TRINITY SCHOOL MISSION STATEMENT
OUR IDEA OF EXCELLENCE

Our Vocation. The conversation between student and teacher is the heart of our school; all that 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.

TRINITY MIDDLE SCHOOL - CODE OF CONDUCT

The Trinity Middle School compiled a set of principles to build a stronger sense of community. The Student Council hopes that with the Code of Conduct, the Trinity community continues to respect and support each other. These guidelines are inspiration to become a model student and build C.H.A.R.A.C.T.E.R.

BEcoming...a model middle school student

- Compassionate to others
- Honest with your academic work
- Active as an upstander
- Responsible for your own actions at school and on social media
- Accepting of other cultures and lifestyles
- Creative as a Trinity student
- Truthful with your peers
- Empathetic as a Trinity citizen
- Respectful of the school’s property

These guidelines are also to be followed online with specific reference to social networking sites.
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MESSAGE FROM THE PRINCIPAL

Dear Middle School Families,

On behalf of all of the faculty and staff of the middle school, I want to extend a warm welcome to the 2019-2020 school year! The middle school years are a remarkable time, and I consider it an honor to work with students during this stage in their lives. There is so much growth that occurs in such a relatively short period, as students develop physically, emotionally, spiritually, and intellectually, often in surprising spurts. For me, the eagerness and openness that children of this age bring to their educational endeavors are unmatched, and I love the ways in which middle school students seem always willing to dive into what they are learning. I also recognize the importance of helping students discover who they are, as they try on new and different identities and begin to formulate a deeper understanding of themselves.

I sometimes feel as though middle school carries a bad reputation because of the complicated ways in which people experience it. To be certain, there are unique challenges that accompany this phase of development, and as in any stage in life, there will be some bumps in the road. However, middle school can and should be a joyous place where students are provided the support and guidance to flourish and develop into life-long learners. My own middle school experience was one that I very much enjoyed, in large part due to the teachers who inspired me and took a genuine interest in my success. Because of that, I have made it my mission to create the conditions for students to thrive during this time.

I hope that you will find this handbook to be a helpful resource, and as you review its contents, I encourage you to reach out if something sparks a question for you.

Throughout the course of this year, the middle school faculty, staff, and I will remain ready to partner with you in support of your children’s education and overall wellbeing.

Sincerely,

Jason Ford
Middle School Principal
Trinity School
2019-2020 SCHOOL CALENDAR

Tues, 9/3   First Day of Classes
Thu, 9/19  All School Opening Chapel, 10 AM, Rodeph Sholom
Wed, 9/25 – Thu, 9/26 Grade 7 Overnight Trip, Green Chimneys’ Clearpool Campus
Mon, 9/30  Rosh Hashanah – School Closed
Wed, 10/9  Yom Kippur – School Closed
Mon, 10/14 Indigenous People’s Day – School Closed
Tue, 10/15 MS Fall Family Conference Day (No Classes for MS Students)
Tue, 10/22 US Open House for Current Grade 8 Families + Students, 6:00 – 8:00 PM
Fri, 11/8  MS Faculty Work Day (No School for Students)
Tue, 11/26 All School Thanksgiving Chapel, 2 PM, Rodeph Sholom
Wed, 11/27 – Fri, 11/29 Thanksgiving Break – School Closed
Fri, 12/20 All School Christmas Chapel, 10 AM, Riverside Church
Mon, 12/23 – Fri, 1/3 Winter Vacation – School Closed
Mon, 1/6   Classes Resume
Mon, 1/20  Martin Luther King, Jr. Day – School Closed
Wed, 1/22  MS Evening of Art and Music, 5:45 - 8:00 PM
Mon, 2/17 – Tue, 2/18 President’s Day – School Closed
Thu, 2/27 & Fri, 2/28 Grades 5 and 6 Musical, 6:30 PM
Fri, 3/13  MS Variety Show
Mon, 3/16 – Fri, 3/27 Spring Break – School Closed
Mon, 3/30  Classes Resume
Tue, 3/31 – Thu, 4/2 ERB Tests - Comprehensive Testing Program (CTP 5)
Thu, 4/9   Passover – School Closed
Fri, 4/10  Good Friday – School Closed
Mon, 4/13  Faculty Work Day (No School for Students)
Wed, 4/22  Spring String Fling, 7:00 - 8:30 PM
Thu, 4/23  US Meeting with Class of 2024 Families, 6:00 – 8:30 PM
Fri, 4/24  US and MS Evening of Jazz, 7:30 PM
Sat, 4/25  US Incoming 9th Grade Students’ Placement Test, 8:00 AM - 1:00 PM
Fri, 5/1   MS Spring Family Conference Day (No School for Students)
Wed, 5/6 – Fri, 5/8 Grade 7 Overnight Trip to Philadelphia
Thu, 5/14  Grade 8 Overnight Trip to Washington, D.C.
Fri, 5/22  Graduation Day – No School for Students
Mon, 5/25  Memorial Day – School Closed
Wed, 5/27  MS Evening of Art and Music
Thu, 6/4 & Fri, 6/5 Grades 7 and 8 Musical, 6:30 PM, Chapel
Thu, 6/11  MS Closing Day
MIDDLE SCHOOL FACULTY & STAFF ROLES

Subject Teachers
In the middle school, academic disciplines are departmentalized and each teacher is a subject specialist. The middle school teachers are happy to provide extra help in their subject area, and students should ask to meet with their teachers whenever they require extra help. Students should also speak with their teachers if they are interested in enrichment or more of a challenge.

Faculty Advisors
Each student in the middle school is assigned to an adult who serves as a faculty advisor. The advisor is the primary link between school and home and the “go-to” faculty contact – the first person a student or their family can visit or call for social, emotional, or academic advice and support. The advisor will meet with each student regularly to talk about the student’s life and work at Trinity. They can help organize materials or suggest other teachers to help with specific academic issues. The advisor will keep in close touch with teachers and the student’s family. Advisors will also assist students with the process of learning to self-advocate. There are two advisors assigned to each homeroom.

Grade Level Deans
Ms. Ellen O’Malley (Grade 5), Mr. Daniel Weller (Grade 6), Ms. Jennifer Tait (Grade 7), and Mr. Will Wilmot (Grade 8) are the middle school deans. They address grade level issues, convey and monitor policy, problem solve, and set the overall tone for the grade. Deans lead regular grade level meetings and organize trips, assemblies, and special events; oversee discipline issues for each grade; and create community, monitor daily student life, and remain aware of all student issues for the grade. The deans meet weekly with the principal to discuss grade level and overall middle school issues.

Diversity Coordinators & Director of Diversity and Community
Dr. Monica Alvarez, Ms. Cory Fox, and Ms. Jennifer Tait serve as the middle school diversity coordinators. They work closely with faculty to plan discussions, special events, and field trip experiences which allow students to celebrate the rich cultural diversity of the middle school and New York City. In addition, they develop programming with Mr. Ramón Javier, Director of Diversity and Community for grades K-12.

School Chaplains & Chapel Coordinator
Chapel is the spiritual center of our community and is extremely important in the life of our students and faculty. Reverend Melissa Lamkin, the Associate Chaplain, is responsible for all Chapel programs in the Middle School and teaches religion classes in grades 5 and 6. Reverend Sarah Wood will be our Interim Head Chaplain this year and will also teach religion classes in grade 6. The chaplains direct all religious activities of the school including our All School Chapels and the Unity Prayer Service. Ms. Janine Cuervo works closely with the school chaplains to plan weekly chapel experiences. The chaplains welcome all members of the Trinity community whenever they seek advice, guidance, or a friendly listening ear. Their offices are located in the hallway to the left of the backstage entrance to Hawley Chapel.

Public Service Director
Dr. Sarah Bennison, Director of Public Service, leads the middle school service team to facilitate a program for students and faculty to “engage the larger community of city, nation, and world of which we are a part,” to “serve our neighbors,” and to “give joyfully and generously to others” as our mission
states. Beginning in the lower school and extended throughout Trinity’s three divisions, students engage in meaningful curricular and extracurricular work to make a difference in the school community and beyond. Trinity’s public service program focuses on four pillars:

● Mission: To use public service to deepen the fulfillment of Trinity’s mission and idea of excellence.
● Learning: To expand the integration of public service into curricular and extracurricular activities.
● Partnerships: To create more on-going, school-wide, institutional partnerships with organizations that work to serve the world and with which Trinity students can contribute and forge long-term, deep engagement.
● Engagement: To support thoughtful, conscientious, and age-appropriate service groups and programs that encourage relationships of mutuality, respect, and deep learning.

Through the public service program, students make conscientious connections between academic learning and social action and come to see themselves as changemakers in the world.

**Learning Specialists**
Ms. Eileen Bosco, Ms. Samantha Kline, and Ms. Jennifer Tait are the three learning specialists in the middle school. They offer learning support to the students in their classes, and they are also available to all middle school students for extra help before school, during ad hoc break, and at the end of the day. For example, they can assist in drafting or rewriting an essay, reviewing a math problem, or revisiting something learned in a class. Students should make appointments in advance if they would like to see them for some one-on-one time. For more detailed information about available services, psycho-educational evaluation, tutoring, counseling, or Learning Center, see SPECIAL ACCOMMODATIONS AND LEARNING CENTER SERVICES.

**Middle School Psychologist**
Dr. Tova Ferro is available to speak with students and their families both formally and informally about anything that may concern them. She works closely with students, teachers, and families to help with specific social and emotional issues. As needed, she also communicates with the learning specialists, the other divisional psychologists, tutors, physicians, and other counselors outside of school to coordinate support for students.

**The Child Study Team**
The Child Study Team is comprised of the middle school psychologist, the learning specialists, the director of learning services, the assistant principal and the principal. This group meets regularly to develop and monitor support plans for students who require additional levels of support.

