“It's important to understand that while honor is an entitlement to respect—and shame comes when you lose that title—a person of honor cares first of all not about being respected but about being worthy of respect.”

Mine honor is my life; both grow in one;
Take honor from me, and my life is done.
—William Shakespeare, King Richard the Second, act I, sc. i, l. 182.

As we move into a new era at Trinity School—one defined by an Honor Code—it demands that we think seriously about personal responsibility and how each of us can be critical to the process of crafting a better school. This starts with how we are planning to define “better,” and this is where things can become sticky, or at least stickier. Does better refer to grades? College list? Ivy League Championships? While those may be things that—for better or worse—folks at Trinity will examine, I’d argue that “better” should start and end with the manner in which we are consistently our best selves both at school and beyond. An honor code is not just about what goes on in a classroom, but about creating an environment in which we develop mutual respect because of the manner in which we comport ourselves. This means everything from picking up after ourselves in the swamp (9th and 10th graders, I’m looking at you), to looking each other in the eye and exchanging salutations when passing in the hall. Mostly, it means recognizing that we are all expressing the best version of ourselves in order to coalesce as a community. When Appiah writes about honor he is discussing an act of giving, not of taking or demanding. This is the culture that will make us a “better” school—one to which we are devoted, and one from which we draw pride in our connections and community.

In order to gel in this way, it is critical that we all know the standards by which we will be measured—again, I’m not discussing grades. Rather, the purpose of a handbook such as the one you are holding is to create a baseline for everyone associated with the institution. The information in these pages is what allows us to share space with a diverse and fascinating group of people, and imparts the collective wisdom to allow us to become a better institution. Here you’ll find both the aspirational—as in our statement of communal expectations—and the day-to-day—like the attendance policy. In both cases, however, you’ll find good stuff that is part of creating the ethos of Trinity. So, if I may be so bold as to make this suggestion; please read it! Read it all! Underline it if necessary! Do you prefer highlighting? That’ll work, too. In any case, get to know it pretty well—there’s lots to be learned here.

Even after 31 decades of school, each year begins with the promise of both continuity and change. The school year 2019-20 is no different for Trinity. This is an exciting time for us, as we continue to reflect seriously on the notion of honor, and what it means to each of us and to our institution. I feel privileged to work on developing the answers to these questions with all of you.

Stephen Kolman, Upper School Principal

Student Name (please print) ___________________________________________ Grade ________

Student signature ______________________________________________________

Parent Name (please print) ______________________________________________

Parent signature ________________________________________________________
Message from the Principal

“It's important to understand that while honor is an entitlement to respect--and shame comes when you lose that title--a person of honor cares first of all not about being respected but about being worthy of respect.”

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Stephen Kolman, Upper School Principal

Student Name (please print) ________________________________________ Grade ______

Student signature ____________________________________________

Parent Name (please print) _______________________________________

Parent signature ______________________________________________
Trinity School Mission Statement

OUR IDEA OF EXCELLENCE

OUR VOCATION. The conversation between student and teacher is the heart of our school; all we do must be born of and nourish that relationship. We are called to challenge the minds, fire the imaginations, and train the bodies of the young people who have been entrusted to us; to enlarge their spiritual lives; and to increase their capacity for mutual and self-respect. We intend to prepare them to learn confidently for the rest of their lives and to give generously and joyfully to others. We can accomplish these things only if we keep our students safe and well while they are in our charge.

OUR OBLIGATION. We must ask our young people what they believe in so they can know themselves in the world. We must give them the tools of rigorous and passionate intellectual inquiry and self-expression so they can grow. In our commitment to diversity, we must show our students how to be colleagues and friends so they can act out of respect and love. We must lead them to distinguish right from wrong and then do what is right so they can be persuasive and courageous citizens.

OUR PROMISE. As a school community with these purposes and responsibilities, we will engage the larger communities of city, nation, and world of which we are a part. We will serve our neighbors. We will live fully in our city—exploring its byways and playing over its terrain. We will learn its history and traditions, and what it can teach us of the arts and sciences. We will embody and celebrate its diversity.

OUR MEANS. Labore et virtute. The terms of our motto, hard work and moral excellence, are meant to strengthen us as we pursue the promise and joy of Trinity School. We ask Trinity families, alumni, and friends to join us in taking on this high calling.
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Communal Expectations

Trinity School seeks to ensure excellence in the academic, personal, and moral education of its students. The school insists that students adhere to high standards of personal conduct. Students, supported by their families, must strive to adhere to the written rules, which are defined and upheld by the faculty, the administration, and the trustees. Trinity expects the following of students: to be courteous, understanding, and caring and to value the opinions and feelings of others; to appreciate individual differences, including race, gender, religion, and sexual orientation; to never use hateful language—in academic or social context—that causes division based on, but not limited to, the categories delineated above; to be honest and responsible in academic and social endeavors; to refrain from violence; to promote health and safety; and to respect the property of others.

Every member of the Trinity community has the right to a safe, sober, and productive atmosphere within the school; to decency and respect in word and action from all members of the community; to freedom from fear of ridicule, insult, intimidation, or bodily harm; and to fair and honest competition in the classroom. Behavior that denies anyone these rights is unacceptable in the Trinity School community.
As Trinity School intensifies its efforts to foster students’ well-being, the school seeks to serve as a trusted partner with families to assist them in their efforts to raise healthy, resilient children as they “pursue the promise and joy of Trinity School.” Tellingly, the climatic final line of our mission statement focuses on this partnership: “we ask Trinity families, alumni, and friends to join us in taking on this high calling.” Clearly, our students’ well-being is best supported when families and school work together to reinforce the values and attitudes central to the School’s mission.

It is the School’s goal to build a partnership based in mutual trust over the course of a student’s journey through the school. Conversations about ways to best support the student, academically and emotionally, should be based on the understanding that all parties have the best interest of the student in mind. To ensure the success of any student, plans for the best course of action should be made through consistent, open, and honest dialogue between the family and the School.

The School encourages and expects families to communicate directly with teachers, advisors, counselors, and administrators--following the guidelines offered below--whenever families have information, insights, questions, or concerns pertinent to their child’s educational best interests. In turn, the School is committed to handling all such information carefully, maintaining appropriate confidentiality and disclosing to parents if, how, and to whom communication of a sensitive nature will be shared.

Through various formal and informal means of communication such as the advisory program, parent conferences, comment forms, newsletters, emails, and PA meetings with the School’s leadership, the School devotes significant time and resources to communicate effectively with families and works closely with the Parents Association to shape parent education forums to offer families the information and perspective they seek to foster their children’s well-being throughout their education.

To this end, we offer the following guidelines to assist 9-12th grade parents in their efforts to partner effectively with the Upper School.

One of Trinity School’s most important tenets is the embrace of “The Conversation” in all of our interactions. This presupposes the civil exchange of ideas between parties founded upon a baseline of respect and the assumption of good intent. This should create a conversation that is about creating a meeting of the minds in regard to best supporting the student. This dialogue should presuppose that the parent is supportive of the school and the teacher’s goals, and that we all share the same aim: well-being, learning, and intellectual growth. This conversation must be respectful and calm, and this will allow both parties to be heard and to help the student most efficaciously.

- Given that one of the goals of education in the upper school is to create autonomous and self-sufficient students, please encourage your child to direct their concerns directly to their teachers. If they need help trying to frame this conversation, suggest that they speak with their advisor, dean, or other trusted adult.
• If direct contact between the parent and the school is deemed necessary, please begin this process by engaging with the advisor and/or the teacher directly. This conversation can be brokered by an advisor, dean, or department chair if direct contact seems awkward or difficult.

• If the initial contact proves to provide less elucidation than desired--which is not about one side asserting its will over the other--the next step would be to go to the grade dean for a conversation. If necessary, the dean can then craft additional conversations with teachers, department chairs, and/or the student in question. Parents may or may not be included in this step, but there would be communication of the conversational process to the parents as it proceeds.

• Only if there is a sense that all other avenues have been explored and exhausted should conversations be taken to the principal or the head of school. There are certainly instances in which this will be the case, but it should not be a first course of action.

• As we adapt to a system of communal expectations based upon an honor code, it is critical that parents utilize the same sense of honesty and respect that we expect from our students. As with their children we expect that parents will be forthright in their interactions with the school in regard to both issues that are important (specific school concerns) and those that are somewhat less so (excused latenesses). As we all strive to teach students to be responsible, it is critical that we allow them to grow and to own their own mistakes. Part of parent partnership is working with the school to allow each student to become a responsible young adult.

Parent Partnership and Outside Academic Help

We are aware that many Trinity families--for any number of reasons--employ tutors to augment the work that their children are doing in school. There are two factors that one should consider when one is deciding whether to engage an outside tutor:

  o First, have any concerns been communicated to the school, and has the student in question taken advantage of the supports that are available at Trinity? This would include approaching the teacher of the course, and utilizing institutional structures, such as the Learning Center and other established supports. Prior to spending money outside of the school, it is critical that all internal opportunities are exercised.

  o Second, if one has decided to employ a tutor, it will be best for the student if the school is aware of the work that is being done away from our campus. Conversation between the tutor and our teaching faculty will enable both sides to work together to support the student most effectively. Our experience suggests that this sort of arrangement is best for teaching and learning, and most important, is most advantageous for the student.
The Upper School runs on a semester system. The academic day begins at 8:15 a.m. and ends at 3:30 p.m. (2:35 p.m. on Wednesdays). Upper School students must enter and depart Trinity School through the 101 entrance only.

Upper School classes are scheduled over a seven-day cycle, with each day named for a color. Unless otherwise stated, courses meet five periods a cycle for a full year.

Courses that meet for the full year are worth one credit. In general, courses that meet for one semester only are worth a ½ credit. Details on classes and credits may be found on TigerNet, the school website. Physical education is required of all students for graduation, but it does not carry academic credit.

No credit is offered for courses taken before the ninth grade. Further, the Upper School does not accept any course work from other schools or from online educational programs and will not grant credit for any course work in lieu of Trinity courses or to accelerate a student’s curriculum in a particular discipline. The only exceptions to this policy are approved Interschool offerings, course work undertaken at School Year Abroad and affiliated semester-away programs, and approved enrollment in college courses once a student has exhausted Trinity’s curricular offerings.

**Graduation Requirements**

- 4 years of English (four credits): English 9, English 10, English 11, English 12
- 3 years of history (three credits): Global History I, Global History II, American History
- 3 years of mathematics (three credits): typical sequence is Integrated Math 1 (Algebra/Geometry) Integrated Math 2 (Geom./Trig.), Integrated Math 3 (Pre-Calculus)
- 2 years of a lab science (two credits): Physics, Chemistry, and/or Biology
- 3 years of a Classic or Modern language (three credits) or two years completing level 4; typical sequence in Modern Languages is II, III, AP; typical sequence in Classics is Prose, AP, Poetry
- 1 semester of Religion, Philosophy, & Ethics (1/2 a credit), plus Self, School, and Society
- 3 semesters of Visual or Performing arts (1 ½ credits) in grades 9-12
- Peer Leadership (9th grade)
- 4 years of Physical Education & Fitness and/or interscholastic team participation
  - All 9th graders MUST enroll in PE&F which includes a health and wellness component. There are NO exceptions or exemptions to this rule.

