Code Section 321.446.

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Adopted 11-17-87
Reviewed 08-12-24
Revised 07-13-23

105 School Philosophy and Purpose

Trinity Lutheran Church believes that Christian education is an essential God-given function of the church. Trinity Lutheran School was organized in 1872 as a ministry of this congregation.

The ascending Savior charged His church, "teach them to observe all that I have commanded you." Matthew 28:20

Therefore, Trinity Lutheran School exists to provide Christian education in partnership with parents which will:

1. Rely on Scripture as the inerrant Word of God and the Lutheran Confessions as a summary of Christian doctrine, with Jesus Christ at the center of all knowledge.

2. Provide opportunities to speak of God's love to one another, witness to their Lord by dealing with one another in love and forgiveness, and reach out in love to others in the community.

3. Understand that The Word of God is the source of our curriculum flowing across all aspects of learning to ensure our young people will integrate faith in their living and equip them to live a life of Christian love.

4. Give attention to spiritual, moral, intellectual, civic, and social values basic to the unique needs of the school's children and of their culture.

5. Make all learning relevant to life while focusing on the development of the whole child.

Adopted 03-01-94
Reviewed 08-12-24
Revised 07-13-23

110 Mission Statement

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The mission of Trinity Lutheran School, in partnership with parents and our LCMS congregation, is to provide a Christ-centered educational program which ministers to the needs of the *whole child* in nurturing them to live in service to God and man.

Adopted 03-01-94
Reviewed 08-12-24
Revised 07-13-23

115 Belief Statements

1. God has revealed Himself as three persons; Father, Son, and Holy Spirit. These beliefs are conformed by Holy Scripture and contained in the Apostles, Nicene, and Athanasian Creeds (Titus 2:1).
2. Holy Scripture teaches The fear of the Lord is the beginning of knowledge. (Proverbs 1:7a). Therefore, our entire model of education and learning should primarily be based upon the Bible, as all wisdom and truth flows from God.
3. The Confessions of the Evangelical Lutheran Church further explicate Holy Scripture and guide and direct our teaching and practice.
4. God has instructed parents to teach their children (Deut. 11:19, Eph. 6:4) and parents have entrusted teaching to our care. Trinity Lutheran School exists to train children up in the way they should go (Proverbs 22:6).
5. All teaching and practice of Trinity Lutheran School shall strive to conform to the teachings of Holy Scripture and our learning environment will be Christ-Centered.
6. Each child can be a servant of Christ in both church and state.
7. God has uniquely blessed every person with certain gifts (Rom. 12:6) and each child has the ability to use these gifts in God-pleasing ways.

Adopted 10-23-07
Reviewed 08-12-24
Revised 08-12-24

120 Evangelism Policy

The student who comes to our School is our primary focus and responsibility (the student's faith, the student's growth in faith, the student's academic growth).

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Often this provides an open door to families who may be unchurched. The names of those families who are unchurched are to be shared with the Evangelism Committee. The teachers are the primary evangelists in ministering to the child and family.

The evangelism committee shall follow up with letters, phone calls, or evangelism visits to those families with a welcoming invitation to our worship services.

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Adopted 04-25-89
Reviewed 03-31-25
Revised 03-31-25

205 Board of Day School Administration Responsibilities - this is in the appendix of the Constitution and should match between the two.

The role of the Board is to develop and oversee the TLS Christian education program in partnership with parents, school staff and called staff, which ministers to the needs of the "whole child" keeping Jesus Christ at the center.
The Board is responsible to establish and approve all school policies, procedures and curriculum and assure that they fit within the LCMS doctrine as outlined in the TLC Constitution, the State of Iowa school regulations, and the National Lutheran School Association.
The Board selects all full-time teachers, and submits recommendations for called staff members to the Voters for approval. The Board provides leadership and supervision of the school principal, who directs day-to-day operation of the school.

All that follow apply equally to the preschool and day school:

1. Create an environment for the active expression of Christian love, concern and nurturing as an integral part of all TLS programs.
2. Submit for the annual report an analysis, by age group, to show the participation and attendance of the day school eligible children in our congregation.
3. Coordinate a recruitment effort for students within the congregation, sister congregations, other churches, and the community (in conjunction with the Board of Evangelism).
4. In conjunction with the principal supervise the conduct of professional teachers on the day school staff.
5. Provide support for the spiritual, emotional and physical health and welfare of all staff and their families.
6. Together with the principal annually review and make recommendations concerning the adequate compensation of all professional education staff.
7. Foster a partnership between parents and the congregation in providing a quality Christian Education through the work of the principal, teachers, and staff.
8. For administrative purposes and program development, supervise the work of all day school oriented groups such as PTL.
9. Provide resources and funding for professional growth of the educational staff through conferences, conventions, and continuing education.

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10. Oversee the review, maintenance, updating and carrying out the responsibilities as stated in the Board of Administration Policies.
11. Utilize resources in accordance with the education departments of Synod, District and circuit and other Christian sources.
12. Establish and maintain, in conjunction with other Boards, a continuing program for the recruitment of full-time workers in the church at large such as Pastors, teachers, etc.
13. Annually examine the education facilities and equipment, and make recommendations to the Board of Trustees as to upkeep, repairs and replacements needed as well as new equipment needed.
14. Working in conjunction with the Trustees and state and local officials, provide the leadership to assure that Trinity Lutheran Church and School are as safe as possible by providing a continual vigilance for improvements for the safety of our property.
15. Conflict resolution is the responsibility of the principal, but in rare instances where it cannot be resolved, the Board of Day School shall determine the final decision.
16. Submit an annual budget to be approved by the voters.

Adopted 04-25-89
Reviewed 04-22-25
Revised 04-22-25

210 Board of Day School Administration: Leadership Responsibilities

The goal of the Board is to foster goodwill, establish the credibility of TLS as a high-quality Christian institution, and ensure that responsibilities are carried out with joy and success while centering everything on Our Lord.

Goals Board members shall strive to be:

1. **Models of Christian Faith and Life:**
   Board members will serve as examples of Christian faith and life. They will do so understanding that their actions and words contribute to the school's image and the fulfillment of its mission. They will support and uplift each other, as well as all members of the school community in their Christian walk.

2. **Promoters of the School's Mission and Purpose:**
   Board members will help students, parents, teachers, staff, and congregational members facilitate a positive relationship with the school. By viewing themselves as promoters, they will better understand their role in shaping and communicating the school's vision

and policies. They will respect the distinction between the Board's policy-setting duties and the principal's day-to-day management responsibilities.

3. **Representatives to the Congregation:**
   Board members will foster an environment to improve open communications within our congregation. Board members will answer questions honestly, but with discretion, understanding that some topics (such as personnel and financial matters) are confidential and will not be discussed outside of the Board.

4. **Leaders with a Vision for the Future:**
   Board members will lead TLS into the future by making decisions regarding policy, facilities, curriculum, and staffing. The Board must recognize and value the strengths of each member, address concerns openly, and use a democratic process to gather relevant information and chart a collective vision for the future of TLS.

Adopted 04-25-89
Reviewed 03-31-25
Revised 04-26-94

215 Board of Day School Administration Organization

The Chairman of the Board members of Day School Administration shall be elected for a term of two years.

The Chairman of the Board of Day School Administration, together with the members of this Board, shall assume and carry out the specific duties of the Board of Day School Administration. The membership of the Board of Day School Administration shall be a minimum of five (5) members.

The pastor(s) and principal shall serve as ex officio members.

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Adopted 04-25-89
Reviewed 03-31-25
Revised 03-31-25

220 Board of Day School Administration Membership

When selecting members for the Board of Day School Administration the chair, in consultation with the pastor(s) and principal, will use the following criteria:

A prospective Board member meets several or all of the following criteria:

1. Possesses experience and demonstrates leadership in congregation and/or school.
2. Expresses a vibrant interest and understanding of Christian education and Lutheran schools.
3. Declares a willingness to attend meetings regularly and punctually.
4. Possesses many of the qualifications identified previously under Leadership Services and Skills.
5. Expresses in daily living a readiness to live in harmony with the Word of God and the confessions of the church.
6. Demonstrates evidence of spiritual maturity and involvement in church life and ministry.
7. Attends, participates and is an active member of Trinity Lutheran Church.
8. Due to conflict of interests and confidentiality issues, an immediate family member of an employee of Trinity Lutheran School will not serve on the Board of Day School Administration (substitute teachers not included).
9. Members with children who are eligible to attend Trinity Lutheran School are required to enroll their children in the preschool/day school, unless there are extenuating circumstances.

Adopted 03-28-89
Reviewed 02-25-25
Revised 07-20-22

225 Minutes and Record Keeping

Minutes will be kept on file of every board meeting along with reports and other essential materials. A complete set of the board's official minutes will be kept on file in the school office.

Code Section 321.446.

All policies adopted by the board will be kept in a separate file and will be reviewed every five years by the board.

Adopted 03-26-02
Reviewed 02-25-25
Revised 07-20-22

227 Minutes and Record Keeping of Executive Session

When the chairman deems necessary the Board may meet in executive session. Non-Board members will be excused during the executive session. Notes for each issue discussed will be kept in the Principal's office in an Executive Session file in chronological order. Monthly board minutes will be kept separate and executive session minutes will be referenced in the monthly minutes. The secretary of the Board of Day School will compile the notes of the executive session, all present board members will sign them before they are submitted to the file.

Adopted 03-6-89
Reviewed 06-16-26
Revised 06-16-26

230 Policy on Organizational Structure

Trinity Lutheran School shall operate, under the direction of the Board of Day School Administration of Trinity Lutheran Church, a program of Christian education for preschool through 12th grade. Specific organizational structure of classroom grades may change from year to year as decided by the Board of Day School Administration and reflected in their minutes.

Adopted 01-16-96
Reviewed 10-21-24
Revised 07-20-22

231 G.I.F.T. Endowment Fund

The Board of Day School Administration oversees the G.I.F.T. (Gifts Insuring the Future of Trinity) Endowment fund committee as a sub-committee of the Board of Day School Administration.

Code Section 321.446.

(Mission, purpose and organizational structure of the G.I.F.T. committee can be found in Appendix A.)

Adopted 02-25-03
Reviewed 10-21-24
Revised 07-20-22

232 Undesignated Funds Policy

If undesignated funds have been donated to Trinity Lutheran School, the Principal determines the frequency of fund allocation. Areas to consider are classroom technology, TLS scholarships, curriculum enhancement, classroom and office equipment, and G.I.F.T. Endowment Fund. The allocation of the funds must be approved by vote of the School Board if greater than $5,000.

Adopted 05-23-89
Reviewed 04-22-25
Revised 07-20-22

235 Policy on Teacher Evaluation

Teachers are annually evaluated by the principal. A general evaluation may be presented to the board annually by the principal for each teacher.

Adopted 06-16-2026
Reviewed 06-16-2026
Revised 06-16-2026

236 Administrative Oversight Status

I. Purpose
The Board of Day School Administration may determine that circumstances require increased administrative oversight to ensure compliance with school policies, alignment with the mission of Trinity Lutheran School, and effective operation of the school.

II. Activation of Oversight Status

Code Section 321.446.

The Board may place the Principal under Administrative Oversight Status by formal vote. This status may be implemented when:

- There are concerns regarding policy enforcement
- There is inconsistency in discipline or operations
- Communication or reporting deficiencies exist
- Trust or alignment concerns arise

III. Duration

Oversight Status shall remain in effect for six (6) months, unless modified by Board vote. The Board may:

- Terminate Oversight Status early
- Extend Oversight Status in additional six (6) month increments

IV. Oversight Requirements

During Administrative Oversight Status, the Principal shall operate under heightened supervision and reduced discretionary authority. During this period, these requirements supersede normal administrative discretion and standard operational practices.

The following requirements are mandatory and shall be followed without exception:

A. Reporting Requirements

The Principal shall:

- Submit a weekly written report to the Board no later than 5:00 PM each Friday
- Reports shall include, at a minimum:
    - All student discipline incidents (including actions taken)
    - Ongoing disciplinary situations and status updates
    - Academic concerns and intervention progress
    - Students identified as potential “fit” concerns
    - Parent complaints and resolutions
    - Staff performance concerns or corrective actions
    - Any situation involving potential escalation or risk

Failure to submit timely, complete, and accurate reports shall be considered a failure of duty.

B. Mandatory Documentation

The Principal shall:

- Maintain written documentation of:

    - All disciplinary actions
    - All parent complaints and communications of consequence
    - All teacher performance concerns and corrective actions
    - All decisions related to student placement or retention
- Ensure documentation is complete, accurate, and available for Board review at any time

Failure to document required matters shall constitute a violation of administrative responsibility.

C. Immediate Escalation Requirements

The Principal shall notify the Board within one (1) school day of any of the following:

- Serious disciplinary incidents (as defined in the Student Discipline Policy)
- Repeated student behavior concerns
- Situations where student "fit" is in question (academic, behavioral, or character)
- Significant parent complaints or disputes
- Staff performance concerns requiring corrective action

The Principal shall not delay, filter, or withhold escalation of these matters.

D. Limits on Administrative Authority During Oversight

During Oversight Status, the Principal's authority shall be limited, and all decisions shall strictly follow established policy.

The Principal shall:

- Apply all policies exactly as written without reliance on personal judgment or informal interpretation
- Present all material facts to the Board clearly and completely, without omission, minimization, or recharacterization
- The Principal shall not:
    - Delay or avoid required action based on personal judgment of severity or significance
    - Downplay, reframe, or present issues in a manner that reduces their seriousness
    - Independently determine continued enrollment for any student who demonstrates:
        - Repeated or serious disciplinary issues
        - Persistent academic failure or lack of progress
        - Ongoing behavioral problems or defiance
        - Patterns of conduct inconsistent with the school's expectations for character and behavior

Code Section 321.446.

All such situations shall be brought to the Board for awareness and, where applicable, review and direction regarding continued enrollment.

E. Required Board Interaction

The Principal shall:

- Respond to all Board requests for information or documentation within one (1) school day
- Participate in additional Board meetings, check-ins, or reviews as directed
- Provide clarification or follow-up information when requested without delay
- Failure to respond to Board directives shall be considered a failure of duty

F. Monitoring and Compliance

The Principal's performance under Oversight Status shall be:

- Continuously monitored by the Board
- Evaluated based on adherence to policy, timeliness, and consistency
- Failure to consistently comply with Oversight Requirements shall result in further corrective action as determined by the Board

Continued failure to comply may result in additional Board action, including continued oversight or changes in administrative status.

V. Review and Further Action

At the conclusion of the oversight period, the Board shall:

- Review the Principal's performance
- Determine whether:
    - Oversight should be lifted
    - Oversight should be extended
    - Additional action is necessary

A. Consequences of Continued Non-Compliance

Repeated or serious failure to comply with Oversight Requirements shall result in further action as follows:

- For a called administrator:
    - The Board may initiate a congregational meeting for the purpose of considering revocation of the call, in accordance with congregational governance procedures
- For a contract administrator:
    - Continued non-compliance shall constitute grounds for termination with cause, subject to the terms of employment

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Adopted 03-28-89
Reviewed 06-16-26
Revised 06-16-26

305 Pastoral Expectations

The Pastor serves as the spiritual leader of the congregation and school and is responsible for providing theological oversight and leadership within the school's ministry. In this role, the Pastor shall exercise final oversight in matters pertaining to the spiritual life of the school.

The Pastor shall:

1. Be responsible for the planning and oversight of school worship services.
2. Participate in faculty study sessions.
3. Lead the faculty in theological study and spiritual development.
4. Be responsible for oversight and implementation of religious instruction, including curriculum, staffing, and memory work.
5. Serve on the Board of Day School Administration as an ex-officio member.
6. Attend meetings of the Board of Day School Administration on a regular basis.
7. Provide instruction to confirmands and students in grades 7-8 who attend the school.
8. Share responsibility with the principal for the spiritual growth and care of the faculty and staff, with final pastoral oversight.
9. Be available, upon request, to provide pastoral counseling to students and parents.
10. Oversee and guide school participation in congregational worship services (including, for example, the Christmas service).
11. Actively communicate and promote the purpose, mission, and ministry of the school in appropriate settings.
12. Ensure that his children attend Trinity Lutheran School through 8th grade, unless extenuating circumstances exist that prevent the school from adequately serving their needs.

Code Section 321.446.

Adopted __04-16-85__
Reviewed __06-16-26__
Revised __06-16-26__

310 Job Description: Principal

The Principal serves as the spiritual, educational, and administrative leader of Trinity Lutheran School and is responsible for the faithful execution of all board-approved policies and directives. The Principal shall implement policies as written and shall not selectively interpret, delay, or avoid enforcement.

The Principal operates under the direct authority of the Board of Day School Administration and is accountable for all operational outcomes of the school.
The position of Principal shall be a full-time administrative role. The Principal shall not be assigned regular teaching responsibilities or instructional duties, except in limited, temporary circumstances as approved by the Board.

I. Accountability and Authority
A. Duty to Act
The Principal shall:

- Act promptly on all academic, behavioral, safety, staffing, and operational matters
- Ensure no issue requiring administrative action remains unaddressed
- Not delay, defer, or ignore issues requiring intervention

Failure to act in a timely and appropriate manner shall be considered a failure of duty.

B. Policy Enforcement
The Principal shall:

- Enforce all policies fully and consistently
- Ensure all staff adhere to policies
- Address all violations promptly with documentation

The Principal shall not:

- Selectively enforce policies
- Reinterpret policies to change intent
- Decline enforcement based on preference

C. Documentation and Transparency

Code Section 321.446.

The Principal shall:

- Document discipline, staff issues, and parent concerns
- Provide documentation to the Board upon request
- Maintain written documentation of all significant decisions
    - Significant decisions include, but are not limited to, those involving student discipline, academic intervention, staff performance, parent disputes, student placement, and any matter that may require Board awareness or review.

Failure to document or provide documentation shall be considered a failure of accountability.

D. Board Oversight and Authority

The Board retains final authority over all matters.

The Principal shall:

- Carry out Board directives without modification
- Present significant issues to the Board promptly
    - Significant issues include, but are not limited to, matters requiring Board notification under Section 435 (Discipline and Escalation), Section 548 (Academic Progress), and any situation involving student safety, student fit, staff performance concerns, or parent disputes.
- Not withhold information

The Board may:

- Override decisions
- Direct actions
- Intervene directly
- Impose Administrative Oversight Status in accordance with Section 225 when heightened supervision is deemed necessary.

II. Parent and Community Relations

A. Parent Complaints and Concerns

- Response required within two (2) school days
- Substantive response required within five (5) school days

Failure to meet these timelines shall be considered a failure of administrative responsibility.

Code Section 321.446.

B. Escalation
The Principal shall not delay or suppress concerns
Parents must be informed of the right to escalate to the Board

C. Documentation
All parent concerns shall be documented
Records shall be available to the Board

III. Supervision and Evaluation of Teachers
A. Oversight
The Principal shall:

- Monitor teacher performance
- Enforce classroom management standards
- Address deficiencies immediately

Failure to act on teacher deficiencies shall be considered a failure of duty.

B. Teacher Evaluation System

1. Frequency - Minimum of two (2) formal evaluations per year per teacher
2. Components
    - Classroom observation
    - Discipline and management effectiveness
    - Policy compliance
    - Parent communication

3. Documentation

- Written evaluations required
- Stored in official personnel files
- Must include corrective actions where applicable

4. Corrective Action
Written improvement plans required for deficiencies
Follow-up evaluations mandatory

5. Board Access
All records available to the Board upon request
Failure to execute or maintain evaluations shall be a failure of duty.

Code Section 321.446.

IV. Student Discipline and School Environment

A. Enforcement Standard

The Principal shall:

- Enforce discipline exactly as written
- Ensure consistency across all students
- Support teachers in discipline

The Principal shall not:

- Reduce consequences without documentation and Board awareness
- Delay enforcement
- Apply selective leniency

B. Immediate Action Requirements

For serious offenses as defined in the Trinity Lutheran School Student Discipline Policy (Section 435), the Principal shall:

- Act the same school day
- Remove the student if necessary
- Notify parents immediately
- Document the incident
- Apply consequences consistent with policy
- No serious offense shall be minimized or handled informally.

C. Board Notification

The Principal must notify the Board when:

- A serious offense occurs
- Patterns of misconduct develop
- Safety or disruption concerns arise

Notification shall occur within one (1) school day of the event or identification of the issue.

Failure to notify the Board shall be a failure of duty.

D. Consistency Requirement

The Principal shall ensure:

- Equal treatment across all students
- No repeated leniency outside policy

- No favoritism or bias

E. Accountability
Failure to enforce discipline shall be considered a critical failure of administrative responsibility.

V. Academic and Instructional Oversight
The Principal is responsible for ensuring that all academic expectations, instructional practices, and intervention processes are implemented consistently and in accordance with school policy.