**School Nurses**
Ms. Irene Bosker is the full-time nurse for grades K-6. Ms. Rachel Fierverker is the full-time nurse for grades 7-12. Ms. Monique Cordasco is the part-time nurse. The nurses are available when a student is not feeling well or is physically injured at school. Students should be sure a teacher knows when they are going to the nurse.

The school nurse must administer all prescription and non-prescription medication. Students are responsible for seeing her to receive their medication. 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. The nurse will administer it following the directions on the bottle as per the physician’s order. Requests from a family or physician to allow a student to carry and take
emergency medication (inhalers, insulin, or EpiPens) without coming to the nurse’s office should be submitted to Ms. Bosker, who will approve these requests on a case-by-case basis.

**Administrative Assistants**
Ms. Natalie Ramirez and Ms. Sarah Solomon are the Middle School Administrative Assistants. Their main roles are to ensure that all operations in the middle school office run smoothly and to function as the communication hubs of the middle school. Please contact Ms. Natalie Ramirez for all student related matters and Ms. Sarah Solomon for all teacher related matters, and to request a meeting with Mr. Ford.

**Assistant Principal**
Ms. Connie Dowling assists the Principal in managing the academic, social, and emotional progress of students in the Middle School. Ms. Dowling is in frequent contact with students, teachers, and families. She is responsible for the MS co-curricular program, day to day scheduling of events and activities, and works with the Principal and Deans on special events, assemblies, and trips. Students will see her often in the hallways and she will always be available to talk to students or to just say hello! Ms. Dowling’s office is located in the Middle School Office.

**Principal**
Mr. Jason Ford is responsible for the daily organization and operation of the Middle School, and for the academic, social, disciplinary, and emotional progress of all students in the Middle School. He works closely with the faculty, the Department Heads, and the Head of School to oversee the Middle School program. He also maintains close contact with students, families, and all of the adults who work with students at Trinity.

**Head of School**
The Head of School, Mr. John Allman, is the person who has the complete responsibility for all areas of school life for grades K through 12. His decision is binding on all school matters.
HOME-SCHOOL COMMUNICATION

TRINITY FAMILY PARTNERSHIP
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 whenever families have information, insights, questions, or concerns pertinent to their child’s educational best interests. If a child is using a tutor, for example, families should inform the school so that our teachers can effectively and appropriately coordinate their efforts with the tutor’s. The School is committed to handling all such information carefully and wisely.

Through various formal and informal means of communication such as the advisory program, parent conferences, comment forms, newsletters, emails, 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 families in their efforts to partner effectively with the Middle School. The communication guide below should help you decide whom to contact with questions. When in doubt about the best person to contact, you can always start with your child’s advisor. If you need to discuss a particularly sensitive issue or if you would like ideas on how to appropriately communicate your concerns, you may reach out to the principal or assistant principal to determine how to initiate a direct conversation.

One of the aims of the middle school is to equip students with the skills necessary to become self-advocates so that the “conversation between student and teacher” can truly be the heart of our school. We understand that there are varying levels of comfort on the part of students to initiate the conversation, depending on their age and personality types. However, we encourage students to use their advisor, dean, or another trusted school adult as a resource to assist them in having discussions with faculty members as the need arises. This person can assist the student in scheduling meetings with their teachers and outlining the points they would like to address.

In situations that warrant the adults in the child’s life to reach out on their behalf, families should contact the appropriate person to schedule a conversation. In most cases, it is helpful to send an email outlining the main objectives and questions so that the faculty member can sufficiently prepare to enter the conversation. While discussing concerns, all parties must be respectful and calm, as this will allow
for an open exchange of ideas and perspectives. If a conversation becomes unduly adversarial or if a
resolution is not reached, we advise both parties to pause the conversation. At that time, we
recommend that the family contact the next person on the communication guide.

COMMUNICATION GUIDE

If your child will miss any part of a school day:
1. Email msattendance@trinityschoolnyc.org and copy the advisor or call 212-932-6988.
2. Remind your child to check TigerNet for all missed classes.

If your child is ill or injured:
Contact the advisor, the school nurse, and the P.E. department chair, if appropriate.

If you have a question or concern about the social/emotional experience of your child:
Contact the advisor or Dr. Tova Ferro, the middle school psychologist.

If your child sees a tutor:
Inform the advisor, the subject area teacher(s), and the learning specialist, if your child sees one.

If you have a question or concern about the overall academic experience of your child:
Contact the advisor and learning specialist, if your child sees one.

If you or your child have a question or concern related to homework or other assignments for a
particular class, the content of a course, or the way the course is being taught:
1. Contact the teacher directly.
2. If the issue is unresolved, contact the department head.
3. If the issue is still unresolved, contact either the principal or assistant principal.

If your child has an issue with a particular student or group of students:
1. Contact the advisor.
2. If the issue is unresolved, contact the class dean.
3. If the issue is still unresolved, contact either the principal or assistant principal.

IMPORTANT PHONE NUMBERS & EMAIL ADDRESSES

Middle School Office Administrative Assistants:
Natalie Ramirez: natalie.ramirez@trinityschoolnyc.org / 212-932-6918
Sarah Solomon: sarah.solomon@trinityschoolnyc.org / 212-932-6977

Security Desk: 212-932-6900   Buses or MetroCards: 212-932-6918
The After-School Program: 212-932-6849   Nurse: 212-932-6825 (5 & 6) or 212-932-6847 (7 & 8)
TigerNet Help Desk: 212-932-6801   Athletics Hotline: 212-932-6931

TigerNet and Email Communications
Families and students should make it a practice to regularly check TigerNet for upcoming events, school
calendar items, or other relevant school related information. As necessary, the middle school will also
reach out with email communications. Please make sure that all contact information is listed correctly
on TigerNet, especially the emergency contacts, as this information is used to communicate with
families in case of an emergency and for school closures.
School Closings
School closings for snow days and inclement weather will be announced to families via the school’s automated emergency phone contact system. In addition, information regarding closings will be provided on the Trinity Hotline, 212-932-6916, and on the Trinity website, www.trinityschoolnyc.org.

Contacting Students During the School Day
We kindly ask that families do not contact children during the school day via their cell phones or other devices. Should families need to be in touch with their children, they should do so by calling the middle school office administrative assistants. A phone is available in the MS office for student use.

Teacher Meetings
If a family wishes to meet with a teacher, the family must contact the teacher and/or the advisor to arrange a mutually convenient appointment. Although the advisor should be the primary point of contact, families are invited to reach out to teachers whenever they think it would be useful, but to inform the advisor about the contact. **Meetings with more than one teacher at a time must be scheduled through the MS office.**

Grades and Comment Reports
The middle school operates on a semester system for academic courses, which is further divided into four reporting periods. Grades are published electronically on NetClassroom at the end of each quarter. Students will receive narrative comments with the first and third quarter reports. Grades range from A+ to F. The Arts, Religion, Health, Learning Center, and Physical Education & Fitness programs assess students via a pass/fail grading system. *Please note that students in grade five will not receive grades until after the end of the first semester.*

Family Conference Days
On Tuesday, October 15, 2019 and Friday, May 1, 2020, middle school families can meet with their child’s advisor to discuss their child’s progress. These meetings are scheduled to last approximately twenty minutes.

Although families are encouraged to reach out to advisors and teachers directly, we ask that you refrain from making such contact, for the purpose of discussing your child’s performance, at any time during the two-week period prior to the publication of grade reports on NetClassroom.

Divisional Transitions
Members of the middle school administration and learning services program work closely with the lower and upper schools to make the transitions between divisions as smooth as possible. Informational sessions are held to provide families with details about these transitions.
STUDENT LIFE

ATTENDANCE
Students are expected to be present when the school day begins at 8:20. The middle school discourages elective absences and asks that students and families schedule medical or personal appointments outside of school hours when possible.

All latenesses and absences will be recorded on each student’s report card. If the number of absences during a school year exceeds ten, a meeting will be called by the Principal to discuss the absences.

Late Arrivals and Unexpected Absences: Families should call 212-932-6988 or send an email to msattendance@trinityschoolnyc.org as soon as possible to report a late arrival or student absence. Students who come to school after 8:20 are required to sign in at the middle school office before going to homeroom or class.

Students who are absent from school may not participate in after school events, including athletic practices, games, and theatre productions. Students who miss school because of illness may not attend individual classes for the purpose of taking assessments.

Early Departures: If a student plans to leave school during the school day, the family should send an email to msattendance@trinityschoolnyc.org or the student should bring a note from home to the office before school starts on that day. Unless the school has this information in writing, the office staff may not be able to release the student from school. Students are required to go to the office to sign out before they leave school. If a student returns before the end of the school day, the student must sign back in at the office and get a pass before returning to class.

Students in grades 5 and 6 should be picked up in the MS Office. Families may give permission for a grade 5 and 6 child to leave without being picked up, but such permission must be included in the request for an early departure and emailed to msattendance@trinityschoolnyc.org. Students in grades 7 and 8 may leave on their own after signing out in the MS Office.

Planned Absences: If a family anticipates an elective student absence at any time, but especially immediately before or after vacation breaks or holidays, a formal request for an excused absence must be emailed to the principal explaining the reason for your child’s absence. This request must be received at least two weeks prior to the anticipated absence.

Children Dismissed from School for Illness/Injury: When a student becomes ill or injured during the school day, the nurse will determine whether or not the student should return to class. If the child should be dismissed, the nurse will contact the family to make arrangements for the child to be picked up from school. The student will then either wait in the nurse’s office or the middle school office and should be signed out before leaving. Families may opt to have a sick child in grades 5-8 leave school without being picked up, but this request needs to be emailed to msattendance@trinityschoolnyc.org.

Make-Up Homework, Assignments and Assessments: Students who are absent from school are expected to check TigerNet and the electronic assessment calendar for any homework, assignments, or assessments that they may have missed. When a student is absent, it is their responsibility to speak with the advisor and teachers about making up missed work.
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. Students or teachers who foresee a conflict between school responsibilities and religious obligations should speak with the appropriate divisional principal.

