



Enriching Minds, Empowering Families, Distinctly Different

Welcome!

We are pleased that you are considering becoming part of the Trinity Academy family. Making a choice about your child's education is one of the most important and difficult decisions you will make for your family. For Christian parents, this struggle intensifies as you understand the role of education in shaping your child's mind *and* heart. We are joining with you in prayer as you weigh this important decision.

Our mission at Trinity Academy is to provide a classical education combining Christ-centered focus with academic excellence.

Trinity Academy integrates Biblical truth with content-rich instruction, enabling students to recognize the Lordship of Christ in every subject. Students are encouraged to hold every thought captive for Christ and think, work, discern, and act out of obedience to Him. Teachers use methods of instruction that recognize each child as an image bearer of God and honor the way He has created children to learn. Students are equipped with the tools to be life-long learners and salt and light in the world.

Families applying to Trinity Academy should embrace:

- Intentional involvement in their child's education,
- Life-long learning,
- God as the Lord of every area of their lives,
- Private worship (as evidenced by their prayer life, study of the bible, and home devotions), and
- Public worship (as evidenced by their commitment to and involvement with a local body of believers) Hebrews 10:24-25

Your questions and concerns are important. Please contact us for further conversation or information.

In His Service,

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Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect. (Romans 12:2)



Christ-centered



God is the author of all the world's Knowledge, Understanding, and Wisdom.

For the Lord gives wisdom; from His mouth come knowledge and understanding. (Proverbs 2:6)

The basic tenet of Trinity Academy is that all knowledge is of God (Father, Son, and Holy Spirit) and is unified in Jesus Christ. Trinity Academy anchors all educational pursuits in Him who created all things, and seeks to foster a sense of joy and wonder as students engage in understanding His world. Christ-centered education can never be neutral and must be submitted to God's Word for truth. Trinity Academy aspires to equip students to love the Lord with all their heart, soul, and mind; emphasizing the importance of Christian virtue and character. At Trinity Academy, students will learn how God is intimately connected to the world of knowledge, understanding, and wisdom. Trinity Academy searches for faculty, staff, and board-members leading exemplary Christian lives.

Statement of Faith (*Nicene Creed*)

We believe in one God, the Father, the Almighty, maker of heaven and earth, of all that is, seen and unseen.

We believe in one Lord, Jesus Christ, the only Son of God, eternally begotten of the Father, God from God, Light from Light, true

God from true God, begotten, not made, of one Being with the Father; through him all things were made. For us and for our salvation he came down from heaven, was incarnate from the Holy Spirit and the Virgin Mary and was made man. For our sake he was crucified under Pontius Pilate; he suffered death and was buried. On the third day he rose again in accordance with the Scriptures; he ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead, and his kingdom will have no end.

We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son, who with the Father and the Son is worshipped and glorified, who has spoken through the prophets. We believe in one holy catholic and apostolic Church. We acknowledge one baptism for the forgiveness of sins. We look for the resurrection of the dead, and the life of the world to come.

Biblical Bases

We recognize the Holy Bible as the word of God. (Psalm 19:7-10, 119:105, Acts 17:11, 1 Thessalonians 5:20-21, 2 Timothy 2:15, 3:15-16) As it was God's will to speak through the writers of the Old and New Testaments, there is no better way to learn about Him than to study their words. We endeavor to write His truths on our hearts, using scripture when we lift our voices in praise and extend comfort. Recognizing the limitations of a sin nature, we use the Holy Bible for guidance in all matters. The following prayerfully crafted principles are presented as an aid as we seek to please God, not man (Galatians 1:8-10) and understand His will for Trinity Academy.

Christ-centered



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We submit in awe to God's supreme authority. (Exodus 20:2,3; Jude 24,25) Recognizing that God is our Father, Creator, Sustainer, Savior, and Lord; we live our lives showing that His ways and His plan are best for us. This means denying ourselves and our natural ways and desires in order to submit to His Word in how we worship, interact with others, and spend time and money.

We accept with humility our designation as His image-bearers. (Genesis 9:6, John 17:18-23; 2 Peter 1:4) God created us to reflect Him, both in the beginning and in our identification with Jesus' death and resurrection. We are therefore called to display His character and attributes to the fallen world and to each other. This means sacrificially placing others before ourselves, extending mercy and forgiveness, and speaking the truth in love.