Students must earn five credits in each academic year and must take five courses each semester, four of which must be academic courses, in order to receive a diploma. Students may not take more than six academic courses each semester. Students should determine their course load and course selection in conversation with their advisor, parent(s), and class dean—being mindful of their individual
circumstances, interests, and commitments. Judicious choices are essential for the balance so critical to a sustainable schedule and personal well-being.
# Upper School Color-Day Chart

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# Upper School Period Schedule

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### Upper School Color Day Schedule

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<tr>
<th>Period</th>
<th>Time</th>
<th>Red</th>
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<td>F</td>
<td>G</td>
<td>D</td>
<td>Advising</td>
<td>E</td>
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<td>A</td>
<td>B</td>
<td>E</td>
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<td>3</td>
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Textbooks
Textbooks may be ordered through MBS Direct: http://www.mbsdirect.net. To obtain a student’s book list, refer to the student’s class schedule. On the MBS Direct website, choose the desired course and then the assigned teacher for a list of adopted texts.

Transcript Policy
A transcript is an academic record of a student’s enrollment at Trinity and includes final grades, standardized test scores, and awards received. To request a transcript, except for the purpose of College Admissions, fill out the transcript request form found on the Registrar’s Office and US Student pages of TigerNet and return it to the Registrar’s Office by email (registrar.office@trinityschoolnyc.org) or by fax (646) 827-6728. Official transcripts bear the Trinity seal and are mailed directly to a school, college, or organization as an official document; students may pick them up in a sealed envelope to send with other application materials. When a student or parent requests their own copy of a transcript, they will receive an unofficial copy, which will contain the same information as an official document but is not sealed and bears the watermark “STUDENT COPY.” For security purposes, the Registrar’s Office does not email transcripts, but will fax an unofficial copy when requested.

Grades and Examinations
Grades are sent home four times a year: in the middle of each semester and at the end of the semesters. Written comments for each student are sent home mid-semester each semester. The symbols used in grading are as follows:

A  The student’s work embodies a creative spirit, exhibits exemplary command of the content, and is nearly flawless technically.

B  The student’s work exhibits strong understanding of the content and clear communication of the ideas discussed.

C  The student’s work exhibits basic understanding of the content and satisfactory communication of the ideas discussed.

D  The student’s work reveals minimal understanding of the content and weak communication of the ideas discussed.

F  The student’s work exhibits little or no understanding of the content and a failure to communicate the ideas discussed.

A to D grades may carry a “+” or “-” sign indicating greater or lesser success in meeting the criteria for that grade.

One of the most important jobs a teacher has is to assess the quality of work done by the student. Only the teacher is in a position to assess that work in the contexts of the class, the discipline, the school, and the teacher’s experience. The teacher must always feel free to go beyond what may
be represented quantitatively in the grade book in order to make a cogent statement about quality to the student. The teacher’s assessment of the student’s work must be accepted as authoritative.

Our policy, following from this commitment, is that we will not negotiate grades. A teacher will change a grade only when a computational or clerical error is discovered.

Students and parents must never pressure faculty to negotiate and change grades. Each faculty member has the right and responsibility to exercise their best judgment about the quality of the work done by each student.

It is, of course, the responsibility of faculty members to explain both the school’s standards and their own policies and decisions. Discussing the teacher’s evaluation of a student’s work is, everyone acknowledges, a chance for the student to learn. Those conversations are very different from arguments about the number of points awarded or whether a paper deserves an A- rather than a B+.

Concerns should be addressed to the teacher, class dean, department head, and/or assistant principal, who will determine when to involve the principal if necessary.

Separate marks are given for participation to indicate the level of the student's involvement in the learning process. The marks reflect the teacher’s consideration of such areas as classroom behavior, attentiveness and engagement, contribution to class discussion, homework preparation, class attendance and tardiness, and willingness to meet with the teacher.

The following participation symbols are used:

**O** - Outstanding (denotes exceptional participation)

**G** - Good (denotes above average participation)

**S** - Satisfactory (denotes average, acceptable participation)

**NI** - Needs Improvement

The school may ask that a student who fails a course or receives a D+, D, or D- for the year not be allowed to advance to the next level in that subject. In certain cases, a student may be allowed to attend a course of summer study approved by the department head.

**Incomplete Work**

Should unusual circumstances, such as a seriously protracted illness or debilitating injury, lead the Upper School principal—in consultation with the assistant principal, class dean, and teacher—to approve a mark of “incomplete” for a student in a course at a given grading period, the teacher and class dean will help the student develop a plan for completing outstanding assignments. The discretion of the principal governs in approving or modifying the plan. A student receiving an incomplete must finish all required work so that a final grade may be
determined by the end of the next marking period following the one for which the incomplete was received. Further, to receive course credit, a student given an incomplete at the conclusion of an academic year must finish the coursework satisfactorily by the end of summer break for a final grade to be entered within the first two weeks of the following academic year. Failure to complete outstanding work in the time prescribed will result in a zero for each outstanding assignment or assessment; accordingly, these zeroes will be calculated into the student’s average for the course.

**Unsatisfactory Record, Academic Difficulty, and its connection to Student Well-Being**

Whenever a student is not thriving at school for any reason, we are concerned—particularly when patterns develop that are difficult to remedy through appropriate, tenable, and sustainable interventions, and support utilizing all of our resources.

Some indicators signaling a student’s inability to manage the demands and expectations of our school environment include low grades; timing issues such as: difficulty completing homework, taking tests as scheduled, or meeting other deadlines; failure to keep appointments with teachers and learning specialists; numerous absences and/or late arrivals to school; social or emotional struggles; and minor to major disciplinary infractions and/or breaches of honesty. Any or all of these can create concern on the part of all those working with the student in question.

Any of these patterns of behavior in a quarter will lead the class dean and other appropriate member(s) of the administrative team (principal, assistant principal, psychologist, chaplain, director of learning support, learning specialist, director of diversity & community, advisor, and/or nurse) to engage the student and their parents to address the concerns. Multiple grades of C or below will cause a student to be placed on academic concern, which means that we will be able to both use our resources to create improvement, and have an apparatus to monitor future results closely. If we do not see improvement either in grades or engagement, we may question a student’s ability to remain a student at Trinity School.

If school fit, a child’s well-being, and/or failure to meet communal expectations is a serious concern at any juncture in the school year, the principal may decide to withhold or rescind a re-enrollment contract.

**Homework/Assessment Policy**

Students should expect to spend, on average, approximately forty minutes per day on homework for each subject. All of their assignments should be posted on TigerNet at least one week in advance. In addition, students should expect at least a week's notice for major assignments. Students with three major assessments—or four assessments of any kind—due on the same day will have the option to complete or submit one or more of them at least one day later without penalty. Major assessments include in-class evaluations such as tests, quests, in-class essays, or quizzes that will take an entire class period, in addition to papers, and projects prepared at home. This definition is about time of preparation expected by both teacher and student. Additionally, participation in any Trinity-sponsored play, musical, or performing art show, or a sports away game which may cause a student to arrive home late, will also count as one ‘assessment’ toward
gaining an extension. In addition, students taking five academic classes will have the option to submit an assignment at least one day later without penalty if they have more than four major assessments in a cycle, and students with six academic classes will have the same option if they have more than five major assessments in a cycle. No assignments will be scheduled over Thanksgiving, winter, and spring holidays.

Students should always consult with their teachers when revising due dates. In the event that a student encounters difficulty in making these arrangements, the student should involve the advisor and/or class dean. Naturally, these conversations should take place at least two days prior to the assessment in question.

Students should also feel comfortable communicating with teachers when feeling overwhelmed by work, even if their tasks would not seem to meet the threshold described above. While this conversation will not necessarily result in an extension or postponement, it will help lead to an understanding between student and teacher in regard to workload and stress. By keeping assignments and assessments posted well in advance on TigerNet, teachers establish a path for their classes, and students are able to plan in advance to manage their time. This also will allow students to have these conversations with teachers well prior to stressful periods. Advisors and/or class deans should also be available to facilitate these conversations.

Assignments prepared outside the classroom should be the work of the individual student unless the terms of the assignment specify otherwise. When a student collaborates with fellow students or receives assistance from a parent, tutor, or other source, it is the student's responsibility to disclose such assistance to the teacher. Should the teacher discover that a student has not disclosed such assistance, the matter may be referred to the appropriate class dean as a breach of academic integrity.

**Make-up Work**
Ordinarily, students are allowed the same number of days to complete work as the number of days they have missed due to an illness. The student bears responsibility to arrange and complete make-up work and may seek the assistance of the class dean. In cases of protracted illness or debilitating injury, the student’s class dean and teachers will devise a plan for make-up work, communicating with the student and the student’s parents.

**Upper School Learning Support**
Trinity School is committed to empowering all students, including those with diverse learning and thinking styles, psychological or medical needs, or physical disabilities, so that each student may join fully in the intellectual life of this community. Our learning specialists are experienced teachers who collaborate with classroom teachers, class deans, the upper school psychologist, and division administrators to identify and support the learning needs of students as they become increasingly independent.
The Learning Center
Support through our Learning Center is available to all upper school students. Students are scheduled for meetings during free periods and may be seen on a short-term, long-term, or as-needed basis depending on the particular needs of the individual. Meetings are structured to reinforce essential student skills, content concepts, time and materials management, and to help students navigate the demands of upper school life in Trinity’s challenging academic program. Students may access Learning Center support in several different ways: by direct email request, or by the recommendation of their dean, advisor, or teacher. In some instances, support may be required in response to academic concerns.

Classroom Accommodations at Trinity
Trinity School provides classroom accommodations to students who qualify through formal educational evaluation or through medical diagnosis that identifies the need for special consideration. While accommodations that would alter the fundamental nature of our program are not made, we do offer a variety of accommodation options such as extended time (50% additional time) on assessments, computer use for note-taking or in-class writing assessments, and enlarged print on school-prepared materials.

To be considered for accommodations, the parent(s) or guardian(s) of the student must submit documentation (neuro-psychological, psycho-educational, or medical) indicating the presence of a specific condition that negatively impacts the student’s ability to learn, perform and/or produce work. The Director of Learning Support will review the documentation and, in consultation with the psychologist and principal, determine what, if any, accommodations will be supported by the school.

Parents or students interested in learning more about how to access accommodations are encouraged to contact the Director of Learning Support. Parents interested in pursuing educational testing are strongly urged to consult with the Director of Learning Support for a referral. Financial aid for educational testing is available to families who qualify.

Standardized Testing Accommodations (SAT and ACT)
Classroom accommodations at Trinity do NOT automatically extend to SAT and ACT testing. Parents and students interested in applying for standardized testing accommodations with the College Board or ACT should contact the Director of Learning Support for guidance through this process.

Physical Education & Fitness Exemption
Upper School students in grades 10-12 who demonstrate extraordinary commitment to a sport may be granted a portion of Physical Education & Fitness credit for the year. To qualify, there must be evidence of an extended, sustained, and exceptional commitment to the sport. As part of the application process, the outside-of-school instructor must provide documentation of training sessions and competition schedule. Students can find an exemption application on TigerNet via the Athletics portal under “Important Athletic Documents and Forms.” Students should complete the application, get the appropriate signatures, attach schedules, and submit the
information to the Director of Athletics/Upper School Physical Education & Fitness Department Chair, by the listed deadlines.

Field Trips
Trinity Upper School encourages appropriate field trips as an extension of its commitment to education and its desire to use the enormous available resources of New York City.

Except in unusual circumstances, the assistant principal must approve all field trips at least two weeks prior to the outing. This approval will be contingent upon the lead chaperone for the trip providing all pertinent information, including location, time away from campus, transportation, proposed costs, and the names of students and chaperones (ordinarily one chaperone for every 10 students, subject to alteration at the discretion of the assistant principal). Except in unusual circumstances, no trips will be allowed during periods of activity and celebration within the school, such as homecoming. A student may not miss any class more than once in a color cycle for a field trip. Field trips are typically approved in the order in which the requests are received.