ELECTRONIC DEVICES
Once students enter their homerooms at the start of the day, they should turn off (not switch to silent or vibrate) and put away their cell phones and other personal electronic devices until dismissal. Devices that are beeping, ringing, or vibrating in backpacks or lockers during the day continue to be a distraction to students and their teachers. A student using his or her phone during the school day without permission, or who has stored a phone but not turned it off, may be asked to drop it off in the office and pick it up as they exit the building at dismissal.

When students enter Trinity School, they are expected to be fully present. Students are not to use cell phones during the school day. If a cell phone or other device proves to be too much of a distraction for a student, they may be asked to drop it off in the MS Office in the morning and pick it up at day's end. For the sake of maintaining a manageable teaching and learning environment, Apple watches and all other such communication devices that allow students to connect with others beyond their classrooms, fall beneath the same policy as cell phones.

Students may use personal devices only with permission from their teachers. When using any computer equipment, students are expected to be supervised, to abide by the Acceptable Use Policy, to treat the equipment with respect, and to report any breakage or malfunction to a teacher.

PC Laptops, Chromebooks, Mac Laptops, and IPads are available for use by students whenever their teachers reserve them for class or when they are given permission to sign them out on their own.

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.
THE SCHOOL DAY

Arrival
At 8:10, students may enter their homeroom classrooms to begin preparing for their day. The academic day begins at 8:20, when attendance is taken. Except for those participating in special programs that typically start earlier, students may enter the building through the 101 West 91st Street entrance or the 115 West 91st Street entrance. Once students enter the building in the morning, they must remain in the Middle School 115 entrance or the long hallway until homeroom or other facilities are opened and supervised.

Homeroom begins promptly at 8:20 with the taking of attendance and lasts for 15 minutes until 8:35. The goal of homeroom is to provide students with an opportunity to prepare for their day. On Monday, announcements for the week will be read by the advisors leading each homeroom. In addition to allowing time for school readiness, Tuesdays through Fridays in homeroom provide opportunities for advisors to work with students in their advisories. First period class begins at 8:40.

Families and caregivers are asked not to come to any homerooms, at arrival or departure, to help. It is important for all students to pack up themselves, with assistance from their advisors.

Ad hoc
This is a mid-morning open period built into each day’s schedule for all students. The words “ad hoc” in Latin mean “for this” or “for what is needed.” Accordingly, students should reflect upon what it is they need to accomplish and then act accordingly. During this break, students will have a chance to meet with a teacher, go to a cubby or locker, visit the library, have a snack, play outside or in the gym, use the computer lab (M106), or enjoy the company of friends.

Lunch
Students will have free choice of seating in their designated grade level area with the exception of the beginning of the school year when seating is assigned.

Chapel
Chapel is an interfaith service for everyone in the middle school during the first period on Wednesday mornings.

Community Time
Community Time is scheduled on certain Mondays during the workshop period. This time may be used for divisional events, assemblies, grade level meetings, or special activities.

Departure
Classes end at 3:20 on Monday, Tuesday, and Thursday, and at 2:50 on Wednesday and Friday. For 7th and 8th graders, these times are 3:30 and 3, respectively, when they have Physical Education and Fitness classes. Departure times for athletics vary.

In the interest of student safety, the middle school is a closed campus. Unless released by the middle school office, once students arrive at school, they must remain on campus until the end of the day. If approved to depart from the middle school office, all students must sign out and obtain an early dismissal pass.
Students waiting for the start of a late afternoon event must be in a supervised location. Students in the building following trips, athletic events, or late rehearsals, are expected to quickly retrieve their belongings and exit the building and are never to be in unsupervised locations in the building.

Students who leave school at the end of the day may not return to the building until the next school day, unless with their family and then only for a scheduled school event. For example, middle school students are not permitted to “come and go” for snacks or other food while waiting for an after-school event to begin.

**Departure Procedure by Grade**

**Grade 5**
The departure procedure for grade 5 students is divided into two parts reflecting their developing independence and adjustment to the middle school over the course of the year. During homeroom, all students will be asked how they are getting home. **Families who wish to allow their grade 5 children to leave the building on their own or with someone other than the usual caregiver, must provide written permission to the middle school office.**

**Grade 5 Students WHO TAKE THE BUS**
Students who take the school bus will be dismissed from homeroom and should meet in the dining room to be escorted to the bus. If your child is not taking the bus on a given day, please alert the MS office by noon regarding this change.

**Grade 5 Students NOT TAKING THE BUS**
September - November: Advisors will escort their advisees to the staircase outside of the middle school office where they will either shake hands or make eye contact with each child’s family/caregiver, who will exit the building with the child. Any student not picked up within fifteen minutes will be escorted to Kids Club until they are picked up, and families will be charged Kids Club fees for this attendance.
**November - June:** Some grade five advisors will be present at the staircase at dismissal. Students will be released from homeroom and meet their family/caregiver at the staircase outside of the middle school office. Any student not picked up within fifteen will be escorted to Kids Club until they are picked up, and families will be charged Kids Club fees for this attendance.

**Grade 6**
Students in grade 6 are given more agency during dismissal, and will be released directly from homeroom. Students will use the Annex stairway and exit the building using the 115 doorway or transition to a prearranged, supervised in school location. Students who take the school bus should exit the school and proceed to the bus.

**Grade 7**
With the exception of those on interscholastic teams, students will return to homeroom at dismissal. Students will pack up their belongings from cubbies and lockers and leave the building or transition to a prearranged, supervised location.

**Grade 8**
The students in grade 8 will be supervised in the hallway by advisors and/or the dean at dismissal. They will pack up their belongings and leave the building or transition to a prearranged, supervised location.
TRANSPORTATION

Bus Procedures
If your child usually takes the afternoon bus, but is not going to take it on a given day, you must notify Natalie Ramirez by noon at 212-932-6918 or natalie.ramirez@trinityschoolnyc.org. If you pick up your child early, please remember to remind Natalie that your child will not be on the afternoon bus. Repeated miscommunications regarding bus transportation plans may result in a conversation with parents to arrive at a more workable alternative means of transportation.

Students who are late to the bus may be left behind, in which case they will be taken to the middle school office or to Kids Club and families will be contacted to make alternative arrangements for pick up.

MetroCards
Student MetroCards are issued twice per school year by The Office of Transportation. Students who live more than one-half mile will receive a MetroCard that is good for use on buses only. Students who live more than one half miles away will receive a full-fare MetroCard. Student MetroCards may be used for three trips each school day: for travel to and from school and school-related activities between 5:30 a.m. and 8:30 p.m., only on days when the student’s school is in session.

The first cards are given to students by their advisors on the first day of school and the second cards are given out in January. When students receive a MetroCard, they should keep them in a safe place, as replacement cards are limited. Please contact Natalie Ramirez to request a replacement card or to update your address if you move during the school year.

ACTIVITIES

Field Trips
The middle school provides time for field trips as an extension of its commitment to education and its desire to utilize the enormous resources of New York City. Field trips enhance course work, extend academic experiences, and provide social interaction and enjoyment. Families will be asked to complete a permission slip at the beginning of the year for all trips. As trips are scheduled, families will receive notice by email with detailed information related to the trip including costs associated with the trip.

Clubs and Councils
Clubs and councils meet on indigo days during the last period. The sign-up periods for these activities occur in the fall and again in the winter. Students receive information about the club proposal and clubs and councils selection process in the first weeks of school. Students who do not participate in a club or council will be assigned to a study hall.

There are four councils: Chapel Council, Service Council, Student Council, and Student Diversity Leadership Council. Past clubs have included Booster Squad, Dance Club, French Theater, Card Games, Running/Walking, Knitting and Crocheting Club, Magic the Gathering, and Robotics.

Additional Extracurricular Activities
Students have the ability to participate in the following activities before and after school and during ad hoc: 5th/6th & 7th/8th Grade Musicals (students can either perform in the musical or work backstage), Math Counts, Math Olympiad, Upper School Latin and Modern Language Tutors, and affinity groups.
TRINITY MIDDLE SCHOOL DRESS CODE

Philosophy: The purpose of the dress code is to create a productive, safe, and comfortable learning environment within the Middle School. It should help students to cultivate pride in themselves and in their school. This dress code aims to promote inclusion, unity, and self-expression.

Dress Code for Regular Dress Days:
- Students may wear any Trinity top (sweatshirts, t-shirts, jerseys, etc.) with Trinity logos of any size. Students may also wear collared button-down or collared polo shirts.
- Students may wear sweaters and/or sweatshirts, and Trinity t-shirts or collared shirts must be worn under them.
- All logos and/or writing of non-Trinity shirts, sweaters, and sweatshirts must be no larger than an Oreo.
- Students may wear pants, shorts, dresses, and skirts. The length of dresses, skirts, and shorts must be school-appropriate and reflect professional standards.
- Students may wear any closed-toe shoes (sneakers, dress shoes, etc.). Heels must be two inches or lower.
- Clothing must be neat, tidy, in good repair.
- All clothing worn must allow students to participate fully in daily activities.

Note: Any article of clothing not accounted for is up to the discretion of the Deans.

Students may not wear:
- Any item of clothing with messages or images that may be threatening or offensive to others or that promotes alcohol or drug use
- Clothing that is ripped, distressed, frayed, or torn
- Clothing that shows the buttocks, chest, stomach, or undergarments
- A non-Trinity t-shirt that does not have a collar
- Tank tops or other sleeveless shirts
- Open-toed shoes
- Athletic wear, including sweatpants, leggings, and/or athletic shorts
- Pajamas
- Hats or visors

Dress Down Days: In addition to clothing allowed for Regular Dress Days, students may also wear:
- T-shirts, sweaters, and sweatshirts with logos and/or writing of any size.
- Athletic wear, including sweatpants, leggings, and/or athletic shorts.
- All other Dress Code rules apply.

