



Veritas School
SOLI DEO GLORIA

Parent Handbook

2019-20

Table of Contents

Philosophy and Organization

To Parents and Students	2
Veritas School Mission Statement	3
Veritas School Goals.....	3
2.5 Code of Ethics	6
What Do We Mean by ' <i>Trivium</i> '?	8
Statement of Faith and Related Policies	8
Educational Philosophy of Veritas School.....	11
Veritas School's 'Portrait of a Graduate'	12
Veritas School's 'Characteristics of Teaching Excellence'	13
Lost Tools Chart.....	14
Veritas Board of Governors	15
Parent Involvement in Veritas School	16
Elementary Curriculum Goals	16
Secondary Course Sequence	21
Homework Philosophy and Guidelines.....	22
Guidelines for Assigning Homework	22
Grading Principles.....	24
Transcript Grades	26
Valedictorian and Salutatorian.....	26
Guidelines for Work Missed During a Suspension.....	26
Correcting Teacher Errors in Grading	27
Secondary Testing Schedule	27
Twenty Percent Rule.....	27
Grading Late Assignments.....	27
F Issuance Guidelines	28
Elementary Promotion Policy	28
Guidelines for Elementary Student Retention	29
Secondary Academic Probation Policy.....	31
Graduation Requirements and Credit Recovery	31
Academic Expectations for Seventh and Eighth Grade Students	32
Academic Expectations for High School Students	32
Latin at Veritas School.....	33
Discipline Policy	33
Student to Student Relations	34
Basic School Rules	35
Leaving Campus	35
Visitor Guidelines	36
Student Etiquette while at School	36
Uniform Policy 2019-20	37
Student Health Requirements.....	38
Admissions Requirements.....	39
Learning Disabilities Policy.....	40
Attendance Requirements	40

Class Size Policy	41
Comprehensive Grievance Policy	41
Late Fee Collection Policy	44

To Parents and Students

Veritas School was established in 1997 as a private, Christian school committed to providing a classical and biblically-based education to young people in primary and secondary grade levels. Education at Veritas is intended to be inherently different in philosophy and content than that offered in public and other private schools. Veritas School strives to operate as an extension of the family under the assumption that the education of young people is the responsibility of parents and the immediate family rather than the state. Veritas School seeks to provide a biblically-based curriculum and teaches all subjects as parts of an integrated whole with the Scriptures at the center.

In conjunction with our biblical emphasis, Veritas School strives to follow a classical and Christian education as described in the following works:

- The Lost Tools of Learning*, by Dorothy Sayers
- Recovering the Lost Tools of Learning*, by Douglas Wilson
- The Seven Laws of Teaching*, by John Milton Gregory
- Norms and Nobility*, by David Hicks

As explained in these works, our classical approach to the classroom is based on the *trivium* of grammar, logic, and rhetoric fit to the appropriate stages of development. These make up what we mean by the “tools of learning”. In the elementary grades, *grammar* (memorization, understanding language) dominates the curriculum. In the secondary, *logic*—the analysis of subjects and ideas—directs the classroom approach in all subjects in the 7th-9th grades, while *rhetoric*, the clear and persuasive expression of ideas, guides the 10th-12th grades. These are rough guidelines, of course, (we strive for clear expression of ideas in elementary, as well, and memorization is a fact of life in high school classes) but they illustrate what we are trying to do.

In general, our broader goals can be encompassed as the cultivation of wisdom and virtue (2 Peter 1:5-6) by nourishing the soul on Truth, Beauty, and Goodness (Philippians 4:8) by means of the seven Liberal Arts, all to the glory of God. The policies and guidelines in this handbook were created to help us meet those admittedly difficult, but necessary, ideals.

We are pleased that you have chosen to become a part of Veritas School, and we look forward to working with you in the very important task of God-glorifying education.

Veritas School Mission Statement

The mission of Veritas School is to cultivate wisdom, virtue, and godliness in its students, faculty, staff, families, and communities by providing an excellent Christ-centered and classical education.

Veritas School Goals

A Classical and Christ-centered Education

CHRIST-CENTERED

In all its levels, programs, and teaching, Veritas School seeks to:

1. Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17);

Because we have a Christian world view, based on the Scriptures, we are able to give the students a unified education. That unity is only possible because of the centrality of the Scriptures in the educational process. Without that centrality, true education will wither and die. With it, all subjects will be understood, and more importantly, they will be understood as parts of an integrated whole.