If a student will miss any classes, all teachers must be notified at least one color cycle in advance. Students are expected to comply with the rules and regulations of the place they are visiting, as well as the rules of Trinity School, and to respect the rights of others. Expectations regarding courtesy, dress, smoking, alcohol, and drugs apply to all school-sponsored functions.

Teachers are asked to keep costs to a minimum. Field trips costs will be covered, in most cases, by the school. Families will be notified in advance if costs associated with a trip will be charged to student accounts; all such decisions will obviously take into consideration students receiving financial assistance from the school.

For participation in any trip, the general health and emergency form and all emergency contact information must be on file in the Upper School Office. The assistant principal will ascertain this information. In addition, signed permission forms are mandatory for all trips, including trips conducted within the time-period of one scheduled class; students will not be permitted to attend the field trip without them. Teachers must take emergency contact information with them on the trip along with a working cell phone.

Adjunct Academic Programs
Trinity encourages students to pursue meaningful summer opportunities for travel, study abroad, and service. In addition, to foster students’ global and environmental competence, the school also supports several opportunities during the school year. Because Trinity has limited financial resources to support such opportunities, the school has created a screening process to determine which students and how many the school can support in the application process for these adjunct programs. In the screening process, the school will consider students’ demonstrated level of interest in study off campus, readiness to thrive academically and socially in such a program, and potential to benefit from the program. Early expression of interest may be a factor when applicants seem equally qualified and worthy.
**Semester Programs**
During the junior year, Trinity supports student participation in the semester away programs at the Island School, the Chewonki School, High Mountain Institute, the School for Ethics and Global Leadership, and the Mountain School. Any student interested in exploring participation in these programs should seek the approval of the assistant principal by November of their sophomore year. The school does not require tuition from students while they are participating in such programs. The school will do its best to insure that participation in this program is possible for students from diverse backgrounds.

**Year-Abroad Programs**
During the junior year, Trinity supports participation in the School Year Abroad experience, an educational partnership that allows our students to earn Trinity credit in an educational program outside the United States. The SYA campuses are located in Rennes (France), Zaragoza (Spain), Viterbo (Italy), and Beijing (China). Any student interested in exploring participation in SYA should seek the approval of the assistant principal by November of their sophomore year. The school does not require tuition from students while they are participating in SYA. The school will do its best to insure that participation in these programs is possible for students from diverse backgrounds.

**College Counseling**
All students are counseled individually about college applications. The process formally begins in the middle of the junior year and involves individual conferences with students and parents, group counseling, and meetings with college admissions officers. Students are assisted in making their college choices and in completing the application procedure. Trinity families receive a wealth of information from the College Counseling Office.

**Standardized Tests**
In October at school, all tenth and eleventh grade students take the Preliminary Scholastic Aptitude Tests. Further information about standardized tests (SATs, ACTs, SAT II: Subject Tests, and APs) may be found on TigerNet by navigating to “Our Program,” then “College Counseling.”

**Honors & Prizes**
The school offers a variety of academic and citizenship prizes, and in most cases the Upper School faculty or the appropriate departments select the recipients. These prizes are awarded annually at the Prize Assembly. In addition, the students with the three highest grade point averages in each grade receive the Hawley Prize, which is not announced at a ceremony.

Trinity has maintained a chapter of the Cum Laude Society since 1934. National organization rules limit membership to 20% of the senior class. Seniors chosen for membership have a superlative academic record for their sophomore, junior, and senior years.
Community Time and Chapel
Community Time and Chapel are integral elements of the Trinity program and address a wide variety of topics, both academic and non-academic. As with classes, attendance is required. Those interested in planning or participating in Community Time should contact the community time coordinator or members of the Community Time Council. Those interested in participating in Chapel should contact the chaplain or members of the Chapel Council. Several times a year the entire school meets off-campus in an All-School Chapel to mark a major religious or civic holiday. Students who would like to participate in an All-School Chapel should contact the chaplain.

Sensitivity to Religious Holidays and Observances
Recognizing that we are a religiously diverse community, the school seeks to be sensitive to students and faculty of various religious traditions. When an individual's religious obligations are in conflict with school responsibilities, the school seeks to resolve such conflicts in a manner that respects the obligations both of individual religious practice and of our common life at school. A student who foresees a conflict between school responsibilities and religious obligations should speak with their teachers, advisor, and/or class dean.

Senate
The Student Senate, supervised by the assistant principal who is the senate advisor, is made up of four students elected from each grade. It meets once a week and discusses matters of general concern to the student body, oversees the budget for student activities, and plans student events.

Clubs, Affinity Groups, Programs, and Publications
Trinity students enjoy a rich array of elective extracurricular activities, some of which require a greater commitment and investment of time than others. These considerations should inform participation and/or membership.

Clubs
Clubs are student-run organizations chartered and funded through the Senate. New clubs can be chartered at any time of year, although most will charter prior to the Club Fair in the fall. Student senators monitor club vitality. Inactivity prompts the Senate to revoke charters. All clubs have an adult advisor and must have transparent and fair leadership structures.

There is a wide variety of clubs available at Trinity. These clubs are generally episodic and are inspired by shared student interest. Other clubs may engage in an activity, such as playing music or dancing. Most meet regularly during ad hoc or before or after school and may have field trips after school and on weekends. Many also host Lunch & Learn guests or activities. Students can generally participate in 2-3 clubs in the course of the school year, depending upon the time required by the individual group. Some examples of clubs active in the recent past include: Baking Club, Cheese Club, Comic Book Club, Disney Club, Election & Politics Club, Feminist

**Affinity groups**
These groups are based on a common affinity and are more time intensive than common interest clubs. Affinity groups meet weekly and tend to be quite active—hosting theme Lunch & Learns that feature speakers, panels, and discussions, sponsoring food tastings, and reviewing news and media. Affinity clubs work closely with the Student Diversity Leadership Council (SDLC). Most students do not participate in multiple affinity groups. Examples of Trinity affinity groups are Jewish Affairs Club, Queer-Straight Alliance, Black Affairs Club, Muslim Affairs Club, Asian Affairs Club, and South Asian Society.

**Programs**
Programs are much more time intensive than clubs. They require regular practice and training, and compete with other schools. Students should commit to a single program. Trinity programs include Academic Quiz Bowl, Debate, Mock Trial, Model Congress, Model United Nations, and Science Olympiad.

**Publications**
Publications have various levels of participation. Being on staff as a writer or designer requires the work of a particular assignment as well as weekly meetings. Many students explore the various publications at this level before settling on one. Editorships are by application and require a significant time commitment. Students may hold only a single editorship. Annual publications are *The Bruner*, the yearbook; *The Trinity Times*, the newspaper; *Columbus*, the literary magazine, and *Diversion*, the modern language magazine.

**Episodic Publications**
These publications come and go based on student interest. They originate via a proposal to the faculty advisor and are developed with the advisor’s guidance. Current journals of this type include *Synapse*, a science journal; *Spotlight*, a pop culture magazine; *The Floating Bear* II, an experimental arts and commentary magazine, and *Novus Libellus*, the Latin magazine.

**Community Service**
The Upper School service program is unique in several ways. While all students are expected to participate in voluntary community service during each of their high school years, Trinity, unlike many private schools, does not have a required number of service hours. Both through their own initiative and the cooperation of community partners, students have the opportunity to volunteer in a wide array of meaningful ways. They are allowed to initiate any type of service group that speaks to them and their passions. In early fall, the director of service organizes the service fair in which students showcase their service initiatives, clubs, and organizations. Other students are encouraged to sign up for membership in groups that interest them. Students may volunteer for a particular project for a long time or may contribute to short-term projects approved through the director of service’s office.
Dress Code

Purpose:
The School is committed to a student dress code that contributes to the decorum and general seriousness of purpose that should characterize community life during the school day. The dress code permits comfort in a variety of learning environments and permits students to respectfully express their individuality within the limits of good taste. Student dress must be appropriate for the occasion.

Dress Code:
- Clothing must be clean, tidy, and in good repair.
- Stomachs, chests, buttocks, and undergarments must be covered.
- Footwear is required at all times.
- All clothing worn must allow all students to participate fully in daily activities.
- Students should refrain from wearing clothes with language or images that are inappropriate, derogatory, or obscene (objectionable, offensive, or violent).
- Students should refrain from wearing hats or visors.

Special Occasions:
When the community gathers for special occasions, such as all-school chapels, students are instructed to dress more formally than as stipulated by the daily dress code. At such times, students should wear coats and ties, dresses, or other attire that is similarly respectful of the given event’s significance.

Miscellaneous:
- Questions about the appropriateness of any specific garment should be addressed to the class dean before the garment is worn.
- Exceptions to the daily dress code may be made for special occasions with the prior consent of the class dean.

Student MetroCards
These cards are issued to students whose eligibility is determined by the NYC Department of Education.

Visitors
Students may not have guests in school during the period from 8:15 AM to the end of the school day without the prior permission of the class dean, assistant principal, or principal. Students may invite guests to after-school activities such as sports events and theatrical performances, but it is otherwise not appropriate to have visitors in school.

Gift Giving Guidelines
Families often wonder about the appropriateness of gift-giving to Trinity faculty and staff during the holidays or at year’s end. We realize that it is natural for children, especially young children, to want to give gifts to the important adults in their lives. School personnel are just such adults.
If your family wishes to give gifts to faculty and staff, the guiding principle is to be reasonable. Gifts can be bought or homemade, and we think that gifts that are personally meaningful to the student (notes, artwork, handmade objects) and modest in cost (no more than $30.00 per family) are best and most appropriate. Expensive gifts are inappropriate and will need to be returned. If you have any questions, please contact the appropriate divisional office.

**Deliveries in School**
Students may not order food to be delivered to the school for personal consumption. The security desk is not responsible for the fulfillment of these student desires and is not the equivalent of a concierge service.
Attendance

Because attendance is essential for a rich educational environment, Trinity has long approached attendance with considerable seriousness of purpose. Our divisional policy demands that students be in Community Time and Chapel, class, and other school functions on time and focused. Regardless of their grade in a class, students may be deemed not to have passed a course when the principal determines that their absences are excessive. Trinity reserves the right to refuse credit to students who miss eight or more classes in any course during the semester. The principal makes all decisions about credit after considering the specific circumstances of each case and taking into account the student’s past record of achievement and attendance. The principal may also require students to do additional work or attend additional classes. A pattern of absences from Community Time or Chapel will prompt the class dean to communicate this concern to the student’s parents. Students who miss classes due to illness or unexcused absences may not be participate in school-related activities on the day of their absence or lateness without the grade dean’s explicit permission.

Absences
Parents must email the Upper School Office attendance line before 9:00 AM at usattendance@trinityschoolnyc.org or call the attendance line at (212-932-6935) to notify us on the day a student will be absent for any reason for any portion of the school day. If the school has not been notified of a student's absence during the morning, parents will be called. The total number of full-day absences will be listed on transcripts. In order to participate in any afterschool activities, students must sign in and be accounted for by the ad hoc at 10:45 AM.

Occasionally, a student will demonstrate the signs of a chronic illness, which can make school a difficult prospect. Because we want to be aware of any potential concerns, a doctor’s note is required if a student has three absences in a row, or seven within the course of a single semester. This is done not to be punitive, but so that we can be part of the process of recovery, both physically and educationally. The more that we know, the better we are able to support each student by helping them to create a reasonable academic plan as they move through the recuperation process.