A. Oversight of Academic Expectations
The Principal shall:

- Ensure implementation of Section 548 – Academic Progress and Responsibility
- Monitor teacher adherence to academic expectations and instructional responsibilities
- Ensure that student academic concerns are identified, documented, and addressed in a timely manner
- Ensure consistency in academic standards, grading practices, and classroom expectations across all classrooms

The Principal shall not:

- Permit inconsistent application of academic expectations
- Allow academic concerns to go unaddressed or undocumented

B. Oversight of Academic Intervention and Escalation
The Principal shall:

- Ensure that required interventions are implemented when students are not meeting expectations
- Verify that teachers are documenting interventions and communicating with parents as required
- Ensure that academic concerns are escalated in accordance with policy when progress is not achieved
- Monitor ongoing cases involving academic difficulty and ensure appropriate follow-through

The Principal shall not:

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- Delay or avoid escalation of academic concerns when required
- Substitute personal judgment for defined intervention or escalation requirements

C. Oversight of Student Fit Determinations

The Principal shall:

- Evaluate students demonstrating:
    - Persistent academic failure
    - Lack of improvement despite intervention
    - Patterns of concern affecting educational progress
- Present such cases to the Board when required under Section 435 – Discipline and Student Fit
- Provide complete and accurate documentation to support recommendations

The Principal shall not:

- Independently determine continued enrollment in cases involving significant or ongoing academic concerns
- Withhold or minimize information relevant to student fit decisions

D. Oversight of Instructional Materials and Content

The Principal shall:

- Ensure compliance with Section 546 – Instructional Materials and Content Standards
- Review and provide recommendations on requests submitted under Section 546
- Ensure that no instructional materials subject to that policy are used without completion of the required approval process
- Ensure that approved materials are used within defined scope and conditions

The Principal shall not:

- Approve or permit the use of materials without required pastoral approval and Board awareness
- Allow deviation from the requirements of Section 546

E. Accountability and Enforcement

The Principal is responsible for the consistent enforcement of all academic and instructional policies.

Failure to:

- Enforce academic expectations

Code Section 321.446.

- Ensure proper intervention and escalation
- Maintain consistency across classrooms
- Comply with instructional material policies

shall be considered a failure of administrative responsibility and may result in corrective action as determined by the Board.

VI. Professional Conduct and Board Alignment

A. General Alignment

The Principal shall fully support all Board policies and decisions.

B. Public Support Requirement

The Principal must:

- Publicly support all Board decisions
- Communicate policies clearly and professionally
- Maintain alignment in all communications

C. Controlled Communication of Policy Changes

For major changes (tuition, admissions, discipline, etc.), the Principal shall:

- Coordinate communication with the Board
- Follow Board-approved messaging
- Ensure communication is consistent and professional

The Principal shall not:

- Present policy changes in a misleading or inflammatory way
- Offer personal opinions that conflict with Board decisions
- Communicate changes in a manner that fosters division or opposition

D. Accountability

Failure to:

- Support Board policies
- Communicate appropriately
- Maintain alignment

shall be considered a serious breach of administrative responsibility.

Such failure may result in corrective action as determined by the Board, including the imposition of Administrative Oversight Status in accordance with Section 225.

Code Section 321.446.

Adopted __05-23-89__
Reviewed __06-16-26__
Revised __06-16-26__

315 Job Description: Teachers

Teachers at Trinity Lutheran School serve as spiritual and academic leaders in the classroom and are responsible for delivering instruction, maintaining discipline, and supporting the development of students in alignment with the mission, doctrine, and policies of Trinity Lutheran Church and School. Teachers shall carry out their responsibilities with professionalism, consistency, and integrity, ensuring that all instruction and conduct reflect a Christ-centered approach to education.

I. Accountability

Teachers are directly accountable to the Principal and shall faithfully execute all assigned duties in alignment with school policy and expectations.

Teachers are expected to:

- Implement all school policies in both letter and spirit
- Act promptly and consistently in fulfilling responsibilities
- Not delay, ignore, or avoid required duties
- Maintain appropriate documentation and communication

Failure to act, delay in action, or inconsistent application of responsibilities shall be considered a failure of professional duty.

II. Professional Conduct

Teachers shall:

- Conduct themselves in a professional and Christ-like manner
- Demonstrate integrity, reliability, and sound judgment
- Uphold the doctrinal position and mission of Trinity Lutheran School in both word and action
- Maintain appropriate confidentiality

Failure to meet professional standards may result in corrective action.

III. Instructional Responsibilities

Teachers shall:

- Provide instruction consistent with school curriculum and doctrine
- Maintain preparedness and organization in all instructional areas
- Monitor student progress and provide timely feedback
- Ensure instruction supports academic and spiritual growth

Code Section 321.446.

IV. Instructional and Classroom Qualifications

A. General Instructional Expectations

Teachers shall:

- Maintain a structured and effective learning environment
- Clearly communicate expectations and instructional objectives
- Evaluate student performance accurately and consistently

B. Instructional Materials and Content Standards

All instructional materials, classroom discussions, and supplementary content used in Trinity Lutheran School shall be consistent with Holy Scripture, the Lutheran Confessions, and the stated beliefs and mission of Trinity Lutheran Church and School. Teachers are responsible for ensuring that all materials selected for use—whether printed, digital, audiovisual, or guest-presented—are doctrinally appropriate and support the Christ-centered educational mission of the school. Instructional materials or content that promote, affirm, or normalize beliefs or practices that are contrary to the teachings of Holy Scripture and the doctrinal position of Trinity Lutheran Church shall not be used in classroom instruction or school-sponsored activities without prior approval as outlined below. This includes, but is not limited to:

- Content presenting same-sex marriage as morally acceptable or equivalent to
- Biblical marriage
- Content affirming or promoting transgender identity, gender transition, or gender ideology inconsistent with Biblical teaching on creation and human identity
- Materials that advocate positions in conflict with the school's stated beliefs regarding marriage, sexuality, or the nature of male and female

When such topics arise within curriculum standards, historical study, literature, or student inquiry, they must be addressed in a manner consistent with Biblical teaching and the school's doctrinal position. Teachers must exercise discretion and clarity to ensure students understand the distinction between exposure to a topic and endorsement of it.

If a teacher, in consultation with the principal, believes that a specific instructional material or content containing such subject matter is educationally necessary, the following process is required prior to use:

1. Written Justification
    a. The teacher must submit a written request outlining:
    b. The material or content to be used
    c. The specific educational purpose
    d. How the material will be presented in a manner consistent with the school's

beliefs

2. Administrative Review
    a. The principal must review the request and provide a written recommendation indicating support or non-support, including rationale.
3. Board Approval Required
    a. Final approval rests solely with the Board of Day School Administration.
    b. No such material shall be used unless explicit approval is granted by the Board.
4. Scope and Conditions of Use
    a. If approved, the Board may define limitations, conditions, or instructional parameters governing how the material may be used.

Under no circumstances may a teacher independently introduce or present such materials without completing this approval process. Failure to comply with this policy shall constitute a violation of professional responsibilities and may result in disciplinary action.

All teachers are expected to uphold and faithfully represent the doctrinal positions of Trinity Lutheran School in both content and conduct, ensuring that all instruction remains aligned with the school's mission to provide a Christ-centered education.

C. Classroom Management

Teachers are responsible for creating, maintaining, and consistently managing a Christ-centered classroom environment that promotes learning, respect, accountability, and spiritual growth. Classroom management is an active duty and includes instruction, discipline, communication, supervision, and documentation.

1. Christ-Centered Classroom Environment

- Teachers shall establish and maintain a classroom environment that:
- Reflects Christian values, including respect, responsibility, forgiveness, and accountability
- Promotes a culture of learning that is orderly, purposeful, and free from unnecessary disruption
- Models Christ-like behavior in both instruction and personal conduct
- Encourages students to take responsibility for their actions and learning

Failure to maintain a structured and respectful classroom environment shall be considered a deficiency in classroom management.

2. Rules, Expectations, and Consistency

Teachers are responsible for clearly defining and consistently enforcing classroom expectations.

Teachers shall:

- Establish written classroom rules aligned with school policies
- Communicate expectations clearly to students at the beginning of the year and reinforce them regularly
- Apply discipline consistently and fairly to all students
- Follow established school discipline procedures without deviation

Selective enforcement, inconsistent discipline, or failure to uphold school standards shall be considered a failure to carry out assigned responsibilities.

3. Student Discipline and Intervention

Teachers shall take primary responsibility for addressing student behavior within the classroom.

Teachers are expected to:

- Address behavioral concerns promptly and directly
- Implement appropriate consequences aligned with school policy
- Use corrective discipline that is consistent, proportionate, and constructive
- Refer students to the principal only after reasonable classroom-level interventions have been attempted, except in serious situations
    - Serious situations shall include, but are not limited to, behaviors constituting Level 3 (Serious) offenses as defined in the Student Discipline Policy (Section 435).

Teachers shall not ignore, delay, or minimize behavioral concerns. Failure to address misconduct in a timely and appropriate manner shall be considered a failure of duty.

4. Proactive Student Support

Teachers shall:

- Monitor student progress regularly
- Identify concerns early (academic, behavioral, or social)
- Provide reasonable interventions within the classroom
- Seek additional support when needed

Teachers shall not wait for issues to escalate before taking action.

5. Partnership with Parents and Colleagues

Teachers shall maintain consistent and professional communication:

- Respond within one (1) school day
- Schedule meetings within three (3) school days
- Communicate concerns proactively
- Maintain professionalism in all interactions
- Maintain documentation of significant communication

- Significant communication includes, but is not limited to:
  - Communication regarding academic concerns or declining performance
  - Communication regarding behavioral or disciplinary issues
  - Parent complaints or concerns
  - Discussions related to student interventions or support plans
  - Any communication that may require follow-up, administrative awareness, or documentation for future reference

Failure to meet communication expectations shall be considered a deficiency in classroom management.

6. Documentation and Accountability

Teachers shall:

- Document disciplinary incidents
- Maintain records of academic and behavioral concerns
- Record meaningful parent communication
- Provide documentation upon request

Failure to maintain documentation shall be considered a lapse in professional responsibility.

7. Professional Judgment and Responsibility to Act

Teachers shall:

- Act promptly when issues arise
- Not rely on delay or inaction
- Exercise judgment consistent with policy

Failure to act shall be considered a failure of duty.

8. Academic Concerns, Intervention, and Student Fit

Teachers are responsible for actively monitoring student academic progress and taking prompt, documented action when a student is not meeting expected standards.

A. Identification of Academic Concerns

Teachers shall:

- Regularly assess student performance
- Identify students who are:
  - Persistently below expectations
  - Not completing work
  - Requiring repeated or excessive support

A student is considered academically at risk when progress is consistently below expectations

despite instruction.

B. Required Teacher Actions

When a student is identified as academically at risk, the teacher shall:

- Document concerns
  - Maintain records of performance and interventions
- Communicate with parents
  - Notify promptly
  - Provide specific details on concerns and expectations
- Implement classroom interventions
  - Provide reasonable supports
  - Adjust instructional approaches as appropriate
- Escalate to administration
  - Notify the Principal when concerns persist
  - Provide supporting documentation

Failure to take these steps shall be considered a failure of professional responsibility.

C. Administrative Review and Support

Upon escalation:

- The Principal shall review the situation
- Additional strategies may be implemented
- A formal Academic Support Plan may be developed
- Parents shall be informed and involved in the process.

D. Limitations of School Resources

- Trinity Lutheran School provides a general education program.
- The school does not guarantee specialized services equivalent to public school programs.
- Teachers provide reasonable support within classroom capacity

E. Determination of Student Fit

If, after reasonable intervention:

- A student continues to struggle significantly, OR
- Required support exceeds school capacity, OR
- Learning environment is negatively impacted

The situation shall be reviewed by the Principal and brought to the Board when appropriate.

F. Recommendation for Alternative Placement

Code Section 321.446.

If a student is determined not to be a good fit:

- Alternative placement may be recommended
- Parents shall be informed of:
    - Concerns
    - Interventions attempted
    - Rationale for recommendation

G. Final Authority

The Board of Day School Administration retains final authority over continued enrollment decisions.

D. Academic, Behavioral, and Character Expectations

Teachers shall support and reinforce the academic, behavioral, and character expectations of Trinity Lutheran School. Teachers are responsible for:

- Reinforcing student expectations related to behavior, character, and academic responsibility
- Holding students accountable to established classroom and school-wide standards
- Identifying and addressing concerns related to:
    - Academic performance
    - Behavioral conduct
    - Character development

Teachers shall not:

- Ignore patterns of negative behavior or academic decline
- Apply inconsistent standards across students
- Lower expectations to avoid conflict or escalation

Failure to uphold student expectations consistently shall be considered a deficiency in professional responsibility.

E. Student Fit Awareness and Escalation

Teachers play a critical role in identifying whether a student is an appropriate fit for Trinity Lutheran School. Teachers shall:

- Monitor and document ongoing student concerns related to:
    - Academic struggles
    - Behavioral issues
    - Character concerns
- Communicate concerns to the Principal in a timely and documented manner
- Participate in intervention efforts and provide input when student fit is in question

Teachers shall not:

Code Section 321.446.

- Withhold or delay reporting concerns
- Minimize ongoing issues that affect the classroom environment
- Continue accommodating situations that consistently exceed reasonable classroom support

Failure to report or escalate student concerns shall be considered a failure of professional duty.

V. Accountability

Teachers are directly accountable to the principal and serve as integral members of the school's educational and spiritual ministry. This accountability requires consistent, faithful execution of all assigned duties in alignment with the mission, policies, and expectations of Trinity Lutheran School. Teachers are expected to actively implement all school policies and classroom procedures in both letter and spirit. Failure to act, delay in action, or inconsistent application of expectations within the classroom or school setting shall be considered a failure to fulfill professional responsibilities.

Teachers are responsible for:

- Maintaining a well-managed, orderly, and Christ-centered classroom environment
- Enforcing school rules and classroom expectations consistently and fairly
- Addressing behavioral, academic, and safety concerns promptly
- Communicating clearly and in a timely manner with the principal, parents, and appropriate staff regarding student progress, discipline, or concerns
- Documenting significant incidents, disciplinary actions, and parent communication as required

Teachers shall not ignore, minimize, delay, or defer issues that reasonably require attention.

When a matter exceeds classroom authority or requires additional support, the teacher must escalate the concern to the principal in a timely manner and provide appropriate documentation.

Failure to escalate concerns in a timely and appropriate manner shall be considered a failure of professional responsibility.

Accountability also includes a willingness to receive evaluation, direction, and correction from the principal, and to implement feedback in a timely and professional manner. Teachers are expected to demonstrate reliability, sound judgment, and integrity in all aspects of their role.

Failure to meet these expectations—including failure to enforce policies, maintain an appropriate classroom environment, communicate necessary concerns, document required information, or carry out assigned duties—may result in corrective action as determined by the principal and, when appropriate, reviewed by the Board of Day School Administration.

Code Section 321.446.

VI. School-Related Duties

Teachers are responsible for fulfilling all assigned school-related duties in a consistent, professional, and timely manner, supporting the daily operation and mission of Trinity Lutheran School. Teachers shall:

- Supervise students in assigned areas (including, but not limited to, playground, lunchroom, hallways, and other designated supervision areas) and ensure appropriate student conduct and safety at all times
- Maintain a consistent presence during the school day, from 7:30 AM to 3:30 PM, unless excused or otherwise authorized by the Principal
- Attend and actively participate in all required faculty meetings, in-service training sessions, and scheduled parent-teacher conferences
- Build and maintain positive, professional relationships with parents in support of student development and school mission
- Participate in continuing education and professional development opportunities as required or approved

Teachers shall not:

- Neglect assigned supervision responsibilities
- Leave assigned areas or duties without proper coverage or authorization
- Fail to attend required meetings, conferences, or training without prior approval

Failure to fulfill school-related duties in a consistent and responsible manner shall be considered a deficiency in professional responsibility and may result in corrective action as determined by the Principal.

VII. Congregational Involvement

Teachers at Trinity Lutheran School are called to serve not only within the school, but also within the life of the congregation. Teachers are expected to demonstrate leadership and active involvement in their respective congregations in a manner consistent with their role as Christian educators. Teachers shall:

- Participate in the life of the congregation by serving in one or more areas of ministry, as selected by the teacher
- Demonstrate active involvement in worship, service, and congregational life
- Serve as visible leaders and role models within the congregation, reflecting
- Christian values and conduct
- Teachers are expected to be recognized as leaders within their congregations and to conduct themselves accordingly in both formal and informal settings.

Teachers shall not:

- Neglect involvement in congregational life without valid reason

Code Section 321.446.

- Act in a manner inconsistent with the expectations of Christian leadership within the congregation

Failure to demonstrate appropriate congregational involvement and leadership may be considered a deficiency in professional responsibility and may be addressed in consultation with the Principal and, when appropriate, the Board of Day School Administration.

Adopted 04-25-89
Reviewed 04-22-25
Revised 10-28-21

320 Review of Job Descriptions

All teacher job descriptions will be reviewed by the principal and the teacher during the teacher's yearly evaluation.

Adopted 03-06-89
Reviewed 04-22-25
Revised 01-04-00

325 Policy on Substitute Teacher Pay

Certified substitute teacher's daily salary will be set annually by the board. One half day's pay will be given to teachers substituting up to 3½ hours on any given day. A full day's pay will be given for teachers substituting more than 3½ hours on a given day. Should a substitute teach for one teacher for more than 10 days consecutively, after the 10th day they will be placed on the base schedule, not to exceed the teacher's salary for whom they are substituting.

Adopted 05-11-87
Reviewed 11-17-25
Revised 11-17-25

330 Policy Regarding Teacher Calls / Contracts

CONTRACT TEACHERS - Teachers who do not hold a Lutheran Teacher's Diploma are to be issued 12 month contracts which may be renewed and thereby signed yearly by the teacher. Signed or unsigned contracts are to be returned to the principal within one month after being presented to the individual teacher.

Code Section 321.446.

CALLED TEACHERS - Teachers who are eligible to receive a call as a Minister of Religion, Commissioned, receive a call document and a diploma of vocation when they are issued the call and begin service. If changes to a position are made, all called teachers will be issued a recommitment form to be returned to the principal one month after being presented to the individual teacher. New calls will be issued only if there is a change in the job description for the teacher. Called teachers should inform the Board and principal in a timely manner should they wish to be released from their duties as a called teacher by a letter of peaceful release.

Adopted 04-07-69
Reviewed 04-22-25
Revised 07-16-19

335 Teacher Sick Leave

Teacher's sick leave is ten school days per year. Unused sick days may accumulate to a maximum balance of 20 school days. All used sick leave days will deduct from the balance. Absence due to death or sickness in the immediate family is to be counted as sick leave and is to be approved at the discretion of the Principal. The Board of Day School Administration may review special cases not included in the above policy.

Adopted 06-17-86
Reviewed 04-22-25
Revised 07-16-19

345 Personal Days

Teachers will be granted 4 personal days per year. Our Board of Day School Administration recognizes that in certain instances, a teacher has business to conduct which can't be effectively handled outside of the normal work day. Unused personal days *do not* roll over to the following year.

Guidelines for this policy are:

1. The business leave day must be approved in advance by the Principal as early as possible.

Code Section 321.446.

2. Personal days are not to be used in place of sick leave days, unless sick leave balance has been exhausted.

Adopted 09-28-82
Reviewed 11-17-25
Revised 11-17-25

350 Leave of Absence

The Board of Day School Administration recognizes that at times a teacher will need to take a leave of absence. At the time of the leave of absence, a substitute will be needed. If the substitute teacher is needed for more than 10 consecutive days, the substitute will be placed on the salary schedule after the 10th day, not to exceed the salary of the absent teacher. The full time teacher will receive no payment during the leave of absence, unless it is for medical reasons (then see policy on sick leave and personal days) per the applicable laws (i.e. Family Leave Act, etc.)

Maternity leave pay will follow FMLA and current disability/ insurance guidelines.

Adopted 10-13-98
Reviewed 11-17-25
Revised 11-17-25

355 Salary Schedule

When calculating a salary for called or contracted teachers, Trinity Board of Day School Administration will use IDW (Iowa District West) compensation guidelines and adjust salaries based on a percentage determined by the Board. IDW compensation guidelines are reviewed every year with consideration to degree completion and years of experience.

Adopted 10-23-01
Reviewed 02-24-26
Revised 05-26-20

357 Self-Exclusion from Medical Benefits

Code Section 321.446.

The purpose of this section is to establish the guidelines and conditions for when a staff member who is eligible for medical benefits decides to not participate in Trinity's medical benefit program.

It is important for the staff, School, and Church to recognize that this self-exclusion provision has been developed at the request of a staff member. Further, it should be understood that in no way should the Church, School, or any of their affiliates market the self-exclusion, coerce the staff, or expect any of the staff to take the self-exclusion outside of the staff member's own desire.

In return for the self-exclusion, the staff member will receive an additional stipend, which will be added to their pay. The amount of this stipend is set each calendar year by the Board of Day School Administration upon request. The intent of the stipend is to help offset the cost of the deductible of the staff member's other medical insurance.

A staff member should consider the following when contemplating exercising the self-exclusion:

1. Trinity Lutheran Church and School reserves the right to terminate the self-exclusion at any time. Termination would be necessary given changes to the governing law, the medical plan, or any other situation that may arise where the best interests of the staff member, Church, and/or School is put at odds with the self-exclusion and/or this policy.
2. The staff member should fully understand the similarities and differences of the medical policy provided by Trinity and their other medical policy prior to making the self-exclusion decision. In particular, the staff member should understand coverages of routine and non-routine exams and procedures, prescriptions drugs, and maximal coverages of the policies.

Adopted 12-16-86
Reviewed 10-20-25
Revised 10-20-25

360 Job Description for Head Cook

Accountability

1. All responsibility for operation of the school is under the supervision of the Board of Day School Administration.
2. The head cook reports directly to the school principal.
3. The head cook provides direct supervision for the assistant cook(s).

Code Section 321.446.

Qualifications

1. Is able to cooperate and work together with other staff members.
2. Is able to represent the school in a friendly and courteous manner.
3. Has awareness of the job description and responsibilities and is able to carry out responsibilities once directed.
4. Is certified by the Iowa Department of Education Bureau of Nutrition & Health Services or able to achieve certification within 6 months.

Job Summary

1. The length of service each year will coincide with the school calendar. Additional part time work will be necessary before the beginning and at the end of each school year to provide time for preparation and reporting.
2. Will make specific recommendations to the principal regarding management, control and working conditions.
3. Plans and supervises the menus; purchasing of supplies and equipment; preparation, serving and clean-up of meals.
4. Maintains satisfactory health, safety, and sanitary standards of the kitchen and cafeteria.
5. Maintains adequate inventories and records.
6. Prepares reports as required.
7. Leftovers may not be taken home by school personnel. If appropriate, they may be reheated and served on a subsequent day or frozen.

