

Tri-City Adventist School

Handbook

Care like Jesus

2025-2026

4115 W Henry
Pasco, WA 99301
office@mytcas.org
509-547-8092



Student Handbook

2025-2026

Approved by the State of Washington

**Accredited by the North Pacific Union
Conference of Seventh-day Adventists**

Tri-City Adventist School in Pasco, Washington, is a Kindergarten through 8th grade Seventh-day Adventist school providing quality Christian education that teaches and supports biblical values for family life and service.

School Aim: We believe our purpose is partnering to restore God's image and cultivate Christ-like servant leaders, enabling students to achieve their God-given potential in spiritual maturity, academic excellence, social graces, physical development, and emotional well-being.

Academic Aim: Our academic aim is for every student to design a personalized learning plan and help them achieve their learning goals each year.

Our Core Values: In the spirit of collaboration, teachers will
Model Growth
Facilitate Growth
Celebrate Growth

Our Motto
To grow, inspire, and serve

4115 W. Henry St. Pasco, Washington 99301

Phone: 509.547.8092
Web site: [**www.mytcas.org**](http://www.mytcas.org)

Fax: 509.547.8516
Email: [**Office@myTCAS.org**](mailto:Office@myTCAS.org)

TABLE OF CONTENTS

<u>Academic Information</u>	15
<u>Academic Integrity Policy</u>	17
<u>Academy/Recruiters/Invitations</u>	11
<u>Admission Information</u>	5
<u>Appropriate Attire</u>	12
<u>Attendance Policies</u>	7
<u>Before and After School Care</u>	11
<u>Bullying and Harassment Policy</u>	13
<u>Cellphone Policy</u>	20
<u>Class and Field Trip Guidelines</u>	15
<u>Closed Campus Policy</u>	11
<u>Community Information</u>	23
<u>Conduct Expectations</u>	13
<u>Conflict Resolution Policy</u>	7
<u>Course Offerings</u>	21
<u>Discipline Policy</u>	12
<u>Educational Philosophy and Basic Beliefs</u>	4
<u>Extra-Curricular Activities</u>	11
<u>Financial Information</u>	21
<u>Homeschool Partners</u>	22
<u>Incident Reports</u>	13
<u>Kindergarten Admission Requirements</u>	6
<u>Make-up Work Policy</u>	9
<u>Mandate Reporting</u>	15
<u>Music Program Information</u>	22
<u>Physical Education Dress Code</u>	12
<u>Principles and Character Development</u>	4
<u>School and Office Hours</u>	6
<u>School Closing and Delays</u>	11
<u>Sick Policy</u>	10
<u>Spiritual Goals and Expectations</u>	5
<u>Small World Learning Center</u>	6
<u>Staff and Administration</u>	3
<u>Student Acceleration</u>	6
<u>Technology Philosophy</u>	19

<u>Technology Policy</u>	19
<u>Kindergarten Admission Requirements</u>	6
<u>Transportation/Parking</u>	11
<u>Transportation Policy</u>	23
<u>Video Surveillance</u>	23
<u>Visitors</u>	11
<u>Weapons and Violence Prevention Policy</u>	14

STAFF AND ADMINISTRATION

All educational personnel are available for individual conferences before or after school. Please respect the teaching hours between 8:30 a.m. and 3:15 p.m.

Gayle Norton, B.A, M.Div, M.A principal@mytcas.org
Principal, 7th-8th Grade Social Studies, 7th-8th Grade Bible

Joelle Worf, B.A, MA..... jworf@mytcas.org
7th-8th Grade English, 7th-8th Grade Math

Kara Lull..... klull@mytcas.org
5th-8th Grade Choir, 5th-8th Grade PE

Melisa Beedle, B.S..... m.beedle@mytcas.org
5th/6th Grade, 7th-8th Grade Science

Jessica Davidson, B.S, M.Ed..... j.davidson@mytcas.org
2nd-3rd Grades

Katie Johnston, B.S..... kjohnston@mytcas.org
4th Grades

Jessica Smith, B.A. j.smith@mytcas.org
Kindergarten and 1st Grade

Brian Davidson, B.S..... b.davidson@mytcas.org
Office Manager

Mayra Soltero, B.A, ECE Endorsement..... info@smallworldpasco.org
Director–Small World Learning Center

Karl Wooster..... boardchair@mytcas.org
Board Chair

Celeste Graves..... treasurer@mytcas.org
Treasurer

PRINCIPLES AND CHARACTER DEVELOPMENT

PRINCIPLES

- † God is the Creator
- † The Bible is God's word to people
- † God is Love, and He has a purpose for us
- † Jesus gave His life to save us
- † We choose our destiny
- † Nature is God's second book
- † We are called to serve and are most like God while serving others

CHARACTER DEVELOPMENT

- † To know and share Jesus as our guide and Savior
- † To teach all subjects using Biblical principles
- † To create a desire to learn what is good
- † To know we have a divine purpose
- † To desire God's plan
- † To encourage independent thinking
- † To freely share what we have and care for those around us

EDUCATIONAL PHILOSOPHY AND BASIC BELIEFS

Tri-City Adventist School exists to develop spiritual ideals in its students. The ultimate objective of Christian education is the development of character. God wants to be involved in our daily lives. We encourage the development of good habits through self-discipline governed by Christian principles.

BELIEFS ABOUT GOD

Seventh-day Adventists believe in God. In its educational program, TCAS seeks to help children discover what God is like and how to approach Him. Among our beliefs about God are the following:

1. God reveals Himself to man through the Holy Scriptures. Here, God tells us about Himself and His attributes. He shows how He relates to us and how we can relate to Him.

"Remember the former things of old: for I am God, and there is none else: I am God, and there is none like Me." *Isaiah 46:9*

"God is love. Whoever lives in love lives in God, and God in them."

1 John 4:16

2. Our studies in science are grounded in nature, where God reveals Himself.

"While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance. God's created works testify to His love and power." Ellen White, *Counsels to Teachers*, p. 185



BELIEFS ABOUT HUMANITY

Seventh-day Adventists believe that God created humankind. Our educational program seeks to help children discover their purpose and destiny and recognize their relationship to God.