Planned Absences
Excused absences include religious holidays and observances; illnesses and medical procedures; and family events like graduations and weddings; and college visits. For the latter excused absence, students are permitted one full day per semester for juniors, and two full days per semester for seniors. College visits along with family trips should be planned over vacations and weekends as several days have already been built into the school calendar for these purposes. Providing there are no objections on academic grounds, other planned absences may be excused with permission of the class dean.

While religious planned absences do not require a form, all other non-medically related planned absences require a parental email or call to the class dean as well as the student’s completion of
an “Excused Absence Request” form (obtained from the class dean) with appropriate teacher signatures at least two days prior to departure. The student must make arrangements to complete all missed course work in advance of the absence or in the time specified by each of the student’s teachers. The student is responsible for scheduling all make-up work prior to departure for a planned absence. Work missed because of an absence must be made up as soon as possible. If a student does not follow proper absence procedures, the student may not be given the opportunity to make up missed class work or assessments.

Absences caused by a student leaving early for vacation or returning late from vacation will be treated as unexcused, and the student may face disciplinary action by their class dean. As the calendar is published in advance of the academic year, parents should partner with the school to ensure that students don’t miss school due to avoidable family logistical circumstances. Teachers are not responsible for helping students make up work missed during an unexcused absence.

**Late Arrival/Early Departure**
A student arriving at school late or leaving school early for any reason must sign in/sign out in the Upper School Office. In the case of illness leading to early departure, a student must see the nurse who will determine whether the student should go home. The nurse will issue a note that the student must bring to the Upper School Office before signing out. A parent or guardian must notify the office if a student will be missing classes due to early departure. Notification may be sent by email to usattendance@trinityschoolnyc.org or by phone to the attendance line (212-932-6935).

If a student arrives late, leaves and returns during the day due to an appointment, or leaves early due to an appointment, the student will be expected to bring a note from the office of the physician or practitioner with whom they have visited. They should bring that note to the upper school office and turn it in when they sign in upon their return. This procedure does not obviate the need for the parent to inform the school that their student will be leaving early or during the school day.

**Tardiness**
A student arriving late for school must go directly to Community Time or Chapel or the upper school office, where they will sign in. Students are expected to be in their seats when Community Time, Chapel, advising, or a class period begins. On days that do not begin in Community Time or Chapel, students must sign in on the computer in the Upper School office PRIOR to going to class. Those who are repeatedly late to Community Time, Chapel, advising or class undermine their own learning and disrupt the experience of other students. The accumulation of five unexcused late arrivals—including to Community Time, Chapel, or advising—will result in a detention. (Please see “Detention,” p. 44.) A pattern of lateness, excused or unexcused, will trigger administrative concern and intervention. (Please see “Unsatisfactory Record…” p. 16.) Students who are tardy but choose not to attend Community Time, Chapel, or advising, can expect to see this absence treated not as a late, but rather as a cut class, resulting in the immediate imposition of a detention.
Class Cuts
Absences from class or other required school functions such as grade meetings, Community Time advising, or Chapel, for ten minutes or more without an excuse are treated as class cuts. A student without a proper excuse for such an absence will face disciplinary action by their dean. A class cut will result in two detentions, and cutting Community Time or Chapel will result in a single detention in addition to other appropriate consequences. (Please see “Detention,” p. 44.)

An “unprepared” for physical education and fitness denotes a student’s arrival to class without proper fitness attire and constitutes a class cut. (Please refer to the “Physical Education & Fitness Attire” section of the Upper School Handbook).

Leaving the School Building during the Day
Students in grades 10, 11 and 12 are allowed to leave the building during free periods. Students in grade 9 are allowed to leave the building after first semester with parental permission. Students leaving during a free period must submit their Trinity access card to security on leaving and collect it upon returning. A student’s failure to submit the appropriate access card will result in a loss of off-campus privileges and/or detention as determined by their dean.
School-wide Technology Policies

In support of the educational mission of the school and to enhance learning, collaboration, communication and productivity, Trinity School provides a wide range of computing resources throughout the school via its network, the Trinity Information Network. These resources include linked computers and software, peripheral devices (e.g., printers, projectors), shared data storage, wireless and Internet access, a school website (TigerNet), electronic mail and a variety of other electronic tools.

Use of Trinity Information Network resources is a privilege and not a right. All users must respect the rights of other users, respect the integrity of the physical facilities and controls, and respect all pertinent license and contractual agreements. It is the policy of Trinity School that all members of its community act in accordance with these responsibilities, relevant laws and contractual obligations, and the highest standard of ethics. Failure to comply may result in suspension of privilege, school disciplinary action, academic sanctions, or even civil or criminal action under local, state or federal law.

All users of the Trinity Information Network, both within and outside of Trinity School facilities, including but not limited to students, faculty, staff, and administrators, are expected to abide by these school-wide and school-specific (i.e., Upper, Middle, Lower) technology policies.

Email Policy
Trinity School employs spam-blocking software designed to block or delete certain emails. If the contents of an email are urgent in nature, following up with the intended recipient to confirm delivery is advised. Trinity School is not responsible for emails that do not reach their intended recipients.

Personal Electronics
Because we value our interpersonal relationships and mean to foster student engagement with teachers and one another in our common spaces, students may, as a rule, use their personal electronic devices, including but not limited to smartphones, only outside of the classroom. Electronic devices must not be used at any school functions, such as Chapel or Community Time. Exceptions to this rule may be made when use of a device supports an educational purpose, including accessing a schedule, noting a meeting, and recording or working on an assignment. Faculty and staff have absolute discretion in determining the appropriate use of personal electronic devices.

Computer, Internet and Network Use Policy
Computers and the Internet have become a vital part of modern civilization and have reshaped the way we communicate, collaborate, learn and conduct business. Users should be cautious, however. The Internet is a public space. It is not centrally managed by any one entity or governing body. Not all sources provide information that is accurate, complete or current, and some information may be considered offensive or inappropriate for certain age groups. No
foolproof mechanism exists to ensure that a student—or anyone else for that matter—behaves responsibly when using electronic or online resources. All electronic and online resources (e.g., computer hardware and software, peripheral devices, email, the Internet) must be given the same respect and must be treated with the same care and prudent caution as any other property, mode of communication, or public space. All school disciplinary rules – including those that govern respect for others, respect for property, academic integrity, and harassment – apply to use of the school’s computer hardware, software, the Internet, email, and related resources. The school will cooperate fully with local, state, or federal officials in any investigation related to any alleged illegal activities conducted using the school’s network. The school is not responsible for the quality or accuracy of the information obtained through the school’s network resources. The Trinity Information Network is provided on an “as is, as available” basis. The school will make every effort to ensure the smooth running of the Trinity Information Network but cannot guarantee that users will not lose data or suffer service interruptions. The school is not responsible for damages or injuries incurred as a result of unauthorized use of network resources. It is the responsibility of each user to protect their personal information including, but not limited to, user and network identification credentials and passwords, social security number, address, email and phone number(s).

**Privacy of Electronic Communications**
The school does not and cannot guarantee the privacy of its computers, electronic mail systems, and network and related resources. The school may choose to review, disclose, modify, or delete information contained on any of its computer and related systems for a variety of reasons, such as to conduct maintenance, upgrade systems, maintain system integrity, remove improper material, or investigate wrongdoing. Further, if the school is concerned that a student or employee has violated school rules when using non-school computer resources or electronic mail accounts, particularly when such conduct relates to improper use of the Internet to disseminate harassing or offensive materials, the school may request that the student and family, or school employee, permit access to personal computer resources to investigate the matter.

**Software Policy**
The use of the school’s facilities to download, make, run or distribute unauthorized copies of software is strictly prohibited. Software piracy carries with it steep penalties for all concerned, including damages of up to $100,000 for each work infringed, fines of as much as $250,000 and jail terms of up to five years, regardless of whether the infringer was aware that this conduct violated federal law. Software is automatically protected by federal copyright law from the moment of its creation. The rights granted to the owner of a copyright are delineated in the Copyright Act, which is found at Title 17 of the US Code. The Act gives the owner of the copyright the exclusive rights to reproduce the copyrighted work and to distribute copies of the copyrighted work. It also states that anyone who violates any of the exclusive rights of the copyright owner is an infringer of the copyright and sets forth several penalties for such conduct. The purchaser of a copy of software has no right to make additional copies without permission of the copyright owner, except for the right to copy the software onto a single computer and make another copy for archival purposes only.
Upper School – Policy on Acceptable use of Technology for Students

1. The Trinity Information Network’s facilities and services are intended primarily for educational use related to the academic or extracurricular program of the school, such as classroom, artistic, athletic, or club activities under the direction of a teacher; the preparation of homework and other assignments; research for papers and research projects; personal intellectual development; communication between students and faculty; and the expression of civic involvement such as communicating with non-profit or service organizations, elected representatives, and expressing opinions on social or political issues. However, the Trinity Information Network is a limited forum, similar to the school newspaper, and therefore the school may restrict your speech for valid educational reasons.

Digital citizenship, defined as the responsible and ethical use of digital technologies, is an important value at Trinity. Members of our school community have the privilege of using Trinity Information Network’s facilities and services for non-school purposes such as personal emailing, Internet browsing, and social networking. Privilege comes with responsibility; students are accountable for their online presence and actions.

2. The network and its resources are not intended for entertainment purposes, as a public access service or a public forum, nor may the network be used for commercial purposes such as offering or providing products or services, downloading music files, trading securities, bidding on auctions, shopping, or crowd-funding of projects through websites such as Kickstarter or GoFundMe, even if the project is school-related.

3. During the school day, priority for shared computers will be given to students working on class assignments. No gaming is allowed on school computers or on personal devices using any of the Trinity School wireless networks (e.g. “Trinity” or “Trinity-Guest”).

4. Students are expected to check their Trinity-assigned email accounts every day and to use these accounts for communicating with faculty and other school staff. Messages from teachers and administrators should be answered within twenty-four hours during the school week. Students using non-Trinity email accounts at school are governed by the same school-wide and acceptable use policies as students using Trinity email accounts. Further, students should exercise good judgment when mass-emailing the upper school student body and faculty and should not use distribution lists without asking a club advisor, class dean, the dean of students, or assistant principal first. Additionally, students should check TigerNet for assignments daily.

5. As a school we do not tolerate speech directed at the community that is obscene, libelous or slanderous, that incites students to violence, which invades the rights of others, or contributes to the substantial disruption of the orderly operation of Trinity School. In recent years, new challenges to our policy of respect and responsibility have been posed by personal web sites and social media platforms, occasionally creating a temptation to use denigrating language. Because of the wide and immediate availability of these websites, social media platforms, and other forms of electronic written communication and digital multimedia, we must take seriously what is written there, even if the messages originate off campus. The reason for this is simple: hateful, hurtful, or threatening written messages, regardless of origin, can do serious damage to individuals and can undermine our community and its safety. We do not aim to challenge the free expression of ideas. In fact, we prize it. We do not seek to monitor students' Internet or web-based communications off campus. However, when infractions are brought to our attention,
Trinity's policies and its consequences will be enforced in order to maintain a school community where all individuals are respected.

6. Personal information, including contact information (address, email, telephone, school address, work address, etc.) for students or for others, should not be posted to public or school websites, or provided to individuals, organizations, or companies via the Internet, social media platforms, or email messages. Any messages received that are inappropriate or cause feelings of discomfort should be reported to a teacher, advisor, dean, or other appropriate school employee.

