

Winter/Spring
2014

A Publication of Trinity Christian School

Warrior Express

Superintendent's Perspective

The 2013-2014 school year is a milestone for Trinity Christian School. Beginning this year, TCS started pursuing dual-accreditation with ACSI (Association of Christian Schools International) and AdvancED. The accreditation process is designed to assist schools in achieving a standard of excellence and to encourage them in a continuous process of assessment and ongoing institutional development.

Hopefully, we will complete this project during the late fall of 2015 or early spring of 2016. At that time, we will host an accreditation visitation team who will observe the school operation and compile all of its findings in a report which hopefully results in a recommendation of accreditation to the Regional Commission.

Meeting the accreditation standards and completing the self-study involve a rigorous but worthwhile process, requiring intensive work for at least one full year. In responding to the questions in the *ACSI School Accreditation Manual*, the school explains its approaches and assesses its strengths and weaknesses.

The administration has been working for over a year, exploring accreditation and setting the process in motion by making application for

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Learning about Life in “Mad City” by Cathy Garner

“You are a high school student who has just been transported into the future with your friends. Some of you have just graduated from college or technical school. All of you are married; some of you already have kids. You’ve just started your first full-time, professional job. You’re earning money and have bills to pay. Now you have to select housing, transportation, food, household necessities, clothing, day care, and other wants and needs. You have lots of choices to make. Oh, yeah. You need to build a budget based on your income and debt. Welcome to Mad City Money!” That’s what the Trinity juniors and seniors heard as they were welcomed to the Mad City Money simulation sponsored by Fairmont Federal Credit Union this spring.

For the 2 ½ hour simulation, students received an “about me” sheet that contained the following: an occupation and salary, a

student loan debt owed, a credit card debt owed, and the cost of medical insurance.

The students were required to visit nine merchants in Mad City to purchase housing, transportation, food, day care, and other needs. The merchants, who were role-played by volunteers, prepared students with real-life situations by encouraging them to spend beyond their means. The “Fickle Finger of Fate” randomly visited each participant during the simulation and distributed unexpected windfalls and unplanned expenses. Credit union representatives were available to provide financial advice if the students found themselves in over their heads.

At the end of the simulation, the students reflected on the experience. The merchants then took a moment to share some final thoughts and to remind students to put God

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Parent-volunteers playing salesmen try to upsell students during the Mad City Money simulation.



Cory Dale oversees a dissection with students from her biology class.

Q & A with Cory Dale, Secondary Math/Science

What classes do you currently teach?

Earth Science (8th grade), Biology, College Prep Math, and Algebra II (all high school).

You teach courses in both science and math. Do you feel it is a benefit to students that you are able to teach both?

I think it's absolutely a benefit. In Earth Science, just yesterday, we talked about the geometry of why the Tropic of Cancer is at 23.5 degrees north because the earth's axis is tilted by 23.5 degrees. From a geometry perspective we look at parallel lines and alternate interior angles. So, math and science are very integrated with one another, and it's exciting for me to talk about how they are integrated. They are inseparable!

I really like that the grade 10 Biology and the honors Algebra II class are the same group of students. If there's an application question in Algebra II that's related to biology, it's neat to be able to say, "Remember we talked about this a month ago?"

Not too long ago there was a question that had to do with osmotic pressure in Algebra II, and we had spent a lot of time talking about osmotic pressure in biology. So, it's neat to be able to tie the two together.

When you finish your school day, what do you like to do to relax?

I love to spend time with my family, I really do. My greatest joy is just sitting around, having a meal together with my family. My daughter is a chemistry major at the University of Waterloo, so when she's home for a couple of days, everything seems right with the world when all four of us can be together again.

In the summertime, I'm a gardener, and I love to be outside. I like to cook, make bread, stuff like that.

Schoolwide Perspective

Benefits of a K-12 Community

What do high school students' lockers and colorful elementary artwork have in common? Both share a hallway at Trinity Christian School. The main hallway of the school is one of the few places within the facility where the grade levels intersect. Though the campus is shared by students from preschool through senior high, the building's two distinct wings allow for an appropriate level of separation between the elementary and secondary levels.

However, the K-12 dynamic at Trinity offers unique opportunities for interaction between students of all grade levels. This year, over twenty-five high school students are serving as Teacher Assistants through the Early Education course.

"You don't realize how much the little kids look up to you. Now that I'm a TA, I see them in the hallway and they are so excited to see me," said senior Jackie Halapy. "It reminds me to watch my actions. I want to become a good role model for them."

A teacher assistant's tasks may seem somewhat small, but they do leave an impact on the elementary students. Fourth grader Abby Mullens giggled a little as she shared how she felt about her classroom teacher assistants. "They are helpful and they are nice to you," she said.

Teresa White teaches kindergarten at Trinity and occasionally invites high school students into the classroom for a special activity, such as a Dr. Seuss book read-aloud. She expressed the mutual benefits for both the younger and older students.

"It gives the older kids an opportunity to celebrate the accomplishments of the younger ones," she said. The older students grow from the experience, too. Mrs. White elaborated, "They develop a servant's heart."

Secondary students have also been on the receiving end of outreach efforts from their younger counterparts. When the



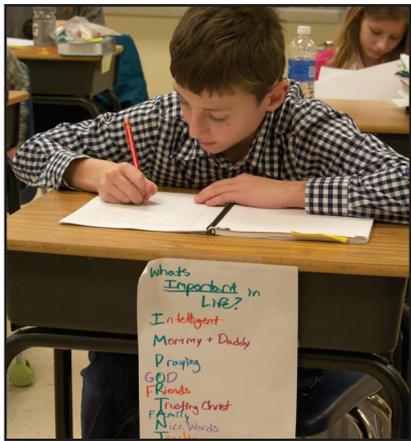
Senior Hannah Vecchio assists with an activity in the Pre-K-K classroom.