**Formal Dress Days:**

For special occasions, including some chapel services and field trips, students are expected to dress formally. This includes: jackets and ties, appropriate skirts, dresses, or dressy pants. Students must wear sweaters over sleeveless or strapless dresses or tops. Flats, dress shoes, or comfortable low-heeled shoes are required; sandals, open-toed shoes, and heels taller than two inches are not allowed. Dark-colored sneakers are acceptable but dress shoes are preferred. Flip flops and brightly colored sneakers are never permitted.

For formal dress days, clothing you would choose for a worship service or formal gathering outside of Trinity School is appropriate.

**Formal Dress Days for 2019-2020:** Sep 19, Nov 26, Dec 20, May 14, and June 11

**Game Day Attire for 7th and 8th Grade Students:**

All MS athletes can wear their team jerseys during the school day on any game day. If a student wants to participate in this tradition and is on a team that provides a jersey, they must wear that jersey with a shirt/top underneath. If the sport doesn’t have a jersey, the student may wear Trinity logo shirts of their choosing. All other aspects of the dress code must be followed (including standard dress day pants and footwear).

**PHYSICAL EDUCATION & FITNESS DRESS CODE**

**Middle School Physical Education & Fitness clothing requirement:**

- Trinity t-shirt (short or long sleeve) or sweatshirt
- Trinity shorts or sweatpants
- Athletic socks
- Good supportive laced/tied sneakers
- 1 piece bathing suit for girls, and swim trunks for boys, any color or brand

Questions about purchasing PE & F clothing? Please contact the PE & F Middle School Department Chair, Lima Fa’agata (Grades K-8) at 212-932-6942 or lima.faagata@trinityschoolnyc.org.
FACILITIES

Lockers and Cubbies
Students have a special place for their belongings: a locker or cubby. All fifth, sixth, and seventh grade students are assigned cubbies in their homerooms. All seventh and eighth grade students are assigned lockers with individual combinations. During the school day, there are several times when students may stop at their homeroom or locker, and they should plan carefully so that they do not interrupt classes taking place in their homeroom.

Each student should label all belongings (books, notebooks, pencil case, PE & F uniforms). Backpacks should be stored in homerooms or lockers; do not leave them in the corridor. It is best to not leave money in backpacks.

Libraries
The Middle School Section of the Lower and Middle School Library serves students in Grades 5-8. The library has materials for both pleasure reading and research. The Trinity Library Catalog and online databases for research are available both at school and off-campus, through TigerNet.

Middle School students may check out books for two weeks, with the possibility of renewal. Students will be reminded if they have overdue books. If a book is overdue by more than one month, a reminder letter is sent home; if the book is not returned or renewed, it is considered “lost” and the cost of the book is charged to the student’s school account. The librarians would always rather have the book back and are delighted to refund “lost book” charges if lost books are returned.

The Middle School Librarian, Ms. Gregori, is here to help you! She is available to answer questions, recommend good books, and guide you in developing skills needed to effectively find and use information.

The Lower and Middle School Library is open Monday - Thursday from 8 AM to 4:30 PM and Friday, 8 AM to 2:30 PM.

Gyms and Big Trinity
There is no supervision for students in the gyms before 8:00 AM or after school. Students are expected to leave school promptly, unless they are participating in athletics or an after school program, or have an appointment with a teacher or tutor. The gyms and Big Trinity are used during the school day by the Physical Education & Fitness classes as well as for recess. After school dismissal, the gyms and Big Trinity are used by the Athletics Program. Students and families should not take it upon themselves to use these spaces without permission and supervision by an employee of the School or its agent.
ATHLETICS

Frequently Asked Questions and Answers regarding the Athletic Program:

1) What are the sports, by season, and who is eligible?
   - **Fall Sports**: cross country, soccer, tennis (girls) and volleyball
   - **Winter Sports**: basketball, swimming, and wrestling
   - **Spring Sports**: baseball, lacrosse, softball, tennis (boys) and track and field
   All 7th and 8th grade students are eligible to try out for teams.

2) When are the practices and games held?
   Practice times will occur five out of the seven color days (red, orange, green, blue, and violet) during the last period of the school day. All team members are expected to attend all contests, with rare exceptions.
   
   The best days to schedule appointments/outside activities/tutoring/lessons/etc. in rank order:
   - Fridays - No games -- Great day to schedule outside activities
   - Wednesdays - Minimal games -- OK day to schedule outside activities (rare conflicts)
   - Mondays - Minimal games -- OK day to schedule outside activities (a few conflicts)
   
   Tuesdays and Thursdays after school should be kept free of conflicts to play on a Trinity Team. Track meets in the spring are on Mondays and Wednesdays, so please keep those conflict-free.

3) How do tryouts work and when and where are they held?
   Tryouts are held during the first week of each season. Fall sports begin tryouts on September 3rd, the first day of school. First day of winter team tryouts is November 4th. First day of spring team tryouts will be February 19th. Teams are selected based on skill, ability, experience, knowledge, commitment, effort and openness to coaching.

4) What are gold and blue teams?
   Depending on student interest and available facilities, some sports have two levels of teams. Gold teams are for the more experienced and skilled students. Blue teams consist of less skilled students. Gold and Blue teams have separate schedules and coaches. Teams are selected based on skill, experience, position, etc. not on grade level. So, 7th and 8th graders are eligible to play on both Gold and Blue level teams. When practical, we try to have 8th graders on Gold Teams and 7th graders on Blue Teams.

5) What do students not on teams do?
   Students not on an athletic team join a Physical Education and Fitness class. Some of our sports limit the number of students on the team. If a student does not make his or her first choice of team during a season, there is a sport in which the student can participate and no cuts are made. NO CUTS are made in cross country, swimming, wrestling, track and field, and water polo.

6) Where are home and away games?
   Home games take place on Randall’s Island or at Trinity. The Trinity website is the most up to date place to find scheduling information, including directions to both home and away games. Login to TigerNet and go to the Athletics portal for all directions and updates.
7) What do we do if our child needs to miss practice or a game AND how are we contacted if the schedule changes in any way?

Any communication regarding anticipated absences should go directly to the coach of that team, with as much advance notice as possible. All Trinity coaches are listed on the web site and have Trinity email: firstname.lastname@trinityschoolnyc.org

Please note that student-athletes placed on teams are expected to attend all games, with rare exceptions. When a schedule change occurs the day of an event, due to weather or some other last-minute circumstance, an email will be sent to the parents, the Trinity website will be updated under athletic announcements, and the sports line (212-932-6931) will provide updated information.

8) What is the financial commitment, beyond tuition, for my child to play Trinity sports?

There are no additional fees to participate in athletics at Trinity. Transportation to and from practices and games is provided by the School. There may be a fee for unreturned uniforms and equipment. However, certain sports require certain equipment to play. For example, baseball and softball players must have a glove, tennis players must have a racquet, lacrosse players must have mouth guards, etc. Inquiries for financial aid assistance for such items should be directed to Ramón Javier, the Director of Diversity and Community.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Practice</th>
<th>Return By</th>
<th>Competition</th>
<th>Length</th>
<th>Return By</th>
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<tr>
<td>Baseball</td>
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<td>3:30</td>
<td>8-10 games</td>
<td>75-90 min</td>
<td>30 min after games</td>
</tr>
<tr>
<td></td>
<td>at Randall’s Island</td>
<td>4:30</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Basketball</td>
<td>at Trinity</td>
<td>3:30</td>
<td>8-12 games</td>
<td>60-75 min</td>
<td>30 min after away games</td>
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<td>45 min</td>
<td>5:00</td>
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<tr>
<td>Lacrosse</td>
<td>at Trinity</td>
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<td>8-10 games</td>
<td>60-75 min</td>
<td>30 min after games</td>
</tr>
<tr>
<td></td>
<td>at Randall’s Island</td>
<td>4:30</td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>6-8 games</td>
<td>60 min</td>
<td>30 min after game</td>
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<tr>
<td></td>
<td>at Randall’s Island</td>
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<td>Swimming</td>
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<td>60-75 min</td>
<td>30 min after away games</td>
</tr>
<tr>
<td></td>
<td>at Randall’s Island</td>
<td>4:30</td>
<td></td>
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</tr>
<tr>
<td>Tennis</td>
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<td>6-8 matches</td>
<td>60-75 min</td>
<td>30 min after matches</td>
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<tr>
<td></td>
<td>at other courts</td>
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<td>90-120 min</td>
<td>30 min after meets</td>
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<tr>
<td></td>
<td>at Central Park</td>
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<td></td>
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<td></td>
<td>Meets on Mondays and Wednesdays</td>
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<td>Volleyball</td>
<td>at Trinity</td>
<td>3:30</td>
<td>6-8 games</td>
<td>30-45 min</td>
<td>30 min after away games</td>
</tr>
<tr>
<td>Wrestling</td>
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<td>60-75 min</td>
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<td>1 – 4 meets</td>
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</tbody>
</table>
STUDENT HEALTH

MEDICAL FORMS
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). New students must also submit an immunization record, while returning students need to submit an immunization record every time he/she receives an immunization update according to the NYS Immunization Requirements for School Attendance. 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 which can be accessed via TigerNet by going to the Health Services resource board.

Families of student athletes will also have to submit an Athletic Interval History Form 30 days or less before the start of each athletic season. This form can be found on Magnus.

IMMUNIZATION POLICY
In accordance with the New York State Public Health Law, all students must be immunized. Section 2164 of the Public Health Law permits the following two exemptions to this mandatory immunization requirement: If the parent objects to the immunization because the parent holds genuine and sincere religious beliefs which are contrary to the requirement that the child be immunized; or if a New York State licensed physician certifies that such immunization may be detrimental to the child’s health. In order to request one of these exemptions, please contact the school nurse.

In the event that a case of a vaccine-preventable disease occurs at Trinity and your child has not obtained the required immunization, the Department of Health and Mental Hygiene has the right to require that your child be excluded from school for at least one incubation period after the onset of the last case. For example, if a case of measles is diagnosed, students who have not received a measles vaccine will be excluded from school during the outbreak and for an additional eighteen days after the onset of the last case in school.