7. Any content (e.g., text, image, audio, or video) that was sent privately should not be published or forwarded without the sender's permission.

8. One’s personal involvement in any and all social networking sites is not private and, therefore, should not reflect negatively on fellow students, faculty, or the school community. You are responsible for how you represent yourself and your school on the Internet.

9. Students shall not trespass in other’s files. Files stored in common areas on the network or on the school’s website that are not the student’s own should not be opened, examined, altered, or deleted.

10. Students shall not share passwords, network IDs, or give anyone access to files that are not their own. Nor should students ask for or attempt to obtain or access another person’s password or electronic files. Take all reasonable precautions to prevent others from being able to use your account. Under no circumstances should you provide your password to another person. If you are finished working at a computer, be sure to log out of your network account, or Google accounts on school Chromebooks before you leave the computer. If you have forgotten or lost your Trinity network or email password, please speak with a member of the technology staff or emailhelpdesk@trinityschoolnyc.org.

11. Students are only allowed to connect to the Trinity wireless network named, “Trinity-Guest” when using their own personal laptop or mobile device(s). No students, under any circumstance, should be connected to the wireless network named, “Trinity”, when using your personal laptop or mobile devices. Students are only authorized to be using the “Trinity-Guest” network, using any personal devices. This is for the security of the whole Trinity Network.

12. Spoofing (masquerading or pretending to be someone else) is forbidden in electronic communications, regardless of the intent. This includes, but is not limited to, sending out email, forging or misrepresenting message headers, creating accounts, posting messages or engaging in other online content (e.g., text, images, audio or video) in someone else’s name.

13. Never attempt to gain unauthorized access to the Trinity Information Network or to go beyond your authorized access. If you mistakenly access inappropriate information, you should immediately tell your teacher, advisor, or dean. This will protect you against a claim that you have intentionally violated this policy.

14. Notify a teacher, advisor, dean or the Technology Office if you have identified a possible network security problem. Do not seek to find security problems because this may be construed as an illegal attempt to gain access.
15. School restrictions against inappropriate language—obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language—also apply to public messages, pictures, or videos posted on the school network or website, private email messages or files, and material posted on web pages.

16. Using the resources of the Trinity Information Network to insult, harass, or attack another person (including prejudicial or discriminatory attacks) or to post or send false or defamatory information about a person or organization is unacceptable and will result in disciplinary action.

17. Students shall not knowingly create or send or attempt to create or send computer malware such as viruses, worms, Trojan Horses, spyware, denial of service attacks, or otherwise seek to obstruct or disrupt computer operations on or using the Trinity Information Network.

18. Students shall not alter, vandalize, damage or disable computer network hardware or software.

19. Students are expected to communicate with faculty and staff clearly and without creating misunderstandings. Use proper “Netiquette” to facilitate interaction in all school-related communications. As examples: identify yourself; always have a subject heading that reflects the content of the message; use mixed case and proper punctuation, as though you were typing a letter or sending mail; and generally avoid using abbreviations or texting vernacular.

20. Practice proper email management: do not send chain letters or engage in "spamming" (sending an annoying or unnecessary message to a large number of people), and delete unwanted messages promptly.

21. You are expected to use your Google Drive account as the primary place to store school-related files. In addition, you are expected to manage your Trinity network account judiciously by deleting materials that take up excessive storage space or which you no longer need to access.

22. Trinity Information Network may not be used to access material that is designated for adults only or is pornographic, obscene or sexually explicit, or material that advocates illegal or dangerous acts, or material that advocates violence or discrimination towards other people (hate literature). A special exception may be made for hate literature if you are conducting research and both your teacher and a parent have approved.

23. School computers may be used only during normal hours of operation in spaces supervised by school faculty or staff.

In the event there is a claim that you have violated this policy or Trinity School communal expectations in your use of the Trinity Information Network, you will be provided with notice of the suspected violation and subject to disciplinary action.
Trinity School’s Social Media Policy For Students

Trinity School’s Idea of Excellence obliges students to be colleagues and friends and to act out of respect and love. Trinity expects students to act responsibly, honestly and with consideration for other members of the community; to be courteous, understanding, caring; and to value the opinions and feelings of others. We must promote these values, not only in the classroom and in our community, but also when we communicate online and on social media. The purpose of this policy is to provide a set of guidelines for appropriate online conduct, to assist students in making responsible decisions when using social media and electronic communications, and to ensure that students use technology in a safe and responsible manner.

The Key Principles of the Social Media Policy are:

- Always act with honesty, integrity and respect for others.
- Do not use speech that is obscene, libelous or slanderous, that threatens others, incites violence, invades the rights of others, or disrupts the ordinary operation of Trinity School.
- Do not use language or postings that reinforce cultural stereotypes including, but not limited to, ability, age, ethnicity, gender, race, religion, sexual orientation and socioeconomic status.
- Use only Trinity email or school-sanctioned applications (e.g. Remind) to contact faculty or staff for school-related activities.
- Do not follow, connect or friend faculty or staff on any form of social media for non-school activities.
- Do not expect privacy when using social media for school-related online activities.
- Do not use any electronic device to take photographs in any school areas where there may be an expectation of personal privacy (e.g. locker rooms, bathrooms, changing rooms).

Definitions

Social Media: Any form of online publication or presence that allows user-generated content to be shared. Social media platforms typically have, but are not limited to, one or more of the following features:

- Relationship Networks (e.g., Facebook, Google+, LinkedIn)
- Media Sharing Networks (e.g., Facebook, YouTube, Twitter, Instagram, Flickr, Picasa, Vimeo, SoundCloud, Snapchat, WhatsApp)
- Online reviews (e.g., RateMyTeachers, Yelp, Glassdoor, Foursquare, Airbnb, Uber, Amazon)
- Discussion Forums (e.g., wikis, Reddit, Quora, Digg)
- Social Publishing (e.g., blogs and microblogs, Twitter, WordPress, Medium, Tumblr)
- Bookmarking sites (e.g., Pinterest, StumbleUpon, Flipboard)
- Interest-based networks (e.g., Pinterest, Goodreads, MySpace, Versy)
- Gaming Platforms
- E-Commerce (e.g., Etsy, Pinterest, EBay, Kickstarter, IndieGoGo, GoFundMe)
Electronic Communications
Including, but not limited to, all aspects of voice, video, and data communications, such as voicemail, email, fax, text messaging and internet access text messages, instant messages, applications (“apps”), and any other public or personal electronic communication or posting between two or more individuals.

Additional Inquiries
This document is meant to provide general guidance and does not cover every potential social media situation. Should questions arise relating to the appropriateness or content of social media, please contact one of the following people: 1) Your principal, 2) Director of Technology, or 3) Director of Communications.

General Guidelines
- Since most electronic devices have built in digital cameras, these devices are not to be used to take photographs at any time in the School’s bathrooms, locker rooms or in any similar areas where there may be an expectation of personal privacy.
- If a student receives or is made aware of inappropriate content that causes feelings of discomfort or is in violation of Trinity’s values or policies, the student is encouraged to speak to a parent, teacher, advisor, or any adult at Trinity School with whom they feel comfortable. The individual who receives the report from the student will bring the report of inappropriate content to the attention of the appropriate Assistant Principal.
- Trinity School prohibits taking negative action against any student for reporting a possible violation of this policy or for cooperating in an investigation.
- A violation of this policy may lead to discipline up to and including expulsion.
- This policy does not apply to communications between a student and an employee while that employee is acting in his/her capacity as parent, guardian or family member of the student.

Use of Social Media for Non-School Related Activities:
- Digital citizenship, defined as the responsible and ethical use of digital technologies, is an important value at Trinity. To that end, Trinity Students should be mindful that social media should always be used in accordance with Trinity School’s policies including, but not limited to, the Anti-Harassment, Anti-Bullying and Acceptable Use of Technology policies.
- Students are expected to act with honesty, integrity and respect for others. You are responsible for how you represent yourself and your school on all forms of social media.
- As a school we do not tolerate speech directed at the community that is obscene, libelous or slanderous, that threatens others, incites students to violence, which invades the rights of others, or contributes to the substantial disruption of the orderly operation of Trinity School. Language or postings that reinforce cultural stereotypes including, but not limited to, ability, age, ethnicity, gender, race, religion, sexual orientation and socioeconomic status are not allowed. Behavior that would be inappropriate in the classroom or in a professional setting is also inappropriate on social media.
• Trinity School encourages students to carefully review privacy settings on all social media and networking sites. Students should always exercise caution when participating in social media and online communications.

• One’s personal involvement in social networking sites is not private. It is important to remember that what is private in the digital world often has the possibility of becoming public, even without one’s knowledge or consent. It should be assumed that private postings and content might be copied, forwarded or posted to other sites and may exist after the content has been deleted or otherwise removed.

• Students must not follow, connect or friend faculty or staff on any form of social media for non-school related activities.

• Trinity School does not seek to monitor students’ Internet or web-based communications off campus. However, when infractions are brought to the school’s attention, Trinity’s policies – including those that govern respect for others, respect for property, academic integrity, and harassment - and disciplinary rules will be enforced in order to maintain a school community where all individuals are respected.

Use of Social Media for School-Related Activities
• Use of social media for school-related activities must always reflect the values expressed in Trinity’s Idea of Excellence.

• Students must use only their Trinity School email or school sanctioned applications (e.g. Remind) to contact faculty or staff for any school-related communications.

• Students who participate in the use of social media for school-related purposes must regard these tools as an extension of the classroom. The same rules apply online as they do in the school.

• Participants in a school-related social media platform should realize that there is no expectation of privacy and that Trinity may monitor these social media sites to protect the Trinity community.

• Trinity School employees are prohibited from participating in personal social media interactions with students for at least one year after the student has graduated from Trinity School.

• At no time may an employee engage in personal online contact with students or alumni less than 18 years of age.

• Any member of the Trinity School community (e.g., faculty/staff, students, coaches etc.) who wishes to establish a social media platform for school-related purposes must have a signed Acknowledgement of Social Media Policy on file.

Electronic Communication Between Trinity Faculty/Staff and Students
• Unless otherwise allowed by this policy, Trinity School employees must use their Trinity School email address when emailing students and parents. In addition, when communicating with students, Trinity School employees must send email to the student’s Trinity School email address. Should a Trinity faculty or staff member receive an email from a student’s personal email account, the faculty or staff member must respond to the student’s Trinity email address using the faculty or staff member’s Trinity email account and notify their supervisor of the communication.
• Communication between faculty or staff and Trinity students over personal cell phones has the potential to be interpreted as inappropriate and unprofessional. Therefore, faculty and staff may call or text a student over their personal cell phone only when it is for a school-related purpose, such as a field trip or travel; and (1) only as a last resort when finding the student in person, contacting the student’s parents, or emailing the student on their Trinity issued email account is not feasible under the circumstances; or (2) the text qualifies as a “mass text” which is defined as a text message sent to more than one student, and the message relates to a school-related communication; or (3) the communication is for an emergency and there is no reasonable alternative available; or (4) a specific situation arises when the employee needs to communicate with the student for a school-related purpose and there is no reasonable alternative available.

As Trinity’s use of social media evolves, this policy may be changed and adapted to meet the needs of the school, its employees, families and students.

Acknowledgement of Social Media Policy

Student Agreement:
I acknowledge that I have received, read, understand and will comply with the terms and conditions of Trinity School’s Social Media Policy for Students. Should I commit any violation, I understand that the school has the right to take appropriate disciplinary actions up to and including expulsion.