Senior Lillian Ervin shares Dr. Seuss stories with K5 students Jonathon Sheffstall and Griff Galloway.

high school students recently faced a series of standardized tests, third graders wrote encouraging notes to place on their lockers. The notes included scriptures and phrases intended to boost the confidence of the testers.

The result is a nurturing environment for all of the grade levels. Servant-leadership is learned and modeled, understanding and encouragement are fostered, and growth ensues.



Middle school students leave notes of encouragement for students in an elementary classroom.

Development News

Connections: Faithful and New

Our community is vital to Trinity Christian School. The list of faithful supporters investing in the ongoing work at Trinity continues to grow and new connections are being made. The following is a partial account of recent significant gifts, as well as new giving connections. In addition to those listed, we have had several donors, who wish to remain anonymous, give individual gifts of \$10,000 or more. We are thankful for and blessed by such a generous giving community!

Stover Grant

This is the second year in a row that we have receive a grant from the Stover Foundation for \$10,000. This grant is intended to support excellence in Christ-centered education through the following four key initiatives: the scholarship fund, the virtual academy, the athletic field and the satellite preschool. We are blessed to have continued support from the Stover Foundation and look forward to continuing our great relationship.

Weldon Family Foundation

This year we received a partial grant from the Weldon Foundation for \$5000 toward athletic field maintenance. This is the second year in a row that we have received funding from the Weldon Foundation.

Hayes Family Foundation

We have also received a \$20,000 grant award from the Hayes Family Foundation toward our athletic field expenses and general operations. This is the third year in a row that we have received funding from the Hayes Family Foundation.

United Way

Each year The United Way of Monongalia and Preston Counties is a proud sponsor of the Combined Federal Campaign. This campaign promotes and supports philanthropy through a program that is employee-focused, cost-efficient, and effective. The Combined Federal Campaign provides all federal employees the opportunity to give to designated charities through payroll deduction.

This year Trinity Christian School has been accepted into the 2014 Combined Federal Campaign of Monongalia and Preston Counties. Trinity Christian School will be listed in the CFC contributors brochure which will be distributed across the country and overseas. Trinity will be eligible to receive federal employees-designated contributions. Trinity's CFC Universal designation code is 23729. This code can be used by any employer or employee participating in the CFC campaign to designate contributions to Trinity Christian School. This is an exciting way for anyone whose employer participates in the campaign to give to Trinity. We encourage all families who are federal, state, local, or military, or those employed by private companies participating in the campaign, to give, share our CFC number, and encourage others to give.

Life in "Mad City" (from pg.1)

first in their finances. The students walked away with a variety of resources to assist with their own financial planning.

According to the exit survey, an overwhelming majority of the Trinity students agreed that making a budget would be easier after participating in the simulation. The credit union representatives were impressed with the students, saying that the Trinity seniors were the first group out of their 30 presentations in which every student finished the exercise with a positive balance.

Superintendent's Perspective (from pg.1)

candidacy. It will soon be time for us to begin our self-study. The following is a timeline outlining the self-study process:

- A steering committee appoints its self-study committees
- Self-study committees complete the evaluative criteria
- School Improvement Plan of the self-study is completed
- Dates are set for the visitation team

*In His Service,
Mr. Ken Howard*

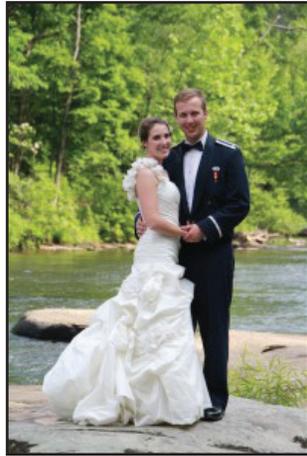
Alumni News

Kris Warner '09 and Maggie (Graham) Warner '09

Kris and Maggie were married on June 8, 2013 and currently reside in Dayton, OH.

Kris Warner, a Second Lieutenant, is attending graduate school at the Air Force Institute of Technology in Dayton, OH where he studies Computer Science and Electrical Engineering. Kris graduated from the United States Air Force Academy in May 2013 with a bachelor's degree in Computer Science Engineering. He served as Squadron Commander his senior year. Kris is the current Student Body President at AFIT.

Maggie Warner is working as a staff nurse in the Critical Decisions Unit at Kettering Health System, also in Dayton. Maggie graduated Magna Cum Laude from WVU School of Nursing in May 2013. She was



Kris and Maggie Warner

inducted into the Sigma Theta Tau International Honor Society of Nursing her junior year. Maggie received the BSN Alumni Leadership Award her senior year and served as Co-President of the Student Nursing Association.

 **Johanna Collins-Wood '05** has recently relocated to London, England to work as a lawyer in the London office of Davis, Polk & Wardwell, a New York-based US law firm. At Davis Polk, Johanna practices US corporate law for large European banking and corporate clients. Her focus is on capital markets, particularly initial public offerings in both Europe and the United States. In London, Johanna attends an evangelical Anglican church and has served as a leader for the church's Life Course, an eight-week course for people who are new to church and would like to explore what it means to have a relationship with Jesus. Johanna received her J.D. from Duke University School of Law in 2013, where she also received an LL.M. in International and Comparative Law. Johanna received a bachelor of arts in religion from Duke University in 2009, where she graduated magna cum laude and was elected to Phi Beta Kappa. Johanna credits her education at Trinity Christian School with instilling in her the determination to always do two things in life: seek out the will of the Lord and do it wholeheartedly, and always dream bigger than what you can accomplish alone.



TRINITY CHRISTIAN SCHOOL

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