Among TCAS's beliefs regarding the nature of humanity are the following:

1. Man is a created being

"And the Lord God formed man out of the dust of the ground and breathed into his nostrils the breath of life: and man became a living soul." *Genesis 2:7*

2. Man needs a rebirth experience

"Except a man be born again, he cannot see the kingdom of God." *John 3:3*

BELIEFS ABOUT LEARNING

Seventh-day Adventists believe that the ability to learn is a gift from God. Learning is affected by the continuous interaction of heredity and environment. Through heredity, God gives man his intellect and talents. Environment, the total of all outside factors that influence one's growth, helps determine the extent to which hereditary factors will be developed and used. TCAS's role is to partner with parents and students to develop this gift of learning.

BELIEFS ABOUT CHRISTIAN EDUCATION

Seventh-day Adventist educators at TCAS derive their beliefs from the Holy Scriptures and the counsels of Ellen G. White's inspired writings. The Bible teaches that since the fall of Adam and Eve, all men and women have been born with a bias toward evil, and this bias has strengthened with the passing of centuries. Children can best achieve the ends for which they have been created through God-centered education, opening their minds to the unseen but all-powerful Spirit of God.

While TCAS is a Seventh-day Adventist school and will teach the Bible from this perspective, students from other viewpoints are welcome.

STUDENT SPIRITUAL GOALS AND EXPECTATIONS

At TCAS, we believe every student is a beloved child of God, created in His image, and called to grow in faith, character, and service. Our spiritual goals and expectations reflect our commitment to cultivating Christ-like servant leaders who love God, others, and truth.

Our spiritual goals for students include:

- Developing a personal relationship with Jesus through prayer, Bible study, and worship
- Practicing the fruit of the Spirit (Galatians 5:22–23) in everyday interactions.
- Making choices based on biblical values
- Participating in worships, chapels, and service-learning opportunities
- Demonstrating love, kindness, honesty, and forgiveness in relationships
- Caring for their bodies, talents, and the environment as gifts from God.

Students are expected to:

- Show respect during worship and prayer times
- Participate in spiritual activities with a positive and open heart.
- Treat others with compassion and integrity.
- Reflect Jesus in their attitudes, words, and actions.

Together, we seek to “partner in restoring God’s image and cultivating Christ-like servant leaders” through faith-filled learning and living.

ADMISSION INFORMATION

NON-DISCRIMINATION

The Seventh-day Adventist Church in all of its church schools, admits students of any race to all the rights, privileges, programs, and activities generally accorded or made available to students at its schools, and makes

no discrimination on the basis of race, color, ethnic background, country of origin, or sex in administration of education policies, applications for admission, scholarship or loan programs, and extracurricular programs.

An application may be made through FACTS online. A student's admission to TCAS will be subject to review by the Academic Committee. Students whose families are members of constituent churches may be given enrollment preference. TCAS is accredited by the Adventist Accrediting Association (AAA) and receives a Certificate of Private School Approval from the Washington State Board of Education annually.

SMALL WORLD LEARNING CENTER

The Small World Learning Center is designed for children from infancy to school age. The program is built around a creative curriculum considering interest and skill development appropriate to the child's level. It provides daycare and preschool programs for infants to age five and after-school care for children from five to 12. The Washington Department of Early Learning licenses it.

SWLC also offers a summer camp program for school-age children. The program is based on weekly themes and includes field trips and other activities to bridge the learning gap during months outside the regular school year.

Inquiries regarding the Small World Learning Center and its variety of available programs may be directed to the Small World Learning Center by calling 509.380.5600. You may also access the SWLC website at: info@smallworldpasco.org

KINDERGARTEN ADMISSION REQUIREMENTS

The Tri-City Adventist School Kindergarten program is based on the North American Division Office of Education curriculum for kindergartens. We offer a full-day program from 8:30 a.m. to 3:15 p.m. The diversity of the program allows for the incorporation of activities appropriate for the kindergarten class. It is a structured program that is flexible and comprehensive, providing students with the skills needed to enter first grade with a solid foundation.

Washington State law states that children who are five years old by August 31 may be accepted into kindergarten. However, because a child's chronological age may not be a valid predictor of success as much as the child's emotional, physical, mental, and social development, each applicant will be evaluated before acceptance.

STUDENT ACCELERATION

Requests for acceleration/skipping grades must be processed with the administration before the end of the third quarter. The TCAS Academic Committee and the Conference of Education must approve the request.

SCHOOL AND OFFICE HOURS

- School hours for grades K-8 are from 8:30 am - 3:15 pm, Monday through Thursday.
- Dismissal on Friday (including Kindergarten) and any other early dismissal day is at 1:00 pm.
- Office hours are Monday-Thursday, 8:00 am to 3:30 pm, and Friday until 1:30 pm.

Students must arrive promptly at the start of the school day. Education is about teaching responsibility in all things. Late arrivals and frequent absences are detrimental to students' academic success.

Students in grades 7-8 are to leave the school premises within 15 minutes of the dismissal of the day's classes. They are not to remain on the school premises unless they participate in a supervised activity or work program.

Students who seek help from a teacher after school may do so with the teacher's permission. Teachers are responsible for checking students out at the end of the school day. Students in grades K-6 will be walked to the Small World Learning Center 15 minutes after dismissal if they are not picked up. All K-6 students who receive this service must have a completed SWLC application supplement.

CONFLICT RESOLUTION POLICY

Tri-City Adventist School (TCAS) strives to create a Christ-centered environment where students, staff, and families work harmoniously. Conflict is an inevitable part of human relationships, but as followers of Christ, we are called to address disputes with humility, grace, and love. Guided by Matthew 5:23-24 and Matthew 18:15-19, our conflict resolution policy seeks to foster reconciliation and unity within our school community.

At TCAS, we strive to ensure that every student's and parent's concerns are heard and handled with compassion and understanding. While we are committed to resolving conflicts in a way that satisfies all parties, the administration and school reserve the right to make decisions, including declining requests or accommodations from a student or parent, when those decisions are deemed necessary to prioritize the well-being of other students or the overall needs of the school program.

Additionally, TCAS reserves the right to dismiss any student or parent whose actions, including bullying or harassment of teachers or administration, undermine the school environment's safety, respect, or harmony. It will be our goal to make decisions prayerfully, thoughtfully, and in alignment with TCAS's mission and values, prioritizing the entire school community's spiritual, emotional, and academic growth.