_____________________________________________
Student Name (Printed)

_____________________________________________  ________________________
Student Signature                  Date
Health Policies

Annual Physical
School policy requires that each student have a physical exam annually, i.e. every 12 months. A record of this examination, signed by the physician, must be submitted on the school’s electronic student health record system (Magnus Health). New students must also submit an immunization record. If a student fails to submit a record within the defined period, the student will not be able to come to school or participate in physical education or athletics. Health forms are available on Magnus Health, which can be accessed via TigerNet by going to the Health Services resource board.

Parents of student athletes must also submit an Athletic Interval History Form before the start of each athletic season. This form can be found on Magnus Health as well.

Parent Communication
Parents are asked to provide information regarding their child’s medical history, any medications the child is taking, and their physician’s information. Parents also need to give consent for treatment and authorization for the nurse to administer over-the-counter medications if needed. Just like the annual physical exam form, this parent information should be submitted annually and can be done on Magnus Health.

In addition, any changes in the student’s health situation during the school year (e.g. illness, medication started, needed surgery, etc.) should be communicated to the school nurse. The school nurse is often the first to respond to an emergency situation; therefore, the nurse needs to be aware of each student’s complete and current medical history. This information is kept strictly confidential and is only shared with school administration on a need-to-know basis.

Medical Reasons for Keeping Students Home from School
A student must be kept home for the following reasons or conditions:

- *A fever* of 100.5 degrees Fahrenheit or higher — When your child has been free of fever for 24 hours (without fever-reducing medicine) and has no other symptoms, they may return to school

- *Vomiting or diarrhea in the past 24 hours*

- *Influenza* — Children who have been diagnosed with the flu should stay home. Flu symptoms include fever, chills, cough, sore throat, headache, fatigue, or muscle aches. Note: Symptoms of a common cold include stuffy nose, sneezing, sore throat, and a cough. If symptoms are severe and your child cannot keep up with school demands, then they should rest at home.
Additional Note about Sick Days
Students must not return to school when they are still sick. It is imperative that students allow enough time to recover for their own health and well-being and also so they do not infect others in the community.

Please reassure your children that teachers will be understanding and will support them in how to best make up missed work. If they are too ill to return to school, they should email their advisor, class dean, and teachers for guidance.

Psychological Services
The upper school psychologist is available to all students and families who would like to discuss personal matters or issues related to a student’s social or emotional well-being with a trained professional. The psychologist may provide short-term counseling and/or refer the student for counseling outside of school.

Academic Accommodations for Physical or Psychological Conditions
If a student requests accommodations to their assignment schedule or workload due to a physical or psychological condition, that student must submit a doctor’s letter supporting the request for these changes. The request and the committee’s recommendations will be approved or modified at the principal’s discretion.

Medications
The school nurse must administer all prescription and non-prescription medications. The nurse’s office is open between 8:00 AM and 4:00 PM. Prescription medication must be given to the nurse in the original bottle from the pharmacy with specific instructions on the label. Students are responsible for seeing the nurse to receive their medication. Some students may receive permission to carry and take their own medication. This is granted on an individual basis following discussion with the parent or the physician.

Medications on Overnight Trips
Parents whose children will require medication on an overnight field trip must complete the form titled “Parent and Physician’s Authorization for Administration of Medication(s) Required during Field Trip.” The form must be signed by the physician. Chaperones should be notified of any medications being carried on the trip. The medication must be prepared by the student’s pharmacist and given to the person in charge of the trip. Students may carry emergency medication (Epinens, insulin, and asthma inhalers) as permitted. Notification of medication and the physician’s authorization must be received prior to the trip.

Nut Allergy Awareness Policy
The following is the school's Food Allergy Policy as of July 1, 2007.

An increasing number of people are identified these days as severely allergic to nuts and other foods. The Trinity Community is called on, therefore, to be as aware as possible of the risks involved. This includes faculty, staff, families, students, and visitors to the school. Eating and in some cases even inhaling or coming in contact with traces of these foods can cause life-
threatening reactions. Trinity School and our food service strive to keep nuts and nut products out of food served in school; however, we cannot guarantee that we are nut-free. The following guidelines are meant to help us all, school personnel and families, maintain a high level of awareness of the risks:

- Food brought into school must not contain nuts, nut oils, or any derivative of nuts. This includes food brought on class trips, kept in lockers, backpacks, and pockets, and food for special occasions.

- Families should pay attention to all ingredients listed on packages of food.

- An evolving list of safe foods will be posted on TigerNet. The list will be posted because the ingredients change, and items come and go off the list from time to time. Families can use the list as a guide, but must still check the ingredients because there is no guarantee that the foods listed are safe.

- When preparing food in your kitchen that is to be served at Trinity, please pay close attention to the preparation in order to avoid contamination.

For each student with a food allergy, an emergency protocol must be filled out and signed by the physician and submitted with the student’s health record on Magnus Health. Copies of the protocols are kept in the nurse’s office, each relevant classroom and principal’s office, and the dining room. Parents are responsible for providing their child(ren) with EpiPens as needed. EpiPen stations are located in various places in school. Faculty who teach these students are informed of the emergency protocols and trained to respond in the event of a severe allergic reaction.

Even though we make every effort to eliminate nuts and nut products from school, we cannot ensure that we are nut-free. Consequently, we must ask that students with allergies and their families be proactive in the management of their allergies and reactions—including not eating anything whose ingredients are unknown or any food containing an allergen.

Please contact School Nurse Rachel Fierverker at (212) 932-6847 if you have any questions or concerns.

**Nonsmoking Policy**

In light of the abundance of medical evidence pointing to the dangers of smoking, the school is committed to educating students about the hazards of tobacco use and nicotine. The school prohibits the use of tobacco products, e-cigarettes, or vaporizers of any sort on school premises and at any school functions at all times. In addition, students may not sell or in other way make smoking materials—electronic or otherwise—available to other individuals in the Trinity community. Violation of this policy may result in school discipline.
Substance Abuse Policy
Trinity recognizes that drugs and alcohol are a potential problem for all young people. The Upper School health programs are directed toward education and prevention. The goal is to protect and educate students, identify those in trouble, work collaboratively with parents, and, when necessary, refer students for treatment.

Trinity seeks to assist any student having difficulty with substance abuse. A student requesting help will receive counseling and medical guidance, not a disciplinary response. If a student requires treatment, the school—in consultation with the student’s family, physician, therapist, or treatment facility—will try to accommodate the student’s needs by making reasonable adjustments in the student’s academic program for a defined period of time. The referral process is considered an intervention, not a disciplinary action.

However, possession, use, promotion, distribution, or sale of drugs or alcohol while at school or engaged in or attending a school function will not be tolerated. Those violating this policy will be subject to disciplinary action and may be asked to separate from the school. Where there is suspicion of drug use, the school may notify the student’s parents, search the student’s locker, and require the student to undergo immediate drug testing (with the parent’s written consent).
Emergency Procedures
There are four levels of security procedures that can be invoked in the event of an emergency.

- **Lock-out**: No one will be allowed in or out of the building. Security guards will secure all entrances.
- **Shelter-in**: All Upper School staff and students will remain in the building.
- **Lock-down**: Everyone will remain in their location and await further instructions; the area will be secured if possible, and persons in halls and stairs will proceed to the nearest safe area.
- **Fire Alarm**: Everyone will follow rehearsed procedures and evacuate the building.

Safety Incidents
In order to provide the most effective protection possible for our students on their way to and from Trinity, faculty and students must be aware of appropriate responses. Direct communication with the Upper School Office must follow any incident. These are our guidelines for students:

- Be alert on the street, bus and subway, and always be aware of people around you.
- Whenever possible, do not travel alone.
- Change your route to and from school if necessary.
- If you are on the street and feel unsafe, you can appeal directly to any adult or approach a doorman for assistance. You may also enter an open business.
- If an emergency occurs, and you have a cell phone, call 911.
- Carry your possessions safely. MetroCards, watches, wallets, phones, etc., should be kept out of sight.
- If you are approached and asked for something you are carrying, do not resist.

If you are the victim of an incident, contact an adult (school, parent, police) as soon as possible.
Discipline

Philosophy
Communal expectations and discipline in the Upper School are consonant with the school’s mission and purposes. Our mission statement calls us “to lead [our students] to distinguish right from wrong and then do what is right so they can be persuasive and courageous citizens” and to “increase their capacity for mutual and self-respect.” Meant to be educational even in its sanctions and punishments, the disciplinary process recognizes the developmental stages of young people with respect to their ability to understand what is at stake and to assume responsibility for their decisions and actions. It also recognizes the importance of safeguarding the community by upholding communal values and trust. We see discipline as an extension of our teaching.

Honor Code
Students will affirm their commitment to Trinity’s Honor Code at the beginning of each school year, having signed the honor book once as they are beginning their passage through the upper school. The honor code instructs students to conduct themselves with Trust, Honesty, and Respect. More specifically, it establishes our standard of Honor, which is to: “Tell the truth, keep your word, and treat others as you would like to be treated.” This establishes a basis for coexistence in our community as a whole, and also as a baseline for a disciplinary response to certain violations of the code. The principal and the assistant principal, working in conjunction with the students and faculty of the Honor Council, will decide when an honor violation has reached the threshold of a disciplinary process.

Personal & Academic Integrity
Based on their affirmation of the Honor Code and their responsibilities to the community, a student’s word is expected to be the complete truth; therefore, lying and forgery are violations of communal expectations. Lying encompasses intentional falsification or denial of fact or intentionally creating a false impression or breaking a promise or pledge.

A student’s work is expected to be entirely their own, unless research is permitted and properly credited; therefore, cheating and plagiarism are violations of communal expectations. Cheating encompasses giving, receiving, or attempting to give or receive unauthorized help that could result in an unfair advantage in completing school work. Plagiarism encompasses representing another’s ideas or work in any form as one’s own. All of these will be considered as violations of Trinity’s Honor Code.

The property of others is to be respected; therefore, stealing—no matter how minor—is a violation of communal expectations. Stealing encompasses taking anything without the prior consent of the owner, which is also a violation of the standard of honor discussed in the Honor Code.
Harassment
Harassment of others is unacceptable. The term harassment refers to a course of conduct that annoys, threatens, intimidates, alarms, or puts a person in fear of personal safety. Harassment is unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. Harassing behavior may include, but is not limited to epithets, derogatory comments or slurs, lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as gestures, demeaning images, derogatory posters, or cartoons. Harassment may relate to, among other things, religion, race, age, ethnicity, gender, or sexual orientation. The term “sexual harassment” refers to sexual advances, requests for sexual favors, and physical or expressive conduct of a sexual nature that are unwanted and uninvited. A student who feels they have been harassed should report the harassment to an advisor, a dean, a psychologist, a chaplain, or a principal immediately. After consultation with the student, a determination will be made on how to handle the matter.

Hate Speech
Trinity is committed to fostering a climate of inclusion for all members of the community and for all of those who occupy our space. Because language is the most critical means of both welcoming and excluding individuals, it is critical that words that are specifically designed to target or hurt are not condoned within our space. This includes, but is not limited to, terms that have been historically used to target individuals based on race, religion, gender, or sexual orientation. While some of these words may be utilized in literature or source material used in class, they will not be permitted to be used verbally in academic or public space, by students or faculty. In addition, they should not be heard in public space, for example in music played in common areas. Instances of the use of this language may be addressed in a number of ways, from counseling through discipline.