We believe God's design for humans is unequivocal and immutable. (Genesis 1:26-28; Genesis 2:7,24; Ephesians 5:30-31; Psalms 139:13-16; Malachi 2:14-15; Exodus 20:14; Jeremiah 1:5; Isaiah 44:2) Humans are of inestimable value at all stages and conditions of life, from conception through natural death. We are created male and female as two distinct and complementary genders together reflecting God's image. For the good of all creation, God instituted marriage with only one meaning: the joining of one man and one woman in an exclusive union and as the only venue for sexual intimacy. We will therefore hold fast to the integrity of God's mandate for humanity, responding with compassion and truth when pressed by the shifting opinions of current culture.

We honor the intentional purpose of God's creation. (Genesis 2:15; Ephesians 2:10) Our world is fearfully and wonderfully made. Humans were placed in the garden to be stewards over what God declared to be good. In our lives and in our school, we seek to understand our role in creation and how to rightly love and esteem the world around us.

We seek a Spirit-filled life that displays the joy of our salvation. (Isaiah 61:1-3,10-11) The helper Jesus promised to send is His Spirit, who dwells inside of believers. It is vitally important that we cultivate our relationship with Him through prayer, study, and meditation. We know He is present when the fruit of the Spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control) is seen in the way we treat others, react to hardship, and prioritize our time.

We long for perfect communion both with God and with each other. (Revelation 21:3,4) Together with all creation, we look and hope for the time when Jesus Christ will return and make all things new. In light of that promise, we fix our eyes on a heavenly prize, not allowing ourselves to get caught up in worldly snares such as materialism, selfishness and vanity. Rather our words and actions will serve as a guide so others may come to know His way.

We love because God first loved. (John 3:16) God is the truest, purest, and most perfect definition of love. We cannot understand love without an understanding of Him. We will answer God's command to love Him by opening our hearts to His will and by listening for His calling in our lives. We will love others as ourselves, serving in the name of Jesus Christ.

Christ-centered



Hybrid Model



Professional educators partnering with parents.

Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your house and on your gates. (Deuteronomy 6:5-9)

Overview - The hybrid model redirects some portion of a child's learning process from structured classroom time to other more informal venues as chosen by the students and their parents, encouraging strong family relationships. A hybrid schedule is adapted to the primary and secondary school environments.

- Professional teachers conduct classroom instruction in scheduled, more formalized settings.
- Students attend three structured classroom per week for Grammar School through Logic School II (Monday, Tuesday, and Thursday) and four for Logic School III and Rhetoric School (Monday through Thursday). The fourth day is also an option for Logic School I & II.
- Parents continue lessons or monitor their child's learning during off campus days.

Involved Parents - The parental roles in educating their children within a hybrid model are much greater than ensuring their children make it to and from school and queries that do not explore their learning experience (e.g., Is your homework done? What did you do in school today?). Parents need not have teaching experience but must commit the time to actively engage, direct, instruct, and mentor their children as students. A co-teacher bears the responsibility of managing their child's off campus activities. Parents will play different roles throughout the educational experience:

- **Co-instructor** - During the Grammar School years, there is a slow transition from being the primary teacher to implementing a joint effort with professional educators and part-time structured classroom instruction.
- **Course Monitor** - The parental role of encouragement and progress monitoring is of primary importance during areas of study (particularly skills development) where most of the teaching occurs in more formal settings.
- **Guide for Dependent Study** - The parental role becomes more one of ensuring the student's study habits and diligence remain adequate usually occurs at the beginning Logic School (7th grade equivalent) though the first year of Rhetoric School (10th grade equivalent).
- **Guide for Independent Study** – The final two years of Rhetoric School will see the parental role becoming that of a facilitator; providing progress oversight and ensuring that study inputs are made available when needed.
- **Project Assistant** – Educational projects may require a parent to take on a supporting role.
- **Activity Supporter** - During times where the learning activities of a child do not require the direct involvement of a parent, the role becomes that of continuing to teach the child Christian character and virtue to be exhibited during the activity.

Hybrid Model



Classical Education



Training the mind on HOW to think rather than WHAT to think.

Instruct the wise and they will be wiser still; teach the righteous and they will add to their learning. (Proverbs 9:9)

Overview - Trinity Academy's view of classical education focuses on equipping children to learn; to elevate and to prepare them for life. One of the key intentions behind classical education is to distinguish between fiction and reality by training the mind how to think rather than what to think.

