with lids are permitted. Students are not allowed to order food in or have food delivered to the campus during the school day.

HEALTH ISSUES

Medications Policy

Students are not allowed to possess or dispense medication at any time. Teachers and assistants are also not allowed to dispense medication. All medicine, including prescription, over the counter, asthma inhalers, etc. must be brought to the Attendance Office. If your child requires medication to be dispensed at school the following guidelines must be followed:

1. A signed physician's consent form must be on file in the office.
2. The medication must be in the original container and include the dosage instruction label.
3. All medication must be kept in the office.
4. Parents are responsible for bringing medicine or picking up empty containers. Students may not deliver medicine to the office.

School personnel can administer basic first aid to your child. Emergency situations will be dealt with as the situation dictates, and only until we are able to contact the home or follow the designated procedures prescribed by the student's parents. Please do not send your child to school if they have the following conditions:

Fever	Chicken Pox	Conjunctivitis
Measles	Impetigo	Vomiting
Diarrhea		

If your child is running fever, the parent will be contacted to pick up the child from school. Children should be fever free for 24 hours before returning to school. It is important that the school have emergency contact telephone numbers in case your child needs to leave for any medical reason. Please notify the office of phone number and address changes.

First Aid - Minor Injuries

Those students receiving minor injuries should report to the school office. If appropriate, treatment will be given by a staff member. If it is more serious in nature and requires professional assessment and care, a parent or emergency friend (someone who is available and easily contacted by TCA) will be called so the student can be taken to a medical facility.

First Aid - Major Injuries/Serious Illnesses

In the event of a serious injury or illness, TCA reserves the right to call emergency personnel to assist in the care of the individual. Every attempt will be made to contact the parent before doing so.

Medical Release Forms

Every student must have a completed and signed Medical Release Form on file in the school office.

Illnesses during School Hours

Students who become ill during the school day should report to the Attendance Office, where parents will be called to come for the student when this is deemed necessary. When neither parents nor the emergency contact listed can be reached, the student who is too ill to attend class will be sent to the school office until someone can be contacted. It is the parent's responsibility to come or send someone for the sick student immediately since the school may not be equipped with proper facilities or personnel. Parents should come to the Attendance Office to check their child out.

LEAVING CAMPUS DURING SCHOOL HOURS

Students are not expected to leave campus during the normal school hours of 7:50 am - 2:50 p.m. If personal items, textbooks, or homework are left at home or elsewhere, arrangements should be made for the delivery of these items to the school office. However, if a student is requested or needed to run an errand for official school business, the student must have permission from a parent or legal guardian. Students will be considered truant and assigned an unexcused absence when:

1. leaving campus without school permission,
2. failing to check out in the school office, **or**
3. running personal errands.

LOST AND FOUND

All lost items, except books that are found in classrooms, will most likely be taken to the office at the end of the school day. Unclaimed clothing and shoes will be sent to the Goodwill Center several times a year. Valuables, such as watches, jewelry, and glasses, will be stored in the Attendance Office.

MOTOR VEHICLES AND PARKING

The speed limit on campus is 5 mph—walking speed. Reckless driving or improper parking may result in the revocation of driving privileges on the TCA campus. TCA retains the right to gain access to any vehicle parked on campus. Cars should be locked at all times with any valuables locked in the trunk. Students are not to go to their parked cars or to the student parking lots during the day without specific permission from the administration.

PERSONAL PROPERTY/CELL PHONES

Students should use discretion in the personal property they bring to school. **Items such as playing cards, cigarette lighters, laser pointers, artificial noisemakers, personal electronic devices (e.g., mp3 players, radios, digital cameras, video cameras), and other similar devices tend to invite misuse and often cause classroom distractions and interruptions. Leave them at home.** Such items will be confiscated and returned to parents at an appropriate time. Students should also avoid keeping large sums of money in their purses, wallets or pockets. Calculators are not to be used for games or recreation and will be removed from the student's possession and returned to parents following misuse or abuse.

Students may possess cell phones at school; however, **students may not use them at any time during the school day to make or receive calls or send or receive text messages.** Cell phones must be **turned off** and stored in a purse, book bag, or pocket at all times beginning at 7:40 until 2:50. Cell phones that are seen or heard will be confiscated and kept for two weeks, and the student will be assigned detention. Parents can pick the phone up in the office after the two-week period. Repeated violations will result in the phone being confiscated for longer periods of time and additional detentions for each violation.

Students are allowed to contact parents using the school phone in the Attendance Office in the event of an emergency. Parents are also able to leave messages for students by calling the main office. Parents and students should avoid using cell phones to communicate during the school day.

RESIDENCY REQUIREMENT

All students are expected to live with their parent or guardian. If, for any reason, a student no longer lives with either of the aforementioned parties, they are required to inform the school administration immediately.

SCHOOL PICTURES

Senior portraits for the yearbook are scheduled during the summer prior to their senior year. Shelby Images has specific guidelines for these portraits. Prints must be submitted to the yearbook by their deadline. Underclassmen will have their pictures made in early fall. Times will be announced.

STUDENT LOCKERS

TCA provides each student with a locker. Since the lockers belong to the school, TCA retains the right to search lockers at any time.

TARDIES TO SCHOOL

If a student arrives any time after 7:50 a.m. bell rings, he/she should do the following:

1. Report to the Attendance Office.
2. Present a detailed note from a parent explaining the late arrival. (NOTE: If the student does not have a note, he/she should bring one to the Attendance Office within the next two days or the student will be assigned an unexcused tardy to class.)

Students are expected to be on time to school. They should plan on leaving early enough that under normal circumstances they would arrive ten or fifteen minutes early. This will allow for a "cushion" to allow for minor traffic delays or car pool delays, etc. However, there are times when there are excusable reasons for tardiness. These tardies are for unavoidable reasons where circumstances are out of the student's control, such things as your vehicle not starting, being involved in an accident, extensive traffic or weather related delays (as reported by numerous students), your car pool driver is late, etc. In such cases, the parent should contact the Attendance Office immediately for appropriate resolution of the problem.

Tardies for circumstances that are under the student's control will be considered unexcused. These include sleeping in after play practice or an athletic contest, typing a research paper assigned weeks in advance, not arranging for a

ride when a vehicle has been in the shop for two days, etc.

The following are the procedures applied for unexcused tardies each nine-week marking period:

First Offense: Each student is permitted one unexcused tardy without a disciplinary penalty.

Second Offense: The student will receive a warning.

Third Offense: The student will serve a detention.

Fourth and Subsequent Offenses: The student will serve a Saturday School. A parent conference may be required at this time. The purpose of such a meeting would be to discuss the difficulties the student is having in relation to this issue, to discuss strategies for improvement, and to make sure there is a clear understanding of the consequences of continued difficulties.

TEXTBOOKS

All textbooks belong to TCA and are loaned to students for use during the school year. Students are required to keep all books covered, but contact paper is not to be used. Textbooks are distributed by the classroom teacher. The name, number of the textbook, and its condition are recorded by the teacher.

If a book is lost, the student must pay for its replacement before he/she can be issued another text. Students are responsible for the textbooks issued to them. Any loss of a book should be reported immediately to your subject teacher.

Textbooks may be checked out by parents during the summer to assist with tutoring for their student providing they are returned by August 1st. A check for the amount of the text is required at the time of the loan and will be returned provided the deadline is honored.

VISITORS

1. All visitors should stop in the main office, sign in, and receive a visitor’s badge before going elsewhere on campus.
2. Non-TCA students who have an interest in attending TCA at a future date should first contact the Admissions Office to request a visit to the campus.
3. Lunch visitation is limited to family members, TCA alumni, pastors, youth pastors, and other groups (such as Young Life representatives) as approved by the administration.



PROGRAMS/SERVICES/ORGANIZATIONS

ATHLETIC PROGRAM

The mission of TCA athletics is to glorify God through a program that is based on God’s Word, committed to the development of Christ-like character, and continually striving for God-honoring excellence through athletic competition.