Compensation

1. The principal shall establish a contracted salary to be approved by the Board of Day School Administration .
2. Vacation time coincides with the school calendar and will not be compensated.
3. This part-time position does not include health or retirement benefits.

Adopted 01-20-87
Reviewed 10-20-25
Revised 10-20-25

365 Job Description for Assistant Cook

1. Prepares a variety of foods as assigned by the head cook.
2. Serves lunches.

3. Cleaning of kitchen equipment.
4. Cleans the preparation, serving, and eating areas as directed.
5. Stores food and supplies.
6. Performs related duties as assigned by the head cook.

The board will annually review the compensation for the part-time assistant cook prior to the new school year.No benefits are included with this part-time position

Adopted 07-26-94
Reviewed 09-22-26
Revised 09-22-26

368 Job Description for School Secretary

As receptionist, the secretary answers and directs incoming calls, takes and relays messages, and greets and screens visitors, directing them to the appropriate person. As secretary, responsibilities include preparing school-related documents as directed by the Principal, assisting with day-to-day office functions, writing checks for approved school expenses, and maintaining accurate records for both the school and hot lunch accounts. A monthly financial report is presented to the Board of Day School Administration.

Qualifications and Skills

The school secretary should be organized, detail-oriented, and able to follow directions accurately. Strong communication skills, basic bookkeeping knowledge, and the ability to work well with others in a professional and friendly manner are essential. Proficiency with standard office equipment is expected. Confidentiality is required and will be supported by a signed agreement kept on file.

Accountability

The school secretary works under the direct supervision of the school principal and is expected to maintain a cooperative working relationship with the church secretary.

Compensation and Benefits

The Board of Day School Administration sets and reviews compensation annually. Pay is issued twice monthly. Health benefits are included with this position, as well as 15 days of paid time off (including sick days).

Code Section 321.446.

Job Evaluation

An initial evaluation will take place within the first two months of employment, during which either party may end the working relationship if necessary. Ongoing evaluations will be conducted regularly to ensure continued effectiveness and support

Adopted 07-26-94
Reviewed 11-17-25
Revised 11-17-25

370 Staff Development

To meet the professional needs of instructional staff, professional development activities shall align with school achievement goals and shall be based on student achievement needs and annual staff professional development needs.

In order to grow professionally as a Christian educator, the principal and full-time teachers are expected to participate in professional conferences sponsored by the Iowa District West. All teachers/principal are expected to participate in the local professional / in-service training program. Teachers are expected to complete mandatory online training related to their field through the AEA.

All teachers are encouraged to pursue a personal program of formal education directed toward professional growth.

Trinity Lutheran School shall plan provisions for the professional development of staff by allotting time in the school calendar as well as budgeting $200 per teacher for personal professional development.

Adopted 01-31-91
Reviewed 07-20-22
Revised 01-27-04

375A Polity Statement and Procedures of Charging and Investigating Allegations of Abuse of Students by School Employees

Code Section 321.446.

It is the policy of Trinity Lutheran School that school employees not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, towards students. Any school employee who commits such acts is subject to discharge.

The principal shall prescribe rules in accordance with the rules adopted by the State Board of Education to carry out this policy.

It is the policy of Trinity Lutheran School to respond to allegations of abuse of students by school employees by investigating or arranging for full investigation of any allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. All employees are required to assist in the investigation when requested to provide information, and to maintain the confidentiality of the reporting and investigating process.

The Trinity Lutheran School has appointed a level-one investigator(s) and alternate(s), and has arranged for or contracted with a trained, experienced professional to serve as the level-two investigator. The level-one investigator(s) and alternate(s) will be provided training in the conducting of an investigation.

* Level-one investigator: Principal of Trinity Lutheran School
* Level-two investigator: Boone Chief of Police
* Alternate: Principal of Sacred Heart Catholic School

Adopted 01-03-91
Reviewed 07-20-22
Revised _____

375B Policy on Identifying and Reporting Child Abuse

It is the policy of Trinity Lutheran School that any certified or licensed employee who has a reasonable belief that a child under the age of 18 has been abused by a person responsible for the care of the child, as defined by law, shall report the suspected abuse verbally to the Department of Human Services (DHS) within 24 hours, and follow the verbal report with a written report on appropriate forms. The reporting of suspected abuse of children by noncertified or nonlicensed employees is encouraged. The failure on the part of an employee (who is a mandatory reporter) to make a report as required by law may subject the employee to disciplinary sanctions up to and including discharge.

Code Section 321.446.

It is also the policy of Trinity Lutheran School that reports of child abuse remain confidential as required by law.

The Trinity Lutheran School shall provide the training required by law in the identification and reporting of child abuse to all mandatory reporters employed by the school within six months of initial employment. The school shall also provide each new employee, who is a mandatory reporter, with the legal requirements of child abuse reporting within one month of initial employment.

The Trinity Lutheran School administration and staff will cooperate fully with DHS personnel in conducting a child abuse investigation by providing confidential access to the child named in the report, and to other children alleged to have relevant information, for the purpose of interviews. The Trinity Lutheran School recognizes no obligation to contact the parents or guardians of a child suspected to be a victim of abuse.

Adopted 01-03-91
Reviewed 07-20-22
Revised 07-20-22

375C Reporting Procedure

Any certified staff or administration member who has a reasonable belief that a child enrolled in the Trinity Lutheran School has suffered abuse by a person responsible for the care of that child shall observe the following procedures:

1. Contact the Department of Human Services (DHS) by telephone or in person to make an oral report of suspected abuse within 24 hours of the suspected abuse. The state child abuse hotline is 1-800-362-2178 (available 24/7).
2. Follow the oral report with a written report on forms provided by the DHS within 48 hours of the oral report.
3. Cooperate with DHS personnel in conducting their investigation.
4. Maintain a copy of the school employee's written report in the employee's personal file at home for the sole purpose of documenting the fact that the employee reported the suspected abuse. If a written report is received by the employee from the DHS following the investigation, such report shall be also filed with the employee's copy of the suspected abuse report or destroyed.

Code Section 321.446.

5. The employee shall maintain the confidentiality of the report at all stages following the oral report of suspected abuse.

Adopted 10-23-12
Reviewed 07-13-23
Revised 07-13-23

375D Student Access Policy

Trinity Lutheran School is responsible for the safety of the children at the school and preventing harm by being proactive and diligent in supervising not only the children, but other people present at the facility.

1. Any person in the school who has not had a background check and is not approved to be involved with child care shall not have unrestricted access to children for whom that person is not the parent, guardian, or custodian, nor be counted in the staff to child ratio. ("Unrestricted access" means that a person has contact with a child alone or is directly responsible for child care. It is imperative that schools not allow people who have not had a background check assume child care responsibilities or be alone with children. This directly relates both to child safety and liability to the school.)

2. Persons who do not have unrestricted access will be under the direct supervision and monitoring of a paid staff member at all times and will not be allowed to assume any child care responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the teacher unless he/she delegates it to the teacher assistant.

3. School staff will approach anyone who is on the property of the school without their knowledge to ask what their purpose is. If staff is unsure about the reason, they will contact the principal or pastor to get approval for the person to be on site. If it becomes a dangerous situation, staff will follow the "intruder in school" procedures. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc. will be monitored by paid staff and will not be allowed to interact with the children on premise.

4. A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is a parent, guardian or custodian) who is required to register with the Iowa sex offender registry (Iowa Code 692A):
   a. Shall not operate, manage, be employed by, or act as a contractor or volunteer at the school

Code Section 321.446.

b. Shall not be on the property of the school without the written permission of the school, except for the time reasonably necessary to transport the offender's own minor child or ward to and from the school

   i. The school principal is not obligated to provide written permission and must consult with their DHS licensing consultant first.
   ii. If written permission is granted it shall include the conditions under which the sex offender may be present, including:
      1. The precise location in the school where the sex offender may be present.
      2. The reason for the sex offender's presence at the facility.
      3. The duration of the sex offender's presence.
      4. The description of how the school staff will supervise the sex offender to ensure that the sex offender is not left alone with a child.
      5. The written permission shall be signed and dated by the principal and sex offender and kept on file for review by the school office.

This policy will be included in the parent handbook that is distributed to the parents at the start of school.

Adopted 02-22-00
Reviewed 02-24-26
Revised 07-20-22

380 Employee Recognition

I. Service Anniversaries

At the discretion of the principal, employees will be recognized for their years of service.

II. Welcoming, Farewells, and Retirement

Welcoming, farewells, and retirement recognitions of employees shall be at the discretion of the principal and pastor(s).

Adopted 02-22-00
Reviewed 07-13-26
Revised 07-13-26

Code Section 321.446.

405 Application and Admission

A. General Admission Policy

Trinity Lutheran School is a LCMS (Lutheran Church Missouri Synod) parochial school ministering as an educational outreach of Trinity Lutheran Church and is open to those who desire a Christ-centered education and are willing to support the beliefs, mission, and practices of the Church and School.

B. Admissions Process

Upon contacting the school,

1. Our Principal will contact prospective families
    a. Share our beliefs, expectations, and basic information
    b. Set up a tour
2. An admissions packet is given to families including:
    a. Application form
    b. "Who we are" school beliefs and purpose
    c. Parent-school partnership contract
    d. Student expectations
    e. Letter of recommendation
3. Students visit a day in the classroom and parents attend morning devotions that day.
    a. A classroom visit does not ensure acceptance.
4. Parents and children meet with Trinity's Principal and Pastor, to ensure Trinity is able to meet the educational needs of the student.
    a. As a Lutheran Parochial school, the pastor(s) will review the differences between Trinity, public, and private schools and will review the "Parent Partnership of Expectations and Requirements" and the "Student Expectations and Participation"
5. Parents will attend a mandatory mentorship program night with Pastor

<u>Parent Partnership of Expectations and Requirements</u>

- Have reviewed and accept the philosophy and policies of Trinity Lutheran School; (see Appendix C "Trinity Lutheran Church and School Purpose Statement")
- Will support the Christian instruction and discipline of the school
- Will ensure student participation in religion classes, memory work, chapel, and confirmation instruction (as applicable)
- Will support student participation in Sunday services and other church/school activities

<u>Student Expectations and Participation</u>

Code Section 321.446.

All students are required to participate in the school's religion curriculum, including memory work and confirmation instruction (as applicable) and participate in church/school activities as directed.

Following the pastoral meeting and after he is satisfied that the prospective parents understand and agree to abide by the partnership expectations and requirements of Trinity Lutheran Church and School, he and the principal have the final authority to approve a family continue the enrollment process.

C. Required Enrollment Documentation
All new students (unless previously enrolled in Trinity preschool) must provide:

1. An application for admission
2. A birth certificate
3. Immunization records
4. Physician's health statement
5. Emergency contact and medical authorization forms
6. Academic transcripts and report cards (first grade and above)

D. Placement and Student Readiness
Trinity Lutheran School reserves the right to:

- Determine final grade placement based on academic readiness and developmental needs
- Require academic screening when deemed necessary
- Deny admission if the school is unable to adequately meet the educational needs of the student
- Accept students contingent on verification of good standing at their previous school and demonstrated readiness to perform at grade level

E. Admissions Priority
Priority for admission (off of a waiting list) is given in the following order:

1. Students who have attended Trinity Lutheran School through the prior year
2. Children of active members of Trinity Lutheran Church
3. Siblings of currently enrolled students
4. Children of members of other LCMS (Lutheran Church Missouri Synod) congregations
5. Any child of parents who desire a LCMS Christ-centered education and meets the admissions requirements

F. Final Admission Review Completed by Principal and Teachers

Code Section 321.446.

1. Review previous school records
2. Review final grade placement
3. Academic placement test administered as necessary

G. Final Admission Decision

- The Principal administers the final admissions decisions in accordance with this policy.
- A prospective student (parent) who disagrees with the principal's admission decision may submit a written petition, stating their reasons, to the Board of Day School Administration. The School Board's decision will be final.
- New students are admitted on a one-quarter probationary period.

H. Non-Discrimination Policy

Trinity Lutheran School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally made available to students at the school. We do not discriminate on the basis of race, color, national and ethnic origin in administration of our educational policies, athletic, scholarship, and other school-administered programs.

I. Students with Special Needs

In accordance with applicable law, Trinity Lutheran School will work with families to evaluate and determine reasonable accommodations for students with special needs. Admission is contingent upon the school's ability to meet those needs within its available resources.

Adopted 02-22-00
Reviewed 02-24-26
Revised 07-20-22

406 Class Size and Management Process

To preserve educational quality and maintain an effective learning environment, the following enrollment management process and class size enrollment ranges shall apply to give the principal maximum flexibility in managing class size and achieving strong learning outcomes.

Enrollment Management Process

In order to provide maximum opportunities for admission to Trinity for all students and adhere to the Admission Priority Policy (405E). The school has an early enrollment period for students who have attended Trinity Lutheran School through the prior school year. Those students must submit a written notice of intent to continue as a full-time student for the coming year any time prior to April 1st of the current year to be guaranteed a seat in the coming school year.

Code Section 321.446.

Throughout the month of April, Trinity Lutheran School will accept admission of the following students in accordance with policy 405E:

1. Students who have attended Trinity Lutheran School through the prior school year
2. Children of active members of Trinity Lutheran Church
3. Siblings of currently enrolled students
4. Children of members of other LCMS congregations

After May 1st, the school will enter the open enrollment period and students who have completed the Admission Process (405B), will be admitted on a first-come, first-served basis. Applicants seeking enrollment in a class that has reached its maximum enrollment will be added to a waiting list and notified if an opening becomes available.

Classroom Caps

Classes at Trinity Lutheran School are not to exceed 16 students, regardless if there is more than one grade in the classroom. The Board of Day School Administration has the authority to increase the class size to 20 students under the following conditions:

- The student is a sibling of another Trinity student(s).
- The student is a child of a new member family at Trinity Lutheran Church.

The number of students in a classroom is not to exceed 20.

Adopted 07-25-06
Reviewed 09-21-23
Revised 07-16-19

407 Home-schooling Policy

The primary mission of Trinity Lutheran School is to provide a Christ-centered educational program which ministers to the needs of the students attending the school. Dual enrollment is at the discretion of the Principal and School Board pending classroom space and faculty resources. Students may be allowed to participate in Trinity's athletic program pending approval by the athletic director/ principal.

Adopted 05-17-88
Reviewed 06-02-24
Revised 06-02-24

410 Educational Fees

Code Section 321.446.

Textbooks, workbooks, testing, new technology, physical education equipment, art materials, paper and other supplies are provided by the annual Book and Supply Fee. The Board of Day School Administration will set these fees annually. Book and supply fee is a qualified expense to be paid by a student's ESA account. Book and Supply fees shall be paid prior to the first day of school.

Adopted 05-22-90
Reviewed 06-02-24
Revised 06-02-24

415 Tuition Policy

A tuition fee is charged to all students attending Trinity Lutheran School. This tuition fee is set by the Board of Day School Administration each year and is used to help defray some of the total cost of education for each student. Methods of payment are outlined in the school handbook. All previous accounts must be paid in full prior to registration for the student to remain enrolled at Trinity Lutheran School. Notification on delinquent accounts will be sent prior to registration. "The children of pastor, vicar and full-time teaching staff will not be assessed a tuition fee greater than the State of Iowa per pupil funding (ESA) available to children enrolled in an accredited nonpublic school."

Adopted 03-23-10
Reviewed 09-22-26
Revised 7-20-21

416 Church Attendance

When a person becomes a member of Trinity Lutheran Church, they pledge themselves to regular (every Sunday) church attendance. The following Scripture passages indicate what we are to do:
"Remember the Sabbath day by keeping it holy." (Exodus 20:8)
"They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer." (Acts 2:42)
"Let us not give up meeting together as some are in the habit of doing, but let us encourage one another ..." (Hebrews 10:25)

Trinity Lutheran Church members enrolled in Trinity Lutheran School are expected to maintain a minimum of 50% church attendance each semester.

Code Section 321.446.

If a Trinity Lutheran member fails to attend at least 50% in a given semester, the family will pay the non-member tuition rate for the following semester if policy is not upheld, subject to the discretion of the principal.

Attendance will be monitored through Trinity's member attendance registry filled out at any of the divine worship services.

Adopted 02-22-00
Reviewed 06-10-24
Revised 08-11-22

417 Scholarships and Fee Reduction

A scholarship and/or fee reduction may be requested by either member or non-member families. These requests are made in writing to Trinity Lutheran School by Aug. 1st for the next school year. Fee reduction forms are available from the school office. The Principal and his/her designee is responsible for reviewing and acting on these applications. The Principal will: a) communicate the results, or b) have the school administration communicate the results to the applying families. The Principal and his/her designee reserves the right to approve, modify, or reject such applications with oversight by the Day School Board of Education.

Adopted 05-17-88
Reviewed 09-22-26
Revised 09-27-11

420 Records

A cumulative file and a permanent record will be kept for each student enrolled. The cumulative file is forwarded to the student's next school. A copy of the permanent record is kept on file at Trinity Lutheran School.

Both the cumulative file and the permanent record are available to the child's parents or guardian. Consent is not required for Trinity Lutheran School professional staff to see a student's record; however, all information will be kept confidential. All other persons need to have permission from the child's parent or guardian before access to the student's records is permitted.

Code Section 321.446.

Family Educational Rights and Privacy Act (FERPA). Effective 9-27-2011 Trinity Lutheran School will comply with FERPA as follows:

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Code Section 321.446.

Adopted 06-22-04
Reviewed 08-05-26
Revised 07-16-19

424 Ordering Policy Through Hot Lunch Account

Any organization or committee wanting to order from a vendor must do so directly. The Trinity Lutheran School kitchen or office staff will not be responsible for ordering for any organization or committee. The Trinity Lutheran Hot Lunch account will not be responsible for the cost of any remaining goods.

Adopted 05-26-96
Reviewed 09-24-26
Revised 09-24-26

425 Lunch Program

All students at Trinity will either take part in the hot lunch program, eat with a parent or someone designated by the parent (by note or phone call) off premises, or bring a sack lunch. If there is a medical reason which restricts a child's diet, a doctor's excuse must be on file in the school office.

Parents are billed a set amount for their child's lunch a month in advance at a cost set annually by the Board based on state guidelines. The first payment is to be made prior to the start of school. At the end of the year, parents are then reimbursed for the days their child did not eat hot lunch. Parents are also charged for extra milk the students drink over the allotted carton with his/her meal.

If families need assistance in payment of the hot lunch or milk fees, applications are available from the school office for free milk and free or reduced lunch. Applications will be approved or rejected by the principal. Parents may appeal this decision to the Board. All hot lunch fees will be paid by the end of the school term.

Addenda to 425 Lunch Program

Negative Account Balances
The school will make reasonable efforts to notify families when meal account balances are low. Additionally, the school will make reasonable efforts to collect unpaid meal charges classified as

Code Section 321.446.

delinquent debt. The school will coordinate communications with families to resolve the matter of unpaid charges.

A**ccount Balance Notification:** Families will be notified by email of an outstanding negative balance. Negative balances not paid prior to the end of the school year will be turned over to the principal or the principal's designee for collection, and may impact enrollment at Trinity for the following year.

Adopted 04-25-06
Reviewed 09-05-24
Revised 09-05-24

427 Wellness Policy

I. Nutrition Education and Promotion

Trinity Lutheran School will provide nutrition education and engage in nutrition promotion that promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices.

II. Physical Activity

Physical Education

Trinity Lutheran School will provide physical education that:

- is part of the regular curriculum;
- is used for body development, also learning and improving on skills;
- is for all students in grades K-8 for the entire school year.

Daily Recess

Trinity Lutheran School will provide recess for students that:

- is at least 15 minutes each morning and 15 minutes each noon;
- is preferably outdoors unless inclement weather, i.e., rain, wind chill below 0F;
- encourages moderate to vigorous physical activity through the provision of space and equipment.

Physical Activity Opportunities after School

Students in the 5th-8th grades may participate in the various after school sports: Soccer, volleyball, basketball, cheerleading All students involved must have a sports physical and will be asked to pay a participation fee. We compete against other Lutheran and area schools and have tournaments with other Lutheran schools in Iowa District West. A track and field day is held each spring for all children in grades K-8. Students in the 7th and 8th grades also have the

opportunity to participate with the Boone Middle School swimming, cross country, football, wrestling, and track.

III. Other School-Based Activities that Promote Student Wellness

Integrating Physical Activity into Classroom Settings

For students to receive the nationally recommended amount of daily physical activity (i.e. at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end, Trinity will:

- provide opportunities for physical activity to be incorporated into other subject lessons;
- encourage classroom teachers to provide short physical activity breaks between lessons or classes, as appropriate.

Integrating Social-Emotional Learning (SEL) in the Classroom

Trinity implements a schoolwide Bible-based SEL curriculum. Trinity staff includes a student success coordinator and/or school counselor.

Communication with Parents

Trinity will support parents' efforts to provide a healthy diet and daily physical activity for their children. Trinity will:

- occasionally send home nutrition information, post nutrition tips in the school lunchroom;
- provide opportunities for parents to share their healthy food practices with others in the school community.

Food Marketing in School

School-based marketing will be consistent with nutrition education and health promotion. Trinity will: promote healthy foods including fruits, vegetables, whole grains, and low-fat dairy products.

Staff Wellness

Trinity Lutheran School values the health and well-being of every staff member and encourages each staff member to practice elements of a healthy lifestyle.

IV. Nutrition Guidelines for All Foods Available on Campus

School Meals

Meals served through the National School Lunch Program will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;

- offer a variety of fruits and vegetables.