In the event of conflict, the staff may use the school's conflict resolution checklist.

Core Biblical Principles

- **Seek Reconciliation First**
 - Matthew 5:23-24, "Therefore, if you are offering your gift at the altar and there remember that your brother or sister has something against you, leave your gift there in front of the altar. First, go and be reconciled to them; then come and offer your gift."
 - Conflicts should be addressed promptly before engaging with third parties.
- **Address Issues Directly and Privately**
 - Matthew 18:15, "If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over."
 - Start with a private, respectful conversation to resolve the issue.
 - Begin with the other party before bringing an issue to the administration.
- **Involve Witnesses if Necessary**
 - Matthew 18:16, "But if they will not listen, take one or two others along, so that 'every matter may be established by the testimony of two or three witnesses.'"
 - If the conflict is not resolved privately, involve the administration to help facilitate a resolution.
- **Seek Community Guidance**
 - Matthew 18:17, "If they still refuse to listen, tell it to the church..."
 - As a last resort, unresolved conflicts may be brought to the board chair or leadership body for mediation.

ATTENDANCE POLICY

At Tri-City Adventist School (TCAS), we strongly believe in the crucial role of parents in shaping their children's values and beliefs. We understand that various factors can influence school attendance, impacting learning. In line with this, TCAS adopts a personal leave time approach, rather than a rigid list of what is or isn't excused, to underscore the importance of parental involvement in managing student attendance.

Attendance Codes

P –	Present
E –	Excused Absence
A –	Unexcused Absence
TE –	Excused Tardy
T –	Unexcused Tardy
O –	School Activity

Attendance is taken at the beginning of the day, and the student receives one mark each day.

Attendance Expectations

- Each student may accumulate up to 15 excused or unexcused absences per semester.
- Unexcused absences are those that have not been reported and excused within three days. Unexcused absences may result in a loss of points and grades.
- Excused absences allow teachers the discretion to assign or excuse missed work.

Absence Notification and Interventions

To maintain a strong partnership between families and the school, the following steps will be taken:

- 5th Absence – An official letter will be sent to parents.
- 10th Absence – A second official update letter will be sent.
- 15th Absence – A meeting between the parents and the principal will be required.
- 18th Absence – Parents will meet with the Academic Standards Committee to discuss continued enrollment and academic progress.
- 20th Absence – Parents will meet with the Board of Trustees. The result of this meeting may be the termination of attendance at TCAS.

Tardy Policy

Students are expected to be present in their classroom by the designated start time each morning. A student will be marked tardy if they arrive after this time but before lunch.

- Arriving before lunch – The student will be marked tardy.
- Arriving after lunch – The student will be marked absent for the day.

Tardy Notifications and Interventions

To ensure accountability and consistency, the following steps will be taken:

- 3rd Tardy – A notification will be sent home to parents.
- 5th Tardy – A conference will be scheduled between parents and the principal to discuss attendance concerns.
- 10th Tardy – The student and parents will meet with the Academic Standards Committee to review attendance habits and potential consequences.
- 15th Tardy – A meeting with the Board of Trustees will be required. Continued excessive tardiness may result in further disciplinary action, including possible loss of privileges or reevaluation of enrollment status.

Importance of Communication

Communication is essential for maintaining a strong academic partnership. Parents are expected to:

- Inform the office of the reason for an absence or tardiness as soon as possible.
- Check students personally at the office if they arrive late. Parents do not drop them off at the door and leave them.
- Follow up with their student's teacher to ensure that the missed work is addressed and academic progress remains on track.
- Request assigned make-up work or other academic responsibilities for missed instructional time.

Extended Absences

- When students are absent from school for an extended period due to vacations or other planned absences, these are considered unexcused absences.
- Parents should notify teachers in advance of any planned extended absences.
- Teachers may, when possible, provide schoolwork and assignments in advance.
- While these absences remain unexcused, students may turn in assignments upon return.
- See the Make-up Policy for missing work submission guidelines.

This policy also applies to excused absences. Tri-City Adventist School encourages families to consider the academic impact of extended absences carefully and to maintain open communication with teachers and administration. At TCAS, we value the partnership between school and home in promoting a structured and effective learning environment. We appreciate your commitment to punctuality and academic excellence.

MAKE-UP POLICY

At Tri-City Adventist School, we understand that students may occasionally miss school due to illness, family emergencies, or other valid reasons. This make-up work policy ensures students have equitable opportunities to complete missed assignments and tests while maintaining academic progress and balance.

General Guidelines for Make-Up Work

- Eligibility for Make-Up Work:
 - Students can make up assignments and tests missed due to excused absences (e.g., illness, family emergencies, school-approved activities).
 - For unexcused absences, make-up work may be permitted at the teacher's and administration's discretion.
- Responsibility for Completing Make-Up Work:
 - Student Responsibility: Students must take the initiative to obtain missed work and communicate with their teachers.
 - Parent Responsibility: Parents are encouraged to support students by ensuring they understand expectations and timelines for completing missed work.
 - Teacher Responsibility: Teachers will provide clear instructions and necessary materials for requested missed assignments/tests.
- Timeframe for Completion:
 - Students will typically have one school day for each excused absence to complete make-up work (e.g., a student absent for three days has three school days to complete the work).
 - Teachers may extend deadlines for significant or prolonged absences based on individual circumstances.

Missed Assignments

- Retrieving Missed Assignments:
 - Teachers will post assignments in Jupiter or provide hard copies upon request.
 - Parents may contact the school office to arrange assignment pickup during prolonged absences.
- Submitting Make-Up Work:
 - Assignments must be submitted within the designated timeframe unless the teacher has agreed to an alternative deadline.
 - Late submissions without prior approval may be subject to reduced points, as outlined in classroom policies.

Missed Tests and Quizzes

- Scheduling Make-Up Tests:
 - Students must coordinate with their teacher to schedule a make-up test or quiz upon returning to school.
 - Make-up tests should be taken within the same timeframe as other missed assignments (one day per day of absence).
- Test Format:
 - Make-up tests may differ in format or content from the original test to ensure academic integrity while assessing the same skills and knowledge.
- Missed Group Projects or Presentations:
 - Teachers may provide alternative assignments or accommodations for collaborative projects or presentations as appropriate.