TCA Athletics – Core Values:

- **To Glorify God** – “...whatever you do, do it all for the glory of God.” (1 Corinthians 10:31)
- **To Emulate Jesus Christ** – “Be imitators of God...” (Ephesians 5:1)
- **To Develop Christian Character** – “...let your light shine before men, that they may see your good deeds and praise your Father in heaven” (Matthew 5:16)
- **To Demonstrate Exemplary Sportsmanship** – “If anyone competes as an athlete, he does not receive the victor’s crown unless he competes according to the rules” (2 Timothy 2:5)
- **To Strive for God-honoring Excellence in All We Do** – “Whatever you do, work at it with all your heart, as working for the Lord, not for men” (Colossians 3:23)

The TCA administration and coaches are committed to the ongoing development of an athletic program that strives for God-honoring excellence. This commitment may often reflect an athletic program which has an emphasis and disposition that is diametrically opposed to what is often seen in sports today. This commitment may also at times mean jeopardizing a win in the short term for our long term goals. At TCA, winning will never take precedence over our core values and the biblical principles upon which our athletic program will continued to be built. Nevertheless, it is our conviction as evidenced by real-life examples, that winning has and will often be a by-product of remaining committed and steadfast to these core values and principles. This is what TCA Athletics is about, and will continue to be about at an even higher and greater level than ever before!

School policy on daily attendance – All athletes are required to be at school for ½ day (7:50-11:30 or 11:30 – 2:50) in order to participate in games or practice. Exceptions may be made by the Principal for emergencies.

Spectator Behavior – TCA students and parents are expected to demonstrate sportsman-like conduct at all home and away events. It is important that students understand the following:

1. Obscene or inappropriate cheers or gestures, erratic behavior and unsportsmanlike conduct will not be condoned or tolerated.
2. School and game officials reserve the right to refuse admission or have removed any person(s) who violate rules of good conduct.
3. Artificial noisemakers (bells, horns, wood clackers, etc.) are not permitted.

Athletic Eligibility Requirements for Grades 6-12

1. A member in good standing of the TCA student body.
2. A physical exam form, completed by a medical doctor, must be on file with the athletic director.
3. Such other requirements as set forth by the Tennessee Secondary School Athletic Association and/or TCA.

EXTRA-CURRICULAR ELIGIBILITY

All students will be required to maintain a passing average in all core subjects per 9 weeks (English, Math, Science, History, and Bible). If a student fails a core subject, the student will be placed on academic probation, meaning the student's eligibility to participate may be jeopardized during the following 9 week grading period. The student's eligibility will be evaluated by the principal and members of the faculty.

FINE ARTS PROGRAM

Drama Productions

The drama department at TCA offers a variety of areas for students to be trained in the art of theatre. TCA offers a high school drama auxiliary class in which the students will learn to express themselves dramatically as well as learn the skills needed for behind the scenes. The high school drama class puts on two major performances a year as well as performing during regular chapel services. Each student is educated in the areas of acting, sound and lighting tech., radio and television and public speaking.

Vocal Performance Groups

Choral performance groups are offered to students interested in vocal music: The Middle School Choir consists of students enrolled in the middle school choir auxiliary for 7th and 8th grade students. This ensemble performs in area churches and various school functions. The Praise Band consists of a small group of singers and instrumentalists enrolled in the class for that year who lead in worship for chapel and perform at various school functions. It is also an instrumental performance group. The High School Choir and Advanced Choir consist of students enrolled in the class for that year. These classes teach important vocal performance techniques and participate in the All Northwest Honor Choir competitions. The students also learn valuable sight singing and ear training skills. The amount of

performances depends on the size of the group each year.

LIBRARY SERVICES

The Library provides a place where students, faculty, and parents can come to access information and materials for personal and academic use. It is a place where students can study, enjoy leisure reading and receive help in finding answers to their questions. Although quiet conversation is allowed, an atmosphere conducive to study and reading is essential. Each student is responsible for helping to maintain an academic environment.

1. All materials taken from the Library must be first checked out at the circulation desk. Students who remove materials from the Library without checking them out are subject to disciplinary action.
2. Computer workstations are available for student use. The computers are for school use only. Students should not attempt to use the computers for anything other than their intended use. Any attempt to alter settings will result in severe discipline. Students may not use school computers for e-mail because of the possibility of opening a virus and infecting all the computers on campus. Students have access to Microsoft Word, Access, Excel, PowerPoint, the Internet, and on-line magazine database, and the card catalog on computer. There is a fee for computer printouts.
3. Circulation Policies
 - a. General Circulation Books are checked out for 2 weeks.
 - b. Reference books are checked out overnight only. They are to be returned before homeroom the following school day.
 - c. Magazines and newspapers are available for use in the Library only.
 - d. Open check-out times are also provided at discretion and approval of classroom teacher.

*The library does not charge late fees or overdue fines for library books that are late being turned in. However, students may not check out any library materials until library books/materials have been checked in. We appreciate students returning library books and materials in a timely manner.

LOST LIBRARY BOOKS/MATERIALS

If library books/materials are thought to be lost, these items need to be replaced. Therefore, full replacement cost is to be paid for lost library books/materials. Or, parents have the option to replace book/material provided replacement is of same type (e.g., hardback for a hardback).

PARENTAL ORGANIZATIONS

Athletic Booster Club

The purpose of the Athletic Booster Club is to support the total school program through personal service, financial aid, and prayer with emphasis on the needs of athletes.

P.A.W.S.—Parents Always Willing to Serve

The purpose of P.A.W.S. is to develop united efforts between parents, administrators, and faculty that will secure for the students the highest advantages of a truly Christian education—spiritually, academically, culturally, socially, and physically. Although the association is an independent organization established for this purpose, it recognizes the overall authority of the school trustees in all things pertaining to the school and its program.

Fine Arts Guild

The Fine Arts Guild of Trinity Christian Academy will assist the Fine Arts Department in the organization and promotion of visual and performing arts on the Trinity campus. Recognizing that all good gifts come from our heavenly Father, Trinity's Fine Arts Guild will seek to enhance those God-given talents within the students through education and gift-development.

SPIRITUAL GROWTH ACTIVITIES

While the school attempts to view all of life as a spiritually beneficial activity (I Cor. 10:31; Col. 3:17), some activities are structured primarily to help the student grow in the spiritual dimension of life. Student participation and leadership in chapels, class devotions, prayer meetings, and Bible studies are encouraged.

Chapel

Weekly chapel services are meant to be a high point of school life as students and faculty meet to worship and honor the One at the center of school life. Students' assistance is necessary as we strive to promote a spirit of worship and unity resulting in a meaningful experience for everyone. Therefore, students are to proceed to their seats in a timely and orderly fashion. Respect should be shown those who are leading and attending chapel. Parents are always welcome to attend these programs.

Morning Prayer

Morning prayer time allows students and faculty to maintain proper perspectives in the midst of the daily routines of school life. The weekly faculty prayer time, as well as other informal prayer time, is intended to enhance the spiritual growth of the school community.



ACADEMIC POLICIES AND SERVICES

ACADEMIC COUNSELING

The numerous guidance and counseling services provided to TCA students are under the supervision of the Guidance Counselor. These programs are designed to assist individual students, in consultation with their parents, and in personal and academic development. Each student is periodically required to take aptitude and achievement tests. The results of these standardized tests are made available to parents. They are used to help define the student's strengths and weaknesses and to advise them in making curriculum choices. The Guidance Counselor acquaints the students with facts about class scheduling and assists the students and parents with questions about study habits and grades. Student performance is reviewed at the end of each grading period, and individual counseling is provided when needed.

ACADEMIC RECOGNITION

National Honor Society

The purpose of the TCA Chapter of the National Honor Society is to create an enthusiasm for superior scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of exemplary character in all TCA students. Election to membership in this organization requires an outstanding academic average, and excellence in areas of service, leadership, and character. The National Honor Society requires a student to take standard, Honors, or AP courses and to maintain a 93 cumulative numerical average. **All** courses are included in this average. Honors courses are weighted with 5 additional points to final numeric average and Advanced Placement courses are weighted with 10 additional points to final numeric average. To remain a member in the Honor Society, a student must continually meet membership requirements.

BETA Club

The BETA Club is an academic club for 9-12 grade students who have a 90 or higher yearly average. Members are required to complete 10 service hours.

Principal's List and Honor Roll

The Principal's List consists of students with all grades of 93 or above on their report card for a specific grading period. The Honor Roll consists of students with all grades of 85 or better on their report card for a specific grading period. In the Upper School, all grades are calculated to determine a student's average. All cumulative averages are rounded to the nearest whole number. End of year awards for Principal's List are achieved by making the Principal's List for each of the first three nine week grading periods of the current

school year. Any grade of Incomplete recorded on a report card makes students ineligible for the Principal's List or Honor Roll.