When snacks and special treats are offered to students for holiday parties, teacher's birthdays, student's birthdays, or other classroom occasions, the policy is that parents and/or teachers provide store-bought, individually-wrapped treats or homemade treats if desired.

Free and Reduced-Price Meals

Trinity will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, students may take part in the hot lunch program. If there is a medical problem which restricts the child's diet, a doctor's excuse must be on file in the school office.

Meal Times and Scheduling

Trinity will have at least 20 minutes to eat after sitting down for lunch; recess will be given following the lunch period.

Qualification of School Food Service Staff

As part of the Trinity Lutheran School's responsibility to operate a food service program, Trinity will:

- provide continuing professional development for the kitchen staff;
- provide staff development programs that include appropriate certification.

Sharing of Foods

Students may not exchange or give food to other students.

Food Safety

All foods made available comply with the state and local food safety and sanitation regulations.

Beverage and Food

Trinity will follow the Smart Snacks in School standards published by the USDA ensuring that snack foods and beverages sold to the students in addition to those foods provided through the National School Lunch Program are tasty and nutritious. Any food or beverage sold during the school day must meet these nutritional standards. As defined by the USDA, the school day is any time before the first bell until 30 minutes after the last bell.

V. Plan for Measuring Implementation

Monitoring

The principal or designee will ensure compliance with the policies and will report on the school's compliance to the Trinity Board of Day School Administration. The kitchen staff will ensure compliance with nutrition policies and will report to the principal.

Policy Review

Trinity Board of Day School Administration will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

Code Section 321.446.

Adopted 05-24-16
Reviewed 07-13-23
Revised _____

Addenda to 427 Wellness Policy

VI. Discrimination Grievance Procedure Food and Nutrition Services School Meal Program

Students, employees, and guests in the school will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One – School Food Authority or Immediate Supervisor.

A student, or a parent of a student, employees and guests with a complaint of discrimination based on their gender, race, national origin, creed, marital status, age or disability are encouraged to discuss their grievance with the contact person directly involved, immediate supervisor or School Food Authority.

Level Two – Principal

If the grievance is not resolved at Level One and the grievant wishes to pursue the grievant may formalize it by filing a complaint in writing.
The filing of the formal, written complaint will state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request a meeting be held with the Principal. The Principal will investigate the grievance and attempt to resolve it. A written report from the Principal regarding action taken will be sent to the involved parties within a reasonable time after receipt of the grievance.

Level Three – Day School Board of Education

If the grievance is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the Day School Board Chair within five working days after the grievant receives the report from the Principal. The grievant may request a meeting with the

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Day School Board or the Day School Board may request a meeting with the grievant. A decision will be rendered by the Day School Board within a reasonable time after receipt of the written appeal. The Day School Board shall have final authority in all matters of policy regarding the school.

Adopted 02-26-08
Reviewed 08-25-24
Revised 08-25-24

428 Cell Phone and Electronic Device Policy

Parents who need to communicate with their children are encouraged to do so through the office. In order to maintain a focused and productive learning environment, communication via Electronic Communication Devices (ECD's) during the school day is prohibited. This includes cell phones, smart watches, iPads, tablets, etc.
The following guidelines apply:

- Students are not permitted to use ECD's for communication purposes during school hours, including but not limited to texting, calling, or accessing messaging applications.
- All ECD's must be kept in the student's locker or backpack and turned off during school hours to prevent any disruptions in the classroom or school activities the student participates in.
    - Smartwatches may be worn only when placed in 'school or airplane mode'.
    - Any notifications or alerts received on smartwatches during school hours will result in removal of watch and placement in a student's locker or backpack.
    - A student interacting with a smartwatch for purposes of entertainment, such as games or other applications is prohibited.
- Cell phones may be used before school, after school hours or following school events.

We understand that ECD's can serve as useful tools; however, to ensure that all students can concentrate on their studies, we ask that students refrain from using them to communicate during the school day.

We encourage students to leave ECD's at home. These items, along with any other personal belongings brought to school, are the responsibility of the student. The school assumes no accountability for lost, stolen, or damaged personal property. Students who do not comply with this policy will have their devices confiscated, and they will only be returned to a parent or guardian.

Code Section 321.446.

Adopted __02-26-08__
Reviewed __06-16-26___
Revised __06-16-26__

429 Due Process for Parents and Teachers (Grievances)

The purpose of this policy is to provide a clear, consistent, and orderly process for addressing concerns and resolving disputes in a manner consistent with Christian principles, while ensuring accountability and proper oversight.

I. Initial Resolution
Whenever possible, concerns shall first be addressed directly with the individual involved.

- Communication should be respectful, timely, and consistent with Christian conduct.
- All parties shall make a good faith effort to resolve concerns at this level

Failure to resolve the issue at this level shall result in escalation as outlined below.

II. Administrative Review
If the issue is not resolved, the concern shall be brought to the Principal.
The Principal shall:

- Acknowledge the concern within two (2) school days
- Investigate and respond within five (5) school days
- Document the concern and actions taken

III. Escalation to the Board
If the issue is not resolved at the administrative level, or if the response is determined to be inadequate, the concern may be brought to the Board of Day School Administration.
The Board shall:

- Review the matter
- Request documentation as needed
- Schedule a meeting if appropriate
- Provide direction or resolution

The decision of the Board shall be final.

IV. Direct Board Escalation
In the following situations, concerns may be brought directly to the Board, without first going through the Principal:

- Allegations of failure by the Principal to enforce policy
- Concerns involving administrative inaction or delay

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- Situations involving significant discipline, student safety, or student placement
- Repeated issues that have not been adequately addressed at earlier levels
- Matters involving potential conflict of interest

The Board may determine whether the concern requires formal review or directional action.

V. Documentation Requirements

At each stage of the grievance process:

- Concerns shall be documented in writing
- Responses and actions taken shall be documented
- Documentation shall be made available to the Board upon request

Failure to document concerns or responses may limit the ability to resolve the issue appropriately.

VI. Conduct During Grievance Process

All parties involved shall:

- Act respectfully and in accordance with Christian principles
- Avoid escalation outside the established process unless permitted under Section IV
- Cooperate in providing information and participating in resolution

VII. Submission, Compilation, and Distribution of Grievances

For any grievance brought to the Board:

- All concerns must be submitted in writing
- Written grievances shall include:
    - A clear description of the concern
    - Relevant facts and timeline
    - Prior attempts at resolution, if applicable

A. Compilation and Summary

All submitted grievances shall be compiled into a single summary document

The summary shall:

- Organize concerns clearly
- Include supporting documentation as needed
- Distinguish between new concerns and ongoing matters

B. Distribution

The compiled summary and supporting materials shall be:

- Provided to the Board of Day School Administration
- Provided to the Principal

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Distribution shall occur in advance of the next scheduled Board meeting

VIII. Final Authority
The Board of Day School Administration retains final authority in all grievance matters and may:

- Direct resolution
- Require corrective action
- Override prior decisions

Adopted 02-22-00
Reviewed 07-13-23
Revised 07-13-23

430 Health Services

All students are required by state law to be immunized for varicella, chicken pox, DPT, polio, measles, and rubella. Parents are expected to comply with state standards. By law, a child who has not met the minimum immunization standards will not be admitted to school. Provisions are made for parents completing the IDPH Certificate of Immunization Exemption- Religious Exemption. A special health form must be completed for each student before entering school.

Health services provided by the school include vision screening for preschool by the Lion's Club , hearing screening for K-5th grade by AEA.
According to state law, no medicines of any kind (prescription or over-the-counter) will be given to the child without written permission from the child's doctor or parent. A special form is available for this. All medication will be administered by personnel who have been certified.

Trinity follows CDC guidelines on diseases requiring exclusion from school.

At the time of registration, all parents/guardians must complete forms which indicate who to contact in case of emergency and the child's doctor. The following procedures should be followed in cases of emergencies:

1. Give first aid care.
2. Notify parents–person indicated on the accident form.
3. Arrange for student's transportation in an appropriate manner.
4. In more serious injuries, the student should be transported to the hospital. The parents should be notified, and if not available, the family doctor will be notified.

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5. For all accidents, accident forms must be filled out, even if the injury does not appear serious, and a written statement of the nature of the accident must be signed by the injured person. A copy should be on file in the school office.
6. Members of the school staff should administer first aid when it is necessary, but they should never treat an injury or illness. Students should never be sent to administer their own first aid. Except for very minor injuries, a parent should be notified immediately when a student is injured or becomes ill.

Adopted 09-03-98
Reviewed 08-05-26
Revised 07-16-19

431 Inclement Weather Related to Recess Policy

Students will stay indoors when the wind chill falls below 0º F.

Adopted 02-24-89
Reviewed 06-16-26
Revised 06-16-26

435 Responsibility and Discipline Policy for Trinity Lutheran School

I. Purpose

The purpose of this policy is to establish a clear, consistent, and Christ-centered framework for student behavior, discipline, and accountability. Discipline at Trinity Lutheran School is intended to promote Christian conduct, protect the learning environment, and ensure the safety and well-being of all students.

II. Teacher Responsibility

Code Section 321.446.

Teachers are responsible for maintaining proper classroom discipline and fostering Christian behavior.

Teachers shall:

- Enforce all school rules consistently
- Establish and implement a classroom management plan
- Provide a written classroom management plan to the Principal at the beginning of each school year
- Utilize appropriate positive reinforcement while ensuring misbehavior is addressed
- Classroom management plans shall:
- Define classroom rules
- Identify specific consequences
- Include appropriate methods of positive reinforcement

Teachers shall not:

- Rely solely on positive reinforcement without addressing misbehavior
- Delay or fail to implement classroom discipline

Teachers shall refer students to the Principal only after reasonable classroom interventions, except in cases of serious offenses.

III. Classification of Behavioral Offenses

Student behavior shall be classified into the following levels:

A. Level 1 – Minor Offenses

Examples include:

- Disruptive behavior
- Failure to follow classroom rules
- Minor disrespect
- Incomplete work or lack of effort

These are handled at the classroom level.

B. Level 2 – Major Offenses

Examples include:

- Repeated Level 1 offenses
    - Repeated minor misconduct shall result in escalation. Three (3) Level 1 offenses within a semester shall be considered one (1) Level 2 offense for purposes of disciplinary progression.
- Defiance of authority
- Disrespect toward staff
- Ongoing classroom disruption

- Bullying or harassment (non-violent)

These may require administrative involvement.

C. Level 3 – Serious Offenses

Serious offenses include, but are not limited to:

- Physical violence or fighting
- Threats or intimidation
- Destructive behavior toward property
- Severe or repeated bullying
- Sexual misconduct
- Possession or use of alcohol, drugs, or tobacco
- Possession of weapons
- Possession, access, distribution, or viewing of pornography or other inappropriate or sexually explicit media

Serious offenses require immediate administrative action.

IV. Discipline Procedures

Level 3 (Serious) offenses are not subject to standard disciplinary progression and shall be handled in accordance with Section VI.

A. Classroom-Level Discipline

Teachers shall:

- Address Level 1 behavior promptly
- Implement classroom consequences
- Document ongoing concerns

B. Administrative Discipline Progression

The administrative discipline progression applies to Level 2 (Major) offenses and above resulting in an office referral.

1. First Offense (Office Referral)
   - Parent contact
   - One-hour detention
2. Second Offense
   - Conference with student, parent, teacher, and Principal
   - Multiple detentions
   - Behavior improvement discussion
3. Third Offense

- One-day in-school suspension

4. Fourth Offense
   - Out-of-school suspension (up to three days)
5. Fifth Offense
   - Recommendation for expulsion
   - Board review required

Escalation to the Board may occur prior to the fifth offense when thresholds defined in Section V are met.

C. Requirement to Follow Discipline Progression

This disciplinary progression shall be followed as written.

Deviations:

- Must be based on severity of the offense
- Must be documented
- Must be communicated to the Board when applicable

D. Duration and Reset of Disciplinary Records

For purposes of discipline administration and behavioral evaluation, disciplinary records shall be maintained and applied as follows:

- Disciplinary consequences (including detentions and suspensions) shall be administered and tracked on a semester basis for purposes of discipline progression
- Records of student behavior shall be maintained for the duration of the student's enrollment (student's career) for purposes of evaluating patterns of conduct, response to intervention, and overall student development

The following shall apply:

- Level 1 (Minor) offenses may reset at the end of each semester and shall not be carried forward for discipline progression
- Level 2 (Major) offenses shall be tracked within each semester for purposes of discipline progression and escalation; however, prior Level 2 offenses shall remain part of the student's record and may be considered when evaluating patterns of behavior, response to correction, and continued enrollment
- Level 3 (Serious) offenses shall remain part of the student's permanent record for the duration of enrollment and may be considered at any time in determining disciplinary action or continued enrollment

Level 2 offenses from prior semesters shall not independently trigger disciplinary consequences or escalation under the standard discipline progression. However, repeated Level 2 offenses

across multiple semesters may be considered as part of a broader pattern of behavior requiring administrative review.

Past behavior shall be considered when evaluating:

- Patterns of misconduct
- Responsiveness to intervention and correction
- Student fit and continued enrollment

V. Disciplinary Escalation Triggers

Section V governs escalation and Board involvement and operates in conjunction with, and in some cases independently of, the discipline progression outlined in Section IV.

The following events require escalation to the Principal and Board awareness based on cumulative behavior over the course of a school year:

- Any Level 3 (Serious) offense
- Three (3) Level 2 (Major) offenses within a school year
- Two (2) suspensions within a school year

Ongoing behavioral issues, as evidenced by repeated documented incidents and failure to respond to prior interventions

For purposes of this section:

- Level 2 offenses shall be evaluated cumulatively across the school year, regardless of semester-based resets for discipline progression
- Suspensions shall be counted cumulatively across the school year
- Repeated patterns of behavior, even if separated by semester, shall be considered

A. Action Upon Reaching Escalation Thresholds

When any of the above thresholds are met:

- The situation shall be formally reviewed by the Principal
- The Board of Day School Administration shall be notified in accordance with school policy
- The student shall be evaluated for continued enrollment based on:
    - Pattern of behavior
    - Severity of incidents
    - Responsiveness to intervention
    - Impact on the school environment

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B. Non-Discretionary Requirement
Escalation under this section is mandatory.
The Principal shall not:

- Delay escalation once thresholds are met
- Reduce or disregard qualifying offenses
- Substitute personal judgment for defined escalation triggers

Failure to escalate in accordance with this section shall be considered a failure of administrative responsibility.

VI. Serious Incident Response

For any Level 3 offense:

The school shall:

- Remove the student immediately from the environment
- Notify parents immediately
- Document the incident fully
- Notify authorities when appropriate
- Notify the Board of Day School Administration within one (1) school day

A. Safety Evaluation Requirement
If the behavior presents a safety concern:

- The student shall be evaluated by a qualified professional
- Written clearance shall be required prior to return

The student shall not return until it is determined that they are not a threat to themselves or others.

B. Readmittance and Review
Readmittance following a Level 3 offense shall:

- Require review by the Principal
- Be presented to the Board for consideration
- Be subject to Board awareness and, where appropriate, Board direction

In cases involving violence, repeated misconduct, or significant safety concerns, the Board may determine conditions for return, alternative placement, or continued enrollment.

VII. Substance Use Policy

Use or possession of tobacco, alcohol, or controlled substances is prohibited.
Violation of this policy shall be considered a Level 3 (Serious) offense under the Trinity Lutheran School Discipline Policy.

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A. Immediate Response
If a violation occurs:

- Items shall be confiscated
- Parents shall be notified immediately
- Appropriate authorities shall be notified
- An out-of-school suspension shall be imposed

B. First Offense Consequence

- A student shall receive an out-of-school suspension of five (5) school days, as determined based on the specific circumstances of the violation
- The incident shall be documented
- The Board of Day School Administration shall be notified in accordance with disciplinary escalation policy

C. Repeat Offenses
Repeat violations shall result in:

- Recommendation for expulsion
- Formal Board review and determination of continued enrollment

D. Escalation Requirement
All violations of this policy shall:

- Be handled in accordance with Level 3 (Serious) offense procedures
- Trigger escalation under Section V – Disciplinary Escalation Triggers
- Be considered in evaluating student fit and continued enrollment

VIII. Weapons Policy
Possession of firearms or weapons is prohibited.

Violation of this policy shall be considered a Level 3 (Serious) offense under the Trinity Lutheran School Discipline Policy.

A. Immediate Response
Upon violation:

- The weapon shall be confiscated
- Appropriate authorities shall be notified immediately
- Parents shall be notified immediately
- The Board of Day School Administration shall be notified within one (1) school day

Code Section 321.446.

B. Disciplinary Consequences

- The student shall be immediately suspended from school
- The student shall be recommended for expulsion, in accordance with applicable law and school policy

C. Board Review and Determination

The Board of Day School Administration shall:

- Review the incident
- Determine final disciplinary action, including:
    - Expulsion
    - Modified penalty (where permitted)

  Conditions for return, if applicable

D. Escalation Requirement

All violations of this policy shall:

- Be handled in accordance with Level 3 (Serious) offense procedures
- Trigger escalation under Section V – Disciplinary Escalation Triggers
- Be considered in determining student fit and continued enrollment

IX. Student Fit and Continued Enrollment

When disciplinary escalation thresholds are met, the student shall be evaluated for continued enrollment.

Factors considered:

- Behavioral patterns
- Severity of misconduct
- Response to intervention
- Impact on school environment

The Principal shall present the matter to the Board.

The Board shall determine:

- Continued enrollment
- Alternative placement
- Expulsion

X. Out-of-School Behavior

Students are expected to conduct themselves in a Christian manner at all times.

If a student:

- Commits a crime

Code Section 321.446.

- Engages in behavior that reflects negatively on the school

The Board may:

- Review the situation within ten (10) days
- Assign disciplinary consequences, including suspension or expulsion

XI. Citizenship and Christian Behavior

Students are expected to demonstrate Christian character and responsible citizenship.

If a student fails to meet expectations:

- The student shall be counseled
- Parents shall be notified
- Continued issues shall result in disciplinary escalation

Adopted 09-04-07
Reviewed 10-22-26
Revised 10-22-26

436 Anti-Bullying Policy for Trinity Lutheran School

Statement of Faith

At Trinity Lutheran Church and School, we acknowledge that individuals have been entrusted to our care. With that care comes the responsibility of providing a safe environment in which physical, social, emotional, intellectual, and spiritual growth can occur. Jesus commands us to love God and to love one another.

Jesus replied: "'Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.'" Matthew 22:37-39

At the heart of following Jesus' command is a commitment by the faculty and staff of Trinity Lutheran Church and School to model the love that Jesus has shown to us, to validate the pain caused by the bullying behavior(s) and to take immediate action in stopping the bullying behavior(s).

Code Section 321.446.

We acknowledge that sin is a part of the human condition. Because of the grace shown to us through Jesus Christ, Trinity Lutheran School seeks restoration, reconciliation, accountability, and forgiveness. Students and adults are encouraged to accept responsibility for their actions, seek forgiveness, make restitution when appropriate, and restore damaged relationships. Forgiveness does not remove accountability or the consequences necessary to maintain a safe educational environment.

If we confess our sins, He is faithful and just and will forgive our sins and purify us from all unrighteousness. 1 John 1:9

Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. Colossians 3:13

Purpose

Trinity Lutheran School is committed to providing a safe, caring, and respectful learning environment for all students, employees, volunteers, parents, and visitors. Bullying and harassment are contrary to Christian teachings, disrupt the educational process, and will not be tolerated.

Definition of Bullying and Harassment

In accordance with Iowa Code §280.28, bullying and harassment mean:

Any repeated and targeted electronic, written, verbal, or physical act or conduct toward a student that creates an objectively hostile school environment and that meets one or more of the following conditions:

1. Places the student in reasonable fear of harm to the student's person or property;
2. Has a substantially detrimental effect on the student's physical or mental health;
3. Has the effect of substantially interfering with a student's academic performance; or
4. Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

For purposes of this policy, an objectively hostile school environment means conduct that a reasonable person of the alleged target's age, characteristics, or circumstances would consider

intimidating, offensive, abusive, or sufficiently severe to create an unsafe or unwelcome educational environment.

Prohibited Conduct

Bullying or harassment by students, employees, volunteers, parents, contractors, or visitors is prohibited. This policy applies to conduct based upon any actual or perceived characteristic, including but not limited to: age, race, color, creed, religion, national origin, ancestry, sex, disability, physical appearance or attributes, socioeconomic status, marital or family status, political belief or political affiliation, or any other distinguishing characteristic.

Forms of Bullying and Harassment

Bullying and harassment may include but are not limited to:

- Physical: hitting, kicking, shoving, pushing, damaged personal property, physical intimidation
- Verbal: name-calling, insults, taunting, threats, derogatory comments
- Social or Relational: social exclusion, spreading rumors, public humiliation, manipulating friendships, encouraging others to exclude an individual
- Nonverbal: intimidating gestures, menacing looks, written messages intended to harm or intimidate
- Cyberbullying: sending hurtful, threatening, or humiliating electronic communications, posting harmful content online, sharing embarrassing images or information, using digital technology to intimidate, harass, threaten, or humiliate another person

What Bullying is Not

Bullying and harassment do not include:

- Ordinary disagreements between students of relatively equal power
- Isolated incidents that do not create a hostile educational environment
- Good-natured joking that is mutually accepted by all parties
- Appropriate disciplinary actions taken by school personnel
- Reasonable correction, redirection, or classroom management by employees

While these situations may require intervention, they do not necessarily constitute bullying or harassment under this policy.

Reporting Procedures

Code Section 321.446.