NURSE’S OFFICE HOURS OF OPERATION AND CONTACT INFORMATION
Trinity has two school nurse offices both staffed by a Registered Nurse:
● School nurse for students grades K-6; office is located in the Annex building; hours of operation from 8:00 AM to 4:00 PM; telephone 212-932-6825.
● School nurse for students grades 7-12; office is located in the Upper School, Hawley Building, ground floor; hours of operation 8:30 AM to 4:30 PM; telephone 212-932-6847.

FAMILY COMMUNICATION
Families are asked to provide information regarding the student’s medical history, any medications they are taking, and their physician’s information. Families also need to give consent for treatment and authorization to the nurse to give over-the-counter medications if needed. Just like the annual physical exam form, this information should be submitted annually and can be done on Magnus as well.

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 and therefore needs to be aware of the 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 (two or more times) 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. Some people may also vomit or have diarrhea. For more information visit www.flu.gov. Symptoms of a common cold include stuffy nose, sneezing, sore throat and a cough. If cold symptoms are severe, eg. if your child has a persistent cough which could be disruptive to the learning process or if your child cannot keep up with school demands, then he/she should rest at home.
- Conjunctivitis/Pink Eye. A student with crusty, weepy, red eyes – that might be signs of conjunctivitis – need to stay home until secretion from eyes is gone. If treated with antibiotic drops or ointment, the student may return after 24 hours of treatment with the medication.
- Strep Throat. The incubation period is from 1 to 5 days. This is caused by strep bacteria. The student must be treated for 24 hours with antibiotics before returning to school.
- Rash. A student with a skin rash of unknown origin or any rash accompanied by a fever needs to remain home. Contacting a physician is recommended with rash illness in children as they may be a symptom of a communicable illness.

Students who are absent from school may not participate in after school events, including athletic practices, games, and theatre productions. Students who miss school because of illness may not attend individual classes for the purpose of taking assessments.

HEALTH TIPS
Below are the tips posted on our Health Services page on TigerNet:

- Remind your children to wash their hands often with soap and water or an alcohol-based hand rub. You can set a good example by doing this yourself.
- Remind your children not to share personal items like drinks, food or unwashed utensils, and to cover their coughs and sneezes with tissues.
- Remind your children to cover up their coughs or sneezes using the elbow, arm or sleeve instead of the hand when a tissue is unavailable.

EXCUSING A STUDENT FROM PHYSICAL EDUCATION CLASSES
If a student is not feeling well, the school nurse may excuse the student from physical education class. In most cases, if the student is well enough to attend academic classes, the student should attend physical education classes. The family may write a letter requesting a student to be excused from physical education for a specific medical reason. If the absence extends beyond two days, a note from the student’s physician is required.

INJURIES
If a child is injured at school, the family will be contacted. A student who must be transferred to a hospital or emergency room will be accompanied by the nurse or a school representative. The emergency room will not perform any procedures until the family or guardian arrives and gives permission. The only exception to this rule is in a life-threatening situation. The nearest hospitals to the
school are St. Luke’s/Roosevelt and Mount Sinai. The ambulance must take the student to the nearest facility. A student may always be transferred to another hospital after the condition is stable.

**DISPENSING MEDICINE TO STUDENTS**
The school nurse must administer all prescription and non-prescription medications. Prescription medication must be given to the nurse in the original bottle from the pharmacy with the physician’s instructions on the label. The nurse will not dispense medication that is not in its original prescription bottle. Students are responsible for seeing the nurse to receive their medication. If a student is asthmatic, has allergies or other medical conditions, medication should be left in the nurse’s office so the student can have access to the medication as needed. A physician’s prescription order should accompany all medication. The nurse may receive a request from a family or physician to allow a student to personally carry and take medication; this request will be granted.

**MEDICATIONS ON OVERNIGHT FIELD TRIPS**
Children who require medication on a field trip must provide a completed “Parent and Physician’s Authorization for Administration of Medication Required during Field Trip” form, which must be signed by a 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 in the original container, including dosage instructions. Students may carry emergency medication (Epipens, insulin, and asthma inhalers) as permitted only if the Nurse has been notified. Notification of medication and the physician’s authorization must be received prior to the trip.

**NUT AWARENESS POLICY**
The Trinity Community is called on to be aware as possible of the risks involved with nut allergies. 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 staff strive to keep nuts and nut products out of food served in the school, however we cannot guarantee that we are nut-free. The following guidelines are meant to help us all 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 backpacks, and provided for special occasions.

Families should pay special attention to this during the holidays. Starting with Halloween, students have a tendency to store treats in their pockets and packs, where they tend to accumulate and remain over time, until being accidentally discovered in a Trinity hallway during ad hoc.

In accordance with this expectation, the following may be brought to school:
Food associated with a class (as preapproved by the teacher); Baked birthday treats (as preapproved by the grade level Dean); Physician approved food (as preapproved following a conversation with the family and a note from the physician); Food related to traditional religious practices (as preapproved by the grade level Dean); Snack for after school activities (must be nut free and eaten after school, NOT during Ad Hoc); and Water (preferably in a recyclable water bottle).

Any food brought into the Middle School must meet the standards above, for it is only through operating according to these standards that we can ensure the health and safety of all students.

No unapproved food is to be taken on school buses.
Any food brought to school for the purpose of sharing must be certified nut free by the middle school office or grade level dean before it can be brought into a classroom.

Students arriving on campus with food that is not from the list of approved bakeries or that cannot be cleared as nut free, will not be permitted to deliver it to peers, and will be asked to remove the food from the building at the end of the day.

A list of safe foods and acceptable snacks is posted on TigerNet. 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 (to be served at Trinity) please pay close attention to the preparation in order to avoid contamination, and please be certain that staff or caregivers are also aware of the Trinity policy.

For each student with a food allergy, an emergency protocol must be filled out, signed by the physician and submitted to the student’s health record in Magnus. Copies of the protocols are kept in the nurse’s office, the Principal’s office, and the dining room. Families are responsible for providing their child(ren) with EpiPens as needed. Stock 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 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 with unknown ingredients or any food containing an allergen. If you have any questions or concerns, please contact the school nurse at 212-932-6825 (grades K-6) or 212-932-6847 (grades 7-12).

SCHOOL PHYSICIAN
Dr. Lauren Levine is the school’s consulting doctor. She is a Trinity parent and pediatrician who works at Columbia University Medical Center.
STREET AND PERSONAL SAFETY

Street Safety
Please let the school know if you have been involved in any incident on your way to or from school. If the school hears of any incident that security personnel feel threatens the safety of Trinity community members, it will be shared with the community.

Our guidelines for safety are as follows:
1. An “incident” is any event that causes fear, concern, or injury.
2. Be alert on the street. Be aware of people that are around.
3. Travel in groups wherever possible.
4. Public transportation: To get to the subway, walk on 91st to Broadway and along the east side of Broadway to 94 St. To go to the cross town bus or the subway at Central Park West, walk along the westside of Columbus to 86 St. Every store on these routes is a Safe Haven.
5. Know where the stores called “Safe Havens” are.
6. If you feel unsafe, go into a Safe Haven (or another store or building) and tell the adults there about the situation. If you are on the street and feel unsafe, appeal directly to an adult, or act as though you are being accompanied by a nearby adult.
7. If you have access to a telephone, call 911.
8. Carry possessions safely. Bus passes, phones, and wallets should be kept out of sight.
9. Increase your situational awareness, reduce your vulnerability and potential for victimization by not walking around the city distracted, i.e.: with your ear phones on, surfing the web, reading emails or texting while walking in public, on city sidewalk, buses and subways.
10. Always try to be aware of your surroundings, your current location, and do not allow your cellphone, iPod, iPad, etc. to dominate your attention making you an attractive target for crime. Do not allow your self-awareness to be impaired and listen to “your gut.”
11. If you are approached and asked for something you are carrying, do not resist.
12. If you are the victim of an incident, you or your family should call the police or the Principal, and be sure to share the incident with security personnel.

Safety Incidents Involving a Student
All incidents should be reported to the police. It is crucial to the safety of other students to report all incidents so the police can attempt to prevent similar occurrences from happening again. From the perspective of the police, an unreported incident is one that never occurred. If a student is involved in an incident:
- Call 911 - If a non-emergency situation where a crime has been committed and significant time has elapsed such that the crime is not in progress, contact the local police precinct
- Call the 24th Police Precinct 212-678-1811/1828 for incidents near Trinity
- Call the 101 West 91st Street Security Desk at 212-932-6900
- Call the Principal at 212-932-6804

EVACUATION SITES
In an emergency situation necessitating an evacuation, Trinity School will evacuate as follows.
The primary evacuation site is: The alternate evacuation site is:
P.S. 84 Lillian Weber School of the Arts Congregation Rodeph Sholom  
32 West 92nd Street, 7 West 83rd Street 
New York, NY 10025 New York, NY 10024
ACADEMIC LIFE

OVERVIEW OF THE SCHOOL YEAR AND SCHEDULE
The middle school operates on a semester system which is further divided into four graded quarters. Classes rotate through a seven-day cycle. Most courses meet for the entire school year. Details on courses may be found in the Curriculum Guide on TigerNet.

CURRICULUM OVERVIEW

Fifth Grade
Fifth grade students enjoy increased independence and greater responsibility as they move from the lower school to the middle school. Students use cubbies to store books and belongings and travel to classes with their homeroom. All students begin and end their school day in homeroom with their advisors. In the middle school, students have different teachers for each subject. On average, students spend 1 – 1 ½ hours on homework daily. Advisors will spend considerable time, especially in the first semester, helping students develop the appropriate routines and study skills which will enable them to manage their time and materials effectively. Consistent organization of books and materials and the regular use of the student planner and checking TigerNet will help students complete their homework successfully and on time. Students in grade five will receive a Trinity email account to support their use of a variety of online resources.