ADDING AND DROPPING CLASSES

New courses can be added to a student's schedule only during the first three weeks of the first semester if the resulting change does not overload a class. Students with no study hall may drop an elective course before the first three weeks of school with no grade or other academic penalty. If a student continues in a course beyond the end of the first grading period, a semester grade will be recorded on both the report card and permanent record.

For students withdrawing from a course after the first grading period that recorded grade will be an F for the remaining part of the course and as a final grade. Partial credit will not be given for a year-long course that is dropped at the end of the first semester. Students must be enrolled in at least six subjects at all times. If students change levels of classes (i.e. standard to honors or vice versa), grades are carried as they are recorded to the next class.

AUDITING A CLASS/INDEPENDENT STUDY

Occasions may occur when a student would benefit from repeating a course in which he/she has received a passing grade. In such cases, a student may audit the class and complete the required work as other students but receive no permanent grade. Permission must be first received from the Guidance Office.

Usually due to a scheduling conflict, students may be allowed to participate in an independent study. Students must satisfactorily complete all assignments, projects, and tests as assigned by the supervising teacher in a specific time frame before grades can be given and credit granted. An independent study may be offered at the discretion of the guidance department and are offered only in rare cases.

COLLEGE AND CAREER GUIDANCE

The Guidance Counselor provides information to parents and students about all areas of college admissions, including national testing and deadlines, college admission requirements, scholarships, and related data. Each student receives counsel and guidance as college choices are delineated, goals defined, and career opportunities explored in the college process. Meetings with visiting college representatives for interested students are arranged by the Guidance Counselor. In addition, seniors are encouraged to visit college campuses by using college day privileges.

College Visitation Days

Seniors are granted the opportunity to use a maximum of three (3) days during the senior year to make college visits. These absences will not count against exam exemption requirements. Permission must first be requested through the TCA Guidance Counselor indicating the request is in accordance with the following basic guidelines:

1. At least 5 school days advance request must be made using the college visitation form available in the Guidance Office.
2. Visits to colleges within Madison County are not eligible for a college day.
3. College visitation days must be taken by April 15.
4. Students visiting a college should be accompanied by a parent or guardian whenever possible or reasonable.
5. Up to 3 college days will be counted as school-related absences but will not count as days missed for exam exemptions. (See Senior Exam Exemption policy.) However, the student is responsible for providing appropriate notice to the Attendance Office.
6. "Official" college days will not be granted for students with excessive absences for the year.

Resources and Office Hours

Resource materials concerning college or career planning include college and financial guides and catalogues relating to specific colleges and universities. The Guidance Office is open during the school day as well as before and after school hours Monday through Friday. Parents may call for an appointment. Students should make arrangements to come to the Guidance Office during a study hall or Advisory Period whenever possible. Trinity Christian Academy's School (CEEB) code is 430-958.

CONTENT OF TEXTBOOKS

TCA uses a wide selection of textbooks. Use does not imply acceptance of all its contents. Scripture will be the final authority in all areas of instruction.

GRADING SYSTEM

The following numerical scale is used for academic achievement:

93-100	A
85-92	B
75-84	C
70-74	D
0-69	F
Incomplete	I

Class Rank

The two students in the senior class with the highest GPA's are named Valedictorian and Salutatorian. This is based on cumulative grade point averages for eight

semesters beginning in grade 9. To be eligible, a student must attend TCA his junior and senior years. **The Valedictorian and Salutatorian must have completed all graduation requirements and earned an Academic with Distinction Diploma.**

Awarding Credit

For semester courses, credits will be awarded based on the semester average. Averages 70 or greater will receive 0.5 credits. For year-long courses, credits will be awarded based on the final year-end average. Student's second semester average must be 70 or above. The two semester averages will be averaged together to calculate a final average (both semesters equally count 50%). A full credit (1.0) will be awarded if the final average is 70 or greater.

If a student repeats an academic course, credit will be accepted from an accredited institution. The repeated course will be in addition to, and not in place of the repeated course on the student's transcript.

Grading (High School)

Students earn numeric grades for each class taken. Numeric grades appear on the report card and transcript. Grades reported on a transcript are by semester only. The grade point average is based on the numeric average of semester grades in all courses taken to establish a grade point average (GPA). The numeric average can be converted to a GPA as shown on the following chart. However, it is important to remember that colleges and athletic associations often use other methods of computing a GPA. The resulting GPA may be different from the one based on this conversion scale.

AVERAGE		QUALITY POINTS		
Numerical	Letter	Standard	Honors/Dual Enrollment	AP
98-100	A+	4.50	5.00	5.50
95-97	A	4.25	4.75	5.25
93-94	A-	4.00	4.50	5.00
90-92	B+	3.50	4.00	4.50
87-89	B	3.25	3.75	4.25
85-86	B-	3.00	3.50	4.00
81-84	C+	2.50	3.00	3.50
78-80	C	2.25	2.75	3.25
75-77	C-	2.00	2.50	3.00
70-74	D	1.00	1.00	1.00
69 and below	F	0.00	0.00	0.00

*Honors weighting for transfer courses will be granted only for those classes that are honors classes at TCA.

*A student performing at less than a C level in honors or AP courses will not receive additional quality points and

may forfeit eligibility for continuing in the Honors Program at TCA.

Incompletes

The grade of Incomplete (I) is given when a student's work is not completed at the end of a marking period because of illness or other unusual circumstances. **This work must be made up within two weeks of the end of that grading period.** An Incomplete grade on the report card will be replaced with the appropriate grade after the two-week grace period has expired. An exception to this policy may be granted by the Principal for an extended illness.

Progress Reports

Progress reports are posted weekly on-line using Edline. Generally, progress reports are updated each Thursday afternoon. Parents and students are strongly encouraged to activate their Edline accounts and view reports regularly. These reports are intended to communicate the progress of students throughout the 9-week grading period and may indicate grades that are a concern. Questions about the progress reports should be asked directly to the appropriate teacher.

Calculating Semester Averages

Semester averages for each course in grades 9-12 are determined by doubling the grade for each of the two (2) marking periods, adding that sum to the semester examination grade, and dividing by five (5). The semester exam thus counts 20% of the final semester average. Semester grades are recorded on permanent records.

Semester averages for each course in grades 7-8 are determined by adding the average for the two quarters of the semester and dividing by two. The semester examination is recorded as two test grades and averaged with the test scores for the participating quarter to determine the semester average. Semester grades are recorded on permanent records.

Semester averages for grade 6 are determined the same as the seventh and eighth grades except the exam score is entered as one test score instead of two.

Senior Exam Exemptions

Exam exemptions are granted for:

1. Any single semester course with at least a 93 average and no more than five excused school day absences in that semester. (Refer to Absence and Attendance.)
2. Second semester exams with at least a 93 average and no more than eight excused school day absences for the year. (Refer to Absence and Attendance.)
3. Exceptions for extended illness may be considered as needed by the Principal, provided the requests are received in writing before May 1st (December 1st for a first semester course). In such cases, the Principal will reduce the total absences for the extended

illness to five (5) and then the student will fall under the basic guideline of the exemption policy. (#1 & #2 above)

NOTE: A senior with an unexcused absence will be required to take exams for that semester. Any senior who receives an out-of-school suspension will not be granted an exam exemption for the semester during which the suspension was served.

HOMEWORK

Students should allow sufficient time each day for homework. Study hall time should be used conscientiously. Students are advised to plan involvement in co-curricular or out-of-school activities so they will not impede academic progress. Parents who observe their children consistently struggling with homework each night should contact the Guidance Office for assistance.

Wednesday Night Homework

Homework or projects are not to be due on Thursday, and quizzes or tests will not typically be given on Thursday. The following exceptions to this general policy will be made:

1. Routine math and foreign language homework may be given every day.
2. To meet unusual schedule constraints, occasional tests may be given on Thursday with the approval of the Principal.
3. Thursday tests may be given by any teacher during the last week of a nine-week marking period.