Special Considerations

- Extended Absences (5+ Days):
 - For absences lasting five or more consecutive school days, parents should arrange a meeting with the teacher(s) to develop a plan for completing missed work.
 - Teachers may prioritize key assignments and modify expectations to prevent students from feeling overwhelmed.
- Pre-Planned Absences:
 - For pre-approved absences (e.g., family trips), parents and students should notify the teacher at least one week in advance. Teachers may provide assignments beforehand, but the student must complete the work within the agreed-upon timeframe.
- Unexcused Absences:
 - Make-up work for unexcused absences will be allowed at the teacher's discretion. Grades for these assignments may be subject to deductions.

Support and Communication

- Students struggling to complete make-up work due to circumstances beyond their control (e.g., ongoing illness) should communicate with their teacher.
- Parents are encouraged to maintain open communication with teachers to ensure their child's academic needs are met during periods of absence.

By establishing clear and supportive make-up work guidelines, Tri-City Adventist School ensures that all students can succeed academically while maintaining their well-being and spiritual growth.

SICK POLICY

Tri-City Adventist School will endeavor to prevent the spread of infectious diseases by:

- Expecting children to stay home when ill. Illness includes but is not limited to the following symptoms: a temperature of 100 degrees or greater, cough, runny nose, congestion, muscle aches, nausea, vomiting, diarrhea, and/or feeling ill.
- Isolating sick students. If a student becomes ill while at school, the student will immediately be isolated from other students until parents can arrive to take the student home. The area(s) the student had contact with will be cleaned and disinfected.

CLOSED CAMPUS POLICY

TCAS is a closed campus. Students may only leave the school premises during school hours with permission from their parents/guardians or other authorized individuals.

SCHOOL CLOSING AND DELAYS

TCAS follows the Pasco Public School District policy in weather matters. Information regarding school closure, delayed start (10:30 a.m.), or early dismissal due to severe weather or other emergencies will be communicated through the “Remind” texting system to notify families of any special circumstances. If we have a delayed start on Friday, we will operate the school from 10:30 a.m. until 2 p.m.

EXTRA CURRICULAR ACTIVITIES

Participation in extracurricular activities will depend on the student’s academic standing and attendance record. Students must maintain passing grades in all subject areas and complete work promptly. Failure to comply with this policy may result in a student’s ineligibility for school-sponsored extracurricular activities. Several sports clubs and other organizations on the TCAS campus may have dues that do not exceed \$150.00 a year.

Consult the School’s Extracurricular Policy online or call the office.

BEFORE AND AFTER SCHOOL CARE FOR STUDENTS AGE 12 AND UNDER

Supervised care is available to students ages 12 and under at the Small World Learning Center, beginning at 6:30 a.m. Students who are 12 and under and arrive at school before 8:15 a.m. should be cared for at the Small World Learning Center. If students are not picked up after school, they will be walked to the Small World Learning Center after 3:30 M-Th and 1:15 F. There is a fee for this supervision.

VISITORS

Visitors to the school must sign in at the office upon arrival. Students wishing to bring visitors into their classrooms must contact the principal and teacher before the visit. Parents are welcome to visit the school at any time (lunchtime is encouraged) but need to contact the teacher before the date of the visitation and should sign in at the time of their arrival and upon their departure.

ACADEMY/RECRUITERS/INVITATIONS

Upper Columbia Academy and Walla Walla Valley Academy are welcome to visit and recruit our 8th-grade students.

TRANSPORTATION/PARKING

Parents and volunteers entering the building may park across the street from the school or along our sidewalk. Please take care to leave the neighbors’ driveways and mailboxes clear.

The area directly opposite the school with a painted edge is not for parking. It is a designated loading and unloading zone for students during arrival and dismissal.

APPROPRIATE ATTIRE AND APPEARANCE

Our outward appearance significantly influences our conduct and how others perceive us. Therefore, it is crucial to adhere to the following specific guidelines for school and school-related functions:

- TCAS students will wear TCAS-issued T-shirts or long-sleeved shirts (black, grey, blue, red) to school.
- TCAS students have the flexibility to wear jeans, khaki-style pants, skirts, skorts, or shorts. These must be blue, black, or tan in color. Shorts must reach the bottom of the extended fingertips.
- Girls must wear leggings or legging-type shorts under skirts or loose-fitting skorts for modesty. The leggings or legging-type shorts must be solid blue, black, or tan.
- All clothing is to fit, not too large or too small
- Clothing must be free of holes
- Underclothing should not be seen at any time
- Only TCAS-issued hoodies may be worn. The hood must remain off whenever the student is indoors.
- When the TCAS athletic uniform is required for 5th- 8th grade, it may only be worn when participating in athletic activities.
- Hats may not be worn in school or during school programs
- Hair is to be kept neat and clean and out of students' eyes
- Avoid extremes in makeup, hairstyles, and jewelry.
- No jewelry may be worn on the face (lips, nose, tongue, eyebrows, etc.), and earrings must be only studs.
- Shoes for PE are to be non-marking for the gym floor
- Appropriate shoes must always be worn. Backs must have at least straps.

PHYSICAL EDUCATION DRESS CODE

Dressing appropriately for PE activities is a part of a healthy lifestyle. As such, the following guidelines will be required for all PE classes. Each group has the additional minimum requirements of the preceding age group:

- K-2 proper gym shoes
- 3-6 pants or shorts
- 7-8 Change into gym wear

When the TCAS athletic uniform is required for 5th-8th grade, it may only be worn when participating in athletic activities.

DISCIPLINE POLICY

Self-discipline is desired by all students. External discipline is required when an individual fails to adhere to the rules and standards of behavior in a Christian manner. If a student's conduct or attitude is out of harmony with the school's expectations in general and whose influence is detrimental, he/she may be asked to withdraw or dismissed. This may occur even though no specific violation of a school regulation exists.

If the following actions do not modify classroom behavior: verbal reminders or reprimands, seating changes, isolation, or loss of privileges, the student may be removed from class and referred to the principal.