In Grade Five, the following courses are offered:

- English
- French or Spanish
- Health
- History
- Learning Center
- Mathematics
- Performing Arts
- Physical Education & Fitness
- Religion
- Science
- Study & Technology Skills
- Visual Arts

Sixth Grade
Sixth grade students meet in homeroom every morning, use cubbies to store books and belongings and travel to classes in learning clusters. On average, students spend 1 ½ - 2 hours on homework daily. As in fifth grade, systematic organization of books and materials, and the regular use of the student planner and checking TigerNet, will help students complete their class work and homework successfully and on time. Students should establish the practice of checking their Trinity email account on a regular basis. Teachers and advisors will continue to work closely with students to help them build good study skills and effective methods of time and resource management. As in grade five, students come back together in homeroom at the end of the day to make sure they are prepared to leave for the day.

In Grade Six, the following courses are offered:

- Digital & Research Skills
- English
- French or Spanish
- Health
- History
- Learning Center
- Mathematics
- Performing Arts
- Physical Education & Fitness
- Religion
- Science
- Visual Arts
Seventh Grade
In seventh grade, students gain more independence and more responsibility for daily routines. Students still gather each morning in homeroom, but they no longer travel as a homeroom group to their classes. Students will continue to use a cubby in homeroom and will also have a locker. As the academic work becomes more intellectually challenging and abstract, students will be expected to take more responsibility for their work, independently manage their time and resources, and advocate for themselves. Seventh graders are encouraged to take initiative in asking for help whenever they feel unsure about material covered in class. The homework load will increase in the 7th grade to 2 - 2 ½ hours daily. Students will also have the opportunity, for the first time, to join teams for after-school sports. Advisors can assist students in prioritizing assignments and study time and to balance all of their obligations and the demands of the increased workload.

In Grade Seven, the following courses are offered:
- English
- French or Spanish
- Health
- History
- Latin
- Learning Center
- Mathematics
- Performing and/or Visual Arts Electives
- Physical Education & Fitness and/or Athletics
- Science
- Study Hall

Eighth Grade
During this final year in the middle school, the focus is on fine-tuning the skills that will be invaluable to students as they move into the upper school. These skills include self-advocacy, time and materials management, research, editing, drafting, revising, and writing skills. Eighth graders are expected to be our most independent learners, taking the initiative in reaching out to teachers for help, and following up on suggestions that they do so. The homework load may range from 2 ½ to 3 hours daily.

In Grade Eight, the following courses are offered:
- English
- French or Spanish
- Health
- History
- Latin
- Learning Center
- Mathematics
- Performing and/or Visual Arts Electives
- Physical Education & Fitness and/or Athletics
- Science

CURRICULAR SUPPORT AND ENRICHMENT
Teachers are always happy to provide extra help if students need it. Additionally, the learning specialists are available to all students for curricular support. If any student wishes to receive extra help, that student should make an appointment with a teacher or learning specialist before school, during ad hoc, or after school. Additional forms of support and enrichment include Writing Workshop, US Math Tutors, the Mathcounts Team, US Latin Tutors, US Modern Language Tutors, and Math Olympiad, many of which take place first thing in the morning prior to the start of the academic day.

HOMWORK
Homework is an essential part of the learning process in the middle school. The school is aware of the national debate surrounding the assignment of homework, and teachers are sensitive to the demands placed upon our students both during and after school. As students move from grades five through eight, the level of challenge and sophistication of assignments gradually increases.
Students receive homework on most days, including weekends. Teachers post homework or revised homework to TigerNet by 5:00pm each day. Students should plan to set aside time for written work, assigned and independent reading, as well as specific study time for upcoming quizzes and tests. Students should also consider the time constraints associated with after school activities. If homework is not completed and there has been no effort to communicate with teachers or advisors, there may be consequences which could include a reduction in grade. Students should always feel free to contact advisors for advice on how to approach a teacher if a deadline extension is needed. In most cases, this is the most effective way to avoid penalties for late or missing work and helps students to establish better time management skills.

Students who receive support in the Learning Center or who have been diagnosed with a learning difference, or students who simply work more deliberately, will likely take a bit more time to do their homework than indicated in the guidelines. If concerns arise about the amount of time a child is spending on homework, families should reach out to the advisor as soon as a pattern emerges. In consultation with a learning specialist, possible next steps might include creating a plan for temporary flexibility around pace, an examination of study and work habits, or academic support through the Learning Center. These measures would be designed with the goal of helping the student to more effectively and efficiently complete homework.

GRADING POLICIES
Teachers will explain both the school’s standards and their own classroom policies regarding grading. These policies will be outlined in a course expectation sheet given to students during the opening days of school. As necessary, teachers may suggest that students make an appointment to discuss the results of an assessment. Students can also request appointments to review their performance. These meetings typically focus on the student’s preparation for the assessment, their results, and strategies for future tests.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+ = 100-97</th>
<th>A = 96-93</th>
<th>A- = 92-90</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>B+ = 89-87</td>
<td>B = 86-83</td>
<td>B- = 82-80</td>
</tr>
<tr>
<td>C</td>
<td>C+ = 79-77</td>
<td>C = 76-73</td>
<td>C- = 72-70</td>
</tr>
<tr>
<td>D</td>
<td>D+ = 69-67</td>
<td>D = 66-63</td>
<td>D- = 62-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
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<td></td>
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</tbody>
</table>

MIDDLE SCHOOL ASSESSMENT POLICY

Why We Assess
Assessment is a valuable component of the learning process in the middle school. Middle school assessments gauge what students know and are able to do with respect to particular subject matter, but are also vehicles for more enriched understanding. As such, middle school teachers design assessments to serve the dual purpose of evaluation and instruction. Through their assessments, middle school teachers challenge students to demonstrate what they know while also providing them with an opportunity to interpret and “own the material” they have encountered in class. They invite students to grapple with the content of their subjects and to notice their own progress and growth. Finally, assessments in middle school allow teachers to better know their students, their learning styles, and their individual capacity to understand.
How We Assess
Assessments in the middle school take a variety of forms, from traditional to non-traditional, leading students to experience course material in diverse ways and to give them an opportunity to showcase their gifts as individuals and as unique learners. Traditional in-class assessments are Quizzes, Quests, and Tests.

In-Class Assessment Guidelines

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Time to Take</th>
<th>Expected Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz (minor assessment)</td>
<td>Approximately &lt;20 minutes</td>
<td>Approximately 1-2 days</td>
</tr>
<tr>
<td>Quest (major assessment)</td>
<td>Approximately 20-25 minutes</td>
<td>Approximately 3-4 days</td>
</tr>
<tr>
<td>Test (major assessment)</td>
<td>Approximately 25+ minutes</td>
<td>Approximately 5+ days</td>
</tr>
</tbody>
</table>

A quiz is a minor assessment. Major assessments include quests, tests, and any take-home assignments (e.g. essays, research papers, projects, etc.) on which students are expected to spend at least three days of preparation outside of school.

From time to time, teachers will give an in-class “check for understanding.” Teachers are not expected to post or announce these on the assessment calendar as students are not expected to prepare for them. The check for understanding is an important instructional resource in the real-time information it provides the teacher to determine an approach for the day’s lesson and beyond. The questions are designed to be answered by students who have put in a good faith effort on the reading or written homework, and they are typically experienced by students as easier than those on announced assessments for which students have prepared.

If a student is consistently struggling with assessments, this is an opportunity to work with the teacher to establish a better understanding of expectations regarding the completion of homework, or to develop strategies (with the teacher, advisor, or learning specialist) to complete homework in the way that will help the student gain a more thorough and fulfilling relationship with the material being taught.

Outside of Class Assessment Guidelines
Traditional in-class assessments of quizzes, tests, and quests are joined by homework exercises and project work, including essays/papers, artistic creations, dramatic performances, presentations, debates, original science labs, and various other projects. In many cases, students are given the freedom to choose among this variety, resulting in an experience in which students feel a greater agency in their own learning.

These assessments often take the form of long-term projects for which students are given significant in-class time and homework time to prepare a final product. Teachers take this into consideration when assigning homework and creating timelines towards completion of this work. In all cases, students are expected to manage their time to ensure that they are able to complete these projects in a timely manner.

Requests for Extensions
If a student feels the need for more time, it is important to have a conversation with an advisor and a teacher as early as possible but certainly before the class prior to the given due date, to arrange a
possible extension. Such extensions are most likely to be granted in cases where a teacher is assured that extenuating circumstances have resulted in a student’s inability to complete the work by the due date and where a teacher is able to determine that the given student has put in a good faith effort both in and outside of class.

Assessment Pacing
Just as students themselves grow and develop during their time at Trinity Middle School, so should the academic standards they are expected to meet. The assessment policy acknowledges student growth by continuing to support and challenge children as they reach developmental milestones within and between the grades.

All assessments, major or minor, will be posted on each grade’s electronic assessment calendar. This calendar is used for planning purposes, and dates are subject to change at the individual teacher’s discretion as based upon student progress through the material.

Assessment Calendar Guidelines

<table>
<thead>
<tr>
<th>Grade</th>
<th>Allowable Assessments/Day and Week</th>
</tr>
</thead>
</table>
| 5     | ● No more than two assessments are to be given each day.  
      | ● From September to December: No more than two minor and two major assessment are to be given per week.  
      | ● From January to June: No more than three minor and two major are to be given per week. |
| 6     | ● No more than two assessments are to be given each day.  
      | ● No more than five total assessments are to be given per week. |
| 7     | ● No more than two major assessments are to be given each day.  
      | ● No more than six assessments per week (a combination of major and minor). |
| 8     | ● No more than two major assessments are to be given each day.  
      | ● No more than eight assessments per week (four major and four minor). |

Assessment: School Responsibility
The school will make a genuine effort to ensure that the policy is adhered to, and grade level deans and the assistant principal will regularly monitor assessment schedules set by the teachers on their grade level teams. Students and families should inform teachers and the dean if a situation arises in which planned assessments exceed the guidelines.