Any student, parent, guardian, employee, volunteer, or visitor who believes bullying or harassment has occurred should promptly report the incident to the Principal, teacher, or another staff member. Employees who witness, receive reports of, or otherwise become aware of possible bullying or harassment shall promptly notify the Principal. Reports may be made verbally or in writing. Anonymous reports may be accepted and investigated to the extent possible; however, disciplinary action may not be based solely upon an anonymous report. All reports shall be taken seriously and handled as confidentially as circumstances permit.

Investigation Procedures

The Principal or designee shall promptly investigate all reports of bullying or harassment. The investigation may include:

- Interviews with the complainant
- Interviews with the alleged aggressor
- Interviews with witnesses
- Consultation with parents or guardians
- Review of written, electronic, or physical evidence
- Review of relevant school records

In determining whether conduct constitutes bullying or harassment, the investigator shall consider the totality of the circumstances, including:

- The frequency of the conduct
- The severity of the conduct
- The ages and developmental levels of the individuals involved
- Whether the conduct was targeted
- The impact on the educational environment
- Whether the conduct created an objectively hostile school environment

Appropriate corrective action shall be taken when bullying or harassment is substantiated.

Students with Disabilities

When allegations involve a student with an Individualized Education Program (IEP), Section 504 Plan, or Health Plan, school personnel shall consider whether the conduct affects the student's access to educational services or benefits. If necessary, the school will consult with the student's IEP team, Section 504 team, or other appropriate personnel to ensure compliance with applicable federal and state laws.

Code Section 321.446.

Retaliation Prohibited

Retaliation against any person who reports bullying or harassment, participates in an investigation, serves as a witness, or otherwise assists in addressing a complaint is prohibited. Retaliation shall be treated as a separate violation of this policy and may result in disciplinary action.

False Reports

Knowingly making a false accusation or report of bullying or harassment is prohibited and may result in disciplinary consequences.

Consequences and Corrective Action

Individuals found to have violated this policy shall be subject to appropriate consequences and remedial actions. Student disciplinary measures shall be administered in accordance with Policy 435, Responsibility and Discipline Policy, and may include:

- Verbal warning
- Parent notification
- Loss of privileges
- Detention
- Behavioral interventions
- Suspension
- Expulsion
- Other corrective measures deemed appropriate by school administration

Employees, volunteers, parents, or visitors who violate this policy may be subject to consequences appropriate to their relationship with the school.

Restoration and Reconciliation

As a Christian school, Trinity Lutheran School seeks not only to stop bullying and harassment but also to restore relationships whenever possible. Students and adults involved in incidents of bullying may be encouraged to participate in restorative conversations, reconciliation efforts, and acts of restitution when appropriate. Restorative practices shall not replace necessary disciplinary action but may be used alongside disciplinary measures to promote healing, accountability, and Christian forgiveness.

Publication and Notification

Code Section 321.446.

This policy shall be published in the faculty handbook, the parent/student handbook, and the Board of Day School Administration Policy Manual.

Adopted 10-25-11
Reviewed 10-21-24
Revised 07-20-22

437 Harassment and Respect

Because Trinity Lutheran School is committed to an environment in which all individuals are treated with respect, harassment of any type will not be tolerated.

This policy applies to harassment based on (but not limited to) actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status and which creates an objectively hostile school environment.

Individuals (faculty, staff, administration, students, volunteers, parents, visitors, etc.) who believe they have been subjected to harassment should contact the principal. If the principal is involved in the complaint the school board should be contacted using contact information found in the PTL (Parent Teacher League) directory.

What is sexual harassment?
Sexual harassment is any unwelcome sexual advances, request for sexual favors, and other verbal, physical, and non-physical conduct of a sexual nature. Sexual harassment may take many forms including:

- Physical (e.g. touching, brushing against a body, gestures, leering)
- Verbal (e.g. sexual jokes, talk of a sexual nature, whistling, insulting or suggestive comments, comments on body parts, or sexual performance)
- Written (e.g. pictures, notes, jokes of a sexual nature, sexually explicit cartoons or pictures, notes or letters about another person)
- Cyber (e.g. emails, chat room misuse, text messaging, call abuse, camera and video misuse)

The preceding examples of sexual harassment are not all inclusive. It is not possible to list all of the additional circumstances and behaviors that may constitute sexual harassment, bullying or

Code Section 321.446.

other inappropriate conduct that will not be tolerated. If you feel that you have been harassed, please talk to the appropriate staff member. False reports or retaliation for harassment, intimidation or bullying also constitutes violation of this policy.

Process and Penalty

All reported incidents of harassment will be investigated. If an individual or employee is found to be in violation of the policy the following outcomes are possible:

- Counseling will be given in an attempt to change the behavior of individual
- Detentions
- Suspensions
- Referral to law enforcement agency
- Notification of parents or appropriate supervisor
- In cases of serious bullying or sexual harassment, the incidents will be recorded and placed in the permanent record of the individual
- Removal from Trinity Lutheran School

Adopted 07-26-94
Reviewed 07-13-23
Revised 07-13-23

438 Reasonable Physical Force

Reasonable physical force may be used upon a student with or without advance notice when the use of such force is deemed essential by a reasonable person for the purpose of self-defense, the preservation of order, to quell a disturbance threatening others, to protect school property, or for the protection of others located on school property.

The student's parents shall be given an explanation of the reasonable physical force. The incident will be documented and put in the student's permanent record.

Adopted 06-25-90
Reviewed 08-05-26
Revised 08-05-26

Code Section 321.446.

440 Honor Roll

Students in grades three through eight who have achieved a grade point average of 3.5 (out of a 4.0 grade point average system) for the quarter will qualify for the Trinity Lutheran School Honor Roll. Students who have achieved a 3.2 to 3.49 (out of a 4.0 grade point average system) for the quarter will receive honorable mention. Subjects included for honor roll and honorable mention consideration are: English, reading, religion, mathematics, social studies, and science.

Names of the students who achieve honor roll or honorable mention status will be published in the church newsletter, graduation service, and school sponsored social media.

Adopted 06-27-95
Reviewed 08-05-26
Revised 10-22-19

445 Awards

The following awards will be given to students at the closing worship and graduation service at the end of the school year.

1. Individual Awards. Each student receives a unique award given by his/her classroom teacher for a school-related accomplishment.

2. Goeppinger Award. The Goeppinger Award will be given to 3rd through 8th graders based on the highest academic achievements (with teachers using their discretion as to how many awards are presented for each grade).

3. Delta Kappa Gamma Award. This award is given to eighth grade students who demonstrate academic achievement and leadership. This is presented by a member of the local chapter.

4. President's Education Awards. This award is given to eighth grade students who have an overall B+ average in grades 3-8 and a score at or above the 80th percentile on a standardized achievement test. Students who do not meet this criteria may be given the President's Outstanding Academic Achievement Award for dedication to school excellence.

Code Section 321.446.

Adopted 07-13-26
Reviewed 07-13-26
Revised 07-13-26

447 K-12 Truancy

Truancy is the act of being absent from school or from class for any reason deemed unacceptable by the administration. According to Iowa Code, the determination of whether an absence is excused is made by the school, not by the parent. In re Donald and Katherine Blaess, 4 D.P.I. App. Dec. 118 (1985). Truant absences shall include, but not be limited to: oversleeping, shopping, hunting, getting a driver's license, having senior pictures taken, hair appointments, concerts, parent overslept, constant vacations, chores, excessive mental health days, etc.

Students absent due to a documented medical condition will have their cases reviewed on an individual basis. A doctor's note documenting the student's condition must accompany any absence consisting of three (3) or more consecutive days.

Please note: Continued truancy can result in legal action taken against parents by the county attorney as mandated by state law. It can also result in discipline up to and including expulsion from Trinity Lutheran School.

Adopted 07-13-26
Reviewed 07-13-26
Revised 07-13-26

448 Dress Code

The clothing we wear is part of the Christian witness we share with one another and with the community. Out of love and respect for others, to honor the Lord Jesus Christ, and to promote a positive learning environment, students of Trinity Lutheran School are expected to dress in a manner that reflects Christian values, modesty, good taste, and respect for the educational mission of the school.

Students are expected to be dressed appropriately while at school and whenever they represent Trinity Lutheran School at school-sponsored activities, events, or field trips. The dress code does

not govern approved school-issued athletic uniforms; however, coaches, advisors, and school personnel may establish additional dress requirements consistent with the spirit and expectations of this policy.

Clothes are to be clean, in good repair, and appropriate for the weather. Students and families are encouraged to consider the following questions when selecting attire:

1. Is my appearance pleasing and honoring to God?
2. Does my appearance reflect Christian modesty and respect for others?
3. Will my appearance avoid drawing undue attention to myself or distracting others from learning?
4. Does my appearance comply with the school's dress code?

The following items are not permitted:

- Clothing, accessories, or images that advertise, promote, depict, or reference drugs, alcohol, tobacco, vaping products, satanic symbolism, skull and crossbones, profanity, violence, or other messages contrary to Christian values.
- Clothing that is torn, frayed, patched, excessively worn, sloppy, or otherwise not in good repair.
- Clothing worn inside-out.
- Clothing that exposes undergarments.
- Clothing that reveals the midriff, cleavage, bare shoulders, or excessively exposes the body.
- Spaghetti-strap tops, halter tops, cut-off shirts, or similar garments.
- Excessively tight, transparent, or revealing clothing.
- Wallet chains.
- Pajamas.

Shorts, dresses, and skirts are permitted provided they maintain Christian modesty and are of appropriate length. As a general guideline, shorts, dresses, and skirts shall extend to at least mid-thigh, approximately midway between the hip and the knee.

<u>Jewelry, Piercings, and Tattoos</u>

- Visible tattoos and writing or drawings on the body are not permitted.
- Excessive jewelry is not permitted.
- Earrings must be modest and in good taste.
- Tongue, eyebrow, septum, or other facial and body piercings are not permitted. Covering such piercings with bandages or other materials does not exempt a student from this requirement.

Code Section 321.446.

Head Coverings

Hats, caps, bandanas, hoods, sunglasses, and other head coverings may not be worn inside the school building during the school day, including before and after school activities. Exceptions may be approved by the administration for medical or other legitimate reasons.

Chapel Day Attire

Wednesday is Chapel Day. Students and families are expected to recognize the special nature of chapel worship by selecting attire that is especially neat, respectful, and appropriate for worship and Christian fellowship.

Administrative Authority and Enforcement

Because styles and trends continually change, it is impossible to anticipate every situation. Trinity Lutheran School reserves the right to determine the appropriateness of any clothing, accessory, hairstyle, or appearance concern not specifically addressed in this policy. The administration shall have final authority in interpreting and enforcing the dress code.

Students who violate the dress code may be required to change into appropriate clothing, call home for replacement clothing, or wear school-provided attire for the remainder of the day. Repeated violations may result in disciplinary action, including parent conferences and other corrective measures deemed appropriate by the administration.

The dress code is in effect from the time a student arrives on campus until the student departs for the day, as well as at all school-sanctioned activities.

Adopted 09-01-26
Reviewed 09-01-26
Revised 09-01-26

449 Student Campus Safety and Supervision

To ensure the safety and security of all students, in preschool through 8th grade, students are not permitted to leave the school campus or school grounds during the school day unless they are accompanied by a parent, guardian, authorized adult, or school staff member. Students who need to leave campus for an appointment, school activity, or other approved reason must be signed out through the school office and released to an authorized adult.

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Students who leave campus without permission or proper supervision may be subject to disciplinary action. This policy applies during all school hours, including lunch, recess, and other scheduled activities, unless otherwise approved by school administration.

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Adopted 03-06-89
Reviewed 08-05-26
Revised 10-22-19

505 Policy on Global Education

Because of the growing interdependence with other nations in the world, global education shall be incorporated into the educational program of Trinity Lutheran School. Global educational experiences will have as its emphasis the following areas:

A. Interdependence - people, institutions, and problems interact world-wide
B. Human Values and Cultures - societies comprise both unique and common values, traditions, and avenues of expression
C. Global History - contact and borrowing among people and societies over time
D. Condition of the Planet - prevailing world conditions including future trends
E. Christian Mission - see the world as God's creation and we as caretakers. See the people of the world as the mission field to follow Christ's command to make disciples of all nations.

As curriculum guides are developed and implemented in the major subject areas, a global educational emphasis will be infused in the total educational program of the school.

Adopted 1990
Reviewed 07-13-23
Revised 07-13-23

515A Curriculum Development Plan

Curriculum development shall be an ongoing process at Trinity Lutheran School. Each curriculum area shall be reviewed, and revised where necessary, according to the timelines set out by the Board. These timelines will provide for review of each curriculum area at least once every five (5) years.

The principal shall be responsible for curriculum development and for determining the most effective way for conducting research of the school's curriculum needs and long-range curriculum development program.

5 year Rotational basis:

- Math, Religion
- Literacy: Reading, English, Phonics

Code Section 321.446.

- Health, PE, Science
- S.Studies
- Technology, Music, Art

Trinity Lutheran School prioritizes a Christ-centered education that meets the full scope of a child's developmental needs—social, emotional, cognitive, physical, and psychological, as well as academic. Therefore, all curriculum shall meet the following standards to ensure all students are able to reach their full potentials:

1. Fulfill the philosophy of Trinity Lutheran School
2. Reflect the educational and operational needs assessment of the school
3. Articulate a course of study for grades kindergarten through eighth grade
4. Identify standards and benchmarks for each course and for each grade
5. Suggest instructional activities, materials, and content to be used
6. Provide for the evaluation of the procedures and methods for obtaining the objectives
7. Provide for objective monitoring of a student's progress

Adopted 1990
Reviewed 07-13-23
Revised 07-13-23

515B Curriculum Development Process

The faculty will review the school's curriculum on an annual basis according to the 5 year rotational basis adopted in the Curriculum Development Plan as stated in 515A. The curriculum for the school is based on Integrating the Faith (A Curriculum Guide for Lutheran Schools) and locally written standards and benchmarks. As the faculty reviews each of the content areas of the curriculum, they will develop a supplement for Trinity Lutheran School which will include the following:

1. A review of the school's philosophy and goals
2. A needs assessment which will include input from the staff, constituency, and students to determine the curriculum revisions needed to improve the teaching in each content area
3. A plan for each of the infusion topics to demonstrate how they will become a part of each discipline
4. Textbook evaluation and adoption recommendations
5. An evaluation of methods for student learning and teacher self-evaluation
6. Provide staff in-service to understand the process and develop skills in curriculum development.

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Infusion topics to be implemented into curriculum experiences and instruction:

- Critical thinking
- Communication skills
- Problem solving
- Perseverance
- Collaboration
- Technology skills and digital literacy
- Global/multi-cultural awareness
- Self-direction
- Civic literacy
- Innovation skills
- Global/multi-cultural education
- Career education

Each teacher shall annually review their instructional program to determine occurrences of learning skills.

It shall be the responsibility of the principal to keep the board apprised of necessary curriculum changes, revisions and to develop administrative regulations for curriculum development and recommendations to the Board.

Annually, and whenever a new program is approved, the principal will recommend to the Board of Day School Administration the adoption of any new curriculum and changes to the existing curriculum.

It shall be the responsibility of the principal to provide the Board with the test scores and grades, along with comments about the school's curriculum, annually.

The Board shall review the student's performance on standardized tests, courses, and other indicators of student achievement deemed relevant as a guideline for the effectiveness of the curriculum.

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Adopted 06-25-96
Reviewed 09-01-26
Revised 09-01-26

515C Responsibility of Selection and Reconsideration of Materials

Intentionally left blank. Please refer to policy 546.

Adopted 09-15-99
Reviewed 07-13-23
Revised 07-13-23

515D Sex Education/Curriculum Policy

The Board of Day School Administration (with input from the faculty) agrees to use the current CPH printed curriculum for Trinity's sex education program.

Boys and girls will remain together (in the same room) for the 4-year-old preschool, pre-kindergarten, kindergarten, 3/4 grade, and 7/8 grade. Boys and girls will be separated for the 5/6 curriculum.

Student attendance for sex education is not mandatory until 7th and 8th grade. At that time it will be taught as a class, incorporated within the context of the religion class throughout the school year.

Adopted 1990
Reviewed 07-13-23
Revised 07-13-23

525 Policy on Talented and Gifted

Code Section 321.446.

Trinity Lutheran School recognizes that God has created each person with special gifts and talents. It is the purpose of Trinity Lutheran School to develop the potential of each student so that they may become productive members of society and effective witnesses of God's grace and love.

It is the philosophy of Trinity Lutheran School that the Talented and Gifted Program will be implemented as an enrichment program through the regular curriculum and through special curriculum offerings within the classroom.

Adopted 10-24-00
Reviewed 07-20-22
Revised 07-20-22

526 Student Eligibility for 8th Grade Algebra

Placement of an 8th grade student in algebra will be at the discretion of the algebra teacher as well as the math teacher from previous years specifically grades 5-7. Work ethic, assignment completion, results of Iowa Assessments and mathematical reasoning will be taken into consideration when placing a student in higher level math.

Adopted 03-28-89
Reviewed 09-01-26
Revised 09-01-26

530 Policy on Technology

Trinity Lutheran School supports the use of innovative methods and the use of technology in the presentation of its educational program. Staff members are encouraged to investigate efficient and effective ways to utilize current technology as part of the curriculum. It shall be the responsibility of the principal to provide orientation to faculty members as to the resources available and the proper use of equipment. Students in turn will be instructed by their teachers on the proper use and care of current technology.

Philosophy

Technology is changing our world and our ways of dealing with everyday issues and problems. Technology is a constantly changing process concerning the application of knowledge and problem solving through scientific, industrial, and mechanical arts to the real world. Therefore,

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it is the school's responsibility to prepare the staff and students to use and understand technology in a changing society. They will be provided opportunities to become knowledgeable in the use of technology, including positive and negative aspects of technology in educational, occupational, and recreational use. Technology education will be integrated into each curriculum area and at each grade level. The appropriate use of technology will help provide a system of educating our students to master the basics, become adept at problem solving and critical thinking, and become prepared to deal with a lifetime of change.

Goals for the Use of Technology

1. Establish a long-term commitment to technology and integrate its use in the school.
2. Determine the technology resources available and assist staff and students to become effective users of those resources.
3. Provide an environment for technological learning to occur.
4. Provide appropriate in-service necessary for staff to improve their productivity and ability to use technological applications within their individual subject area and grade level.
5. Provide equitable opportunities for all students to develop skills involving technology.
6. Integrate technology into the curriculum in order for students to understand the impact of technology on our society and develop skills in using technology for productivity and problem solving, for now and for future use.

Ongoing Technology Plan

1. Monitor and regulate internet content to align with school values
2. Sustain a vision of how instruction can be impacted by current and emerging technology
3. Continually develop financial resources for funding the purchase of new technology
4. Provide staff development activities to equip and support staff with the proposed changes in instruction.

Adopted 02-27-07
Reviewed 09-01-26
Revised 09-01-26

530A Technology Moral and Ethical Use Policy

Trinity Lutheran expands a student's learning experiences through the use of current technology. The use of school provided technology is a privilege. If any situation arises in which

the Trinity school code of conduct is broken or betrays the signed agreement between parent, student, and school this privilege may be revoked or suspended indefinitely.

Technology Code of Conduct

1. Sending or displaying offensive messages or pictures is prohibited.
2. Do not damage computers, computer systems, computer network, or other technological devices.
3. Treat another person's folders, work, or files with respect. (Example, students may not intentionally access the messages, files, or work of another student or teacher, nor alter any of these in any way.)

Internet Code of Conduct

1. Do NOT give out personal information such as your address, telephone number, parents' work addresses or telephone number, or the name and location of our school without permission.
2. Do NOT enter or engage in private internet messaging websites.
3. At some sites, there are questionnaires to fill out. You are NOT to do this without permission from your teacher or the principal.
4. At some sites, there is advertising. Do not select any of these sites or inquire about any products.
5. If you arrive at a site that is offensive to Christians use the "Back" button to leave the site and report it immediately to the teacher or principal.
6. Students are not allowed to engage in e-Commerce, sell or purchase items online, using school resources.

Technology User Agreement and Parental Permission Form

As a student user of the technology at Trinity Lutheran School, I have read and understand the code of conduct for technology and Internet access. I understand that these are privileges, which may be revoked, temporarily or permanently, at any time if I do not follow these rules. As a user of Trinity's technology, I hereby agree to comply with the above rules and guidelines.

_____ _____

Date Student Signature

As a parent or legal guardian of the student signing above, I grant permission for my child to access computer technology such as the Internet. I understand it is impossible for Trinity's staff to monitor or restrict access to all controversial materials. Should I later become concerned about what my child is reading or viewing on the Internet and other technology, I understand that I can terminate this approval by contacting the principal at Trinity Lutheran School.

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_____ _____

Date Parent or Guardian Signature

Adopted 06-25-96
Reviewed 09-22-26
Revised 09-16-21

531 School Library

It is the policy of Trinity Lutheran School to provide access to the school library for the school students and staff. The library will be staffed one-half day a week by volunteers but will be open from 8:15 AM-3:15 PM daily. The collection, equipment, facilities and staff of the library shall be adequate to serve and support the academic and non-academic library concerns of staff and students of Trinity Lutheran School.

1. Replacement Policy

Trinity Lutheran School will provide for replacement of library materials and equipment. Funding for replacement may come from the Book and Supply Fund, government sources, PTL funds, memorials, and other sources. Suggestions shall be made to the principal by the librarians on the life expectancy and projected usefulness of materials and equipment.

2. Gift Acceptance Policy

The Board of Day School Administration declares it to be the policy of this school to judge and accept gift materials based on the same criteria applied to materials selected and purchased by the school. Such material will be accepted only if it has educational value and usefulness, space available, and is within the standards of Lutheran doctrine and Christian moral ethics.

3. Discarding Policy

It is the policy of the Board of Day School Administration to provide for the regular discarding of library materials. In regards to instructional materials, the principal will have the final determination as to the intrinsic worth of the material for the educational program of the school. Material determined to be in disrepair, or of no value, may be offered to the teachers, students, parents, or members of the congregation. If no individual claims them, they may be discarded by appropriate means.