There is no such thing as neutrality in education. Every fact, every truth is understood in the light of a certain world view. This means that history, art, music, mathematics, etc., must all be taught in the light of God's existence and His revelation of His Son, Jesus Christ. Because the Scriptures occupy a crucial role in teaching us about this revelation, they must also occupy a critical role in Christian education.

This is not to say that the Bible was meant to be read as a science or mathematics text. It was not. It does, however, provide a framework for understanding these so-called "secular" subjects. Without such a framework for understanding, all subjects will degenerate into chaotic absurdity.

Because all truth comes from God, the universe is coherent. Without God, particulars have no relation to other particulars. The universe must, under this understanding, be a multi-verse: an infinite array of absurd "facts." In education this position leads to the fragmentation of knowledge. History bears no relation to English and biology no relation to philosophy.

2. Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40);

Education does not exist for its own sake. It is not an exercise conducted on paper. Education occurs when information is transferred from one individual to another. We have already discussed how that information can be a part of an integrated world view. But this by itself is not enough.

If the subject matter is in line with the Scriptures but the life of the teachers/staff is not, a conflict

is created in the mind of the student. What the inconsistent teacher writes on the blackboard and what he lives in the classroom are two different things. This same conflict can be created in the minds of the students and teachers if a board member is living in a manner inconsistent with the Bible.

When hypocrisy is tolerated, it leads to greater problems. At best, the integrated Christian world view becomes a dead orthodoxy - - true words, but only words. At worst, anti-Christian living leads to anti-Christian teaching. The hypocrisy is removed by making the instruction as false as the life.

As Christian educators, we recognize that hypocrisy on our part will place a stumbling block in the path of the students. The flow of information from teacher to student will be seriously hindered. Because we are in the business of transmitting a Christian world view, we must also be in the business of living exemplary Christian lives. All Veritas employees, staff, and Board are required to agree to the Veritas School Biblical Standards and Lifestyle Commitment, found later in this handbook.

3. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15).

It is our goal to bring every child who does not have a relationship with the Father into such a relationship through Christ. Then, and only then, will the rest of the education we offer be fully understandable. If the child already knows the Lord, it is our goal to encourage him to develop that relationship. As he grows, the education he is receiving will further that growth.

It is not our role as educators to attempt to make God's work in human lives superfluous. There is no way to perfect human beings by means of instruction -- even if that instruction is Christian in content. The error of thinking that education can perfect man is one that was with the government schools at their inception and which still governs their philosophy. To repeat this error -- even with Christian instruction -- is to create a legalistic atmosphere in the school. This is in contrast to the Good News that God offers us in Christ which will create a moral atmosphere in the school.

Good instruction is conducive to rational Christian minds and godly Christian lives, but only if it presupposes and is built on the Gospel. This Gospel is that Christ died for our sins in accordance with the Scriptures and that He rose again on the third day. If a person responds to this message with repentance and belief, then God will give that person eternal life.

CLASSICAL

As we use it here, the word 'classical' refers to the structure and form of the education we provide. It refers also to the content of the studies.

In all its levels, programs, and teaching, Veritas School seeks to:

1. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below);

The structure of our curriculum is traditional with a strong emphasis on the “basics.” We understand the “basics” to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in science class the students will not only read their text, they will read also from primary sources.

Grammar, logic, and rhetoric will be emphasized in all subjects. By **grammar**, we mean the fundamental rules of each subject (we do not limit grammar to language studies). In English, a singular noun does not take a plural verb. In logic, A does not equal ~A. In history, time is linear not cyclic. Each subject has its own grammar which we require the student to learn. This enables the student to learn the subject from the inside out.

The **logic** of each subject refers to the ordered relationship of that subject’s particulars. What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to each other (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is **rhetoric**. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the ‘history’ or ‘science’ is correct. This must also be expressed well.

2. Encourage every student to develop a love for learning and live up to his academic potential;

This goal is impossible to realize unless the teachers have a real love for the subject. If the teacher is not excited about having this knowledge, then why should the student be excited about acquiring it? Necessity may induce the student to learn the material; it will not induce him to love it. If he does not love it, he will content himself with some minimum standard. The origin of this travesty of education is a teacher who also is content with some minimum standard.

A teacher who is excited about the subject he teaches will be extremely sensitive to those students who are seemingly bored. If this goal is successfully reached, then the student will spend the rest of his life building on the foundation laid during his time at Veritas. Not only did he receive the tools of learning, he acquired the desire to use them. Unlike most tools, they do not wear out with use.