The principal may confer with the student and/or parent, enforce in-school or out-of-school suspension, or engage the Academic Standards Committee in addressing the problem.

If these actions do not resolve the problem, the case would be referred to the Academic Standards Committee, which could result in a School Board Action of expulsion.

CONDUCT EXPECTATIONS

These expectations exist while students are at school or doing school-sponsored activities.

Since character is demonstrated by conduct, students are expected to conduct themselves as Christians and caring citizens. Students should uphold the moral principles outlined in the Bible and affirmed by the Seventh-day Adventist Church. Students of TCAS are expected to follow the ‘Golden Rule’ found in Matthew 7:12: *“Do for others the same things you want them to do for you.” ICB*

- Dating is discouraged, and public displays of affection are not acceptable.
- Proper reverence is expected during prayer, Bible class, religious services, and other spiritual experiences.
- Address others with courtesy.
- Respond to and obey instructions.
- Follow directions and ask permission.
- Show respect for yourself and others.
- Take responsibility for the care and cleanliness of all school property. Students will be held financially responsible for damaged school property, including textbooks.
- Be on time and seated, ready to work at 8:30 a.m. When passing between classes, endeavor to move quietly and efficiently, be prepared for the upcoming class within the two minutes allowed for pass time, be respectful of learning that is taking place in other classrooms and maintain a quiet atmosphere.

Unacceptable behavior at TCAS and on school-sponsored activities. These are actions that are subject to discipline/dismissal.

- Use of belittling, vulgar, or profane language or behavior
- Abusing or misusing school property
- Possessing, using, or distributing tobacco, alcohol, or other harmful materials
- Possessing, viewing, or sharing pornographic materials
- Lewd conduct or obscene gestures
- Bullying, threatening comments, or threats with real or pretend weapons. See Bullying Policy
- Harassment or intentional harm to others. See Bullying Policy
- Plagiarism or deliberate use of another’s thoughts, answers, or ideas. See Cheating Policy

INCIDENT REPORTS

Any physical incident resulting in injury or requiring first aid will be documented in an incident report and communicated to the parent/guardian the same day.

In cases of serious behavioral incidents, reference pages 13-15, an incident report will be generated and shared with parents. Parents will be contacted directly when a student is sent to the principal for disciplinary reasons.”

BULLYING AND HARASSMENT POLICY

Tri-City Adventist School is committed to providing all students with a safe and nurturing environment. Bullying is strictly prohibited within the school community, and this policy aims to create awareness, prevent bullying, and establish a framework for addressing incidents promptly and effectively.

Definition of Bullying

Bullying is any repeated, deliberate, and hurtful behavior, whether verbal, physical, or social, that is intended to intimidate, harm, or control another person. This includes, but is not limited to, teasing, name-calling, exclusion, physical aggression, spreading rumors, and cyberbullying. It also provides behavior or statements that degrade an individual based on his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs, or practices.

Definition of Harassment

Harassment is any unwelcome verbal, physical, written, or visual conduct based on an individual's physical features, race, color, national origin, sex, religion, disability, age, or any other legally protected characteristic. It can take various forms, including, but not limited to, bullying, intimidation, cyberbullying, teasing, name-calling, or any behavior that creates an intimidating, hostile, or offensive learning environment.

Students are expected to treat each other with kindness and respect. They should report bullying or harassment incidents to teachers, staff members, or the administration. Students witnessing bullying or harassment are encouraged to stand up against it and support their peers.

Bullying and Harassment Investigation

The school administration will thoroughly investigate all reports of bullying or harassment and respect the privacy of all parties involved throughout the process. The TCAS Bullying Clarification Checklist will be used in the investigation.

- Consequences: Students found guilty of bullying or harassment will face appropriate consequences, which may include counseling, written apologies, suspension, or expulsion, depending on the severity and frequency of the behavior.
- Support for Victims: Bullying or harassment victims may receive emotional support, counseling services referral, and strategies for coping with the incident's aftermath from the school.

Communication

Parents will be regularly contacted regarding the school's anti-bullying and harassment initiatives, updates on reported incidents, and educational resources to reinforce the importance of preventing bullying and harassment.

WEAPONS AND VIOLENCE PREVENTION POLICY

At Tri-City Adventist School, we are committed to providing a Christ-centered, safe, and nurturing environment where all students can grow academically, spiritually, and socially. In keeping with our mission to restore God's image and cultivate Christ-like servant leaders, TCAS maintains a zero-tolerance policy regarding weapons and violence.

Prohibited Items and Behaviors Include:

- Possession of any weapon (real or look-alike), including firearms, knives, and dangerous objects
- Threats, gestures, or comments implying violence
- Fighting, physical aggression, or intimidation
- Promoting violence through drawings, language, or digital content

Prevention and Response:

- TCAS teaches peaceful conflict resolution through Christian values and character development, like Friendly.
- All threats or reports of weapons will be taken seriously and investigated immediately.
- Disciplinary actions may include suspension, expulsion, or legal intervention depending on the severity.

Reporting:

Any student, parent, or staff member who witnesses or suspects a threat should report it to the principal or a trusted adult immediately.

We believe that by working together—students, parents, and staff—we can create a school culture of peace, safety, and respect.

MANDATED REPORTERS

All TCAS staff are mandated reporters and are required by law to report any suspected cases of child abuse or neglect to Child Protective Services within twenty-four hours after it comes to their attention or is suspected.

CLASS AND FIELD TRIP GUIDELINES

Students are asked to remember they are representing TCAS and its reputation as a Christian school. All school policies and regulations apply throughout the trip.

- School sponsors are responsible for supervision and decisions during the trip and must be current on the Sterling program before the trip. Additional paperwork is required if an adult is driving for the field trip.
- All school trip drivers must have a valid driver's license, no more than two tickets, and no at-fault accidents within the past three years. They also must have current insurance that meets state requirements.
- Attendees are to dress appropriately on-campus wear suitable for the occasion.
- Personal electronic devices may not be taken on any trip without the principal's and/or sponsor's permission.
- Students are to remain with the group during all activities; relationships are to be kept positive.
- On overnight trips, students are not to be in the designated living area of the opposite gender without a sponsor being present.
- Curfew times will be enforced, with students remaining in their designated sleeping areas.