Standard Disciplinary Practices and Issues of Principal’s Discretion
Minor issues of misbehavior are handled in a standard and consistent fashion by the class dean or assistant principal, and do not involve the disciplinary function of the Honor Council. Minor disciplinary matters generally include but are not limited to such things as tardiness, unexcused absences, dress code violations, food zone violations, and the inappropriate use of personal electronic devices. Major disciplinary matters include but are not limited to patterns of tardiness, unexcused absence, and detention; patterns of rudeness, incivility, and disrespect; lying, cheating, and stealing; plagiarism; vandalism; disruption of school activities or classrooms; sexual misconduct; sexual or other harassment; violation of the nonsmoking policy; alcohol or drug use at school or on school-affiliated trips or programs; and violence of any sort.

Major breaches of the discipline code are brought to the attention of the assistant principal, who decides whether or not to convene the Honor Council. If convened, the Committee considers the case and makes a recommendation to the principal in accord with the procedures outlined below.

Certain violations of community decorum may result in a student’s being asked to separate themselves from school during the duration of an investigation into the student conduct. Examples of these situations may include, but are not limited to: acts of physical violence, use or
sale of drugs or alcohol in school, and verbal or physical threats. In these cases, a parent or
guardian will be expected to pick up their student as soon as possible, and then await instruction
from the administration in regard to discipline or readmission to school

Consistency in approach to the discipline process is important to ensure fairness. Even still, we
also recognize the need at times to tailor discipline to particular students and their circumstances.

As the individual charged with responsibility for safeguarding the well-being of the Upper
School community, the principal retains the right to make modifications or alterations to the
discipline process when necessary in consultation with the head of school.

Incidents that occur outside the immediate neighborhood of the school or outside of school hours
are the responsibility of families, unless we can justify taking jurisdiction because, for example,
a student’s behavior, work, safety, or well-being in school is affected; or because the life of the
school community is significantly disrupted; or because the school itself or its reputation is
harmed. It is difficult to imagine the school having an appropriate role in a matter between
families.

Possible Disciplinary Responses:

Reprimand
Informal, unwritten, and delivered by a teacher or staff member, a reprimand might involve a
visit with the class dean, or principal.

Detention
Detentions are served on Thursday mornings before school beginning promptly at 7:30 AM.
Students must sit in silence: no homework, no sleeping, no eating, and no use of electronics. A
student who is not early to detention is late. Tardiness to detention will require that the student
make up the detention and serve another detention as a consequence. A student’s accumulation
of three detentions (for any combination of reasons) will result in a counseling session with the
class dean and assistant principal as well as an email or a phone call with the student’s parents. A
student’s accumulation of six detentions will result in an automatic suspension and a meeting
with the principal.

Warning
More formal than reprimand, a warning is written and marks the beginning of the accumulation
of a record as a warning may be retroactively treated as a first offense if a second violation
occurs.

Probation
Probation is a stated period, usually a semester or more, in which the student is in specific
jeopardy because of behavioral or academic issues. If, during the period of probation, the
student violates our expectations or standards, the response is likely to be more severe than might
otherwise be the case. In addition, a student on probation will be ineligible for school-sponsored
awards, such as induction into the Cum Laude Society, or year-end faculty prizes. They will also
be ineligible to be selected as student speakers at graduation or other public events, and will not be permitted to lead admissions tours.

**Suspension**
Suspension is the interruption of a student’s time in the classroom and participation in school life, ordinarily lasting a day or more. It can be served at home or in school. Suspension is often accompanied by an exercise in reflective writing supervised by parents or teachers. It is sometimes (but not necessarily) the beginning of a period of probation. For the purpose of the college process, a suspension is generally reported to college admissions offices as required. A conference with the principal or assistant principal is required for student and parents.

**Allowed to withdraw**
Sometimes an instance of misconduct by itself does not call for withdrawal, but a pattern of misconduct suggests that the student would be better off elsewhere. In such cases, depending on the nature of the misconduct, the student may be permitted to return within a specific period under certain clearly mandated conditions. A conference with the principal and head of school is required for student and parents.

**Required to withdraw**
Occasionally, a student must separate from Trinity for a specified period, normally a year or more. The possibility of return after that period, under certain clearly mandated conditions, is left open. A conference with the principal and head of school is required for student and parents.

**Separation**
In certain cases, a student must separate from Trinity with no possibility of return. A conference with the principal and head of school is required for student and parents.

**The Honor Council and the Discipline Process**

With the potential advent of a student-focused honor committee, the discipline process has been altered somewhat for the calendar year 2019-2020. Please examine the following carefully.

Chaired by the assistant principal, the Honor Council is composed of elected members of the student body and rotating members of the faculty. When it is necessary to take a vote, the voting members of the Council are four students and two faculty members. When a vote is taken, consensus is preferred, but at least four members of the committee must concur, and the total of four must include both students and faculty. The principal, assistant principal, and chaplain serve as nonvoting members of the committee.

When a possible violation of communal expectations is reported, the assistant principal oversees all proceedings to ensure that any student suspected of an offense receives fair treatment in the disciplinary process.
The following procedure will be followed:

1. **Report.** Any teacher, staff member, or student who reports a possible violation of communal expectations to a class dean, the principal or assistant principal, or a member of the Honor Council will be asked to provide a detailed, specific, written statement describing the incident. (Confidentiality may be granted if the reporter is a student or if there is another compelling reason to do so.) This report will also include the results of a conversation between the student and the teacher, which will generally be the first step in an official disciplinary confrontation.

2. **Interview.** After consultation with the assistant principal, the student in question will be notified by the dean or assistant principal that they are involved in a potential discipline case. By this point, a conversation between the student and the concerned teacher will have already taken place, if applicable. The class dean and assistant principal will then privately interview the student, in some cases asking for a written account of events following the interview, and determine whether there is sufficient cause to proceed to a hearing conducted by the Honor Council.

   a. If sufficient cause does not exist to require a hearing, there are no further proceedings. The class dean informs the student’s parents about the interview.

   b. **Warning.** If the violation is minor, a first offense, one in which the details of the infraction are clear, and the student is able to assume responsibility for their actions, the assistant principal may issue an official warning to the student. A warning does not go on the student’s record; however, if a second violation occurs, the prior warning retroactively converts into a discipline offense. The assistant principal informs the student’s parents about the warning and follows up with a letter.

   c. If sufficient cause exists to proceed to a hearing, the student involved must notify their parents of the pending appearance before the Honor Council. Afterwards, the assistant principal will speak to the student’s parents to explain the process, to answer questions, and to give them the opportunity to share any information about the student and the situation that may be important in understanding the incident. This information may be part of the process of deliberating on the outcome of the hearing and response of the school.

   The advisor in conjunction with the dean should also arrange to either serve as an advocate or find another faculty or staff member to act in this role during the hearing. The student will have final say on who they prefer to serve in this capacity during the council meeting. The advocate serves to support the student during what can be an emotionally difficult process. Neither Honor Council members nor administrators should serve in this capacity unless they are advisor to the particular student. (If the student’s advisor is a standing member of the Honor Council, the advisor will be recused from the case and then be available to
serve as an advocate for the advisee.) When the Honor Council is convened, the principal opens a channel of communication with the head of school. Throughout the process, the principal may seek counsel from the head of school and always keeps the head of school informed.

3. **Hearing.** Four of the elected student members of the Honor Council—ideally one from each grade—will serve during each hearing. In addition, there will be two faculty members of the Honor Council who will be selected for each hearing. In the cases of both students and faculty, selections will be made from the larger pool of eligible members, and any member with a conflict of interest will not be selected. While the council will always strive to achieve consensus, a minimum of 4 out of 6 voting members must agree on any verdict. Any majority of students MUST be joined by a member of the faculty. For example, a verdict could not be reached based upon a vote of four students voting one way, and both faculty members in dissent.

Penalties depend upon such factors as the seriousness of the offense, the age of the student, and the prior record. Recommended consequences can differ based on the circumstances and the context. There is a range of possible sanctions, including but not limited to: a conference with the assistant principal or principal; probation; dismissal from a school team, club, or organization; to loss of privileges—including ability to utilize access cards to come and go from the building; removal from a leadership position, such as student council or team captaincy; suspension; or expulsion.

In order to provide the student with a period for reflection, the school will strive to allow for at least one day between notice to the student and family of the Honor Council hearing and the hearing itself. This period will be dependent upon the ability to schedule the council meeting and the schedule of the student. This period of reflection will culminate in the form of a written personal statement to be shared with members of the Committee prior to the student’s appearance.

The hearing begins with a recitation of the Honor Code and the school’s philosophy on discipline. This will include a statement on confidentiality to ensure that all participants in the meeting are reminded of the critical nature of confidentiality to the community. Following this introduction, the student will offer an account of the incident and any elucidating additional statements or comments, written or oral, that they might care to add. At this point, the student will have the opportunity to discuss the incident with the Council and to ask questions and answer questions as well. The student need not speak or answer questions if that student chooses not to do so. The advocate may then offer a character statement or other information that might be helpful to the Honor Council. The advocate then leaves the room in conjunction with the student, and the Council deliberates, working to ascertain the answers to three questions:

1) Does this incident violate Trinity School’s community expectations?
2) If so, does it merit a response from the school?
3) If so, what should this response be?
When discussion of questions #1 and #2 concludes with the determination of a violation of community expectations and the need for a response from the school, any member of the Council may recommend a specific school action. The floor is opened for further discussion, at which time any other member of the Council may propose an alternate action. If consensus cannot be reached regarding any of the three questions, voting members of the Council are polled. This vote forms a recommendation to the principal. In a number of cases, the principal will also confer with the Head of School about the recommendation from the Council.

Once the Honor Council has reached a conclusion in regard to the commission of a violation, they invite the student and advocate back to offer counsel regarding ways to avoid the appearance or commission of an offense in the future. If they are able, they will also report on the school’s response. In a number of cases, they will not be able to discuss the specific consequences. In this case, the assistant principal will be in contact with the students and the parents as soon as possible.

Sanctions recommended by the Council are not binding until the principal and head of school have endorsed them. As mentioned above, once the penalty has been endorsed, the student and the student’s parents will be contacted to share the outcome of the hearing.

4. **Follow-up.** A student who has appeared before the Honor Council is urged to contact their advocate and class dean in the following week or two to discuss the student’s understanding of the experience as well as to thank the advocate, in particular, for speaking to the Committee on the student’s behalf.

**Communication:**
If any consequences have been meted out as a result of the disciplinary process, the student will initially meet with either the principal, or the assistant principal. Next the citations will be communicated to the student’s parents. If necessary, a follow up meeting will be held with the parents—with or without the student present. In the most serious circumstances, a meeting will be held with the principal and the head of school. After this meeting, the principal or the assistant principal will write the student and the student’s parents a letter with a summary of the facts, the sanction levied, and its implications or ramifications. Additionally, a copy of this letter is placed in the student’s confidential file in the upper school office.