3. Provide an orderly atmosphere conducive to the attainment of the above goals;

There is only one way to maintain an orderly atmosphere in a school, and that is by means of strict, loving discipline. It is possible for discipline to be strict without ceasing to be fair or loving. Indeed, when discipline lapses, fairness and love are usually the first casualties. There is no way to love or instruct a child in the midst of chaos.

Our primary obligation is to the majority of students who require an orderly atmosphere in which to learn. We will not tolerate the ongoing presence of a disruptive student. Students must either submit to the standards of the school, or be subject to expulsion.

Any one of the above goals taken in isolation would be an inadequate basis for education. Taken together, we believe they establish a remarkably firm foundation. We look forward to seeing the minds of many young people educated in a way that, tragically, is very rarely seen today. As God blesses, we hope to see that change.

2.5 Code of Ethics

Objective:

To maintain the testimony of Veritas School as a Christian school.

Scope:

This policy applies to all individuals who represent Veritas School in any capacity.

Guidelines:

All students, teachers, staff members, and representatives of Veritas School are expected to conform to biblical standards of behavior at all times.

If there is any dispute about what constitutes “biblical standards of behavior,” the final determination shall be made by the Board of Governors.

Biblical standards of behavior govern all aspects of life. It is impossible to specify every requirement of biblical morality. However, given debates about the following subjects, even among Christians, Veritas School does stipulate the following:

Sexual Ethics and Marriage

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen 1:26-27.) Rejection of one’s biological sex is a rejection of the image of God within that person.

We believe that the term “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. (Gen 2:18-25.) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Cor 6:18; 7:2-5; Heb 13:4.) We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matt 15:18-20; 1 Cor 6:9-10.)

We believe that in order to preserve the function and integrity of Veritas School, and to provide a biblical role model to Veritas's members and the community, it is imperative that all persons employed by Veritas in any capacity, or who serve as volunteers, agree to and abide by this Statement on Sexual Ethics and Marriage. (Matt 5:16; Phil 2:14-16; 1 Thess 5:22.)

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21; Rom 10:9-10; 1 Cor 6:9-11.)

We believe that every person must be afforded compassion, love, kindness, respect, and dignity. (Mark 12:28-31; Luke 6:31.) Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture.

Human Life

We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life. (Ps 139.)

What Do We Mean by 'Trivium'?

The term 'trivium' is used in various ways in classical, Christian schooling circles, and the individual elements of the trivium often are used as a kind of shorthand. We consider all of the following legitimate uses of the terms.

	<i>Intellectual Tool</i>	<i>Pedagogical Method</i>	<i>Stage of Development</i>	<i>Part of Learning</i>	<i>Distinct Subject</i>
<i>Grammar</i>	Understanding the structure of language; memory	Hands-on work, projects; chanting, reciting, imitation	Love of memorization, fascination with the rhythms and facts of the world (approximate ages 9-11)	Fundamental rules or elements of a subject	The study of the structure of language
<i>Logic</i>	Use of language; analysis and argument	Debate, analysis of cause/effect, clarifying writing	Like to organize, curious about 'why', critical faculties developing (approximate ages 12-14)	Ordered relationship of the particulars of a subject	Instruction in constructing and analyzing arguments
<i>Rhetoric</i>	Expression in language, persuasively and elegantly, by synthesis and evaluation	Speeches, discussion, world view application and evaluation	Concerned with present events, desire to express own ideas (approximate ages 15-18)	Clear expression of the ideas related to the subject, application and use of the ideas	The study of the methods of discovering and applying the available means of persuasion regardless of the subject

Statement of Faith and Related Policies

The following is the foundation of beliefs on which Veritas School is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine in Veritas School. Other doctrine will be called secondary, it can be discussed (see below) but it should be referred back to the family and local churches for final authority (see Secondary Doctrine Policy).

1. We believe the Bible to be the only inerrant, authoritative Word of God.
2. We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
8. We believe in the resurrection of both the saved and the lost, they that are saved to the resurrection of life and they that are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

As a matter of firm policy, it is mandatory that all Board members, teachers, and staff subscribe to the above statement of faith in a manner and method prescribed by the Board of Governors, either in written statement or oral testimony before the Board.

DOCTRINE POLICY

Classroom discussion of doctrine should be on an informative, non-partisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents. Presentation of all sides of an issue is encouraged. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

SECONDARY DOCTRINE POLICY

Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents. Presentation of all sides of an issue is encouraged. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

REVERENCE POLICY

In assemblies and all areas of instruction, especially Bible classes and related activities, proper respect and consideration of God's character will be given.

Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord must be consistent with biblical principles. The following list is not meant to be all-inclusive, but it is characteristic of the kind of activities to avoid.

1. Silly or trite references to Jesus Christ and His work on the cross.
2. Implying, directly or indirectly, that all the students are Christians.
3. Mockery of angelic powers, demonic or heavenly.

4. Emphasis on good feelings or works instead of humble obedience and grace.

For the sake of the students' spiritual training and the school's work, joyful encouragement and instruction in reverential knowledge of the Lord is necessary.

CONTROVERSIAL SUBJECTS POLICY

Objective: To establish a policy that helps Veritas School to respect the convictions of parents and teachers in various academic subject areas while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian world view.

This policy applies to all teaching staff in the course of their teaching duties. It does not apply to non-teaching staff, nor to the teaching staff on their own time.

Definitions: Controversial subject: a subject which Christian families and churches commonly consider divisive, whether or not the introduction of the topic was planned by the teacher or brought up by a student.

1. If in the course of teaching a class a teacher sees that a subject has arisen which he has good reason to believe is controversial and discussion of that subject will not help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.
2. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
 - a) As necessary, instruct the class on the responsibility of Christians to be charitable in debate;
 - b) Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject;
 - c) As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic;
 - d) Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects;
3. Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction, in Biology and literary and biblical texts, and biblical principles and references as they arise in appropriate class contexts.
4. The teacher is to remember that, according to Scripture and the second stated goal of Veritas School, he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

Educational Philosophy of Veritas School

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren).

Therefore, below are the most important philosophical elements that we at Veritas School believe distinguish our approach to education.

1. We believe that the Bible clearly instructs parents, not the Church or State, to “bring children up in the discipline and instruction of the Lord.” The Church’s commission is essentially to spread the Gospel and train believers (Matt.28:18-20). The State has been directed to enforce God’s laws and protect the innocent (Romans 13). The Church trains parents and the State protects families. The Family raises and educates children (Eph. 6:1-4). Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
2. We believe that God’s character is revealed not only in His Word, but also in every facet of the creation. Therefore we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.
3. God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method (see Goals), incorporating instruction in Latin.
4. We want to help parents teach their children that all they do should be done “heartily, as unto the Lord.” Therefore we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical principles of discipline.
5. We desire to have a full K-12 program because we believe that as long as a child is under the parents’ authority and undergoing formal education, he should be trained biblically (Deut. 6:6,7; Prov. 22:6).

Above all, parents can be confident that their student, at every stage of his development in school, will be loved with Christ’s love in Veritas School.

Veritas School's 'Portrait of a Graduate'

We aim to graduate young men and women who...

- ◆ **reason precisely and articulate persuasively, who are capable of evaluating their range of experience in the light of the Scripture, and who do so with eagerness and in joyful submission to God.** This is shown as they
 - demonstrate godly discernment in all their dealings with the world
 - speak and write persuasively and wisely in any situation
 - submit joyfully and eagerly to the Lordship of Jesus Christ over all things

- ◆ **possess all these characteristics with humility and gratitude so that they may proceed into the world to the glory of God,** as they
 - serve others actively in humility
 - persevere in difficult settings
 - initiate respectful dialog with those in authority

- ◆ ***are socially graceful and spiritually gracious, and who***
 - put others at ease, and are themselves at ease, in all social situations
 - know what it means to receive grace and to be gracious to others

- ◆ **are equipped with a love for the elements of a classical education, desiring to grow in understanding and yet fully realizing the limitations and foolishness of the wisdom of the world.** They will
 - choose classical, Christian education for their own children
 - spend some of their leisure time actively pursuing the liberal arts and attending to the fine arts
 - use logical reasoning to draw valid conclusions, recognize invalid reasoning, and make wise decisions
 - show in their speech and writing a mastery of the core knowledge of the liberal arts

- ◆ **know and love the Lord Jesus Christ and can distinguish real religion from religion in form only,** as they
 - practice their Christian faith in thought, word, and deed
 - honor Christ by leading in their communities through their individual callings

Veritas School's 'Characteristics of Teaching Excellence'

(This document was created by the faculty to describe, in summary form, the traits we believe demonstrate excellent teaching at Veritas.)