MAKE-UP WORK

Unless illness or extenuating circumstances will not permit adequate preparation, students should be prepared to make up missed tests or assignments the day of their return to class after a one-day absence. However, students with an excused absence from school for two or more days are generally allowed three days to make-up the work missed. Make-up tests may be scheduled before or after school or during a time that is convenient to the teacher. Please make satisfactory arrangements with your teachers as soon as possible following any absence. Failure to do so may result in your receiving no credit for the assignment. If you miss a class due to a curricular activity (e.g. field trip) or a co-curricular activity (e.g. baseball game) you are not allowed extra time, as a rule, to make up your work. For example, if you play baseball and miss a math class on Tuesday, you should turn in your work for Tuesday's class prior to leaving for the game and be ready for class on Wednesday. Some exceptions to these general rules may be allowed, but we will usually stay with the policy. These guidelines should always be understood:

1. Students are responsible for making up the work missed within the specified time frame.
2. It is the student's responsibility, not the teacher's, to initiate the make-up work plan.

3. You should seek assistance regarding work missed first from classmates, and then if there are further questions, seek out teacher assistance at an appropriate time.

PERMANENT RECORDS AND TRANSCRIPTS

Permanent records for students in grades 6-12 are located in the Main Office. Included in the records are results of achievement tests, ability tests, career surveys, and college entrance test results. Health and immunization information and a copy of the student's birth certificate, when supplied by the parent, are placed in the file. With the parent's consent, any special psycho educational test reports that supply information helpful to the teachers and student are included in the records. Some disciplinary reports are also included. Records may be viewed by parents upon request. The Guidance Counselor will be happy to assist parents in test interpretations and ability-achievement correlation. It is best to call and set up an appointment. A transcript contains yearly averages, cumulative averages, total credits, class size, and graduation date. A student's transcript may be sent to colleges, prospective employers, scholarship foundations, and various other agencies. TCA will send the transcript directly to the other institutions upon request. Transcripts sent to colleges will include test scores when available, but it is the responsibility of the student to insure the appropriate score is sent to the college.

PROMOTION REQUIREMENTS

Promotion to Grade 7 or 8

Students who pass all core academic subjects in the previous grade will be promoted into the next grade. Core academic subjects include English, Science, Math, Bible, Social Studies, and Reading. If a student fails any core subject, that core subject must be remediated in summer school in order for the student to be promoted to the next grade level. Because Bible is not offered in a traditional summer school, arrangements for Bible remediation need to be made with the Middle School Principal. Failing three or more subjects in grades 6-7 will result in failing for the year.

Promotion to Grade 9

In order to be considered for promotion into the 9th grade, students will be required to pass (or make up in the summer) all major subjects in grade 8. Major subjects include English, Science, Math, Bible, and Social Studies. No more than two subjects can be made up if failed. Students failing more than two major subjects are required to repeat the grade. Arrangements for make-up work for failures in Bible must be made through the TCA guidance counselor. Credits earned prior to entering ninth grade will not be reported on a transcript nor included in computation of grade point average.

Promotion to Grades 10-12

For promotion to these grade levels, students must accumulate the number of credits listed as follows:

Grade Credits

Freshman	Fewer than 6 credits
Sophomore	6 credits
Junior	12 credits
Senior	18 credits

A credit is given for every class that meets five days a week for a full year. One-semester classes receive one-half (.5) credit. The exceptions to this are students enrolled in Dual Enrollment courses.

REPORT CARDS

As outlined in the yearly calendar, a computerized grade report will be mailed home to parents of students following the end of each nine-week grading period in the upper school. The report becomes the property of the parent and is not to be returned to the school. Subsequent reports will include all grades from the beginning of the semester. Questions and concerns about grades should be directed to the classroom teacher or to the Guidance Office.

STANDARDIZED TESTING

Standardized testing at TCA is important for placement in classes and in college preparation and admission. The TerraNova3 Test is administered to grades 6-9 each spring, and the results are one of the criteria used for placement in advanced classes. In addition, the following tests are administered to students:

Eighth grade – EXPLORE test

Ninth grade – TerraNova 3

Tenth grade - PLAN in October

Eleventh grade - PSAT in October, ASVAB in November, and ACT in April.

These tests are not optional and all except the ACT are included in the tuition. Optional tests that are recommended are the SAT for juniors and the PSAT for high achieving sophomores. High school students are encouraged to take additional college admissions tests (ACT and SAT) for practice and to attend preparation sessions. Both the ACT and the SAT are administered five times during the school year. All TCA students must take the ACT or SAT at least once in order to graduate from TCA.

***For students diagnosed with a physical, learning or attention disorder, you may qualify for special testing of the ACT or SAT. A professional evaluation must have occurred within the last three (3) years. Application forms for the ACT or SAT special testing may be obtained online or in the Guidance Office. ACT requires that the application form be returned in ample time for them to make a determination of the eligibility. Our deadline at TCA is six (6) weeks prior to the October

testing. If you have any additional questions, please contact the Guidance Office.

STUDY HALL

With permission, study halls may be used for supervised tutoring or school service activities. Otherwise, it is to be used as a quiet study time. It is expected that students will use such time wisely and not disturb other students.

SUMMER SCHOOL

Students who fail a subject required for graduation are allowed to make up the course in an approved summer school. No more than two subjects may be made up during a summer. Students failing Bible must pass an appropriate Bible course before being admitted the following year. TCA does not allow credit for a course that is required for graduation to be taken as a new subject in summer school unless prior approval is given for unusual or extenuating circumstances. All summer school classes must be completed before the beginning of the next academic year (including Compuhigh).



COURSE OFFERINGS AND GRADUATION REQUIREMENTS

MIDDLE SCHOOL COURSE OFFERINGS AND DESCRIPTIONS

MATH**Math 6**

The primary objective of this course is to extend student understanding in the broad areas of whole numbers, decimals, fractions, ratio/proportion, measurement/geometry, and algebra. Number patterns, statistics and graphs, integers, solving equations, and probability are among the key concepts to be studied.

Pre-algebra 7

Students in this course will extend their math development in 6 basic areas: decimals, fractions, algebra and statistics, integers and algebra, geometry and measurement, and proportional reasoning. Students will extend their knowledge of algebra by solving multi-step equations and working with inequalities, functions, and graphs. The concepts of patterns, probability, and statistics will also be explored in depth. Students in the accelerated class will cover the same basic topics but at a faster pace and in greater depth.

Algebra 8

Students in this course will extend their development in 5 basic areas: algebra and integers, algebra and rational numbers, linear equations, inequalities, and functions. Among other important areas of emphasis will be the application of algebra to geometry, statistics, and polynomials, the study of integers, equations, rational numbers, two and three dimensional figures, polynomials, and nonlinear functions.

Algebra I:

In this comprehensive, accelerated class taught on a high school level, students will develop a solid foundation of algebraic skills including solutions of equations, inequalities, radicals, expressions, factoring, and rational expressions. Successful completion of this course qualifies students to take honors geometry as freshmen. In order to qualify for enrollment in Algebra I, students must meet at least two of the following requirements:

1. Score at the 90th percentile or above on a standardized test.
2. Maintain an average of 90 or above in math from the preceding year.
3. Earn a recommendation from their math teacher by consistently displaying a good work ethic.

ENGLISH**English 6**

The objectives of this course are to introduce and/or continue to develop fundamental writing, grammar, and vocabulary skills. The writing portion of the course focuses on journaling, creative writing, literature responses, and letter, paragraph, and essay writing. Sixth graders will work to develop the five paragraph essay. Grammar will be taught in the context of writing with an emphasis on parts of speech, capitalization, and punctuation skills. Vocabulary and spelling skills will be taught weekly.

English 7

The objectives of this course are to continue fundamental writing, grammar, and vocabulary skills. Seventh graders will work toward mastery of writing both expository and descriptive 5 paragraph essays. Greater emphasis will be placed on the development of a thesis statement and body paragraphs. Grammar will be taught in the context of writing with an emphasis on capitalization, punctuation, and sentence structure skills.

English 8

The objectives of this course are for students to further develop their fundamental writing, grammar, and vocabulary skills. The writing portion of the course focuses on mastery of the five paragraph essay including expository, narrative, persuasive, comparison, and

descriptive writing. Greater emphasis will be placed on supporting details, use of transition statements, strong hooks and thesis statements, and word choice. MLA style format will be introduced. Grammar will be taught in the context of writing with an emphasis on sentence structure, agreement, and EXPLORE/ACT testing skills for English.