Teachers will provide sufficient notice as outlined by the in-class assessments guidelines, so that students can adequately prepare. Teachers should also communicate with families, either directly or through advisors, in cases where a joint effort is needed to ensure that students are best able to deliver on their potential, as in cases where students have not performed as expected on a given assessment. Teachers are also encouraged to reach out to families in cases where a joint celebration of a job well done is merited.

As teachers work to understand their students’ abilities, especially in the early fall, they will periodically and anonymously survey them when collecting homework, to ask them, “How long did this assignment take you to complete?” In this way, they will be able to gather real-time information about a variety of assignment types, as a way to set the pace for their current students. The middle school acknowledges that not all students are in the same place on the developmental curve. Accordingly, the school will make temporary adjustments for individual children when the teacher deems it necessary. It is the goal
of the middle school to meet the needs of a variety of children on a variety of developmental levels, but teachers design their curriculum and their assessments to promote continual growth of students who have reached normative cognitive, social, and emotional milestones. By definition, this means that the vast majority of students will find the pace comfortable yet challenging, though some will struggle and others will want enrichment.

**Assessment: Student Responsibility**

It is a goal of Trinity Middle School to increase our students’ independence and to teach them self-advocacy. Part of this preparation is to encourage a student to develop the means to embrace the challenges of a rigorous curriculum. Due to the natural ebb and flow of the school year, it is recommended that students begin preparing for major assessments well in advance of their due date to avoid an overwhelming accumulation of work.

Students should make use of their school planners and keep an up-to-date and accurate calendar to monitor upcoming assignments and assessments, games, and outside of school commitments and social/family events. In 5th and 6th grades, students will receive daily guidance in maintaining their planners, while 7th and 8th grade students are encouraged to take more responsibility in managing their schedules. If a student is struggling with planner maintenance, time management, or using effective study strategies, the student should seek out the help of an advisor, teacher, or a learning specialist.

As stated in the Trinity School Mission Statement, “The conversation between student and teacher is the heart of our school.” Accordingly, students should have an open dialogue with their teachers and advisors if the pace or the workload is overwhelming or if they feel they will not be able to make a due date.

Students are always encouraged, and sometimes are required, to revise returned assignments and review their work with their teacher. These may or may not be resubmitted for an additional grade (to be determined on a case by case basis).

**Assessment: Family Responsibility**

If your child is struggling, please be in touch with the advisor to activate the partnership needed to develop a plan addressing pace and demands, and to better support your child as a learner. This same rule applies to students who need enrichment. Please communicate with advisors and teachers if your child seems on either extreme of the developmental curve, so we can discuss how to build additional support or challenge into the learning experience.

Finally, to ensure that homework time and assessment preparation time are actually productive work times, families may want to consider monitoring their child’s habits in the use of various media and electronic devices that often result in distraction. In some cases, what has seemed like four hours of focused homework time, would add up to significantly less time spent on the actual doing of homework.

**TUTORING**

There are many ways for students to get extra help from the teachers at Trinity, and those resources should be exhausted prior to engaging a tutor outside of school. After careful review, the school may recommend professional tutoring from a list of experienced tutors. In concert with the school, a plan will be devised to remediate areas of concern. A designated person from the school will coordinate ongoing contact between the tutor and school. It is expected these tutors will provide strategies that will allow students to be independent learners and workers.
Typically, reasons for tutoring are:
- Specific issues/deficits identified by teachers
- Difficulty with one or more clearly articulated academic tasks
- Poor grades, not reflective of a student’s potential, in more than one academic subject
- School based resources have been exhausted and did not meet the student’s needs
- Frequent, excessive issues with completing homework

Tutoring is NOT recommended for the following reasons:
- Other people are getting them so my child is at a disadvantage without a tutor
- My child’s grades need to improve to present a competitive college or secondary school application
- My child received a C or C+ in a course
- My child needs help to qualify for honors level courses
- My child does not get along with their classroom or learning center teacher

Guidelines for tutors
- When the school recommends a tutor, it recognizes the expertise of the professional. The grade level learning specialist will work closely to coordinate support and develop an appropriate plan of remediation.
- When the school refers a student for academic support, it is expected that the tutor is experienced in their discipline and will work closely with the classroom teacher to optimize support. Tutors who are not from our referral list must follow the same protocol and maintain close contact with the school.
- Homework helpers are expected to oversee that the student’s work is completed and provide support when needed. Homework helpers are asked to help students pace the time spent on assignments, assist with organization, and help students with strategies to approach homework completion with care and thought. They are expected to check for clarity of thought and thoroughness of the assignment and NOT expected to correct assignments, assist with the actual answering of questions/problems, or write the draft of an outline or paper/report. This is a fine line to navigate, but the school trusts qualified and experienced tutors and homework helpers to strike the balance.
- At all times, it must be clear to the school that the work submitted by the student is the student’s own work done with the tutor’s suggestions for remediation but not with excessive help.
- If, at any time, it is determined that work submitted by the student is the result of excessive help by a homework helper, tutor, or family member, a disciplinary committee may be called to review the facts surrounding the situation and the student may, at the very least, be asked to redo the assignment, on their own, at school.
- If a support team is assembled for a student, it is the school’s expectation that one member of the team (usually the tutor) will be designated as the point person and will maintain regular communication between home and school.
- The tutor should not be the student’s counselor/therapist, relative, or educational tester.
ACADEMIC SUPPORT PLAN
The Child Study Team may determine that a student needs additional and more structured assistance from the school in the form of an academic support plan. At the end of each grading period, a list of students who have received grades of C and below will be generated and reviewed by the Child Study Team. The team will make recommendations to the principal regarding students who would benefit from an academic support plan. Occasionally, the team will also recommend a support plan for students who have consistently experienced difficulty with assessments, failed to meet deadlines for assignments, or exhibited other forms of struggle with respect to their academic performance.

The principal will then work with the student, the family, and the Child Study Team to develop an academic support plan. The goal of the support plan is to reduce or eliminate the student’s struggles in a way that is sustainable, without undue stress or hardship, and without excessive reliance on resources within and beyond the school.

Should the support plan fail to result in a reduction or elimination of the student’s struggles or satisfactory academic performance, the principal will work with the student’s family to evaluate the student’s situation and may encourage the family to seek opportunities for the student to enroll at another school. Eventually, the principal may withhold or rescind an enrollment contract if a student continues to struggle or if the student’s level of academic performance does not adequately improve.

LEARNING AND EMOTIONAL SUPPORTS
The middle school provides a wide range of services for student support. Some of these services, such as Learning Center, are provided in school. For others, such as tutoring, psycho-educational evaluation and counseling, the school provides guidance to families in securing these services outside of school. Outlined below is a brief description of these services and instructions for how they can be accessed.

Learning Center
The decision for a student to enter the Learning Center is made by the middle school Child Study Team. Learning Center involves small group instruction and replaces either language or arts classes studied in middle school. It meets three or five times per cycle in grades five and six, and five times per cycle in grades seven and eight. Discussion about adding Learning Center can be initiated by the school, families, or as a recommendation from an evaluation. Recommendations from lower school teachers, conversations with families, and observations of the students in question will determine whether or not Learning Center is recommended in grade five.

Families with students in the Learning Center may be asked to provide the school with a psycho-educational evaluation as a way to provide the learning specialists and all teachers with information that can help them to better understand the student’s learning profile and to better meet their needs. The middle school psychologist and learning specialists will guide families through the process (described below) starting in grade 5, if needed.

Typically, reasons for entering the Learning Center are:
- Continuation of services from lower school;
- The Child Study Team recognizes that the student is struggling in several academic subjects and that they have exhausted other supports;
- A diagnosed learning disability; or
- A recommendation following an evaluation
Psycho-Educational Evaluation
Trinity Middle School engages in ongoing assessments of students in all subject areas. At times, a formal psycho-educational assessment is recommended in order to obtain a fuller picture of the student, not only as a learner but as a whole child. This evaluation lends an understanding of the student’s learning needs that assists the middle school in supporting the student.

Initiation
The school may recommend an evaluation due to learning or social/emotional concerns affecting academic progress. The family may initiate an evaluation if they share the same concerns. If an evaluation is family initiated, the middle school psychologist or principal should be contacted at the point of initiation. If family initiated, the school may or may not agree that the testing is necessary and may suggest other means of support for the student.

Referral Process
The school strongly recommends that the choice of an evaluator result from close collaboration with the middle school psychologist. To support this recommendation, the middle school will provide families with a list of known and approved testers.

Using the middle school as a referral source ensures that the evaluation will meet the school’s requirements necessary to implement any learning accommodations that may result. These accommodations may be related to school work and/or standardized testing. Due to stringent standardized testing policies, it has become critical that evaluations meet very specific guidelines. It is also important that the evaluator be familiar with the demands of the Trinity Middle School curriculum and the fact that it is considered to be an accelerated, honors level program. The school maintains a referral list of excellent evaluators who are familiar with the school’s curriculum and requirements for accommodations.

We strongly recommend that one evaluator administer the entire evaluation and write the full report. In order to ensure objectivity, the evaluator should not be connected to the student in any other capacity (tutor, therapist, or relative, for example).

Evaluation Requirements
A complete evaluation should include academic, neuropsychological and school-related social/emotional functioning. Any evaluation and ensuing report that does not include these sections may not qualify for accommodations or allow the middle school to fully support the student’s needs. Additionally, a diagnosis is necessary for implementation of accommodations.

While a student may, from time-to-time, be granted accommodations, such as extended time on assessments, from a teacher without formal documentation, the receipt of such an accommodation from a teacher does not constitute the school’s commitment to continue that accommodation beyond that classroom or on standardized tests. The only way to secure an on-going accommodation or modification to a student’s instructional program is to submit appropriate documentation through a psycho-educational evaluation.