Adopted 1990
Reviewed 07-13-23

Code Section 321.446.

Revised __07-13-23__

535 Policy for At-Risk Students

I. Provisions for At-Risk Students

The Board shall have a program to identify and provide special assistance to students who have a difficulty mastering the language, academic, cultural, and social skills necessary to reach the educational levels of which they are capable. The program shall serve students whose aspirations and achievements may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status, and disability.

This program shall include strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel. The program shall also include provisions for in-service training for school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social, and academic improvements of at-risk students; provisions for appropriate guidance/counseling services; strategies for coordinating school programs and community-based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation.

Our school is not equipped with the resources necessary to provide for the needs of all students. If through the evaluation process it is determined that we cannot best meet the needs of the student, a recommendation will be made to the parents that they seek an educational program that can meet their child's needs.

II. Listing of the Nine Components and Ways We Meet Them

A. Identification
    1. Poor Classwork
    2. Standardized Test Scores
    3. Parental Input

B. Supplemental Instruction
    1. Aides
    2. Teacher Reinforcement strategies
    3. Parental Involvement
    4. Peer Assistance
    5. Ability Grouping

    would be included as part of teacher reinforcement strategies

C. All School Personnel Involvement

1. Consultation with Previous Teachers
2. Consultation with Principal
3. Pastoral Care
4. Staff Meetings for Non-Professional Staff
5. Consultation with Specialist from Boone Public School or Heartland AEA

D. In-Service for Staff
   1. Meetings
      a. Once a month
      b. Before school begins in August
      c. End of the school year in June
      d. Special in-service days during the school year
   2. Topics
      a. Orientation
      b. Spiritual Growth
      c. Staff Development
      d. Curriculum Development

E. Parent Involvement
   1. Home Visits Made by Teacher Before School Starts in Fall
   2. Parent-Teacher Conferences Held at the End of First Quarter
   3. Parent-Teacher's League Monthly Meetings
   4. Referral to Community Services

F. Monitoring System
   1. Classroom Observations
   2. Performance in School Work
   3. Results of Standardized Tests
   4. Behavior Modification Techniques Used in Classroom
   5. Enforcement of a School Wide Discipline Program
   6. Guidance With Teacher/Pastor/Parent
   7. Involvement in Community Programs
      a. Athletics
      b. Arts
      c. Service

G. Guidance
   1. Programs
      a. Moral & Ethical Decision Making as Part of the Religion Curriculum
      b.
   2. Personnel

Code Section 321.446.

a. Teacher
b. Principal
c. Pastor
d. Lutheran Family Service
e. Heartland AEA 11 Counseling Services
f. Community Resources

H. Community Coordination
1. Community Programs
a. Athletics
b. Arts
c. Service Organizations
d. Field Trips to Community Businesses and Points of Interest
2. Community Resources
a. Child Abuse Center
b. Support Groups - AA, etc.
c. Personnel - Counselors, Hospital Staff, Police, Fire Dept., Social Services, Library

I. Non-Discrimination Policy

Trinity Lutheran School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, and athletic and other school administered programs. However, all children enrolled are required to take religion classes.

Adopted 06-12-89
Reviewed 06-16-26
Revised 06-16-26

540 Policy on Career Education

Code Section 321.446.

Trinity Lutheran School is committed to preparing students to use their God-given talents and abilities to become effective members of society and faithful witnesses to their Lord in vocations that honor Him.

To support this goal, career education shall be integrated into the educational program for students in kindergarten through grade twelve.

This instruction shall include, but not be limited to:

- Developing an awareness of self in relation to others and the needs of society
- Exploring a variety of vocations and occupations
- Providing opportunities for personal decision-making
- Encouraging the integration of Christian values, work ethics, and practical skills into the student's life

Career awareness shall be incorporated throughout the curriculum in all major subject areas. Special emphasis shall be placed on church-related vocations and opportunities for service to the Lord.

Adopted 07-28-92
Reviewed 11-22-05
Revised _____

545 Multi-Cultural Non-Sexist Policy

Rationale

The rationale identified in the Iowa District East and West MCNS Plans is the same as that of Trinity Lutheran School, Boone. Please refer to the District Plan that is attached.

Goals

The goals, as identified in the Iowa District East and West Plans are as follows:

1. The curriculum will give evidence of God's will for people and their lives.
2. The curriculum review and development process will ensure adherence to the MCNS requirement.
3. The curriculum guides for each grade level will reflect the MCNS content of each course.
4. All texts and instructional materials will be consistent with MCNS standards.
5. Curriculum content will reflect the contributions, perspectives and interests of diverse racial/ethnic groups, both sexes, and persons with exceptional abilities.

The Iowa District East and West MCNS Plans describe the timelines for these goals.

Code Section 321.446.

Specific Objectives for Program Areas

1. Students will identify prejudice and bias as inappropriate to the Christian way of life and be able to differentiate between lifestyles which are God-pleasing and those which are not. (Religion, Counseling, Social Studies, Health, Human Growth and Development)
2. Students will appreciate the unique contributions of men and women from the diverse cultural and ethnic groups of Iowa, the United States, and the world. (Fine Arts, Social Studies, Science)
3. Students will participate in activities which effectively accommodate their needs, interests, and abilities regardless of gender, race, national origin, or disability. (Fine Arts, PE)
4. Students will demonstrate the ability to communicate both orally and in writing, in ways which are inclusive of both men and women and which show respect for all peoples. (Language Arts)
5. Students will identify the origins, causes, and effects of bias, prejudice, and stereotyping (racism, sexism, etc.) (Religion and Social Studies)
6. Students will explore a broad range of career roles in fields which require basic mathematical skill regardless of sex/cultural origin and disability. (Math and Science)
7. Students will appreciate how the involvement and perspectives of diverse racial cultural groups and both men and women within science related professions enriches science and helps ensure that these professionals provide the necessary services to all individuals and groups without discrimination. (Science)
8. The purchase of library and media material will fairly reflect race, gender, national origin and disability. (Media)
9. The counseling program will facilitate communication, empathy and respect between students of diverse racial/ethnic groups, males and females, and between students with and students without disabilities. (Guidance and Counseling)
10. Ensure that the school's nondiscrimination policy is administered and that all groups are treated with sensitivity and respect by staff and students. (Administration)

Infusion into the Curriculum

This plan, as well as the District plan, shall be incorporated into the curriculum guides for each subject area.

Evaluation

At the conclusion of each school year, faculty members will complete questionnaires to determine whether or not the goals and objectives are being met. The school will file an annual report with the Iowa District East and West Advisory Committees and with the Board of Day School Administration.

Code Section 321.446.

Timelines

The objectives will be implemented immediately upon adoption. Infusion into the curriculum guides will take part as part of the normal cycle of curriculum review and revision.

In-service

A planned periodic in-service for teachers of the Iowa District East and West will be a part of the program of the joint Teachers' Convention. These shall take place at least once every three years. Additional in-service may be scheduled locally as needed or desired.

Multi-Cultural/Non-Sexist Plan–Iowa District East and West Lutheran Schools

Rationale

The cultural settings of the various Lutheran schools of the Lutheran Church – Missouri Synod/ Iowa District East and West are diverse. The curricula and other educational materials reflect the racial and cultural differences within the state of Iowa and within the United States of America. The variety of God-pleasing careers, roles, and lifestyles open to both men and women in our society are explored. An objective of the total curriculum and teaching strategies is the elimination of bias in all its forms.

IDE&W Lutheran Schools do not discriminate on the basis of race, ethnicity, sex, age, marital status, or physical disability in educational programs, activities, or employment policy.

The IDE&W MCNS Plans shall include specific goals and objectives to promote an awareness of responsibilities, rights, and duties of each Christian living in a non-sexist multi-cultural society. As in all matters of faith and life, the IDE&W Lutheran schools will be guided by the ultimate source of all truth – God's Holy Word.

MCNS Goals and Objectives for Lutheran Schools

Goal #1

The curriculum will give evidence of God's will for people and their lives.

Objective:

Students will identify prejudice and bias as inappropriate to the Christian way of life and be able to differentiate between lifestyles which are God-pleasing and those which are not.

Explanation and Timeline

This goal will be evident in the instruction of all areas of the curriculum.

Goal #2

The curriculum review and development process will ensure adherence to the MCNS requirement.

Objective:

As schools in the IDE&W revise/rewrite curricula, MCNS learner outcomes will be infused into all areas.

Explanation and Timeline

Each school has its own plan for reviewing and revising curricula. Implementation will begin with the school year following adoption of this plan. It will continue until MCNS learner outcomes have been infused across the curriculum. Thereafter, schools will assess the success in meeting those outcomes and revise as necessary. Each individual school's curriculum review cycle is appended to its copy of this plan.

Goal #3

The curriculum guide for each grade level will reflect the MCNS content of each course.

Objective:

The learner outcomes for each grade level will include objectives which help each student

1. understand self and others as cultural beings acting within a cultural context;
2. recognize U.S. and world diversity;
3. understand how group membership helps determine values, attitudes, and behaviors;
4. understand the dynamics of discrimination, bias, prejudice, and stereotyping; and
5. demonstrate skills for effective social action and interaction between racial, ethnic, sex, cultural, and ability groups.

Explanation and Timeline

Specific learner outcomes and teaching strategies in the various subject areas will be developed by each school within the IDE&W as part of its curriculum review/revision process.

Goal #4

All texts and instructional materials will be consistent with MCNS standards.

Code Section 321.446.

Objective:

MCNS standards will be used as a part of the selection criteria for new textbooks and other learning materials. Existing texts will be reviewed for compliance with MCNS standards, and, if necessary, will be supplemented with appropriate materials to insure compliance.

Explanation and Timeline

The IDE&W Lutheran schools will implement this objective immediately as part of each school's ongoing review of textbooks and learning materials. Within 6 years of adoption, all subject areas will have been reviewed for compliance.

Goal #5

Curriculum content will reflect the contributions, perspectives and interests of diverse racial/ ethnic groups, both sexes, and persons with exceptional abilities.

Objective:

Instruction and instructional materials shall reflect the diversity which exists within Iowa, the United States, and other cultures.

Explanation and Timeline

Instruction will be implemented upon adoption. Instructional materials will comply within the timeline of "Goal #4".

In-service Activities

In-service activities will be provided within the local school as deemed appropriate by the local administrator, providing at least one in-service program every three years. The IDE&W Teachers' Conference will provide in-service opportunities for MCNS education at least once every three years. The MCNS Advisory Committee shall, if needed, assist in the planning of the in-service programs for the IDE&W Teachers' Conference.

IDE&W Advisory Committees

The Education Executive of the IDE&W will appoint advisory committees which reflect the cultural and racial diversity of the districts. They will meet at least once annually. Committee members will serve for a term of two years and may be reappointed. Committee members will be appointed to staggered terms.

Monitoring/Evaluation

Code Section 321.446.

Annually, each IDE&W Lutheran school will submit a report to the IDE&W Advisory Committees indicating the degree to which the MCNS Plan has been successfully implemented.

Adopted 06-16-26
Reviewed 06-16-26
Revised 06-16-26

546 Instructional Materials and Content Standards

The purpose of this policy is to ensure that all instructional materials, classroom discussions, and supplementary content used in Trinity Lutheran School are consistent with Holy Scripture, the Lutheran Confessions, and the stated beliefs and mission of Trinity Lutheran Church and School.

General Standards

All instructional materials, classroom discussions, and supplementary content used in Trinity Lutheran School shall be consistent with Holy Scripture, the Lutheran Confessions, and the stated beliefs and mission of Trinity Lutheran Church and School.

Teachers are responsible for ensuring that all materials selected for use—whether printed, digital, audiovisual, or guest-presented—are doctrinally appropriate and support the Christ-centered educational mission of the school.

Prohibited Content Without Approval

Instructional materials or content that promote, affirm, or normalize beliefs or practices that are contrary to the teachings of Holy Scripture and the doctrinal position of Trinity Lutheran Church shall not be used in classroom instruction or school-sponsored activities without prior approval as outlined in this policy.

This includes, but is not limited to:

- Content presenting same-sex marriage as morally acceptable or equivalent to Biblical marriage
- Content affirming or promoting transgender identity, gender transition, or gender ideology inconsistent with Biblical teaching on creation and human identity
- Materials that advocate positions in conflict with the school's stated beliefs regarding marriage, sexuality, or the nature of male and female

Code Section 321.446.

When such topics arise within curriculum standards, historical study, literature, or student inquiry, they must be addressed in a manner consistent with Biblical teaching and the school's doctrinal position.

Teachers must exercise discretion and clarity to ensure students understand the distinction between exposure to a topic and endorsement of it.

Required Approval Process

If a teacher, in consultation with the Principal, believes that a specific instructional material or content containing such subject matter is educationally necessary, the following process is required prior to use:

1. Written Justification

The teacher must submit a written request outlining:

- The material or content to be used
- The specific educational purpose
- How the material will be presented in a manner consistent with the school's beliefs

2. Administrative Review

The Principal must review the request and provide a written recommendation indicating support or non-support, including rationale.

3. Pastoral Approval and Board Awareness Required

The request shall be reviewed for doctrinal alignment.

- Pastoral approval is required prior to use
- The Board of Day School Administration shall be notified and made aware of the request and recommendation

No such material shall be used unless both requirements have been satisfied.

4. Scope and Conditions of Use

If approved, limitations, conditions, or instructional parameters governing the use of the material may be defined.

Prohibition on Unauthorized Use

Under no circumstances may a teacher independently introduce or present such materials without completing this approval process.

Accountability

Code Section 321.446.

Failure to comply with this policy shall constitute a violation of professional responsibilities and may result in disciplinary action as determined by the Principal and, when appropriate, reviewed by the Board of Day School Administration.

All teachers are expected to uphold and faithfully represent the doctrinal positions of Trinity Lutheran School in both content and conduct, ensuring that all instruction remains aligned with the school's mission to provide a Christ-centered education.

Adopted 06-16-26
Reviewed 06-16-26
Revised 06-16-26

547 Non-Discrimination and Fair Treatment of Students

The purpose of this policy is to ensure that all students at Trinity Lutheran School are treated with fairness, consistency, and Christian integrity in all aspects of instruction, discipline, and interaction.

Standard of Conduct

Teachers shall treat all students fairly and consistently in accordance with the mission and values of Trinity Lutheran School.

No student shall receive preferential or adverse treatment based solely on their relationship to:

- Teachers
- Pastors
- Administrators
- Members of the Board of Day School Administration

This includes, but is not limited to:

- Children of teachers
- Children of pastors
- Children of administrators
- Children of current or former board members

Expectations for Equal Treatment

Teachers are required to:

- Apply classroom rules, grading standards, and disciplinary procedures consistently to all students
- Avoid both preferential treatment and undue scrutiny

Code Section 321.446.

- Base all decisions on objective criteria, including student performance and behavior
- Maintain professionalism in all interactions regardless of family relationships within the school or church

Conflict of Interest Awareness

Teachers shall exercise heightened awareness when working with students whose parents or guardians serve in leadership roles within the school or church.

If a teacher believes a situation may present a conflict of interest or perception of bias, the teacher must:

- Inform the Principal
- Document the concern where appropriate
- Seek guidance as necessary

Reporting Concerns

Concerns regarding favoritism, bias, or unequal treatment may be raised through established grievance procedures.

All concerns shall be:

- Reviewed promptly
- Addressed impartially
- Resolved in a manner consistent with school policy and Christian principles

Accountability

Failure to uphold equal treatment standards—including favoritism or discriminatory treatment based on family role or status—shall be considered a violation of professional responsibilities.

Such violations may result in corrective action as determined by the Principal and, when appropriate, reviewed by the Board of Day School Administration.

Adopted 06-16-26
Reviewed 06-16-26
Revised 06-16-26

548 Academic Progress and Responsibility

The purpose of this policy is to establish clear expectations for student academic performance and to define the process for identifying, supporting, and addressing students who are not making adequate academic progress.

Code Section 321.446.

Student Expectations

Students are expected to:

- Apply reasonable effort toward their academic responsibilities
- Complete assigned work in a timely manner
- Demonstrate progress consistent with their ability and grade-level expectations

Identification of Academic Concerns

A student may be identified as academically at risk if they demonstrate:

- Persistent academic failure
- Lack of progress despite instruction and support
- Ongoing inability to complete assigned work

Required Intervention

When academic concerns are identified:

- A remediation plan shall be implemented
- Interventions shall be documented
- Teachers shall communicate concerns with parents in a timely manner
- Additional support resources may be consulted when appropriate

Escalation

If interventions do not result in adequate improvement:

- The situation shall be escalated to the Principal
- Continued concerns may be reviewed in accordance with student fit and discipline policies
- The Board may be informed when concerns rise to the level of impacting continued enrollment

Continued Enrollment Consideration

If a student continues to demonstrate significant academic challenges despite documented intervention:

- The situation may be reviewed for student fit
- Alternative educational placement may be considered
- The Board of Day School Administration retains final authority regarding continued enrollment

Adopted 07-13-26

Code Section 321.446.

Reviewed __07-13-26__
Revised __07-13-26__

549 Trinity Lutheran High School

ADDING/DROPPING A COURSE

High school students have one week at the beginning of the semester to make changes to their schedule with no academic penalty. Change request slips are available from the Administration. Such changes should be for academic reasons and with parental consent. After the four-day period, any course dropped by a student will appear on their report card & transcript. If the student has a passing grade, a "W" will appear. If the student is failing at the time of the drop, an "F" will appear.

GRADUATION REQUIREMENTS FOR HIGH SCHOOL

Trinity Lutheran High School students are expected to complete courses in accordance with Iowa Department of Education graduation requirements for high school students, as well as eight (8) semesters of Theology.

GENERAL AND ADMINISTRATIVE REQUIREMENTS

- All students will attend weekly chapel services.
- All students will take at least six (6) academic subjects plus Physical Education each semester.
- All high school students will perform forty (40) hours of Christian Service each year in attendance.
- Students must be enrolled at Trinity Lutheran School during their final semester to meet the requirements for graduation.
- The Administration and Board of Day School must evaluate all exceptional or unusual circumstances concerning graduation.

GRADUATION HONORS

To qualify for any post-secondary scholarship and valedictorian and salutatorian recognition at Trinity Lutheran School, a student must have attended Trinity Lutheran School for at least two semesters and a state approved private, home school or public school for a total of eight semesters. The top students in the graduating class as determined by cumulative GPA, may be awarded Valedictorian and Salutatorian honors respectively. Graduating students with a 3.50 or above cumulative GPA will be recognized as honor students at Commencement exercises.

TESTING PROGRAMS

Code Section 321.446.

Freshmen and Sophomores take the Pre-ACT test. Juniors take the Preliminary Scholastic Assessment/National Merit Scholarship Qualifying Test (PSAT/NMSQT). All Juniors and Seniors are encouraged to take either the ACT or SAT in the fall or spring semester.

- Another aspect of the student testing program is to provide information to students and parents about career planning.
- Trinity will provide assistance in finding a location for testing.

DRIVING AND PARKING

Driving on school grounds is a privilege, and this privilege can be suspended any time a student violates driving laws, parking regulations, or any of the driving rules set forth by the school. At all times, students are expected to drive safely and responsibly while on school property. Examples of irresponsible driving include squealing tires, excessive speed, and reckless or dangerous driving. Students are expected to park their vehicles responsibly. Pending the severity of an offense, the Administration may provide consequences accordingly, which may include suspension of driving privileges on school property and/or referral to the police as Trinity's land is private property.

COLLEGE VISITS

College visits must be pre- approved so that the absence is not counted against the student. A completed verification of the college/university appointment is to be submitted to the school office. We will make a copy of it and return the original to the student.

PUBLIC DISPLAYS OF AFFECTION

Students are to refrain from public kissing, embracing, and other close physical contact while at school, or at school-sponsored events. If students who are warned about this behavior continue, the school will contact the parents and take disciplinary action.

PREGNANCY & RELATED ISSUES

The Lutheran Church-Missouri Synod and Trinity Lutheran Church endorse a pro-life position and the need to nurture a deep reverence and gratitude for God's gracious gift of human life. Therefore students who are pregnant, become pregnant, or father a child out of wedlock while enrolled at Trinity Lutheran should share that information with the administration in order that counseling and repentance, forgiveness, reassurance, love, and support may be given to the student and the student's family. Because the situation would be disruptive to the educational environment at Trinity Lutheran, Administration will work with the affected student to complete his/her course of study which may be away from the regular program.

Adopted 07-13-26

Code Section 321.446.

Reviewed __07-13-26__
Revised __07-13-26__

550 Authorized Use Policy

Trinity Lutheran School employs technology as a means of enhancing its mission to educate all students to their full potential. This education not only happens in school, but should happen at home as well. Trinity Lutheran's computers provide unequaled opportunities to explore a varied set of resources including technology programs and the internet. Trinity Lutheran will make these resources available to all students; in return, the people who use the school's devices must do so in a way that is consistent with the educational mission of Trinity Lutheran School. To that end, it is essential that the school establish policies and practices for the use of the technology network by students.

The use of the technology network, including the Internet, at Trinity Lutheran School, is a privilege and not a right, and inappropriate use will result in suspension or cancellation of those privileges. Students are responsible for appropriate behavior when using the school's network. Students are expected to abide by the generally accepted rules of network etiquette. Intentional access to inappropriate material will not be condoned or tolerated.