Who You Are: Character of the Teacher

- Practiced in modeling love, joy, peace, spiritual maturity and Christ-likeness before students and the school community
- Practiced in actively pursuing growth in understanding and application of the philosophy of classical education, increasing content knowledge, and knowledge about current teaching theory and practice
- Practiced in establishing meaningful emotional/psychological engagement with all students, displaying the qualities of predictability and supportiveness
- Practiced in supporting and contributing to a professional, mission-focused sense of community, including colleagues, staff, students and parents.
- Practiced in establishing proactive communication with, and service to, each student's parents

What You Do: Practice of the Teacher

- Practiced in setting high academic standards/expectations for all students
- Practiced in setting and administering high behavioral standards/expectations for all students in a way that students know that the teacher is "on their side"
- Skilled in using curriculum to support both the academic and the spiritual goals described in the Portrait of a Graduate
- Skilled in eliciting deep/engaged/active learning for all students regardless of grade level, discipline or age
- Skilled in the application of classical methods and emphases, e.g. the Seven Laws of Teaching, leading students in assessing and evaluating through Christian worldview, the progymnasmata, Socratic questioning, etc.
- Skilled in providing continuous reinforcement/feedback that leads to consistent high-level performance
- Skilled in frequently checking for understanding, using feedback to adjust instruction, and in helping students to adjust their own learning
- Skilled in planning and adjusting planning in light of student differences in readiness, interest, learning style, and year-end and unit goals

Lost Tools Chart

Tom Garfield's 'Lost Tools' chart demonstrates how classroom methods are adapted to the ages of the students. (Chart developed by Tom Garfield, Logos School, Moscow, Idaho.)

BEGINNING GRAMMAR (Pre-Polly)	GRAMMAR (Poll-Parrot)	LOGIC (Pert)	RHETORIC (Poetic)
Grades K-3	Grades 3-6	Grades 7-9	Grades 10-12
Approx. ages 5-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
Student Characteristics:	Student Characteristics:	Student Characteristics:	Student Characteristics:
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss) 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know "behind the scenes" facts 6. Curious about Why? for most things 7. Thinks, acts as though more knowledgeable than adults 	<ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
Teaching Methods:	Teaching Methods:	Teaching Methods:	Teaching Methods:
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips 	<ol style="list-style-type: none"> 1. Lots of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Teach and assign research projects 6. Recitations, memorization 7. Drills, games 8. Oral/written presentations 	<ol style="list-style-type: none"> 1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. World view discussion/written papers

Veritas Board of Governors

There shall be four permanent Board seats and three appointed seats. The four permanent seats will be filled when necessary by selection by the existing Board.

There will be five persons selected to fill the four seats, with the extra person taking a one year sabbatical leave from the Board. This "sabbatical seat" will rotate through all permanent members every five years.

The three appointed Board seats will have three year terms; one seat will be filled every year. New Board members may be nominated for their terms of service by two or more sitting Board members, or by submitting an application to the Board.

Any two sitting Board members may remove a nominee from consideration. Appointment will be affirmed by a majority vote of the Board.

No person may be elected to consecutive terms on the Board. Hereinafter after all references to "Board Members" shall refer to active voting members of the Board of Governors.

The Board designated Headmaster (or Head of School) is hired by the Board to oversee the day-to-day operations of the school and to provide timely information to the Board regarding long-term decisions on curriculum, school policies, budgeting, and facilities planning.

The Board of Governors may designate non-voting, temporary members of the Board by a two-thirds majority vote of the full Board. Their terms of service will continue at the discretion of the Board. At the direction of the Board, a temporary member may be designated as secretary of the Board.

Qualifications for Board members are described in Article 8 of the School's By-laws.

Parent Involvement in Veritas School

“Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord.” Eph. 6:4

As a support and extension of the family unit, Veritas School considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at Veritas we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few of the more common ways we do this. Please feel free to ask if you would like to try additional ideas.

1. Visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
2. Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher concerned.)
3. Act as chaperone on field trips, library visits and other class outings.
4. Serve as a story-reader, song-leader or guest artist; offer your special talents.
5. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
6. Share your experiences, trips, vacations, as they may relate to an area of study in a class.
7. Volunteer your help in the preparations for the many tasks related to the annual auction, golf tournament and other school events. (See chart for grade assignments)
8. Attend all Parent-Teacher Conferences. These are scheduled after the first and third grading quarters each year. Informal conferences may be held anytime at the parent’s request.
9. Closely monitor and praise your child’s progress by reading all teacher notes in your child’s contact book and student papers sent home.

Elementary Curriculum Goals

In keeping with our understanding and practice of the Grammar stage methodology (see School Goals), and its approximate correlation to the elementary years, we have divided each area below into Goals and Memory sections. The Goals are those basic principles we seek to achieve throughout the seven years of elementary school, K - 6. The Memory section contains an abbreviated list of material we seek to have the students commit to memory through repetition within that subject area.

