

Trinity Hybrid Program Highlights

Trinity high school offers two different options for students' academic experience.

- 5 day traditional program - this follows a conventional model with students attending classes daily.
- 3 day hybrid program - this follows a unique model with students attending classes on campus only 3 days per week while doing online/independent activities at home on the other two days

How do I know if I am a good candidate for the hybrid program?

Am I self-motivated?

Do I like to work independently?

Can I organize my materials and schedule for success?

Am I responsible when managing my time and resources?

Can I advocate for myself?

Am I comfortable communicating with my teachers and asking for clarification or help when needed?

Do I know how to locate information or helpful resources on my own if I don't understand a concept?

Do I have outside interests (work, sports..) that I would like more time to pursue?

Am I proficient with computer use and the use of technology in my studies?

If you have answered yes to a majority of the above questions, this program may be for you!

Program Expectations:

Self-motivated

- Demonstrate strong work ethic
- Achieve goals without outside prompting or supervision

Independent -

- Work on one's own with minimal supervision
- Seek answers to questions or unclear concepts on one's own
- Be proficient at computer use and take advantage of online resources

Responsible:

- Turn assignments in on time and before deadlines
- Show up for scheduled classes
- Be a self-advocate (seek out help or clarification when needed)

Organized

- Keep up with all due dates and necessary assignments
- Use time wisely to stay on top of course work

Communication

- Email teachers with questions when needed and before deadlines
- Talk to teachers to clarify expectations and due dates

What is the Hybrid Program's relationship to Trinity Christian School?

Students choosing the hybrid program are considered full-time Trinity students and are eligible to participate in all facets of TCS student life. This includes clubs, athletics, fine arts, chapel, discipleship and other extracurricular activities that may be available. In addition they have access to college and career counseling, academic counseling, and other support services as needed. In order to maintain this full-time status, students must uphold their commitment to the program with consistent and regular attendance, timely completion of assignments both at school and during off-campus work days and appropriate communication with teachers when necessary to obtain additional instructions and/or resources.

Attendance

Regular and consistent attendance on the on-campus days (M,W, Th) is crucial. Because students will be 'in' class for a reduced number of days, only six absences are allowed per semester. If a student misses more than six of the on-campus days in a particular class, he or she will be in danger of failing the course per state attendance laws. Under some circumstances, attendance recovery may be available but in general students MUST come to class on their expected days. Picking and choosing which days to attend is NOT an option. Courses are prepared for hybrid schedules and changing days will disrupt the overall course design. Students are always welcome and encouraged to attend on a hybrid off day (T, F) if they feel they need additional support or time in the classroom.

Parent's Role

Trinity Hybrid Program sees the parent's role as crucial in the student's academic journey. Since students will have 2-3 off-campus days, supervision and support will be the key for success. We expect parents to become less involved as students progress toward graduation, yet their contribution to the student's academic growth is important throughout their high school career. 9th and 10th grade parents will naturally take a more active role in guiding and supporting while 11th and 12th grade should be a time of releasing the student to take more responsibility. Senior year should be a time of almost complete autonomy for the student with the parent taking more of an advisor role.

What specifically should parents do?

Parents should primarily ensure that students are staying on top of their assignments during off-campus days so that the student will be prepared for the on-campus days. If a student is struggling with a particular assignment or concept, parents should encourage students to contact their teacher for help first. Parents can, at times, provide assistance just like they would in the traditional program, but they should NEVER do the work for the student. (This includes writing papers, quizzes, math work...). This short changes the students and undermines the overall purpose of the program: to teach students to be independent workers, efficient time managers and strong self-advocates.

What happens if students struggle?

If a student continually struggles to learn the concepts and/or complete off-campus day work, parents, students, teacher and counselor will meet to consider what the best option is for the student going forward. After the student comes to class unprepared 3 times, a mandatory meeting may be held to determine the student's aptitude for the Hybrid program. Our number one goal is to ensure the academic success of each student, so we will continually work to determine the student's suitability for this program. If a student begins to struggle in a class, he or she may need to reenter the traditional schedule for a while to gain mastery of the information. Although it is not the preferable option, a student may need to leave the program in order to ensure their overall success in their academic endeavors.

Student's Role

The student's academic growth and development is obviously our primary focus in the Hybrid Program. Courses are tailored for a student to succeed and thrive, but he or she must come to the class with work that is done with excellence.

This program is not designed to promote laziness and procrastination but rather designed to build the skills of effective time management and independent learning. This includes completing off-campus work thoroughly, coming to on-campus days prepared and ready to participate and staying in communication with the teacher when clarification or assistance is needed. This may include asking questions via email or during tutoring time. Coming to class unprepared is not an option. Students must prepare for the on-campus days in order to uphold the integrity of the program. Your off-campus day is NOT a “day off”. You will have work to complete and preparation for the on-campus day is essential.

What does an off-campus day look like?

The beauty of the Hybrid Program is that you can create your own schedule. In other words, you start and end on your own time table. All course assignments and due dates are set at the beginning of the course, so students can do the work required for on campus days whenever they choose. The only expectation is that students will be prepared for the on-campus day of classes. Some students may like to start their work early and get done early. Others may choose to work at night or on at another time. If the student has questions or needs help while working at home, teachers will be available at specific times for on your at home time.

Teacher’s Role

The role of the teacher is an integral part of the student’s academic plan as he or she sets the purpose, plans and pace of the course. Each course will have an online component which students will work on during off-campus days, yet these are directed by the teacher. The teacher manages the online assignments and due dates and is available during set times on the off-campus days via email to answer questions and give support. On the on-campus days, teachers lead the classroom experience which will be designed as active, hands-on learning experiences. Teachers also give summative assessments, grade work, give feedback and determine student’s understanding and proficiency of the course objectives.

What does an on-campus day look like?

Students attend school on M, W and Th. Thursday is a flex day meaning that each teacher will determine if the student needs to come for an assessment, project, or lab. Most science labs will happen on this day to allow for longer lab time, and other subjects such as math, literature or history may also meet on a rotating basis. While each class will look different because of the nature of the subject, these face to face experiences give students the opportunity to interact with the teacher and other students solidifying and strengthening their understanding and mastery of the subject matter. Discussions, collaborative work, labs, debates, and other various participation activities give students the missing element of a strictly online program. In addition, summative assessments will take place at school during the on-campus days, most often on the Thursday.

Administration’s Role

The administrative team at Trinity Christian School high school (traditional program) serve as the student’s primary administrators. This includes the principal, academic dean, counselors and hybrid program director. The role of this team is to work with the student, the parents and the teacher to provide the best possible learning environment and support to ensure academic success.