To gain access to the network, including the Internet, all students must have a Student Acknowledgement and Parent/Guardian Permission Form for the current school year on file. Access, in turn, entails responsibility. Specifically, we expect that when using or accessing the school's devices:

- No person will gain access to, or attempt to gain access to, any web-based electronic mail account other than their tlsboone.us email.
- No person will deliberately or willfully cause damage to computer equipment or software, or assist others in doing the same.
- No person will deliberately access educationally inappropriate material, or show others how to do the same.
- Each person will respect the rights of others to the privacy of the files they store on an external storage device, and not view or alter those files without the owner's permission.
- Each person will respect and uphold copyright laws.
- Each person will not waste limited resources (file storage, unnecessary printing, etc.)
- Each person will follow any regulations posted where technology is in use.
- Each person will follow the directions of the adult in charge of the room where technology is in use.

Code Section 321.446.

Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. School administrators will deem what is inappropriate use, and their decision is final. Accordingly, Administration may deny, suspend, or revoke specific user accounts. Use of the network must comply with local, state, and federal law. Prosecution from misuse may result.

Violations of this Authorized Use Policy will result in a loss of network access and Internet usage, as outlined below, as well as other applicable disciplinary and/or legal action.

- **1st Violation** - Warning and loss of network and/or Internet access for one school week.
- **2nd Violation** - Loss of network and/or internet access for two school weeks. Re-entry is only after meeting with parent/guardian and student.

Additional violations will be handled on a case-by-case basis. If the offense is severe enough, steps may be skipped and the student may be suspended and/or expelled.

Adopted 09-01-26
Reviewed 09-01-26
Revised 09-01-26

551 Promotion and Retention Policy

Philosophy

Trinity Lutheran School is committed to helping each student achieve academic, social, emotional, and spiritual growth. Promotion to the next grade level is based on a student's overall readiness to succeed in the curriculum and expectations of the next grade.

Promotion

Students will normally be promoted to the next grade level upon successful completion of the current grade's academic requirements and demonstration of appropriate academic progress, maturity, and effort. Promotion decisions are made by the school administration in consultation with the student's teacher(s).

Retention

Retention may be considered when a student demonstrates significant difficulty in one or more of the following areas:

- Academic achievement that is substantially below grade-level expectations.
- Inability to master essential skills necessary for success in the next grade level.
- Lack of social, emotional, or developmental readiness for increased grade-level expectations.
- Excessive absences that have negatively impacted learning and academic progress.

Code Section 321.446.

Retention decisions shall be made only after careful evaluation of the student's overall performance, assessment data, teacher recommendations, and consultation with parents or guardians. The school will communicate concerns to parents as early as reasonably possible and will seek to work collaboratively to determine the best course of action for the student's long-term success.

Final Decision

The Principal, after considering all relevant information and recommendations, shall make the final decision regarding grade promotion or retention. The school's decision will be guided by what is believed to be in the best educational interest of the student.

Adopted 09-01-26
Reviewed 09-01-26
Revised 09-01-26

552 Attendance Policy

Regular attendance is essential to student learning, academic success, and participation in the life of the school. Students are expected to attend school every day that school is in session and to arrive on time.

Parents or guardians are responsible for notifying the school office when a student will be absent or tardy. Absences due to illness, medical appointments, family emergencies, or other circumstances approved by the administration will be considered excused. Students are responsible for completing missed assignments within a reasonable timeframe as determined by the teacher.

Excessive absences, tardiness, or early departures may negatively impact a student's academic progress and may result in a conference with parents and school administration. The school reserves the right to review attendance records when considering a student's promotion, retention, or continued enrollment.

Trinity Lutheran School encourages families to schedule vacations and non-essential appointments outside of school hours whenever possible in order to maximize instructional time and support student success.

Code Section 321.446.

Adopted 10-02-79
Reviewed 08-05-26
Revised 08-05-26

605 Extracurricular Sports Activities

Trinity Lutheran School provides the following extracurricular activities to students in the day school:

1. Soccer (5th through 8th grade)
2. Basketball (5th through 8th grade)
3. Volleyball (5th through 8th grade)
4. Cheerleading (5th through 8th grade)
5. Field Day (all school)

Teams/squads are formed. Trinity athletes compete with other Lutheran and Christian schools.

Adopted 08-16-88
Reviewed 02-24-26
Revised 02-24-26

610 Requirements and Responsibilities of Athletic Director

The Athletic Director will:

1. Arrange and conduct organizational meetings
2. Attend and oversee all home athletic events
3. Support and encourage the spiritual growth of student-athletes
4. Purchase and maintain uniforms and equipment
5. Recruit and support coaches
6. Find practice locations
7. Schedule events
8. Arrange for officials and locations of home games
9. Arrange transportation for away games

Code Section 321.446.

Adopted __08-16-88__
Reviewed __2-24-26__
Revised __2-24-26__

611 Requirements and Responsibilities of Coaches

1. Attend organizational meetings
2. Attend all scheduled games and, in the case of tournaments, to show support for other Trinity teams, attend games that involve a Trinity team. If unable to attend a game, the Athletic Director should be informed as soon as possible. Assistant coaches should inform the head coach or athletic director. Head coaches should then inform the athletic director.
3. Be responsible for the spiritual development of their athletes. This means be a good Christian example and lead or supervise devotions and/or prayers before/after games and practices.
4. Be responsible for the behavior of all members of their team during athletic events.
5. Be responsible for the distribution and collection of the uniforms. When they are handed out, names of athletes, numbers of uniforms, and sizes of both tops and bottoms need to be documented. One copy needs to be turned in to the athletic director at the beginning of the season. They should be checked off as they are returned. All uniforms need to be returned to the coach within 1 week of the final game. The coach should then return the uniforms to the athletic director. Athletes who fail to return their uniforms will be assessed the cost of a new uniform.
6. Be responsible and make sure that the first aid kit, medical release forms, and equipment are taken to every game and practice.
7. Inform the athletic director of games you are certain your athletes will be unable to attend.
8. The cheerleading coach, working with the basketball coaches, will plan at least one Pep Rally which should be held before the District Basketball Tournament.
9. It is the coaches' responsibility to remain with or appoint another adult to stay with the team members until all are picked up from games and practices.

Code Section 321.446.

Adopted __04-25-89__
Reviewed __07-20-21_
Revised __07-20-21__

615 Parent Transportation

Parents who volunteer to drive for field trips or athletic events on behalf of the school are a valued asset. To help assure a safe, comfortable, and enjoyable experience for both driver and student the following guidelines have been established and are to be followed by all coaches, parents, teachers, and students of our schools.

1. Driver assignments will be made as necessary. Drivers must be 21 years of age or older and have proof of insurance provided ($100,000 each accident, $300,000 whole liability).
2. Drivers will require riders to use all seat belts available and comply with all air bag regulations – with no exceptions.
3. Students are to remain seated – keeping hands, feet, and objects to themselves.
4. Students are to ride quietly, listening to the driver and/or coaches/chaperones respecting their wishes.
5. In the event of any problem that occurs with a student during transportation the athletic director/principal will be notified.

Transporting Students to School Events (July 2024) addition

To ensure the safety of our students during transportation to school events, when a volunteer will be driving, all parents and guardians must comply with Iowa State Laws regarding child restraint systems. Parents are responsible for providing an appropriate child restraint system for each child on the day of the event. ALL students in Preschool through 1st grade must use a well-maintained child restraint system (car seat/booster seat) that is installed according to the manufacturer's instructions.
ALL students must use a seatbelt during transportation, for student's 2nd grade and older, a booster seat or 'seat belt for children' is required for passengers aged 6 to 11 years old, depending on their height and weight, until they reach 4 feet 9 inches tall. Non-compliance with this policy will result in parents being prohibited from having their child transported to school events by our volunteer drivers. Safety of our children is the prime concern for all of us. This policy aligns with Iowa

Code Section 321.446.

Adopted 06-12-89
Reviewed 08-05-26
Revised 10-24-95

620 Policy on Student Athletic Physicals

Students who participate in interscholastic sports (soccer, basketball, cheerleading, volleyball) are required to have an annual athletic physical conducted by their family physician for the following purposes:

1) To determine the general health of athletes.
2) To disclose existing defects that may limit or preclude participation.
3) To uncover conditions predisposing the athlete to injury or illness.

A current physical must be on file prior to the student's participation in out of school practices or interscholastic games.

Adopted 05-24-94
Reviewed 08-05-26
Revised 08-05-26

625 Athletic Participation of Non-Trinity Students

The primary priority is to ensure the Trinity Lutheran School athletics meet the needs of Trinity Lutheran School students. Trinity Lutheran School will offer opportunities to students being homeschooled or attending local parochial schools to participate in Trinity's athletic program. Such students must meet the same requirements as students attending Trinity Lutheran School.

There are situations when the school board may deny the application of non-Trinity students to the athletic program. Examples of such include: a large turn out of Trinity students where more students would cause a hardship on the athletic program, and where many home schooled students apply for a limited number of open positions on the team.

Student participation must be approved by the Athletic Director and Principal. The student athlete must:

1. Maintain a C average in academic work with no failing grade in any subject.

Code Section 321.446.

2. Obtain a sports physical before being allowed to participate.
3. Show evidence of health insurance coverage.
4. Sign liability and medical release waiver forms.
5. Exemplify Christian character in their words, attitudes, and actions while under the supervision of Trinity Lutheran School.
6. Abide by the disciplinary procedures of coach()es or supervising teacher(s) while attending and participating in activities sponsored by Trinity Lutheran School.
7. Agree to pay an activity fee as stated in the Athletic Handbook.
8. Agree to pay transportation costs and other fees as necessary on the same basis as Trinity students.

Adopted 09-01-26
Reviewed 10-22-26
Revised 10-22-26

626 Before and After School Care Program

Trinity Lutheran School may offer a Before and After School Care program to operate at Trinity. The Board of Day School Administration and Principal will have full oversight of this program of which shall include the specific operational policies and an Administrative Director.

Rates are set annually by the Director and reviewed by the School Board. A staff member who is overseeing the Before and After School Care Program is allowed to bring up to two of their own children for free; this only applies during shifts in which the staff member is working. Trinity teachers who utilize the program are still responsible for paying for their child's attendance.

Code Section 321.446.

APPENDIX A

Bylaws of the Trinity Lutheran School Education Endowment Fund
G.I.F.T. *(Gifts (Insuring the Future of Trinity)*

Article I - Preamble

Trinity Lutheran School, Boone, Iowa, has a living endowment of faithful supporters with rich gifts and varied talents. ***"As each has received a gift, employ it for another, as good stewards of God's varied grace . . . in order that in everything God may be glorified."*** (1 Peter 1:10-11)

The church is built upon the foundation of God's Holy Word. The ministries of Trinity Lutheran Church and School are solidly built upon that same foundation. God desires and chooses to use human instruments to further the preaching and teaching of His Word. He does this by recognizing and utilizing each family's contribution.

In gratitude for all God has done for them, faithful believers endeavor to return to the Lord a portion of His blessings to them. This proportional return is then used to "fund" ministries that will glorify and praise God and reach out to others with His saving Word. ***"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you."*** (Matthew 28:19) This commission is the real goal and purpose of Lutheran schools.

The proposal that follows endeavors to reach out in a bold vision of that which is possible here at Trinity by establishing an endowment fund which will serve as a living testimonial that what we have on earth is on loan for us to provide for others as God and others have provided for us.

Article II - Mission Statement

The mission of the G.I.F.T. Fund is to create a source of perpetual income for the school assuring its continued ministry.

Article III - Establishment

An Endowment Fund is God pleasing. It reminds God's people that wills and estate planning are part of Christian stewardship, and as such are God-given opportunities to put love into action for one's family as well as for the Lord.

Code Section 321.446.

The G.I.F.T. Fund hereinafter refereed to as “FUND” provides an orderly, established and convenient means to encourage, receive and administer special cash gifts in the form of bequests and memorials, as well as special gifts of possessions such as land, stocks, bonds, insurance, and all other types of real and personal property.

The Parent-Teacher League of Trinity Lutheran School through its fund raising efforts has provided $8,000 to establish the FUND. These funds are being held in the Trinity Lutheran Church Extension Fund as money market accounts. The G.I.F.T. Fund Committee may invest the assets of the FUND as it sees to be the most prudent after researching and reviewing its options.

Monies in the FUND shall only be used by Trinity Lutheran School. They shall neither be borrowed nor loaned.

It is the intent that all money received will be invested, and only earnings from the FUND will be distributed for use.

While Trinity Lutheran School has every intention of using the FUND as set forth in these Bylaws, it does recognize that with the passage of time and changing circumstances, there may be a time when it is not feasible to utilize the FUND as was intended. Should the situation develop, the G.I.F.T. Fund Committee or its successors in interest shall be free to make such other use of the earnings and principal as is consistent with the charitable and religious purposes of the Trinity Lutheran School, in accordance with the provisions of the laws of the State of Iowa and the Internal Revenue Service and preserving, where prudent in the sole discretion of the Committee, the principal of those gifts designated to be perpetual, carrying out the donor’s wishes.

While it is understood that the income from the FUND will be used to insure the future prosperity of Trinity Lutheran School through the creation of a perpetual source of income, it should also be understood that should the provisions for the use of the income from this endowment cease to exist, the FUND committee is authorized to use such income nearest to the intent of such provisions.

Article IV - Purpose

The FUND is organized for the purpose of receiving by gift, devise or bequests both real and personal property and to receive such property from any and all persons and corporations. The income from this property shall be used for the purpose of furthering religious education at

Trinity Lutheran School. The income from the endowment property both real and personal shall be used as directed by the G.I.F.T. Committee. The funds received into the FUND shall be utilized to support the ministry role of the school, in the home, church and community, and to keep Christian education at Trinity Lutheran School affordable and make it available to all who desire it. Additionally, the FUND shall be utilized to enhance curricular and extracurricular opportunities and to maintain and expand educational opportunities.

Article V - Administration

The G.I.F.T. Committee will manage the FUND as a sub-committee of the Board of Day School Administration.

1. Number. The number of Committee Members shall be five (5), which committee members shall be specified as follows:
   a. Two members will be parents or legal guardians of current students. Two parents of any one student may not serve on the committee concurrently (i.e. no husbands and wives).
   b. The remaining three members will be members in good standing of Trinity Lutheran Church, Boone, Iowa.
   c. Only one of the five committee members may serve on the Board of Day School Administration and the G.I.F.T. Committee concurrently.

2. Initial Board. The initial committee members will be appointed by the Board of Day School Administration. All terms will be for three years, however the initial terms will be staggered with one member being appointed for a term of one year, two members being appointed for a term of two years, and two members being appointed for a term of three years. This staggering of appointments will ensure future continuity in the committee. All vacancies on the committee shall be filled within sixty days by majority vote of the remaining committee members. No member shall serve more than two consecutive terms. A partial term shall not be counted for this purpose. A former committee member may be reappointed after a lapse of twelve months. The pastor and principal will also serve on this committee as ex-officio members.

3. Officers. The G.I.F.T. Committee will be organized with a chairperson to preside over meetings, a secretary to keep minutes of the meetings and handle any correspondence, and a treasurer to maintain complete and accurate books of the FUND. This FUND shall be a sub account of the Board of Day School Fund.

4. Removal. If it is determined that a member of the committee should be removed from the committee for any just cause, the Board of Day School Administration shall immediately remove such member and the remaining committee members shall name a replacement as specified above.

5. Meetings. Meetings of the G.I.F.T. Committee shall be held as deemed necessary by its members, but must be held at least semi-annually. Meetings may be called by or at the request of the chairperson or any two members of the Committee, and shall be held at such place as the committee members may determine. Notice of the semi-annual meeting must be given not less than one week in advance, nor more than one month in advance. Notice of any special meetings must be given at least 24 hours prior to the meeting. Notice may be given orally or in writing. Each member is charged with the knowledge of the contents of the minutes of any prior meeting.

6. Quorum. The majority of the G.I.F.T. Committee shall constitute a quorum for the transaction of business at any meeting of the committee.

7. Voting. Each G.I.F.T. Committee members shall be entitled to one vote. If a quorum is present at a meeting, a majority of the quorum shall be decisive of any motion or election of the committee.

8. Rules and Regulations. The Committee shall establish such written rules and regulations for the conduct of its business, including an itemization of duties for the chairperson, secretary, and treasurer, as well as fundraising event coordinator, database coordinator, publicity coordinator and other members as the committee deems appropriate. It shall also adopt written standards and goals to guide itself in the development of proposals for disbursement of the income of the FUND and for the actual expenditure of the income.

9. Additional Assistance. The Committee may ask other members of the congregation to serve as advisory members and in addition, may employ at the expense of the FUND such professionals for counseling, investments and legal matters as the committee deems appropriate.

10. Reporting. The G.I.F.T. Committee shall annually present to the Board of Day School Administration and the congregation a report consisting of the following:

a. the names of all donors who have authorized the committee in writing to release their names; the committee shall report the number of anonymous donors with the amounts involved
b. a financial statement including receipts and a disbursement schedule
c. a summary of the committee's activities

11. Distribution. The G.I.F.T. Committee shall accept recommendations from the Board of Day School Administration, PTL and others for the distribution of income derived from the investment of the principal. The decision of the majority of the committee shall be binding as to the distribution of the income.

12. Committee Duties. The G.I.F.T. Committee shall have responsibility for investing the available assets and managing the FUND's growth and distribution of income derived from investment and principal. It is the goal of the committee that as the school receives a gift, such gift shall be transferred to the G.I.F.T. Committee. All funds and property transferred to the G.I.F.T. Committee by the congregation shall be administered with accordance with the provisions of this document.

13. Segregation of Funds. The G.I.F.T. Committee shall in no event be required to make physical segregation of the assets of the FUND in order to conform with the directions of any individual donor. The FUND may establish separate accounts in its own accounting records.

a. Management of Assets. The committee shall be responsible for the management of the assets of the FUND, including the taking, holding, selling, exchanging, renting, transferring, converting, investing, reinvesting, and in all other respects handling and managing the control of the FUND, as it is deemed best in the judgment and discretion of the majority of the committee. Should the committee elect to sell real estate, an absolute majority of the committee must vote in favor of this (i.e. three of the five members).

14. Execution of Instruments. The committee is authorized to make, execute and deliver all instruments necessary for or proper in the management of the FUND, including the power to convey real estate, execute bills of sale and enter into leases. This provision shall in no way limit the ability of the committee to manage the assets.

15. Indemnification. The G.I.F.T. Committee and their individual private property shall not be liable in any matter for the G.I.F.T. debts, obligations and undertakings, or liabilities and

the committee members shall be exempt and indemnified against any personal expense, loss or liability which may accrue from time to time in any matter by reason of the ownership, administration or distribution of the FUND property, or by reason of any acts of commission or omission on their part in the conduct of the FUND affairs, so long as they act in good faith. The committee members shall not be liable or accountable in any matter for any honest mistakes or errors of judgment, nor for errors or wrong doing of agents, brokers, attorneys, or servants, nor for interest on funds temporarily idle.

16. Prohibited Transactions.

a. Self Dealing. No member of the committee shall engage in any self-dealing or transactions with the FUND in which the member has direct or indirect financial interest, and at all times shall refrain from any conduct in which their personal interest would conflict with the interest of the FUND. Failure to comply with this article shall result in the immediate dismissal of the member from the committee.

b. Internal Loans. No loan shall be made by the committee to its members. Any members who participate in the making of any such loan shall be liable to the FUND for the amount of such loan until the repayment thereof.

17. Lobbying. No substantial part of the activities of the FUND shall be carried on, or propaganda or otherwise attempting to influence legislation, or the FUND shall not participate in or intervene in any political campaign on behalf of any candidate for public office. Not withstanding any of the other provisions of this agreement, the FUND shall not carry on any other activities not permitted to be carried on by an exempt organization under the Federal Internal Revenue Code.

18. Reimbursement of Expenses. Committee members shall not receive any compensation but shall be reimbursed from the earnings of the FUND for any expenses reasonably incurred as approved by the majority of the members of the committee.

Approved on the _____ day of _____, 199__.

By:

_____

_____

Code Section 321.446.

APPENDIX B

Trinity Lutheran School Crisis Intervention / Management Plan

Purpose: The purpose of this guide is to provide an aid to the staff of Trinity Lutheran School in the management of a crisis situation. This emergency plan is based on the belief that the best way to respond to a crisis is to prepare before it occurs. The guide is not intended to be all inclusive, but a plan to give general direction in the event of an emergency.

Having a plan in place before a crisis occurs allows a school to respond in a proactive rather than a reactive manner.

REUNIFICATION PLAN: If Trinity teachers and students need to leave the building for any emergency, we will utilize The Senior Center on Story Street as our point of reunification.

General Information / Safety Procedures
Personal Safety / Reporting Potentially Hazardous Situations

If accidents and resulting injuries are to be minimized, appropriate safety practices and procedures must be incorporated into all school activities.

1. For the safety of students and staff, school doors will remain locked from 8:15AM-2:45PM on days when school is in session. Visitor access is granted through video surveillance via visual and audio.
2. Staff members must report all job hazards, accidents, and potential hazards promptly to the school principal.
3. Physical injuries should be reported to the school principal.
4. Accident forms must be completed on all injuries and submitted on the day of the injury.
5. Staff members should become familiar with designated safe areas and building exits in their respective areas.
6. Staff members should plan accordingly for special needs students.
7. Staff members having any doubt about the proper and safe procedure for conducting an activity should discuss with the school principal.
7. Written documentation of any incident or potential hazard must be given to the school principal.

MEDICAL EMERGENCY

Code Section 321.446.

In case of a serious injury or illness at Trinity Lutheran School, all staff should observe the following procedures:

1. Keep calm
2. Contact the school principal. Call 911. The school principal or designee should accompany the injured to the hospital.
3. Do not move the injured person except for protection from further injury.
4. Stay with the victim until assistance arrives. In case of a field trip, a staff member must remain with the victim. The principal should be notified as soon as possible regarding the situation.
5. The school principal or designee will notify the parents.
6. Assign someone to protect others from any remaining or existing danger that may have contributed to the injury/illness causing incident or situation until professionals arrive.
7. The principal or designee will meet the emergency responders and direct them to the scene.
8. The Pastor will be available for counseling should any student or teacher need such.