1. BIBLE:

GOALS: We seek to:

- a) Have the students read the actual text for themselves vs. only prescribed verses.
- b) Have the students read through the Bible, book by book, from second to sixth grade.

- c) Encourage the students to understand the verses in context, along with other good interpretation principles.
- d) Let the scriptures speak for themselves with clarifications and illustrations by the teacher.
- e) Show the students the richness and requirements of the Bible.
- f) Teach the biblical pattern of salvation; Law before Grace.
- g) Encourage students to come to the Father, through the Son, and grow in their knowledge and love of Him.

MEMORY: The students will recall: The entire list of books of the Bible, in correct order.

- a) The major attributes of God; i.e. Loving, Just, Omnipresent, Omniscient, Creator, etc.
- b) The names and significance of Adam, Abraham, Moses, David, Paul, Peter, etc.
- c) The major acts and themes of the Gospels: Jesus' birth, miracles, crucifixion, resurrection.
- d) The Ten Commandments
- e) Surveys of Old Testament and New Testament, highlighting key events and people.

2. ENGLISH: (COMPOSITION & GRAMMAR)

GOALS: We seek to:

- a) Equip every student with the skills necessary for good writing, including spelling, grammar, style, clarity, etc.
- b) Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
- c) Encourage clear thinking by the students through requiring clear writing.
- d) Introduce the students to many styles of writing using the Bible and other high quality literature.

MEMORY: The students will recall:

- a) The names and functions of parts of speech (ie: a noun, verb, adverb, adjective, preposition, etc.).
- b) Basic spelling rules.
- c) Correct punctuation marking and capitalization rules.

3. HISTORY/GEOGRAPHY:

GOALS: We seek to:

- a) Teach the students that God is in control of History and He will determine its ultimate outcome.
- b) Enable the students to see God's hand in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
- c) Broaden the students' understanding of history and geography as the students mature, specifically by deepening the level of exposure and research into various topics (e.g. U.S. History, or geography) from kindergarten through sixth grade, as well as presenting history chronologically when appropriate for the age level.
- d) Make history and geography "come alive" for the students through the use of a unit approach to history, and its related areas, and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.

MEMORY: The students will recall:

- a) The names and capitals of all fifty United States
- b) The names of most major countries of the world
- c) Key figures in history; e.g. Homer, Martin Luther, George Washington, etc.
- d) Key dates and their significance in history; e.g. Fall of Rome, 1492, 1620, 1776, etc.
- e) Preambles to Declaration of Independence, U.S. Constitution
- f) Map reading skills, e.g. all cardinal directions, etc.

4. SCIENCE:

GOALS: We seek to:

- a) Teach that the biblical creation account is true and that the theory of evolution is false.
- b) Teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith.
- c) Show the students that because God made the universe, it has inherent order, which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws, systems, and truths God put into creation.
- d) Treat the study of science as a “means to an end”, not an end in itself. That is, curiosity, experimentation, demonstration, research, should be emphasized as the process and way of using science, as opposed to the study of facts. Facts should be attained as the result of research and discovery, vs. lecture. By the time the students enter secondary-level science, they should be well familiar with the scientific method, through repeated practice.
- e) Use many forms of instruction to teach scientific concepts and methods, e.g., a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.

MEMORY: The students will recall:

- a) The basic steps to the Scientific Method.
- b) The work of each of the six days of Creation.
- c) The major classifications and fields of science, e.g. Earth Science, Biology, and Zoology.
- d) The order and names of the nine planets.

5. MATHEMATICS:

GOALS: We seek to:

- a) Ensure that the students have a thorough mastery of basic mathematical functions and tables.
- b) Put an emphasis on conceptual, as well as practical understanding of math through the frequent use of story problems.
- c) Illustrate God’s unchanging character through the timeless, logical mathematical systems He gave to man through His gift of Reason.

MEMORY: The students will recall:

- a) The four basic mathematics properties; i.e. addition, subtraction, multiplication, division, and their uses.
- b) Multiplication facts to 12.
- c) Addition and subtraction facts to 20.
- d) All aspects of telling time, reading thermometers, and identifying dates.
- e) All cardinal directions and basic geometric shapes.