Integration - Trinity Academy integrates the two classical education systems found in the traditions of Western culture, classical liberal arts and mechanical arts. Classical education honors history, but does not reject present advances in any subject. The present is studied, sitting under the tutelage of the past.

Process - The classical approach employs rigorous mental discipline in learning. Classical education seeks to emphasize that all knowledge is unified. This means that every subject has relevance for every other subject, and thus the well-trained mind looks for the core principles of wisdom from which it can learn all subsequent knowledge. Practically this means that subjects are not taught in isolation but rather as an integrated whole. For example, a first grader or a fifth grader is not taught with merely the completion of first grade or fifth grade as the end goal. The goal of a classical curriculum is to ultimately transition the student into a self-teacher with an understanding of not only how to complete a course of study, but how to learn.

Focus - Trinity Academy focuses on organized and integrated learning of all subjects and provides the tools for clear thinking and persuasive expression. As students begin applying these tools, they will be introduced to the practical application of knowledge, logic, and rhetoric in all subjects, including the fields of science, technology, engineering, and mathematics.

- **Early Years (Grammar School)** - Provides a strong emphasis on language; origins, structure, and proper usage; introduces other subjects set against an historical backdrop.
- **Middle Years (Logic School)**- Develops skills in the proper organization of language and thought (logic and reasoning); Fills in facts and application in basic fields of knowledge
- **Late Years (Rhetoric School)**-Teaches persuasive and effectual use of language and thought (rhetoric); integrates the application of knowledge and understanding across varied disciplines.

	Beginning Grammar Ages 4-8 (approximate)	Grammar Ages 9-11 (approximate)
Student Characteristics	<ul style="list-style-type: none"> ✓ Enthusiastic about learning ✓ Enjoy games, songs, stories, projects ✓ Have short attention spans ✓ Learn through multi-sensory activities (touch, taste, smell, see, hear) ✓ Imaginative ✓ Creative 	<ul style="list-style-type: none"> ✓ Excited about new and interesting facts ✓ Enjoy games, songs, stories, projects ✓ Like chants, clever word usage, and jokes ✓ Like to explain, solve problems, and talk ✓ Can relate personal experiences to topics ✓ Tell stories ✓ Like collecting, organizing, patterns ✓ Easily memorize ✓ Can easily assimilate another language
Teaching Methods	<ul style="list-style-type: none"> ✓ Songs, recitations, and chants ✓ Guided discovery ✓ Learning games ✓ Painting, coloring, building, and creating ✓ Short, creative projects ✓ Multi-sensory activities and use of tactile manipulatives to illustrate concepts ✓ Show and tell ✓ Drama ✓ Hearing, reading, and telling stories ✓ Purposeful field trips 	<ul style="list-style-type: none"> ✓ Recitations, memorizations, and chants ✓ Multi-sensory activities and investigations ✓ Subject integration ✓ Make collections, displays, and models ✓ Oral/written presentations ✓ Fact drill and games ✓ Research and science projects ✓ Drama ✓ Purposeful field trips



Classical Education



	Logic Ages 12-15 (approximate)	Rhetoric Ages 16-18 (approximate)
Student Characteristics	<ul style="list-style-type: none"> ✓ Development of independent thinking ✓ Propensity for argument ✓ Desire to make connections and applications ✓ Enjoy discussion ✓ Multi-sensory learning ✓ Inquisitive ✓ Desire for community ✓ Motivated by personal topics of interest and appropriate challenge ✓ Overly confident in personal knowledge (at times) 	<ul style="list-style-type: none"> ✓ Responsible for independent learning and management of time and materials ✓ Desire to articulate and persuade others of personal beliefs and opinions ✓ Concerned with current events ✓ Heightened sense of justice and equity ✓ Can synthesize ideas ✓ Generally idealistic
Teaching Methods	<ul style="list-style-type: none"> ✓ Logic puzzles, informal and formal logic ✓ Socratic discussion ✓ Critical thinking activities ✓ Oral/written reports, including research projects ✓ Drama, reenactment, and poetry ✓ Evaluate and critique (with guidelines) ✓ Collaborative group work ✓ Times lines, charts, and maps 	<ul style="list-style-type: none"> ✓ Drama, oral presentations, poetry ✓ Integration of disciplines, synthesis of ideas ✓ Focus on original sources, classical works, historical speeches, and current events ✓ Debate ✓ Socratic discussion ✓ Construction and public defense of theses ✓ Oral and Written reports ✓ Evaluation and Critique