Inappropriate actions or verbalizations are not to be tolerated, and as a result, the student may be sent home. The decision would be made by the sponsor in consultation with the principal. In such a case, the parents would be notified, and the trip home would be at the parents' expense.

ACADEMIC INFORMATION

Tri-City Academy School Homework Policy

At Tri-Cities Academy, our homework policy is informed by the latest research on child development, educational practices, and family engagement. We aim to support students' academic growth, foster a love of learning, and promote well-being and balance in their lives.

Guiding Principles

- Purposeful Assignments:
 - Homework will be assigned only when it supports clear academic goals, reinforces learning, and provides meaningful practice.
 - Assignments will deepen the understanding of classroom content and develop essential skills like responsibility, time management, and critical thinking.
- Developmentally Appropriate:
 - Homework expectations will align with students' developmental stages and abilities.
 - Younger students (TK–2nd grade) will focus on fostering foundational skills, such as reading for pleasure and family engagement in learning activities.

- Older students (3rd–8th grade) will receive assignments designed to reinforce classroom instruction without excessive time demands.
- **Quality Over Quantity:**
 - Homework will prioritize the depth of understanding over the volume of work. Research indicates that excessive homework does not improve outcomes, particularly for younger students.
 - Recommended time guidelines will reflect research-based practices (e.g., 10 minutes per grade level per night, with a maximum of 80 minutes for 8th-grade students).
- **Promoting Family and Personal Time:**
 - Homework will respect students’ need for extracurricular activities, family time, rest, and self-directed exploration.
- **Feedback and Accountability:**
 - Teachers will provide timely, constructive feedback on homework assignments.

Grade-Level Expectations

Kindergarten:

- Homework Focus: Encourage curiosity and early literacy.
- Examples: Reading with a family member, drawing, or discussing topics learned in school.
- Time Guidelines: 10 minutes per evening.

Grades 1–2:

- Homework Focus: Reinforce basic literacy and numeracy skills.
- Examples: Reading daily, simple math practice, or family projects.
- Time Guidelines: 10–20 minutes per evening.

Grades 3–5:

- Homework Focus: Build independent learning habits and practice core reading, writing, and math skills.
- Examples: Weekly reading logs, short writing assignments, or math problem sets.
- Time Guidelines: 30–50 minutes per evening.

Grades 6–8:

- Homework Focus: Prepare students for high school with structured, subject-specific assignments.
- Examples: Research projects, essays, and preparation for tests or presentations.
- Time Guidelines: 60–80 minutes per evening.

Key Practices for Teachers

- **Clear Communication:** Homework instructions will be explicit and accessible, ensuring students and parents understand expectations.
- **Variety and Flexibility:** Assignments will include reading, creative tasks, and skill reinforcement, with flexibility for students’ individual learning needs.
- **Collaboration:** Teachers will coordinate homework across subjects to avoid overloading students, particularly in middle school.

Parental Role in Homework

- Encourage a positive attitude toward homework.
- Provide a quiet, well-lit workspace for children to focus.
- Support independence by guiding rather than completing assignments for children.
- Communicate with teachers if homework consistently exceeds the recommended time or creates stress.

Homework-Free Weekends and Holidays

No new homework will be assigned during weekends, holidays, or designated family engagement weeks, except for previously assigned unfinished work to promote rest, family bonding, and rejuvenation.

Together, we can foster an environment where homework enhances learning and supports a balanced, joyful school experience.

ACADEMIC INTEGRITY POLICY

At Tri-City Adventist School, academic integrity is foundational to our commitment to fostering a Christ-centered, character-driven education. Upholding honesty, fairness, and responsibility in all academic pursuits reflects our values and prepares students for a lifetime of ethical decision-making. This policy outlines academic integrity expectations, defines plagiarism and cheating violations, and establishes fair consequences to support learning and accountability.

Core Values of Academic Integrity

- Honesty: Students must submit work entirely on their own or give appropriate credit for others' contributions.
- Respect: Students must honor the work of others and the collaborative learning process.
- Responsibility: Students are accountable for their learning and actions.
- Fairness: All students deserve an equal opportunity to succeed based on their efforts.

Plagiarism

Plagiarism is presenting someone else's words, ideas, or work as your own without proper acknowledgment. This includes:

- Copying text from books, websites, or other sources without citation.
- Paraphrasing someone else's ideas without giving credit.
- Submitting work completed by another person (e.g., a parent, peer, or tutor) as your own.

Cheating

Cheating involves gaining an unfair advantage or misrepresenting one's work. This includes:

- Copying from another student during a test or assignment.
- Sharing answers or information during tests or assignments without the teacher's permission.
- Using unauthorized resources (e.g., notes, devices) during assessments.
- Fabricating data or sources for assignments.

Collusion

Collusion occurs when a student helps another student commit plagiarism or cheating.

Examples include:

- Sharing completed work for someone else to copy.
- Working together on an individual assignment without teacher approval.

Consequences for Academic Integrity Violations

Tri-City Adventist School views academic integrity violations as learning opportunities.

Consequences are designed to guide students toward better choices while ensuring fairness.

For Kindergarten – 2nd Grade:

At this developmental stage, consequences focus on education and guidance:

- Teacher-student conferences to explain the issue and reinforce expectations.
- Opportunity to redo the assignment with support.
- Parent communication to ensure alignment on expectations at home and school.

For Grades 3–5:

Students are held more accountable for their actions, with an emphasis on reflection:

- Assignment grade may be reduced, or a “redo required” notice may be received.
- The teacher-student conference will discuss the violation and strategies for improvement.
- Parent notification and a possible meeting if issues persist.

For Grades 6–8:

Older students face more formalized consequences to prepare them for future academic environments:

- First Violation:
 - The assignment will receive a grade of zero with an opportunity to redo for partial credit.
 - Teacher-student conference and parent notification.
 - Reflection activity (e.g., writing a letter explaining what was learned from the incident).
- Second Violation:
 - The assignment will receive a grade of zero without an opportunity to redo.
 - Parent-teacher conferences to develop an improvement plan.
 - Students may temporarily lose privileges (e.g., participation in extracurricular activities).
- Third Violation:
 - Referral to the principal for disciplinary review.
 - Possible suspension and required meeting with students, parents, and administration to discuss next steps.