Typically, reasons for an evaluation are:
- Difficulty processing/remembering information or concepts;
- Achievement is not congruent with perceived ability (i.e. not working up to fullest potential);
- Frequent, excessive issues with homework;
● Student expresses concern about lack of academic progress;
● Difficulty maintaining focus and attention; or
● The student’s wellness is, in some way, compromised

Counseling
There are times when stress or emotional factors interfere with a student’s academic progress or social/peer relations. In these instances, the school will recommend counseling. Families can use the middle school psychologist as a resource for referrals if they have similar concerns.

When concerns arise at school about a student’s emotional well-being, a meeting is held with the family to share information and to make a plan. Typically, in-house strategies will be utilized before outside support is recommended. These strategies may include observations, continued monitoring, behavior profiles, and family guidance. When counseling is recommended, families can use the psychologist as a resource for referrals.

Typically, reasons for counseling are:
● Emotional factors that interfere with academic work or functioning at school (e.g. stress, anxiety, depression);
● Behavioral and attentional issues;
● Stressful family/life events;
● Social/peer group issues; or
● Lack of motivation for academic work

Post Initiation of Counseling or Counseling Referral
● Continued collaboration and communication between school and family;
● The school communicates with the counselor based on written permission from family;
● The psychologist is the point of contact for the counselor and the conduit of information to other school personnel;
● The level of information shared with school personnel varies according to role (i.e. the principal and psychologist vs. classroom teacher);
● The purpose of the communication is for the counselor to give concrete suggestions for school based support and for the psychologist to give information about challenges experienced at school;
● The existence of counseling and information gleaned from the counselor is not part of the permanent record; and
● This process is also initiated when a family informs the school about the prior existence of counseling
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.

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.

Middle 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.
4. Sixth, seventh and eighth grade 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.
Additionally, these students should check TigerNet for assignments daily. Messages from teachers and administrators should be answered within twenty-four hours during the school week. Fifth grade students are not expected to check their Trinity-assigned email accounts or TigerNet daily, but are expected to use them when instructed by faculty, or when it is essential to complete work that is assigned. 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.

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 live journals, occasionally creating a temptation to use denigrating language. Because of the wide and immediate availability of these websites, live journals, 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 Web, Internet, 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 social networking sites such as Facebook, Instagram, Snapchat, or Twitter 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 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 email helpdesk@trinityschoolnyc.org.

11. 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.

12. 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.
13. 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.

14. 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.

15. 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.

16. 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.

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

18. 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.

19. 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.

20. 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.

21. 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 your family have approved.

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

23. Students must obtain permission from their teacher before bringing their own computers to school.

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, 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 family, 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 family, 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 families. 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 family, 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.
BEHAVIORAL GUIDELINES

The Trinity Middle School compiled a set of principles to build a stronger sense of community. The Student Council hopes that with the Code of Conduct, the Trinity community continues to respect and support each other. These guidelines are inspiration to become a model student and build C.H.A.R.A.C.T.E.R.

BEcoming...a model middle school student
Compassionate to others
Honest with your academic work
Active as an upstander
Responsible for your own actions at school and on social media
Accepting of other cultures and lifestyles
Creative as a Trinity student
Truthful with your peers
Empathetic as a Trinity citizen
Respectful of the school’s property

These guidelines are also to be followed online with specific reference to social networking sites.

DISCIPLINARY POLICY

Philosophy
Trinity expects students to act respectfully, responsibly, and honestly, to adhere to the school’s values and standards of behavior, and to conduct themselves properly in school and at school-sponsored events. Students and their families should recognize that certain expectations and clear limits are appropriate and necessary and are meant to benefit individual students and the MS community. Whenever possible, consequences are preceded by clear and careful reminders, grounded in education, and designed to help students learn and grow. The school may also address any incident that occurs outside of school or online that has an impact on the community.

Lower Level Infractions
Lower level infractions involve basic school safety and studentship. Violations in this category include, but are not limited to, the following behaviors:

- Using cell phones or other technology during the school day without teacher permission
- Being out of dress code
- Arriving late to class
- Coming to class without required materials
- Being in school spaces without adult supervision or permission before, during, or after the school day
- Chewing gum
- Behaving disruptively (e.g. excessive talking, screaming, running in the halls, talking during an emergency drill, throwing objects)
- Lying or misrepresenting the truth
- Disrespecting an adult in the community
- Using profanity
- Consuming food or beverages without permission
- Littering or leaving a mess in the cafeteria
Consequences for Lower Level Infractions:

<table>
<thead>
<tr>
<th>Event</th>
<th>First Violation</th>
<th>Second Violation</th>
<th>Third Violation</th>
<th>Fourth Violation</th>
<th>Fifth &amp; Further Violations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation of Event &amp; Student Conversation with Advisor</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>School Notification of Family/Guardian</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Student Detention and/or Loss of Privileges with a Written Reflection</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Family/Guardian &amp; Student Conference with Dean</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline Committee Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**Higher Level Infractions**

Higher level infractions involve more egregious behaviors that greatly impact the school and the community. *Based on the severity of the offense, students may be referred directly to the disciplinary committee and/or face immediate consequences at the discretion of the principal or the head of school.*

Violations in this category include, but are not limited to, the following behaviors:

- Cutting class
- Leaving the building without permission
- Lying or misrepresenting the truth
- Academic dishonesty and cheating (as defined below)
- Using harmful language (sarcasm, put downs, etc.)
- Harassment (as defined below)
- Fighting
- Vandalism
- Theft
- Bringing and/or using weapons
- Bringing and/or using alcoholic beverage or drugs to school
- Smoking/vaping while in school

Consequences for Higher Level Infractions:

<table>
<thead>
<tr>
<th>Event</th>
<th>First Violation</th>
<th>Second &amp; Further Violations</th>
</tr>
</thead>
<tbody>
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<td>✓</td>
</tr>
<tr>
<td>Discipline Committee Meeting</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Harassment

Harassment of others is unacceptable. The term harassment refers to conduct that annoys, threatens, intimidates, alarms, or puts a person in fear of personal safety. Harassment is unwanted, unwelcome, or uninvited behavior that demeans, threatens, or offends another and results in a hostile environment for that person. 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 or uninvited.

Trinity encourages all members of the community to report instances of harassment to a trusted adult in the community. Students who have been found to harass other students may be subject to attend a discipline committee meeting or receive immediate consequences.

Substance Abuse Policy

The 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 family/guardian, search the student’s locker, and/or require the student to undergo immediate drug testing (with the family/guardian’s written consent).

However, Trinity recognizes that drugs and alcohol are a potential problem for students. As a result, our health programs are directed toward education and prevention. We aim to protect and educate students, identify those who need help, work collaboratively with families, and, when necessary, refer students for treatment. It is important to note that the school may not always respond in a disciplinary manner when knowledge of substance use or abuse is reported. We encourage students and families to reach out to the school psychologist, health teacher, advisor, and/or administration to request assistance with referrals for treatment.

Academic Dishonesty & Cheating

Trinity expects students to maintain academic integrity and follow the instructions and expectations of their teachers in all of the work that they complete.

Examples of academic dishonesty and cheating include but are not limited to:

- Changing an answer/grade after the teacher has corrected it
- Copying someone else’s work (homework or other)
- Talking about an assessment before receiving permission from the teacher
- Plagiarizing
- Forging a signature that is required on graded work
- Using unauthorized materials during an assessment
- Accepting excessive outside help from any source (sibling, family/guardian, tutor, etc.)
Claiming someone else’s intellectual property (their ideas or words) as your own is a very serious academic offense. This and all other forms of cheating are unacceptable at Trinity School.

“Intellectual Property” includes:
- Written material (whole papers, paragraphs, sentences, phrases, figures of speech, etc.)
- Images
- Statistics
- Answers to problem sets or mathematical proofs
- Text from a language translator
- Lab results
- Artwork
- Photographs
- Graphs
- Charts

“Someone Else” means:
- A professional source, such as a published writer or critic in a book
- Magazines/Journals
- Encyclopedias
- Any information from the Internet, cut and pasted or keyboarded
- Another student at Trinity or any other school
- A family member or any other adult, including a tutor
- A computer program or other electronic source
- Papers or other materials purchased from a service

How to prevent plagiarism:
- Prepare a bibliography or works cited page that lists the sources (the places that were researched for information) used for the paper.
- Paraphrase information you find. (Paraphrasing is restating someone else’s ideas using other words, usually making it simpler and shorter.) Citations must still be included when a student paraphrases.
- For direct quotations (using entire paragraphs, sentences, or phrases and NOT rewording): cite the source. If quoting directly from a source, use quotation marks and cite the source. This holds true for a book, a magazine, or an Internet source.
- Citing the source means using footnotes, endnotes, or parenthetical citations.
- Whenever in doubt, cite!
- Make use of the research skills taught in various Trinity classes.

Students who have been academically dishonest or cheated will be subject to consequences which might include receiving a zero for an assignment, being asked to redo the assignment, conversation with the family, and/or discipline committee meeting.

**Discipline Committee Meeting & Deliberation Process**

After a referral to the Discipline Committee, the student will write a description and reflection of the behavior in order to explain what happened.

The committee meeting has two parts. First, the principal, assistant principal, grade level dean, advisor, and any additional adults deemed necessary will join the student and the family/guardian. The student will read their description and respond to any clarifying questions from the committee. Second, the student will leave and the family/guardian will remain to further discuss the student’s behavior.
Following the committee meeting, the principal, assistant principal, and grade level dean will deliberate and determine an appropriate consequence. The school then will contact the family/guardian of the student to explain the outcome. The family/guardian has the right to appeal the committee’s decision to the Head of School.

**Consequences may include but are not limited to:**

- Loss of Privileges or Leadership Role
- Detention
- Behavioral Probationary Period
- Behavior Management Plan
- Suspension
- Expulsion