READING**Reading 6**

The objectives of this course are building and improving fundamental reading skills including comprehension, decoding, using context clues, drawing conclusions, distinguishing between fact and opinion, making predictions, identifying the main idea, and other critical skills. Course objectives will be taught through use of short stories, novels, poetry, and other works of literature.

Reading 7

The objectives of this course are building and improving fundamental reading skills including comprehension, determining cause and effect, making predictions, summarizing, and other vital skills. Course objectives will be taught through the use of short stories, fiction and nonfiction literature, poetry, novels, drama, and other works of literature.

Reading 8

In addition to the skills introduced in English 6 and English 7, the objectives of this course include making inferences, paraphrasing, and other vital skills. Course objectives will be taught through the use of short stories, fiction and nonfiction literature, poetry, novels, drama, and other works of literature. Reading 8 also focuses on figurative language, symbolism, imagery, tone, point of view, and other literary elements.

SCIENCE**Science 6**

The first objective in this course is to present a general overview on the nature of science through the study of science theory, matter, elements, and atoms. After completion of this first unit, Science 6 becomes a general introduction to the study of earth science, physical science, and biological science. Major topics include the study of motion, energy, simple machines, electricity, magnetism, minerals, forces that shape our planet, climate, space, cells, the human body, and ecology.

Science 7

The major focus of this course is on the study of life science. The major units of study include the structure, processes, and reproduction of cells, evolution, bacteria, protist and fungi, plants, mollusks, arthropods, echinoderms, fish, amphibians, reptiles, birds, and mammals.

Science 8

A majority of 8th graders will study Earth Science. Units taught include composition of the earth, the changing earth, earthquakes, volcanoes, weathering, erosion, climate, oceans, and space. This group of students will take Physical Science in the 9th grade.

Eighth graders who study Physical Science are those students who are also enrolled in Algebra I. Units taught in this class, taught at the freshmen level, include motion and speed, forces, energy and energy sources, work and machines, electricity, magnetism, radioactivity and nuclear reactions, classifications of matter, atoms and the Periodic Table, chemical bonds, chemical reactions, solutions, acids, bases, and salts. This group of students will take Biology in the 9th grade.

HISTORY/SOCIAL STUDIES**History 6**

World History 6 is designed to expand students' understanding of history through the study of people and events up to the era of European exploration in the 1600's. This course focuses on the significance of geography on the development of human cultures as well as the development of social, economic, and political structures in major civilizations.

History 7

This course is a combination of the study of Tennessee History and world geography. In Tennessee History students learn about the important events and people of our state beginning with prehistoric Native Americans. Emphasis is placed on the study of state and local government. The major units of study in geography include the study of world cultures, religions, and economies.

History 8

This course is a study of the history of the United States from colonial times to modern times. In addition to examining the important events and people of our history, students will concentrate on the make-up and functions of our constitution and federal government. The development of the social studies skills will continue to be emphasized in this course.

BIBLE**Bible 6**

The primary objective of this course is to study the basic foundations of our faith in Christ and for the students to know and understand our Lord and Savior in a way that positively affects their everyday lives. Major topics of study include learning about the characteristics of God, of Christ, and the Holy Spirit. Sin and man's need for a Savior are taught in a focus on the concept of salvation. The academic year will end with an in-depth

study of the book of James with the objective of finding practical ways for students to live their lives and express their faith.

Bible 7

This course is a fast-moving survey of the Bible with emphasis on personal application. Students will visit all 66 books from Genesis to Revelation, from creation to the cross to the consummation of time. The major focus of this course will be the study of God's plan of redemption including how sin came into the world, the first promise of a Savior, how God chose Abraham and his descendants through which to send the Savior, how Jesus came to earth to complete the plan, and how Christ will return as Judge of the universe to punish evil and to reward believers with eternity in heaven.

Bible 8

Eighth grade students will learn how to study the Bible using basic inductive Bible study principles. Several specific books of the Bible will be taught during the year including some of the books referred to as the Minor Prophets, Ruth, Proverbs, James, 1st Peter, and Revelations.

Sixth graders complete a 9 week rotation through each of 4 auxiliary classes that meet during 6th period each day. The rotation of auxiliary classes includes art, computer, music, and physical education.

Seventh and eighth graders are scheduled together into two semester-long auxiliary classes of their choice. Auxiliary classes available to 7th and 8th graders include art, computer, drama, choral music, and physical education.

Art 6

Art for 6th graders is a 9-week survey of the elements and principles used to create artwork. Students will explore different art media including pencil drawings, watercolor, and tempera paint. This should be an enjoyable class in which students will be graded based on effort and their willingness to follow instructions.

Art 7/8

This semester long course is more of an in-depth study of the elements and principles used to create artwork. Students will gain hands-on experience in pencil drawing, colored pencil drawing, watercolors, tempera paints, and other art media. Students will begin with an overview of drawing in its basic form and then move into other media such as painting. As in 6th art, students will be graded on effort and willingness to follow instructions.

Computer 6

The primary objectives of this 9-week course are to introduce students to word processing (Microsoft Word), keyboarding skills, publishing, and the Internet. This

course actively involves students in daily hands-on activities.

Computer 7/8

The primary objective of this course is to teach students to apply computer software applications such as word processing, Excel, desktop publishing, and multimedia presentation software. Additional areas of instruction include the Internet for research, e-mail, and the use of digital cameras and music CDs for a multimedia presentation.

Drama 7/8

Drama is a second semester course designed to introduce students to theater arts. Students learn not only about performing but also about stage design, set building, and backstage work. The production of the annual high school musical in the spring provides an opportunity for these students on a voluntary basis to audition for roles and gain experience in all aspects of a major production.

Music 6

This course is an introductory study of general music that includes singing, performing on instruments, improvising melodies, reading music, analyzing and describing music, evaluating music and musical performances, understanding the relationship of music to the other arts and disciplines of study outside the arts, and understanding music in relation to history and culture.

Choir 7/8

In this participation course students will develop choral skills by learning to sing different parts and in harmony with each other, singing in different languages, and participating in actual performances. Students will also have the opportunity to participate in music competitions with other middle schools.

Physical Education 6,7,8

P.E. at all grade levels is an active class designed to improve the physical fitness of all students and to introduce or expand upon student knowledge of healthy recreational activities. Among units covered in middle school P.E. are team building, volleyball, soccer, speedball, ultimate Frisbee, Frisbee golf, badminton, basketball, whiffle ball, topple ball, and participation in the Presidential Physical Fitness program.

HIGH SCHOOL

ADVANCED PLACEMENT, DUAL ENROLLMENT, HONORS, AND STANDARD CLASSES

Recommendation for entrance into an Honors/AP/ Dual Enrollment program is based on national testing scores, classroom grades, writing samples, classroom participation, attitude, student motivation, attendance,

conduct, and teacher recommendations. Once admission is approved by the corresponding department, students will be notified of the decision. Students will be evaluated routinely once accepted into the program. Admission to the Honors/AP program at one level does not ensure acceptance into the next level.

Any student requesting entry in **Honors/Advanced Placement/Dual Enrollment** courses should meet the following criteria:

- 1) Faculty/Departmental Recommendation
- 2) Grades of 90 average or better in previous course work
- 3) Appropriate scores on standardized testing such as the Otis Lennon IQ, Stanford Achievement, the PLAN, PSAT, etc.

*A student who ranks high in only two of the three areas above will be considered after consultation with the guidance counselor.

Advanced Placement courses are designed to provide college placement or credit while still in high school. Students are expected to participate fully in the program and to follow these guidelines in order to successfully complete the course:

- 1) Requests for admission into an AP course are made on the students' course selection forms.
- 2) Students will not be allowed to enter the course after the 10th day of class.
- 3) During each nine-week grading period, a grade of 75 must be earned and maintained. **If a student fails to meet this requirement, he/she may be placed in a standard class or be required to withdraw from the course. AP credit will not be given.**
- 4) The student must successfully complete the entire course in order to receive credit for an AP class.

Freshmen who enroll in English 9 Honors, Geometry Honors, and/or Biology are on probationary status during the first quarter. Failure to maintain a 90 or better average may result in the student being placed in the corresponding college prep course.

Freshmen are eligible to enroll in Biology only if they took Physical Science in the eighth grade. Generally, this will be an available option only for the students who also take Algebra I in the eighth grade. Freshmen who enroll in Biology are expected to continue their progression of science courses into honors courses. This progression would include Chemistry as a sophomore, and then an honors course as a junior (Physics or Chemistry II).