Preventing Academic Integrity Violations

For Teachers:

- Provide clear instructions and examples of what constitutes plagiarism and cheating.
- Teach citation and research skills appropriate to each grade level.
- Design assignments that encourage original thinking and discourage rote copying.
- Monitor assessments to prevent cheating.

For Students:

- Ask questions if unsure about expectations or proper citation.
- Manage time effectively to avoid last-minute pressure to complete assignments.
- Use resources teachers provide, such as citation guides or study aids.

For Parents:

- Support students in developing good study habits and time management skills.
- Encourage honesty and effort in all academic tasks.
- Communicate with teachers if a student is struggling or unclear about expectations.

Restorative Approach

Our approach emphasizes restoration and growth. Students who commit violations can learn from their mistakes, reflect on their actions, and build stronger characters aligned with our school's values. Working together as a school community, we can uphold academic integrity as a cornerstone of excellence and spiritual growth at Tri-City Adventist School.

TECHNOLOGY PHILOSOPHY

At Tri-City Adventist School (TCAS), our philosophy for selecting and utilizing information resources and technology is rooted in our commitment to providing a Christ-centered, academically excellent education that equips students for success in the 21st century. We aim to integrate technology and resources to impact student learning while positively maximizing financial and human resources.

Alignment with Educational Goals

All information resources and technologies must support the school's mission and align with our spiritual and academic objectives. Tools should promote critical thinking, creativity, collaboration, and spiritual growth.

Accessibility

Technology should be accessible to all students, regardless of their background, ensuring that every child has an equal opportunity to learn and succeed.

Purposeful Selection

Resources are chosen based on their ability to enhance teaching and learning. This includes:

- Providing engaging, interactive, and age-appropriate learning experiences.
- Supporting differentiated instruction to meet diverse learning needs.
- Enabling the development of information literacy and digital citizenship skills.

Integration Across Curriculum:

Technology and resources should not be stand-alone additions but integrated into the curriculum to enhance instruction in all subject areas, fostering deeper understanding and application.

Collaboration and Community Engagement:

Resources and technologies are selected to foster collaboration among students, staff, and the wider school community, both locally and globally, while maintaining a safe and respectful digital environment.

Vision for the Future

TCAS envisions a learning environment where technology and information resources:

- Deepen students' understanding of God's creation and inspire lifelong learning.
- Prepare students with the skills and values needed to thrive in a rapidly changing world.
- Reflect careful stewardship, ensuring that every investment contributes to the school's mission and vision.

Through this thoughtful approach, TCAS seeks to empower students and teachers with the tools they need to achieve academic excellence and spiritual growth, while honoring God through wise and effective resource management.

TECHNOLOGY POLICY

This technology policy provides guidelines for the appropriate use of technology resources at Tri-City Adventist School. These resources include cell phones, computers, tablets, internet access, software, and other digital tools used in the school environment. This policy ensures that technology is used safely, responsibly, and effectively to enhance learning and teaching.

This policy applies to all Tri-City Adventist School students, staff, and visitors who use technology resources.

Acceptable Use

- Educational Purposes Only: Technology resources will be used for academic and school-related activities only.
- Supervision: Students must be supervised by a teacher or staff member when using technology resources.
- Internet Safety: Students must use the Internet only for school-approved activities and content.

Guidelines for Students

- Respectful Use of Technology
 - Do not damage or tamper with any technology equipment.
 - Report any malfunctioning equipment to a teacher or staff member immediately.
- Internet Safety
 - Never share personal information such as full names, addresses, or phone numbers online.
 - Do not interact with strangers or share personal information with people met online.
 - Report any inappropriate or uncomfortable online interactions to a teacher or staff member.
- Digital Citizenship
 - Follow the rules of digital etiquette and be kind and respectful to others online.

- Do not engage in cyberbullying or any form of online harassment.
- Use of Devices
 - Use school-provided devices according to the teacher's instructions.
 - Do not download or install software or applications without permission.

Security and Privacy

- Passwords: Keep passwords secure and do not share them with others.
- Data Protection: Protect the confidentiality and integrity of student and staff data.
- Device Security: Ensure that all devices are kept secure and that sensitive information is not accessible to unauthorized users.

Consequences of Misuse

- Minor Infractions: This will result in a verbal warning, temporary loss of technology privileges, or a note to parents.
- Major Infractions: As determined by school administration, major infractions may result in an extended loss of technology privileges, a meeting with parents, or other disciplinary actions.

Parent and Guardian Involvement

- Education: Parents and guardians are encouraged to learn about internet safety and digital citizenship.
- Monitoring: Parents and guardians should monitor their children's use of technology at home and support the school's technology policy.

By following this policy, we can create a safe, respectful, and effective learning environment that leverages technology to enhance education at Tri-City Adventist School.

CELL PHONE POLICY

Tri-City Adventist School (TCAS) is committed to fostering an environment that prioritizes student learning, personal interaction, and spiritual growth. To minimize distractions, promote healthy social interactions, and ensure a safe and focused environment, TCAS enforces the following No Cell Phone Policy.

Student Cell Phone Use

- Students are prohibited from using cell phones during school hours, including lunch, recess, and class transitions.
- Cell phones must remain turned off and stored in a backpack or designated location during the school day.

Exceptions

- Teachers or staff may allow cell phone use for specific educational purposes under direct supervision.
- Students with documented medical needs requiring a cell phone must have prior approval from the administration.

Before and After School

- Cell phone use is permitted only before the start of the school day or after dismissal and should not disrupt school activities or responsibilities.

Parent Communication

- If students need to contact their parents during the school day, they may use the school office phone with permission from a teacher or staff member.
- Parents are encouraged to contact the school office for urgent messages rather than texting or calling their child directly during school hours.

Enforcement and Consequences

- First Offense: The cell phone will be confiscated and returned to the student at the end of the day.
- Second Offense: The cell phone will be confiscated and must be picked up by a parent or guardian.
- Subsequent Offenses: Further disciplinary action may include a meeting with administration, a behavior contract, or loss of the privilege to bring a cell phone to school.