Because disciplinary matters involve minors and in order to respect the rights and reputations of Trinity students and their families, the nature of communication about these events will be confidential and private and will reflect our commitment to protecting all members of the Trinity School community from gossip, rumor, or innuendo. When a student is required to leave the school, we announce the fact and an extremely truncated version of the reasons to the members of the student’s grade. Ordinarily, we make no wider announcement, nor do we engage in wider public discussion.
Disciplinary matters are normally communicated to colleges and universities during the application process only in instances where these institutions request such information. Special circumstances may arise, however, that require such communication between the school and colleges. On these occasions, discussion of the situation will take place among the head of school, principal, and college counselors.
Library
The third floor library offers three different learning environments: the quiet room houses the nonfiction collection, study carrels for individual work, and a place for silent study; the reading room, to the left of the library entrance, offers recent newspapers and magazines, the fiction collection, a photocopier, and a place for group study or talking quietly; and the middle room is home to computers, microform reader/printers, back issues of magazines and newspapers on microfiche and microfilm, and the video and record collections. The reading room also holds the reference collection; several computer work stations, which can be used to access the Trinity Library Catalog; an on-line catalog of both the Upper School and Lower School collections; and CD-ROM magazine and newspaper indexes. The catalog, the CD-ROM index, and the World Wide Web are also available on any computer on the school’s network.

All books, except those marked "Reference" or books on reserve may be borrowed for three weeks. If a book is needed for a longer period, it can be renewed if not requested by another student.

The library staff is present Monday to Thursday, from 7:45 AM to 5:00 PM, and Friday, 7:45 AM to 3:45 PM. The library also serves as a supervised after-hours study hall for students in grades 7-12 until 6:30 PM Monday-Friday as students are not allowed in unsupervised areas after school hours.

Lockers
All students are assigned a locker. Students should not leave valuable objects in book bags or clothing in the halls. All lockers must be emptied at the end of the year. The Athletic Department assigns athletic lockers for each season.

Pool
Students and their families may use the school's swimming pool on weekends and evenings by joining the Swim Club. Those interested should contact the Department of Facilities.

Computer Lab
The Upper School computer lab is primarily a teaching space. When classes are scheduled in the space, students may use the computer lab only at the teacher’s discretion. Gaming, food, and drink are not permitted in the computer lab. Before and after school hours, students should use the library for computer needs.
Administration & Support

**Principal – Dr. Stephen Kolman**
The principal of the Upper School is responsible for all aspects of the Upper School program and operations. He chairs the Upper School Administrative Team meetings and Upper School faculty meetings. He reports to the head of school and is a member of the Upper School student support team, the department chairs group, and senior administrative team. He also oversees all disciplinary matters.

**Assistant Principal – Ms. Jessica Nuñez**
The assistant principal assists the principal in upper school operations and in organizing, administering, supervising, and evaluating the upper school advisory, disciplinary, and co-curricular program. In addition, she oversees peer leading and orientation. To accomplish these tasks, she works closely with the upper school administrative team and community. She reports to the principal and is a member of the student support team and chairs the Honor Council and advises the student senate.

**Director of Student Activities – Ms. Uma Aviles**
The director of student activities assists the principal in organizing, administering, and supervising the upper school extra-curricular program. To accomplish these tasks, she works closely with the upper school administrative team and community.

**Upper School Administrative Coordinators – Ms. Caren Fall and Ms. Ginn Norris**
The upper school administrative assistants are responsible for the operation of the upper school office, including oversight of the master calendar, scheduling administrative appointments and conferences, maintaining student records, orchestrating mailings and electronic communication, managing attendance, and providing other general support for the principal, assistant principal, class deans, students, and parents.

**Scheduler – Ms. Connie Dowling**
The scheduler coordinates academic operations and builds the master schedule for all three divisions of the school. She oversees the upper school course selection process and grade reporting process in collaboration with the class deans, department chairs, registrar, and upper school administration.

**Registrar – Ms. Michelle Cuttonaro**
The registrar maintains student academic records and coordinates AP exams. Students contact this office to add/drop classes, obtain a student work permit, and to request a transcript except when applying for college admission.
Class Deans

Class of 2020—Mr. Saul Isaacson
Class of 2021—Ms. Uma Aviles
Class of 2022—Ms. Elly Wong
Class of 2023—Mr. Michael Berkowitz

The heart of the deans’ job is to guide students through their time in upper school and to support students in meeting the expectations of the community. Deans initiate, respond to, and follow up on communication with various constituencies (students, parents, teachers, advisors, department chairs, learning specialists, the principal, the nurse, the college office, the psychologist, and the chaplain) whenever there is any concern involving any student’s experience at Trinity.

In addition, deans:

- Serve as the point person for advisors, leading group meetings and regularly communicating one-on-one
- Meet with every parent and student each year
- Read all comments and grades for each student, and follow up when there are cases of academic concern and academic probation
- Review all students’ course selections, communicating with students, department chairs, the registrar, and advisors during the course selection process
- Attend to any behavioral issues that arise with students
- Attend weekly meetings with the principal and/or assistant principal, and with the upper school administrative team
- Serve on the student support team and the discipline committee
- Review candidates for trips and leadership positions with the director of student activities, director of global travel, and assistant principal
- Lead grade meetings
- Take attendance and maintain order during Community Time, Chapel, and fire drills
- Examine daily class attendance and follow up on any discrepancies
- Compile the weekly detention list and arrange the detention proctoring schedule
Advisors
In addition to their class dean, every upper school student has an academic advisor and advising group, generally consisting of 10-12 students. Under the guidance of the assistant principal, advisors partner with the class dean to guide their advisees through upper school and to support them in meeting the expectations of the community. The advisor’s goal is to develop a relationship with all of their advisees, individually and as a group, and to oversee educational growth. Ideally, advisors serve as caring, engaged adults and advocates in the lives of their advisees. Freshmen and their parents meet in individual conferences with the advisor by October; sophomores, juniors, and seniors will meet during the course of the first semester. All students and their parents meet annually with the class dean between October and April. Regular advising meetings—by individual and/or advising group—are scheduled throughout the school year to discuss academic, personal, and communal matters. Students are also encouraged to see their advisors on an ad hoc basis whenever they can be of assistance or just to visit.

Upper School Psychologist – Dr. Gardith Marcelin
The upper school psychologist is available to meet and speak with upper school students and parents. She counsels students, parents, and faculty on a wide array of issues related to adolescent development, personal concerns, and mental health. She meets with parents from each grade twice a year at parent coffees. In addition, she works closely with other members of the upper school administrative team as well as advisors, learning specialists, the health coordinator, and the school nurse. She is an integral part of student support team meetings, and is involved in the health and peer leadership programs. She reports to the principal and is a member of the student support team and the discipline committee.

Interim Chaplain – Rev. Sarah Wood
The chaplain oversees the spiritual life of the school. She organizes and conducts the weekly chapel and communion services, is an advisor to any that need assistance, and teaches in the Religion, Philosophy, & Ethics Department. The chaplain is a member of the student support team and the discipline committee. She reports to the head of school and is a member of the senior administrative team.

Director of Diversity & Community – Mr. Ramón Javier
The director of diversity & community supports the work of the Upper School diversity coordinators and collaborates closely with the assistant principal and director of student activities to ensure that Trinity's efforts in diversity are consistent with its stated commitment. He serves on the Upper School student support team and discipline committee as well as the admissions and financial aid committees. He also is a member of the department chairs group. Any questions or concerns relating to financial aid should be communicated to him. He reports directly to the head of school and is a member of the senior administrative team.

Director of Public Service – Dr. Sarah Bennison
The director of public service guides the development, implementation, and maintenance of the school’s public service program. She works closely with students, faculty, and community partners; coordinates service events; and oversees a wide
variety of student philanthropic and volunteer initiatives. She reports to the head of school.

**Director of Global Travel – Ms. Cindy Muñiz**
The director of global travel oversees the design and management of international and domestic trips at Trinity School. In consultation with the head of school and the global travel committee, she oversees day-to-day operations and policy and protocol implementation within the global travel program, which includes institutional partnerships; trip programming; trip participant selection; professional development for trip leaders and chaperones; international risk management; and program assessment.

**Director of Athletics – Ms. Pat Krieger**
The athletic director oversees the athletic program, supervises all coaches, oversees scheduling for practices and competitions, and chairs the Upper School Physical Education & Fitness Department. She reports to the head of school and is a member of the student support team, and the senior administrative team.

**Director of Performing Arts – Mr. Jim Cifelli**
The performing arts director oversees the performing arts program, supervises all production directors, oversees scheduling for rehearsals and performances, and chairs the Performing Arts Department. He reports to the head of school and is a member of the student support team and the senior administrative team.

**Director of College Counseling – Mr. Lawrence Momo**
**Associate Director of College Counseling – Mr. Alec Milton**
**Associate Director of College Counseling – Mr. John Reilly**
The college counselors help Trinity students discover an academic environment after Trinity that fits personal needs, aspirations, and interests. From 11th grade on, they work intensively with students and parents. In 9th and 10th grades, they meet with students in grade-level meetings coordinated by the class dean, and they address parents in the principal’s annual grade-level meetings for parents. The director of college counseling is a member of the Curriculum Committee and the senior administrative team.

**Diversity & Community Coordinators – Ms. Uma Aviles, Ms. Ty Gwara, Mr. Matthew Reininger**
The diversity and inclusion coordinators develop and oversee upper school programs and initiatives related to diversity and assist in fostering and sustaining a positive and inclusive cultural environment by advising the Student Diversity Leadership Council, supporting affinity groups, organizing on-going events, and serving as resources and support for all students and faculty. They report to the principal and director of diversity & community.
Director of Learning Support – Ms. Shawna Zelnick
Learning Specialists – Ms. Christine Martin, Ms. Mary Corbelli, Ms. Elisse Battle
Upper school learning specialists provide additional academic help for students. They work closely with faculty, school psychologists, and administrators to enable students to work to their highest capabilities, participate as fully as possible in the intellectual opportunities of the community, and become independent learners. In upper school, the director of learning support also reviews documentation submitted on behalf of students and facilitates special accommodations where appropriate. Faculty, principals, parents, or students themselves may initiate referral to the learning specialists. Needs for services are assessed on an ongoing basis, and students may begin or terminate work with the learning specialists throughout the year. Students who experience academic difficulties are encouraged to meet with their teachers before seeking help from the learning specialists with any particular course. The director of learning support reports to the head of school. She and the learning specialists are members of the upper school student support team.

School Nurse – Ms. Rachel Fierverker
The school nurses work closely with administrators and faculty members on matters of physical and emotional health across all divisions of the school. Students who are not feeling well or who are physically injured should report to the nurse’s office immediately. The upper school nurse is a member of the student support team.
Communication

Important Phone Numbers

- Upper School Office: 212-932-6894 or 212-932-6895
- Attendance Line: 212-932-6935
- Attendance email address: usattendance@trinityschoolnyc.org
- 101 West 91st Street Security Desk: 212-932-6900
- Athletics Hotline: 212-932-6931
- College Office: 212-932-6891
- Registrar’s Office: 212-932-6893
- School Nurse: 212-932-6847
- Sports Trainer: 212-932-6667
- Student MetroCards: 212-932-6895
- TigerNet Administrator: 212-932-6904

Family Contact Information
Parents are responsible for updating and maintaining their general contact and emergency contact information. If there is a change in any family contact or emergency contact information, including e-mail address, home address, home phone, business address, business phone or cell phone, please log into TigerNet from the Trinity website to correct and update your profile information. If you need any help, call the TigerNet Administrator.

Snow Days and Other Inclement Weather
When the public schools close for inclement weather, Trinity will also close the first day. Closing will be announced to families via the school’s automated emergency phone contact system. On the second and subsequent days, Trinity will be open unless staff and families are informed otherwise. If necessary, the head of school, associate head, chief financial officer, and principals will consult to decide whether to close school. If a decision is made to close school, the Head of School will use the automated phone system to contact everyone.

In addition, information regarding closings will be provided on the Trinity Hotline—212-932-6916—and on the Trinity website, www.trinityschoolnyc.org