BOMB THREAT

In the event Trinity Lutheran School receives a bomb threat, or any other situation that may require an emergency evacuation, the situation will be handled as follows:

1. Staff members will be notified to calmly evacuate the building.
2. The office will immediately notify the police and fire department.
3. Teachers are to immediately take a brief visual inventory of the room and direct students to exit the building and proceed to Sacred Heart School.
4. Teachers should ensure that all students assigned to them during that time period are present and accounted for. Teachers will be responsible for supervising students assigned to them. Be sure to notify the principal of any students who were out of the room at the time of notification. Students and teachers are to remain together until notified. No child is to be released to the parent without permission of the principal.
5. The Principal or the Pastor will be the official spokesperson throughout the emergency. Any request from the media or parents regarding this crisis must be referred to the Principal or Pastor.

If at any time you observe an object which you suspect might be a bomb:

1. Do not handle the object. Do not pull open drawers, cabinets, turn lights on or off, pull a fire alarm, or speak into a cell phone as such actions may trigger a bomb.
2. Notify the principal, police, or fire department.
3. Evacuate the building.

Code Section 321.446.

HANDLING A TELEPHONED BOMB THREAT

Try to remain calm. Listen closely to the caller's voice; attempt to record the conversation word for word. If time permits, try to keep the caller talking until you have obtained as much of the following information as possible:

1. Ask the caller the following:
    a. When is the bomb going to explode?
    b. Where is the bomb located?
    c. What kind of bomb is it?
    d. What does it look like?
    e. What will cause it to explode?
    f. Why did you place the bomb?

2. Note and record the following:
    a. Exact time of the call
    b. What line the call came in on
    c. Sex and approximate age of the caller
    d. Background noise

Code Section 321.446.

WEATHER EMERGENCIES OR NATURAL DISASTERS

All classrooms must have posted emergency procedures. All staff members should be made aware of emergency procedures at the beginning of the school year. New employees hired after the start of the school year should be informed of procedures during their first week of work. Emergency drills will be conducted with students periodically throughout each school year.

General reminders which apply to any emergency

1. Staff members should remain calm during any emergency.
2. The welfare of the students must be the first priority.
3. Teachers should always account for all their students as soon as the class is away from danger.
4. Use of the elevator is prohibited.
5. No exit door should ever be blocked by furniture or stored items.
6. Toxic materials, such as cleaning fluids and chemicals, must always be stored in a legally approved manner.
7. The principal should ensure staff members are evacuated from all areas of the building.

SEVERE WEATHER / TORNADOS

During periods of inclement or threatening weather information, the principal and/or office staff should constantly monitor the situation using the weather radio tuned to the National Weather Service. In the event of a tornado warning, which means a tornado has actually been sighted, staff should proceed with students to the predesignated tornado shelter. A weather watch means conditions are favorable for the development of specific weather conditions. A weather warning means that specific conditions have developed, are confirmed, and are approaching.

Boone operates an outdoor warning system in the event of threatening weather. The principal and/or office will monitor both the weather station and also listen for outside warnings of impending storms.

<u>Procedures:</u>

1. When the bell is sounded with short rings, move your group to the hallway of the parish hall quickly, quietly, and orderly.
2. Upon arrival, account for all your students. Keep as many students against the wall as possible.
3. Everyone should remain in the designated safety area until an all-clear signal is given.

Code Section 321.446.

FIRE

Any student, faculty, or staff member detecting smoke or fire in the building should contact the principal, another staff member, or sound the nearest alarm, which will initiate the evacuation procedures. The faculty, staff member, or appointed designee should immediately activate the emergency system by dialing 911.

Evacuation Procedure:

When the alarm is sounded:

1. Organize your students in a single file line and leave your classroom to evacuate the building using your designated exit.
2. Be sure that after the last student has exited the classroom, the door is closed.
3. If the corridors are filled with smoke or are extremely hot, remain in your room and keep the doors tightly closed.
4. In order to avoid crowding, panic, and possible tragedy, use your assigned exit only and no other unless it is blocked by debris, smoke, fire, or you are at another location of the building.
5. Once outdoors, proceed to your class designated area. From this location you will be advised when it is safe to re-enter the building. It is very important that you account for your students and have them remain together as a class.

Evacuation plans are subject to immediate change depending on the nature and location of the incident.

EARTHQUAKE

1. Remain where you are, remain calm, assess the situation.
2. Do not evacuate the building as long as tremors are occurring quite constantly.

While indoors: take cover under desks, tables, or heavy furniture. Stay away from windows. Move from under light fixtures and other suspended objects.

3. When tremors cease, administration will sound the fire alarm: evacuate building accordingly.

While outdoors: move away from the building. Avoid overhead wires and utility poles. Assemble on the west side of the parking lot, keep students with their respective classes and teachers.

Administrator will remain at building to ensure complete evacuation and to communicate with city/county emergency personnel.

4. Wait outside until further notification.

Code Section 321.446.

STAFF SAFETY GUIDE

The safety of the students and staff members is of utmost importance to the Board of Day School Administration. All staff members should familiarize themselves with this safety guide and keep it in a readily accessible place. It is also important that safety procedures be reviewed on a regular basis.

VIOLENCE OR CRIMINAL ACTIVITY

The Board of Day School Administration will not tolerate any attack upon students or staff members while performing duties consistent with and under the direction of the Board policies. Immediate steps shall be taken to protect the safety of the students and staff members.

Preventive Measures Regarding Violence or Criminal Activity

1. Report any incident or verbal threat, no matter how minor, to the principal.
2. Keep the principal informed of a potential problem, such as an irate parent or a disturbed student.
3. Be alert for strangers or unauthorized persons in the school and when appropriate, politely question them on their reasons for being in the building. Contact the principal and, if necessary, the police.
4. Be alert for anything unusual in the building and keep the principal informed.
5. If working alone in the building, especially in the evening, keep lights on and doors locked.
6. Use building entrances and exits that are well lighted.
7. Keep valuables locked up or out of sight.

WHAT TO DO IF CONFRONTED BY SOMEONE WITH A WEAPON OR BY SOME OTHER HOSTILE INDIVIDUAL OR POTENTIALLY DANGEROUS SITUATION

1. Remain calm.
2. Do not attempt to disarm the individual.
3. Try to protect yourself and your students first.
4. Do not allow the situation to escalate. Do not become angry.
5. Never confront a dangerous individual. Do not argue or make demands of the individual.
6. Negotiate, yield, delay, defuse, and establish rapport if possible. Keep talking to the person, using a very quiet and calm voice.
7. Seek assistance as soon as reasonably possible.
8. Attempt to contain the situation. If students are present, ask the perpetrator if the students can be released to leave the area.

9. Try to safely leave the area.
10. Wait for help.

WHAT TO DO IF YOU BELIEVE SOMEONE HAS A WEAPON

1. Remain calm.
2. Communicate the situation to the office/principal.
3. Do not confront or antagonize the individual.
4. If possible without arousing suspicion, separate the individual and weapon. For example, if the weapon is in a book bag, ask the individual to leave the book bag in one area and escort him/her to another area.
5. If possible, evacuate as many students from the classroom as possible. For example, send students to the library or to run errands.
6. Try not to let the individual and/or the weapon leave your immediate supervision.
7. If you are unable to evacuate students from the classroom, try to convince the alleged weapon bearer to leave the classroom with you.

INCIDENTS WHICH THE SCHOOL WILL REPORT TO THE POLICE IMMEDIATELY:

1. Illegal weapons
2. Sexual assault
3. Aggravated battery / aggravated assault
4. Bomb threats
5. Domestic violence
6. Possession of explosives
7. Arson
8. Burglary

IN THE EVENT OF VIOLENCE OR THREAT OF VIOLENCE AT SCHOOL

1. Contact principal
2. Call police
3. Principal call Pastor
4. Secure the building
5. Begin first aid of injured, call 911 if needed
6. Contact families of injured
7. Advise principal of missing individuals
8. Send staff person to hospital to monitor the situation

Code Section 321.446.

WHAT TO DO IF A PERPETRATOR ENTERS THE BUILDING

1. Immediately notify office or another staff person
2. Call 911
3. Principal or a designated person will attempt to inform staff that there is a perpetrator in the building
4. Staff will initiate protection procedures:
    a. lock doors (if possible)
    b. move children away from windows and doors
    c. keep class together as a group
    d. keep children quiet and calm
    e. await further instruction

<u>Once the situation has been contained:</u>

1. Gather all available facts
2. All public statements for the media should be coordinated with law enforcement officials
3. Compose announcements for classrooms
4. Set up counseling for affected students
5. Conduct small group discussions for affected classrooms
6. Prepare informational handouts/letters to parents and staff as needed

TOXIC SPILL

Reaction to a toxic spill will have to be handled on a case-by-case situation in conjunction with law enforcement and the Boone County Disaster Services (433-0592 or 432-3045)

1. If there is a need to react, we will be informed by law enforcement.
2. The principal or designee will be responsible for relaying information to students and staff.
3. The principal and appointed designees will be responsible for arranging transportation to evacuate students if necessary.

PROCEDURES FOR REPORTING A SUSPECTED ABUSE

Code Section 321.446.

As a teacher/school employee, you are considered a mandatory reporter of any type of suspected child abuse. Please follow the outlined procedures:

1. Contact the principal about your suspicion.
2. Call the Child Abuse Hotline, 1-800-652-9516.
3. Once you have called the hotline number, a caseworker from the Boone County DHS will contact you.
4. Complete the required form. This must be thoroughly completed by the person who makes the contact.
5. If DHS feels the report is warranted, a visit to school and/or home will be made within 24 hours of the report.
6. Be sure to document all information.

KIDNAPPING

1. When an abduction is reported, a school official should notify the police giving the following information:
    a. full name of child
    b. age of the child
    c. description of the child
    d. description of essentials, including wearing apparel and vehicle used (if known)
    e. name of parent (custodial and non-custodial)
2. Notify the principal immediately.
3. Principal or school representative will contact the parent.
4. Hoax calls generally originate by a call to a parent, stating that the child is being held for a specific reason. The parent then calls the school to ascertain if the student is in class. While the school official is checking on the child's attendance, someone should be collecting information from the parent for the following reasons:
    a. a complete description would be available, if necessary
    b. the questions would help occupy the parent's mind until the official could report that the call was unfounded
5. Following the incident, an investigation should be conducted.
    a. This should be done personally or through the police
    b. The parent should be encouraged to be as explicit as possible in describing what was said by the caller
    c. Sex of the caller and an estimate of age should be determined
    d. The parent should be questioned about possible background noises and distinctions of the caller's voice

6. The parent should be assured that a crank call seldom proceeds beyond that point. However, police authorities should be notified as a precaution against any physical attempt.

Code Section 321.446.

NON-CUSTODIAL PARENT

1. Do not allow a child to leave the building with a non-custodial parent.
2. Avoid confrontation. Be accommodating and helpful without furnishing excessive details.
3. Contact custodial parent if at all possible. If not, have non-custodial parent make this contact outside of the school.
4. If non-custodial parent visits with child, school employee should remain with the child and parent during the visit.
5. If the parent becomes confrontational or combative, call local authorities.

SUDDEN DEATH OF STUDENT / STAFF AWAY FROM SCHOOL

1. Contact the Principal
2. Principal and Pastor gather the facts regarding the death or incident
3. Principal and Pastor contact the teachers for a mandatory staff meeting to give information and prepare strategies
4. Compose announcements for classroom
5. Set up counseling for affected students
6. Conduct small group discussions for affected classrooms
7. Contact immediate family members – make home visits
8. Obtain details for visitation and funeral arrangements
9. Inform staff of arrangements
10. Provide comfort, support, and assistance to staff
11. Prepare informational letter to parents and staff as needed
12. Return personal belongings to family members after two weeks or when requested
13. While acknowledging the needs of students and staff, it is important to resume normal day-to-day activity as soon as possible

SUDDEN DEATH OF STUDENT / STAFF MEMBER AT SCHOOL

1. Medical emergency will be called. Students and staff will remain in classrooms or evacuate to one area until dismissed.
2. Principal will contact Pastor.
3. Call immediate family member.
4. Provide basic information and reassurance to persons evacuated from the scene.
5. Send staff person to the hospital to monitor the situation and to provide or gather information as needed.

Code Section 321.446.

Once situation has been contained:

1. Gather all available facts.
2. Clean up scene of tragedy, if needed, as soon as possible.
3. Compose announcement for classroom.
4. Inform staff of arrangements.
5. Set up counseling for affected students.
6. Mandatory staff meeting after school.

Code Section 321.446.

PARENT OR GUARDIAN UNDER THE INFLUENCE OF DRUGS AND / OR ALCOHOL

If a parent or guardian should come to school to pick up their child while under the influence of drugs or alcohol, it is the school personnel's obligation to prevent the child from leaving. According to the administrative legal consultant with the Department of Education, any employee that knowingly allows a child to leave with someone under the influence puts themselves and the school in a liable situation should the child become injured. To assess the situation, you should look for the following: strong odor, bloodshot eyes, slurred speech, unsteady gait, boisterous or quiet behavior, actions different from their normal behavior.

If it is clear that the parent/guardian is under the influence, you need to: stall the parent, contact the principal, let the parent know that they may not leave, contact the police, document the situation.

SUICIDE WARNING SIGNS

Classroom teachers and staff are not trained to handle suicidal issues alone. It is strongly encouraged that all staff members refer any suicidal students to the principal and Pastor. Example: student talks to you in confidence regarding his/her suicidal feelings and asks you not to tell anyone. THIS IS THE TIME YOU MUST BREAK CONFIDENTIALITY AND SEEK HELP FROM ANOTHER INDIVIDUAL. Student safety is of the utmost importance.

Look for the following signs of suicidal tendencies:

1. Changes in behavior. Any significant change in a normally active person's behavior may be cause for special attention.
2. Problems in school. A dramatic drop in grades, falling asleep in class, emotional outbursts, or other behavior that is uncharacteristic of a particular student may be cause for concern.
3. Themes of death. A desire to end one's life may show up in the person's art work, poetry, essays.
4. A previous suicide attempt. A significant number of young people who commit suicide have attempted suicide before.
5. Signs of depression. These may include changes in eating and sleeping habits, anxiety, restlessness, fatigue, feelings of hopelessness and guilt, and loss of interest in usual activities.
6. Verbal statements. Comments such as, "You'd be better off without me" or "I wish I were dead" should always be taken seriously.
7. Other. These may include physical complaints, frequent accidents, hyperactivity, aggressiveness or prolonged grief after a loss, or signs of euphoria.

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DEALING WITH SUICIDAL STUDENTS

Early intervention is the key when dealing with students with suicidal tendencies. It is imperative that you take any suicidal indication from a student very seriously. In all cases of dealing with suicidal students, all staff members are encouraged to refer any situation to the principal or Pastor and not handle it alone.

When you detect a student who may feel has suicidal tendencies, do the following:

1. Don't ignore the problem. Just because a person may be manipulative, dramatic, or attention seeking does not mean he or she is not also suicidal.
2. Do be a good listener. Be calm, speak quietly and gently. Listen yet watch for non-verbal clues that show you how the person is feeling. Report what you observe. After listening to the person, avoid offering empty reassurances or dismissing his/her problems as trivial. From the person's perspective they matter a great deal and are making him/her unhappy.
3. Do not leave the person. If you feel there is immediate danger, do not leave the person alone.
4. Do get help. Seeking the principal or pastor is a must. Although simple depression can disappear as quickly as it comes, it can also develop to the point where a person may impulsively see suicide as the only way out. Advise the principal of the situation and coordinate parent/guardian notification.
5. Do show that you care. Tell the person that you are always available to talk about things that may be troubling to him/her. Talking openly is the only way you can find out how serious the person is about ending his/her life. Talking about suicide does not give a person suicidal thoughts; these individuals often welcome an opportunity to open up.
6. Don't make moral judgments. Do not argue with them, tell them how wonderful life is, lecture them, or punish them. If what a person tells you makes you feel angry, you must control these feelings. Immediately contact the principal or Pastor.
7. Always maintain accurate records of involvement.

SUPPORT PERSONNEL / RESOURCES

AEA Team	232-7583
Brenda Fisher, Consultant	Ext. 3310
Barb Thompson, Psychologist	Ext. 3314
Pam Abarr, Social Worker	Ext. 3315
NEW contacts???	

<u>Additional Contact Agencies and Numbers</u>

Abuse Reporting	1-800-362-2178
Alcohol/Drug Abuse Hotline	1-800-252-6465
Child Abuse Hotline	1-800-652-9516

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Boone County Human Services	433-0593
Boone Public Health	432-1127
Red Cross	432-7601
Lutheran Social Services	433-7836
Poison Information	1-800-362-2327

Appendix C

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TRINITY LUTHERAN CHURCH AND SCHOOL PURPOSE STATEMENT
The purpose of this Lutheran Church Missouri Synod congregation is to do the will of our Lord Jesus Christ by preaching the Word of God to the whole world. In order this, the mission of Christ's church, might be accomplished we devote ourselves to do what He has commanded; unite in worship, administer the sacraments according to Christ's institution, practice fellowship with one another, witness to all people, help each other grow in the Word, serve the needs of all people in Christian love, administer the Office of the Keys, and maintain decency and order in the church.

THE MISSION OF TRINITY LUTHERAN SCHOOL
In partnership with parents and the congregation, the mission of Trinity Lutheran School is to provide a Christ-centered educational program which ministers to the needs of the whole child in nurturing them to grow in service to God and man.

TRINITY LUTHERAN SCHOOL VISION STATEMENT:
Our vision for students is to develop learners who are:
• Growing in their faith and discovering God's calling in their lives
• Fostering meaningful connections with Christ and our Trinity family
• Thinking critically and collaborating with others to overcome any challenge
• Equipped for the future through innovative and educational experiences
• Modeling servant leadership positively impacting our school and our community

TRINITY LUTHERAN SCHOOL CORE VALUES:
• **Christ-centered** – We create a cohesive, safe, Christ-centered community where students can fulfill their purpose successfully
• **Family –** We have a rich family culture founded on respect and grace in every interaction. Students of all ages are connected through shared experiences
• **Student-focused –** Our approach to learning allows our team to foster the individual academic, emotional, and spiritual needs of each student
• **Growth –** We provide a high-quality education that focuses on student growth in a positive, nurturing, and innovative environment
• **Servant Leaders –** We prepare students to lead by example in service to Christ and their neighbor

WHAT DO WE BELIEVE?

1. In God the Father Almighty, maker of Heaven and Earth. (Genesis 1) who still daily and richly provides us with all that we need to support this body and life (SC, Art. 1).
2. God has entrusted the care of His children to their parents, to whom we are ultimately responsible. (Genesis 1:28, Psalm 127:3-5)
3. Parents entrust their care to Lutheran schools in order to train up children in the way they should go, which is recognizing their identity as those redeemed by Jesus Christ. (Proverbs 22:6, Romans 6:1-7)
4. We, as Trinity Lutheran Church and School, are entrusted with nurturing and tending to the spiritual needs of the children entrusted to us while recognizing that the Holy Spirit gives growth. (1 Cor. 3:5-9)
5. God has given His Church the gift of the Holy Scriptures as the sole source and norm for doctrine and life (1 Cor. 14:32).

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6. As Confessional Lutherans, we are further guided by the Book of Concord as a proper exposition of Holy Scripture.
7. In accord with the Word of God, we are required to submit to God's commands concerning Christian Doctrine and Christian Living. (Psalm 1)
8. Our staff (called teachers, contract teachers, support staff) will live Christian lives according to God's Word and explained in the Small Catechism.
9. We as teachers and staff will seek to serve as examples of Jesus Christ while acknowledging that we too are fallen sinners redeemed purely by the grace of God. (1 Peter 2:21)
10. We will steadfastly cling to the saving Gospel of Jesus Christ in our teaching, working, and actions. (1 Cor. 2:2)

STATEMENT OF BELIEF REGARDING MARRIAGE, GENDER, AND SEXUALITY

Trinity Lutheran Church and School believes and teaches that the Bible is the inerrant word of God. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. Rejection of one's biological sex is a rejection of the image of God within that person. There is no distinction between "gender" and "sex" in neither Scripture nor our Lutheran Confessions.

Genesis 1:26 Then God said, "Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth."27 So God created man in his own image, in the image of God he created him; male and female he created them.

We believe that the term marriage has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture.

Then the Lord God made a woman from the part he had taken out of the man, and he brought her to the man. Then the man said, "This one at last is bone of my bones and flesh of my flesh; this one will be called 'woman,' for she was taken out of man." That is why a man leaves his father and mother and unites with his wife, and they become one family. Genesis 2:22-24

We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

Flee sexual immorality! "Every sin a person commits is outside of the body"—but the immoral person sins against his own body. 1 Corinthians 6:18

But because of immoralities, each man should have relations with his own wife and each woman with her own husband. 1 Corinthians 7:2

Marriage must be honored among all and the marriage bed kept undefiled, for God will judge sexually immoral people and adulterers. Hebrews 13:4

You shall not commit adultery. What does this mean? We should fear and love God so that we lead a sexually pure and decent life in what we say and do, and husband and wife love and honor each other. (Luther's Small Catechism, Sixth Commandment and Explanation)

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God

But the things that come out of the mouth come from the heart, and these things defile a person. For out of the heart come evil ideas, murder, adultery, sexual immorality, theft, false testimony, slander. Matthew 15:18-19

Do you not know that the unrighteous will not inherit the kingdom of God? Do not be deceived! The sexually immoral, idolaters, adulterers, passive homosexual partners, practicing homosexuals, thieves,