Rationale

This policy reflects TCAS's commitment to maintaining a learning environment without distractions. Limiting cell phone use encourages students to engage more fully in academics, develop interpersonal relationships, and participate meaningfully in their spiritual and social development.

We appreciate the partnership of parents and guardians in supporting this policy as we work together to create the best possible environment for our students.

“So, whether you eat or drink or whatever you do, do it all for the glory of God.” —1 Corinthians 10:31

COURSE OFFERINGS

*Yearly offerings depend on available staffing and/or student needs.

Art
Band 5-8*
Choir 5/8*
Mathematics
Language Arts

- English
- Handwriting/Spelling

Social Studies

- Northwest History
- US History
- World History

Music 1-8
Physical Education
Science-Health
Life Skills
Technology

FINANCIAL INFORMATION

Entrance Fee

- \$100 - Paid by Feb 28th
- \$150 - Paid by April 30th
- \$200 – Paid by May 31st
- \$250 – after May 31st
- The entrance fee is non-refundable.

Tuition

- A tuition schedule may be obtained from the school office.
- The annual tuition charge may be divided into payments. A payment plan is chosen when enrolling through the school's FACTS portal. The billing window is from July 1 to June 30 for each school year.
- The TCAS FACTS portal is for both tuition billing and enrollment.
- School Fees of \$450 (\$280 for kindergarten) are included in the annual tuition and are non-refundable. School fees cover textbooks, curriculum, media, student insurance, testing, and more. This list is not all-inclusive.

- Tuition does not include additional trips, dues, fees, lessons, uniforms, hot lunches and incidentals. This list is not all-inclusive.
- Multi-student Discount: Families with 3 or more children enrolled at TCAS may receive a discount. For 3 children, it is a 3.33% discount and for 4 or more a 8.75% discount. The family must not be receiving any other subsidy.
- Early Payment Discount: A discount may be offered for full tuition paid before the first day of school of 3%.
- Tuition is subject to change without notice.

FACTS Login: <https://online.factsmgt.com/SignIn.aspx>

Refunds

- Entrance Fees and School Fees are not refundable, also textbooks, consumable supplies, uniforms, field trips already paid. This list is not all-inclusive.
- If a student withdraws during the school year, the office has a refund schedule calculated by quarter.

Past Due Accounts

- Outstanding balances are expected to be settled.
- A late fee of \$15 may be applied to accounts overdue by 30 days.
- The release of report cards and diplomas may be withheld until financial obligations are fulfilled.

Referral Program

Tri-City Adventist School recognizes that our students and families are vital to our growth. When a positive experience at TCAS is shared, resulting in a new student, the school will show appreciation by offering a \$100 tuition credit to both the referring family and the new family. Referred families currently or previously enrolled in SWLC or TCAS do not qualify for this incentive. Incentives will be paid after the 1st full quarter the new student attends.

Financial Aid

We understand that finances play a role in your child's education. Tuition is an investment in your child's future. For many families who demonstrate financial need, we seek ways to help them make that investment. Let's work together to find a solution for your child's education. Financial aid is awarded as a gift to those who are approved.

MUSIC PROGRAM INFORMATION

Music Lessons (Dependent on Availability)

A strong music program is fundamental to the Christian educational experience. Therefore, the TCAS's music instructor may also teach private lessons. Financial arrangements are to be made directly with the music teacher where an interest exists.

All private lessons should be scheduled during after-school hours.

HOMESCHOOL PARTNERS

TCAS recognizes the importance of a Christ-centered education. We are honored to assist families who homeschool their children by providing classes that expand their homeschool experience.

The following are the features of this program:

Yearly Registration of \$250 per family. This registration fee also allows students to participate in the following:

- Attend Chapel and Spiritual Emphasis Week
- Middle School Sports: Fees for each sport will apply
- Class Fieldtrips: Parents must participate and cover any required fees**

There is an additional \$700 fee per class. Contact the TCAS office to inquire about available courses*.

*Space may be limited based on classroom size. Inquire with the TCAS office about registration.

**Parents must complete the volunteer screening

TRANSPORTATION POLICY

At Tri-City Adventist School, we prioritize the safety, comfort, and well-being of all students during transportation. These policies outline the rules and guidelines for bus and van transportation for daily commutes and field trips for students, parents, and staff.

Staff and parents should consult the Field Trip Transportation Policies for transporting students.

Behavior on the Bus or Van

- Riders must always follow the driver's instructions to ensure safety.
- Students must remain seated and wear seat belts (if available) while the vehicle is in motion.
- Loud conversations, inappropriate language, and disruptive behavior are prohibited.
- Eating, drinking (except water), and using electronic devices without headphones may not be allowed at certain times.
- Students must treat the driver, fellow riders, and the vehicle respectfully. Damaging or defacing the vehicle may result in disciplinary action and reimbursement costs.

Safety Guidelines

- Always keep all body parts and belongings inside the vehicle.
- Personal items (e.g., backpacks) must be stored in a way that does not block aisles or exits.
- Emergency exits must only be used in case of emergencies and under the driver's supervision.

Disciplinary Actions for Misconduct

- First Offense: Verbal warning and parent notification.
- Second Offense: Temporary suspension from bus/van services.
- Third Offense: Permanent removal from transportation services.

VIDEO SURVEILLANCE

Video surveillance is used in public areas of the school for safety and accountability. Both video and audio are being recorded. Recordings are stored in a secure location for a minimum of fourteen days and reviewed only by the administration in the case of reported incidents.

COMMUNITY INFORMATION

CONSTITUENT CHURCHES

Kennewick SDA Church
7105 W. 10th, Kennewick, WA 99336
Pastor Cary Fry

(509) 783-8731

Richland SDA Church
1807 McMurray Ave, Richland, WA 99354
Pastor Sergio Manente

(509) 946-8807

Riverview SDA Church
605 Road 36, Pasco, WA 99301
Pastor Jason Worf

(509) 547-4998

OFFICE OF EDUCATION

Upper Columbia Conference
3715 South Grove Rd.
Spokane, WA 99224

(509) 838-2761

SENIOR ACADEMIES IN UPPER COLUMBIA CONFERENCE

Upper Columbia Academy, Spangle

(509) 245-3600

Walla Walla Valley Academy, College Place

(509) 525-1050