6. READING:

GOALS: We seek to:

- a) Use phonics as the primary building blocks for teaching students to read.
- b) Encourage the students to read correctly as soon as possible (normally in Kindergarten or first grade).
- c) Introduce the students to high quality children's literature as soon as possible, through our Literature program.
- d) Carefully monitor the student's reading abilities to ensure he is at a reasonable level, is comprehending adequately, and is reading fluently, both orally and silently. This includes the proper use of word-attack skills.
- e) Foster a life-long love of reading and high quality literature, after being taught to recognize the characteristics of such literature.

MEMORY: The students will recall:

- a) The vowels and their sounds.
- b) The consonants and their sounds.
- c) The definitions of plot, character, fiction, non-fiction, biography, etc.
- d) Oral reading skills.
- e) Their favorite authors.

7. ART:

GOALS: We seek to:

- a) Teach all our students the basic fundamentals of drawing to enable them to create adequate renderings.
- b) Encourage the students to appreciate and imitate the beauty of the creation in their own works.
- c) Introduce the students to masters' works of the Western culture.
- d) Equip the students to knowledgeably use a variety of art media.

MEMORY: The students will recall:

- a) The primary and secondary colors.
- b) The use of perspective in drawing.

- c) At least four famous artists.
- d) Seven basic design principles: line, shape, value, form, color, texture and space

8. MUSIC:

GOALS: We seek to:

- a) Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
- b) Systematically instruct the students in the fundamentals of vocal and instrumental music.
- c) Enrich the teaching of scripture through the teaching of many classic, meaningful hymns.
- d) Encourage (through a variety of options) the students to select some area of music, vocal or instrumental, to pursue on their own.

MEMORY: The students will recall:

- a) The timing of whole, half, quarter notes.
- b) The difference between the base and treble clefs.

9. PHYSICAL EDUCATION:

GOALS: We seek to:

- a) Systematically work with the students to teach them basic exercises and game skills (e.g. throwing, hitting, kicking, catching, etc.)
- b) In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
- c) To enhance biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.

MEMORY: The students will recall:

- a) The benefit specific exercises provide for various body parts.
- b) The function of different muscles and how to strengthen them.

Secondary Course Sequence

<i>Course</i>	<i>7th</i>	<i>8th</i>	<i>9th</i>	<i>10th</i>	<i>11th</i>	<i>12th</i>
			<i>Humane Letters</i>			
History	World Geography/ Pacific NW History	American History to Civil War	Humane Letters: Ancient World	Humane Letters: Rome to Renaissance	Humane Letters: Reformation to 20 th c.	Humane Letters: American History
Literature	Literature and Writing	American Literature	(Humane Letters: Ancient World Lit.)	(Humane Letters: Rome to Renaissance Lit.)	(Humane Letters: Reformation to 20 th c.)	(Humane Letters: American Lit.)
Theology	OT Survey	NT Survey	Historical Context of OT	Historical Context of NT	Doctrine and Church History	Apologetics
Other					Rhetoric I	Rhetoric II
			<i>Math And Sciences</i>			
Math	Pre-Algebra	Algebra	Geometry	Advanced Algebra	Pre-Calculus Integrated Math	Calculus Statistics
Science	Earth Science	Logic	History of Natural Science	Biology	Chemistry	Physics
			<i>Arts And Languages</i>			
Language	Latin	Latin	French Latin	French Latin	French Latin	French NT Greek
Art	Studio Art	Studio Art	Art History: Ancient World	Art History: Medieval to Renaissance	Art History: To 20 th c.	
Music	Required	Required	Required	Required	Required	Required
Other	PE	PE	PE	PE		

All classes are required, with the exception of high school languages and 12th grade mathematics. Students may chose to take Latin or French in grades 9-11, and then either New Testament Greek or French in 12th grade. Math course options are PreCalculus or Integrated Math (11th), and Calculus or Statistics in 12th grade.

Homework Philosophy and Guidelines

PHILOSOPHY

Veritas School may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework being assigned:

1. Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period study.
3. Since Veritas School recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his or her studies. This will also keep the parents informed as to the current topics of study in the class.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation serves a punitive, as well as practical purpose.

Guidelines for Assigning Homework

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment that could have been completed in school.

The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as maximum times, not as required minimum times, and then only if homework is assigned. In any event of homework normally being assigned, a Weekly Homework Assignment Sheet should be used in the elementary grades.

<u>GRADE</u>	<u>MAXIMUM APPROX. TIME PER WEEK NIGHT*</u>
K	NONE
1 st – 2 nd	20-40 MINUTES (infrequently)
3 rd	30-45 MINUTES (as needed)
4 th – 5 th	45 MINUTES
6 th	45-60 MINUTES
7 th – 8 th	60-75 MINUTES
9 th – 10 th	75-90 MINUTES
11 th – 12 th	90-120 MINUTES

*Normally homework is not to be assigned over the weekends or over holidays and vacations periods.