COURSE OFFERINGS

The descriptions given on the following pages reflect those course offerings available to students at the time of printing. Availability of these courses is dependent upon

suitable interest and need. Some courses that require special facilities (Art and Computer, for example) can only be provided until the facilities and/or equipment are fully utilized. Therefore, some courses will be limited in enrollment. Students and their parents are encouraged to carefully review those courses of interest to them. Careful attention should be paid to courses with prerequisites since some preliminary academic work is essential for successful completion of those classes. Students or parents with questions should contact the Guidance Office.

COURSE DESCRIPTIONS

Trinity offers honors courses in the English, History, Science and Math departments to high school students who require an accelerated pace. Advanced Placement and Dual Enrollment courses are available for college credit. Students enrolled in 1 credit classes will be required to complete the entire year. No changes may be made after the middle of the first quarter. Once the grade has been issued for the first quarter the class can not be dropped. Students are required to be enrolled in at least six courses at all times.

MATH

Algebra I - Man's ability to understand and work with numbers, as well as with other subjects, is a gift from God. This comprehensive program allows students to develop a solid foundation of basic Algebra skills including solutions of elementary equations, radicals, inequalities, expressions, factoring, and rational expressions.

Geometry - Man's creativity, like God's, often requires some mathematical understanding in order to apply the discovered concepts. Basic geometry teaches students a practical application of mathematics to the world around us. This is accomplished by extensive review of the properties of the real number system, introducing new definitions and illustrating their use in theorems. These theorems, definitions, and postulates are then applied to geometric models and figures like triangles, quadrilaterals, polynomial regions, circles, and spheres. Although taught at a slower pace than Geometry Honors, the student will receive instruction on all of the major concepts of a geometry course.

Geometry Honors - The consistency of mathematical truths demonstrates the orderliness, precision and consistency of God. One purpose of geometry is to show the students the use of algebra within geometric models. This is accomplished by reviewing the properties of the real number system, introducing new definitions and illustrating their use in theorems and proving new theorems with the use of direct as well as indirect reasoning. These theorems, definitions, and postulates are then applied to geometric models and figures like triangles, quadrilaterals, polygonal regions, circles and spheres. The student is challenged to compute areas of

these regions on geometric planes using coordinates and to find the volumes of certain solids.

Algebra II - This course involves a thorough study of algebra and geometry of first and second degree equations, followed by an introduction to exponential logarithms, polynomial and trigonometric functions. Mathematical study should result in greater appreciation of the works of God in His creation.

Algebra II Honors - In Algebra II Honors, a brief review of principals learned in Algebra I is given and students are led to set up and solve word problems. Complex numbers are introduced, and a study of numbers, inequalities, functions, logarithms, and conic sections as well as basics to trigonometry prepare the foundation for the students to understand principals in science-related fields and business. In addition to these concepts, students are taught to appreciate the orderliness and precision that God has made.

Algebra III - Algebra III is a new math option for seniors who completed Algebra II during their junior year. It includes the study of relations, functions, and graphs as well as discrete mathematics. The unit on discrete mathematics will cover topics such as sequences and series, probability, and an introduction to statistics and data analysis. This course would prepare students for a beginning college algebra course. Algebra III is taking the place of Applied Math.

Pre-Calculus - Math expresses God's creation in its absoluteness. Pre-Calculus is a College Algebra Trigonometry level course. In Pre-Calculus the following types of functions (with their properties and graphs) will be emphasized and discovered: algebraic properties of real numbers, solutions of equations and inequalities, logarithmic and exponential functions, matrices and determinants, survey of the conic sections, trigonometric functions and their identities, graphs and equations, and applications of trigonometric functions.

Dual Enrollment College Algebra Honors (fall) – Topics include equations in two variables, functions, graphing techniques, systems of equations and inequalities, exponential and logarithmic functions, matrices, and the theory of polynomial equations. **Prerequisite:** Two years of high school algebra.

Dual Enrollment Plane Trigonometry Honors (spring) – Topics include the definition of the trigonometric functions, radian measure, linear and angular velocity, graphing techniques, trigonometric identities and equations, the inverse trigonometric functions, and solving triangles. **Prerequisite:** College Algebra Honors.

Advanced Placement Calculus - In calculus, all of the topics of a first semester class of college calculus will be taught. This includes differentiation, curve stretching, finding integration, the Cartesian plane and its functions, area, volume, infinite sequences, and others. "The works of mathematical precision is God's

world, and it is His in a unique identity.” **Prerequisite:** Either Pre-Calculus **or** both College Algebra/Plane Trig.

ENGLISH

English 9 – The content of this course is literary intensive and will focus on the fundamentals of poetry and reading for content and analysis through short stories, plays, and novels. Although literary selections may or may not include Biblical content, teachers will work to integrate Christian values into class discussion and assessment. Students will build upon skills learned in middle school and work to apply, master, and expand literary concepts, terminology, and scope of reading. In addition, students will complete a thorough grammar focus with writing intertwined throughout the course. The editing process will help students to apply grammar skills as they are reinforced. The course is designed to reinforce national and ACT academic standards, as well as those for the state of Tennessee.

English 10 – The content of this course is literary intensive and will focus on the details of poetry, novel analysis, and plot/conflict/theme mastery through short stories, plays, and novels. Although literary selections may or may not include Biblical content, teachers will work to integrate Christian values into class discussion and assessment. Students will build upon skills learned in grade 9 and work to apply, master, and expand literary concepts, terminology, and scope of reading. In addition, this course includes a combination of writing skills and grammatical detail that lead students to mastery in essay writing and reflection. Students will complete a thorough grammar focus with writing intertwined throughout the course. The editing process will help students to apply grammar skills as they are reinforced. The course is designed to reinforce national and ACT academic standards, as well as those for the state of Tennessee.

English 11 – Students will primarily focus on American Literature and writing with strategic lessons and units on grammatical structure. This course extends through two academic semesters. Special prep work will be given in the fall and spring semesters for the ACT. Students are expected to use proper grammatical form in writing and in speech.

English 12 - Students will primarily focus on British Literature and writing with as needed focus units on grammatical structure. This course extends through two academic semesters. Special prep work will be given in the fall semester for the ACT. Students are expected to use proper grammatical form in writing and in speech. Senior English students are required to complete a unit on research writing. Students will write a 5-7 page research paper in compliance with MLA documentation format.

English Honors 9-11: Students enrolled in the honors sections of English 9-11 will use the

foundation of the above formats with a more in-depth and extensive study of each realm of focus. These students will read more material in the same amount of time and delve deeper into the analytical and applicative approach to learning.

Dual Enrollment English Composition I – This course includes a study of the principles of grammar, usage, and rhetoric, emphasizing the writing of clear, effective exposition. This course primarily follows the syllabus established by Jackson State Community College.

Dual Enrollment English Composition II – This course includes library orientation and instruction in research methods. Students will write critical themes and a research paper. This course primarily follows the syllabus established by Jackson State Community College.

Creative Writing/Speech - The Creative Writing course is for the student who loves to write and seeks to strengthen writing ability on a more creative and articulate level. A study of etymology is integrated into the course to enhance each student’s written vocabulary. The primary focus of the course includes lessons in creating plot and characters in original short fiction and creating original poetry. Students will evaluate various genres of writing and will work towards writing and critiquing their own work and the works of others. Additionally, students will learn basic skills of public speaking.

SCIENCE

Physical Science - This course is designed to introduce students to the fundamental concepts of the scientific method, the metric system, and the sciences of chemistry and physics. It is intended to prepare them for upper-level courses in chemistry and physics. Students will learn skills such as observing, classifying, measuring, hypothesizing, using numbers, formulating models, testing ideas, predicting results, and incorporating these into a framework of a belief in the Lord Jesus Christ as a personal Savior. Laboratory work is an important part in any science course and will be used to give hands-on experience to each student.

Biology - Biology introduces the student to the basic principles of biology with an emphasis on the cell as the structural and functional unit of life. The course includes a study of each major phylum, including laboratory exercises (dissection). Finally, the course examines the theories concerning the origins of life. Students are made aware of creation and the numerous scientific evidences that point to God as creator of the universe and life. **This course is also offered as an Honors option.**

Chemistry – This course is designed to introduce students to the fundamental interactions of matter and the changes it undergoes. Students will learn how chemistry impacts their daily lives. They will also learn how to use the SI measurement system, the same one that scientists use worldwide, and will develop mathematical skills that will prepare them for future science courses. The periodic properties of the elements, chemical composition, and weight-weight relationships applied to chemical equations, matter and energy in chemistry, the structure of the atom, the phases of matter, and the gas laws are among the subjects that will be covered. Every attempt will be made to center the attention of each student on Jesus Christ as Creator, Designer and Sustainer of the world of chemical changes. Laboratory work is an important part of any chemistry course and will be used to give hands-on experience to each student.

Chemistry II Honors - Chemistry II will be a continuation of the Chemistry I course. Using the same textbook we will complete and continue our study of chemistry by adding in more advanced topics such as equilibrium, thermodynamics, and nuclear chemistry. The class will also present much more laboratory experience emphasizing better handling techniques as well as more student led lab reports. Those students planning a college curriculum that will be strongly based in scientific topics would be much more prepared as a result of success in this class.

Forensics Science

This course explains the science used in forensic science techniques. It provides a description of specific types of evidence and the techniques used to collect and analyze the evidence. Topics covered include crime-scene investigation; the collection, handling, and examination of trace evidence; fingerprint, blood splatter examination; DNA, drug, handwriting, and tool mark analysis; impressions; ballistics; forensic anthropology; and the determination of the cause and time of death.

Physics Honors - Physics, called the basic science because its principles form the foundation of all the others, involves the study of matter, energy, space, and time. The study of physics will help students to see the great things that God does in nature. This course will help enhance the student's reasoning skills through the application of mathematics to the solutions of practical problems. Some topics included are the scientific method, measurement, mechanics, the properties of matter, heat and temperature, electricity and magnetism, electromagnetism, light and optics. The course will include laboratories to reinforce learning and to increase interest in the study of physics.

Anatomy and Physiology Honors - Anatomy and Physiology covers both the structures and functions of the human systems: skeletal, muscular, integument, nervous, respiratory, cardiovascular, endocrine,

digestion, lymphatic, urinary and reproductive. Studies are made in the areas of nutrition, homeostasis, immunity, diseases, and histology. Lab work includes dissections and the use of the microscope, as well as anatomical drawings and outside reports.

HISTORY/SOCIAL STUDIES

Ancient History –This one-semester course covers the history of man from creation through the Middle Ages. Along with the knowledge of the content covered, the student should come to understand and appreciate God's providence in history and view historical events as the progressive unfolding of God's purpose and plan.

Geography - Geography is a one-semester course that examines the past, present and future relationship between physical and cultural geography and that relationship's impact on the spread of the Gospel of Jesus Christ around the world.

World History - This course covers the history of man from the Renaissance and Reformation through the present times. Along with the knowledge of the content covered, the student should come to understand and appreciate God's providence in history and see the hand of God in the unfolding events of history. Emphasis in later years covered will focus on the role of the United States in world events. Historical documents, maps, and charts will be used to reinforce the concepts presented. Emphasis will also be placed on current events in world history today.

World History Honors – This course covers the history of man from the Renaissance and Reformation through the present times. During the spring semester, a greater emphasis will be placed on the role of the United States in twentieth century history. Along with the knowledge of the content covered, the student should come to understand and appreciate God's providence in history. Students will be introduced to extensive outside readings, responsive essays, and document-based analyses. Using primary sources, students will be expected to analyze historical trends, draw conclusions, and provide supporting evidence for responses to various research questions. **This course is the prerequisite for Advanced Placement U.S. History.**

United States History - U.S. History is a study of the U.S. from Columbus to the present. The course will focus on the impact of Christianity on our nation's history. Detail will also be given to the military history and leadership of our country. Attention will be given to current issues and events.

Advanced Placement U.S. History - AP U.S. History is a college-level course that will cover U.S. History from exploration into the 21st century. Lecture, extensive

outside readings, responsive essays, document-based questions, and several papers on numerous topics are used to cover needed material. Students are then offered the opportunity to take an AP exam in the spring to earn college credit. The awarding of college credit is based on the guidelines of the receiving college or university.

United States Government - U.S. Government is a one semester course that analyzes how politics, economics, history, and geography impact, and are impacted by, government structure and process with the goal of developing a Biblical world view of this dynamic. **This course is also offered as an Honors option.**

Economics - This course covers the science of economics from a Biblical worldview, acknowledging God as our Sovereign Creator. It includes the study of foundational economic terms, theories, and practices regarding national, business and household economics as well as the financial market. **This course is also offered as an Honors option.**

BIBLICAL STUDIES

[School years beginning with an odd number, such as 2009-2010]

Biblical Worldview – FutureQuest (Grades 9 and 10) – Since it is important that students understand how to face issues relating to work, marriage, family, the church and the world from a biblical worldview, this course presents how the Bible gives clear answers and directions for successfully facing every aspect of life. **Bible Doctrines – TruthQuest (Grades 11 and 12)** – This course includes a traditional approach to doctrine synthesized to the upper high school level and combined with creative challenges toward personal application.

[School years beginning with an even number, such as 2010-2011]

Introduction to Bible Interpretation - 9th and 10th Grade One Semester Course - The Introduction to Bible Interpretation class helps students learn to study the Bible through a step-by-step method. It begins with exploring answers to why people do not study the Bible and why one should study it. It takes the students through the steps of observation, how to interpret passages and then make meaningful application. The class is structured to teach the student a framework for studying the Bible at the student's own pace.

Introduction to Apologetics 9th and 10th Grade One Semester Course - The Introduction to Apologetics class will explore questions about God and then help the student to discover straight answers that do not hide behind dull and confusing theological

language. Topics include, but are not limited to: How can one prove God exists? Why would a loving God allow suffering? Does hell really exist? Is Jesus more than a moral teacher and great role model?

Introduction to Philosophy - 11th and 12th Grade One Semester Course - The Introduction to Philosophy class guides students toward maturity of intellect and Christian faith by teaching them to use careful analysis and logical reasoning to think responsibly and creatively about their worldview in light of the Christian faith. The student will explore the basic elements of philosophic inquiry with particular reference to contemporary thought. Among the several Christian perspectives, we present argument and counterargument leaving the student to discover which view is most adequate. The goals are to develop critical thinking, to cultivate awareness of world views and in particular of a Biblical Christian worldview, to develop a positive Christian appreciation of the life of the mind and gain insight as to the relationship of philosophy to other disciplines and to the Christian faith.

Introduction to Ethics - 11th and 12th Grade One Semester Course - The Introduction to Ethics course examines ethical philosophy and theory. Students are taught the major options of ethics including antinomianism, situationism, generalism, and unqualified, conflicting and graded absolutism. After establishing a firm foundation for ethical thinking and a process for ethical decision making, the students analyze various moral issues. The issues include abortion, euthanasia, biomedical issues, capital punishment, war, civil disobedience, homosexuality, marriage and divorce and finally ecology.

LEAD

The LEAD class is offered to juniors and seniors only. A student may only take the LEAD class one time. The class will be service oriented with emphasis on the following: spiritual leadership, business management, communication (both written and verbal), promotion of a biblical worldview through Bible study, participating in at least one mission project and serving as mentors to younger children. The class will be limited to 15 students. Students interested in the class must complete an application, which will include a writing component and a teacher recommendation, in order to be considered. Applications must be returned to the Guidance Office by May 1st to be considered.

WELLNESS

Physical Education - This course is designed to improve the physical fitness and health of our students. Attention will be given to weight training and conditioning, as well as athletic skills that include basketball, football, baseball, softball, and volleyball.

Health - Health stresses a clear definition of lifetime wellness, with an emphasis on developing attitudes that will direct the student to maintain his own wellness plan. The students will study the functions and anatomy of the human body, the body's adversaries, nutrition, exercise, and safety. An emphasis will also be placed upon spiritual, emotional, and mental health.

LANGUAGES

Spanish I - The course is designed to introduce the fundamentals of Spanish grammar and pronunciation and to acquaint students with basic elements of some Spanish-speaking cultures. The primary objective is to provide a basic knowledge of the Spanish language so that students can use Spanish in oral and written communication. Students will be assigned a major project each quarter.

Spanish II - The course is a continuation of the first year studies. Students study Spanish grammar, pronunciation, and basic cultural elements. Grammar and pronunciation/oral skills are stressed during the second year of study. Students will be assigned a major project each quarter. Students will also participate in College Quarter the fourth quarter of the second semester.

Spanish III Honors - Spanish III is an introduction to intermediate Spanish. It is a rigorous course that requires independent work, and students must have a strong background in Spanish. Great emphasis will be placed on the correct usage and expansion of Spanish grammar, and students will greatly broaden their Spanish vocabulary. Oral participation in Spanish is expected. Independent projects will include short compositions in Spanish, skits, and presentations.

Spanish IV Honors - This course is designed to further student progress in the development of the four language skills, while deepening their insight into Hispanic culture through the exposure to works by modern writers of the Spanish-speaking world. The primary objective is to provide a more advanced level of knowledge of the Spanish language, culture, and history so that students can use Spanish effectively in oral and written communication. Intermediate to advanced level conversational sentences and listening comprehension will also be emphasized. Students will be assigned a major project each quarter.

Latin I - The course is designed to allow the learner to understand and interpret written and spoken usage of the language. The students will present information, concepts, and ideas on a variety of topics; thus, exposing and clarifying the truth of God's Word through the knowledge of Latin.

Latin II - The primary focus of Latin II is competency in the reading of the language. Additional vocabulary and complex grammatical structures are also stressed, with

an emphasis on the life and works of Julius Caesar. Special attention will be given to the Vulgate, the Latin text of the Bible, and other significant theological works in their original language and context as well.

FINE ARTS

Art 1 – This course is an introduction to and development of basic art skills and creative expression. The students will study and produce various works of art in different media throughout the year.

Art 2 – This course is a continuation and advanced development of the art skills previously introduced in Art 1.

Art History Honors/Academic Decathlon - This course is for students who want to participate in academic competition on the regional and state level. Students will study in-depth material in Art, Music, Social Science, Mathematics, Science, Language, and Literature, Economics, Public Speaking, Essay Writing, and Interview and will compete against other students from schools in West Tennessee. Students will strengthen individual and group study skills and will develop time-management skills in preparation for the demands of college and their careers. This class is affiliated with the Tennessee Academic Decathlon and the United States Academic Decathlon. Students receive honors credit for this class.

Theatre Arts - This course is an introduction to Drama including fundamentals, preparation, and performance. It will provide a variety of dramatic outlets for each student.

Choir - An introduction to and development of basic group ensemble techniques and skills, such as sight singing, ear training, vocal technique and creative interpretation. This course will also teach the use of music as an aid in worship and direct the student to use every aspect of music to glorify God.

Instrumental Music – This course is an auditioned small ensemble of singers and instrumentalists chosen for their musical ability and their godly character to lead in worship for chapel services. This class will consist of two days of skill development, two days of worship preparation, and one day of worship leadership. This class will also be required to perform at special school events.

ELECTIVES

Computer Literacy/Advanced Computers - Computer Literacy is a computer applications course which teaches word processing, web page design, spreadsheets, PowerPoint presentations, and databases using Microsoft Office. During the Advanced Computers

semester, students will explore additional topics in greater depth.

Yearbook - The goal of this course is to produce a quality yearbook for fall delivery. Areas of study include page lay-out and photography. Students also sell ads and learn to do page lay-outs on the computer.

Photography - Photography is an introduction to and development of basic photography skills and creative expression. The students will study the use of light, color, depth of field, the principle of thirds, and other photo-artistic elements and utilize them in both digital and film photography throughout the year.

GRADUATION CEREMONY/POLICIES

All graduates are required to participate in the annual graduation ceremony, to attend scheduled rehearsal for graduation and to attend the awards program. No student will be permitted to go through the graduation ceremony if **all** requirements have not been met including course credit, community service, and the Footprints program requirements. Students not completing requirements are not eligible to participate in any graduation ceremony and/or activity and will not be recognized in any way at the commencement ceremony. Students may receive their diploma at a later date, if they successfully complete the course in which they received the failing grade from an accredited institution by August 1st of the graduation year. It is the responsibility of the student to notify the guidance counselor of completion of course work and to provide appropriate documentation at which time the diploma may be granted. Students who have not completed the required number of hours for community service or the Footprints program will be able to complete the requirement and receive the diploma if documentation of completed hours is turned in on or before August 1st of the graduating year. In rare circumstances, participation in the graduation ceremony may be withheld due to disciplinary action.

GRADUATION REQUIREMENTS

To graduate from Trinity Christian Academy, students must:

- Have successfully completed all necessary courses
- Have an ACT or SAT score on file with the guidance office
- Have documented 80 hours of community service (See description below.)
- Have participated in the “Footprints” program (See description below.)
- Have failed no more than **four credits** to receive a diploma from Trinity Christian Academy.

Community service is defined as any service the student is not paid to do or expected to do as a family member. Each student is required to volunteer a minimum of twenty hours per year for a total of eighty (80) hours to be completed by April 15th of the senior year.

Documentation forms are available on the TCA website, in the guidance office, or in the main office. These forms are to be completed by the agency or individual for whom the service is being performed and returned to the central office. Hours are granted on an hour-by-hour basis except for those events that are for a one-week period of time such as Vacation Bible School, a week-long mission trip, Habitat for Humanity, etc. For our purposes, service of this type is given ten (10) hours of credit. Examples of places of service are: mission trips, Vacation Bible School, Habitat for Humanity, soup kitchens, RIFA, working with younger children at church, doing chores for a sick or elderly neighbor, etc. For more information, please contact the guidance office.

The Footprints program allows students to “shadow” individuals in occupations of interest to them. Students gain an inside view of careers, including the expectations and challenges that go with them. Students are given one school day and are required to spend a minimum of four hours observing. A completed evaluation form is required. Shadowing must be completed by April 15th. For more information and the necessary paper work, please contact the guidance office or go the TCA website.

DIPLOMA REQUIREMENTS (Beginning with the Class of 2014)

College Prep Diploma 24 credits

Bible	4 credits
English	4 credits
History/Social Studies	4 credits
Mathematics	4 credits
Science	4 credits
<i>Must include a minimum of physical science, biology, and chemistry</i>	
Foreign Language	2 credits
<i>Both credits must be in the same language</i>	
Fine Arts	1 credit
<i>Choir, Art, Theatre Arts, Art History</i>	
Wellness	1 credit

Academic Diploma 24 credits

Bible	4 credits
English	4 credits
History/Social Studies	4 credits
Mathematics	4 credits
Science	4 credits

Must include a minimum of physical science, biology, and chemistry,

- Foreign Language 2 credits
Both credits must be in the same language
 Fine Arts 1 credit
Choir, Art, Theatre Arts, Art History
 Wellness 1 credit

Must include a minimum of 5 Honors and/or Advanced Placement courses during the four-year period and maintain a 3.25 GPA. All semester grades must be a “C” or higher. Honors and/or AP courses not offered at TCA will not be weighted toward this diploma.

Academic with Distinction Diploma
24.0 credits

- Bible 4 credits
 English 4 credits
 History/Social Studies 4 credits
 Mathematics 4 credits
Must include Pre-Calculus or above
 Science 4 credits
Must include biology, chemistry, and two upper level honors sciences
 Foreign Language 2 credits
Both credits must be in the same language
 Fine Arts 1 credit
Choir, Art, Theatre Arts
 Wellness 1 credit

Must include a minimum of 8 Honors and/or Advanced Placement courses during the four-year period and maintain a 3.75 GPA. All semester grades must be a “C” or higher. Candidates for Valedictorian and Salutatorian must achieve this diploma and must have attended TCA their junior and senior years. Honors and/or AP courses not offered at TCA will not be weighted toward this diploma.

**** Required for Graduation****
80 Hours of Community Service
Participation in the “Footprints” program
(see above for descriptions)
ACT/SAT Scores on file



IMPORTANT UPDATES TO THE 2011-2012 STUDENT HANDBOOK

The TCA Handbook is updated on an annual basis. Usually, only minor modifications are made to clarify or amplify a particular guideline. However, some changes reflect significant changes in our school’s operating or academic policies. Listed below are important updated sections in this edition of the handbook:

Dress Codes/Uniforms

Course Offerings and Graduation Requirements

Adding and Dropping Classes

Graduation Requirements

Diploma Requirements