1. Purpose of homework:

- a) Homework is assigned to increase student learning. Homework lessons extend classroom

learning beyond the school environment.

- b) We seek to provide a rigorous education to our students. However, rigor is not achieved by requiring the students to complete nine to ten hours of schoolwork each day. Rather, we want to provide academic rigor through stimulating students in their thinking.
- c) *Parents should contact their child's teacher(s) at the first indication of problems either with clarity of homework or amount assigned. Early and frequent communication between parent and teacher is the surest way to solve potential homework issues. Parents should not assume that the problem rests with their child until they have sought more information from the teacher. Frequent feedback helps classroom teachers to keep homework within school guidelines.*

2. Guidelines for teachers:

- a) Make expectations for the homework assignment clear to the students. Explain the purpose of the assignment.
- b) Homework assignments may not be complex or novel. Homework should focus on simple skills and material or on the integration of skills already possessed by the students.
- c) Homework may not to be assigned to punish students.
- d) Assignments should be the same for all students and should not be individualized. (The same type of assignment should be required of all students although specific topics may vary.)
- e) Teachers should give the students time to begin working on assignments during class. Homework then consists of work that was not completed during class. In most subjects, some of the best students should complete the assignment during the class time provided.
- f) Teachers must collect homework, check it for completeness, and give intermittent instructional feedback. Teachers are not required to grade every homework assignment. Homework assignments should be used to locate problems in student progress and to individualize instruction.
- g) Homework should not be assigned over weekends, over Christmas vacation, or over Spring Break.

3. Homework limitations: (Expectations for the “B” student)

- a) 7th and 8th grades: An average of one hour each night, not to exceed a total of one and ½ hours on any given night.
- b) Freshmen and Sophomores: An average of 75 minutes each night, not to exceed a total of one and ¾ hours on any given night.
- c) Juniors and Seniors: An average of one and ½ hours each night, not to exceed a total of two hours on any night.
- d) In general, teachers should figure approximately 10 minutes in the 7th and 8th grades, and 15 minutes in the high school, of homework for every hour of class time per day.

4. Specific guidelines by course:

- a) PE, Studio and Performing Arts: Limited homework may be assigned subject to

administrative approval.

- b) Theology and Science: Completion of assignments not finished during allotted time in class, reviewing information presented during class (such as studying for tests).
- c) Math: Completion of problems not finished during class.
- d) Humane Letters (history and literature): Completion of reading or writing assignments not finished during class. Junior and Seniors: Teachers may assign short sections of reading, not to exceed an average of 25 minutes, to be completed outside class. Reading in literature books has the highest priority of all assigned homework.
- e) Art History: Completion of reading or writing assignments not finished during class.
- f) French/Latin/Greek: Completion of assignments not finished during class. Review of vocabulary and grammar. Not to exceed 15 minutes.
- g) Rhetoric & Logic: Preparation for presentations and tests.

Students who have been absent and have work to complete and/or students, who need extra work to maintain a satisfactory level of learning, may have to spend more time completing homework.

Grading Principles

1. No single assignment should be worth more than 25% of the student's total grade.
2. A minimum of twelve grades should be used to calculate the grade (Theology and Art History courses should have at least eight grades).
3. Variety in the type of assignments, testing, and homework is important.
4. Semester grades are calculated by averaging all grades for that semester. Grades should be roughly distributed throughout the semester, not heavily in one quarter or the other. Participation in in-class discussion, require records to be kept on a consistent basis.
5. Projects, depending on the scope of the assignment, may be used in place of tests.
6. All grading will be criterion-referenced. Teachers are prohibited from assigning grades based on a normal curve.
7. Teachers may not use academic grades for discipline purposes.

GRADE REPORTING

Progress reports are sent home at six and 12 weeks. Progress reports for all secondary students in classes other than P.E., art and music must include teacher comments. Elementary report cards are sent home each quarter. Report cards for secondary students are completed at the end of each semester. Weekly checklists are available to monitor academic progress upon parents' request. Teachers are required to notify parents before the end of the grading period if a student is in danger of receiving a failing grade for the semester. Parents are encouraged to make use of the parent response forms sent home with the mid-term reports and the report cards.

GRADES AND HONOR ROLL

All academic grading in Veritas School will use a criterion-referenced base for evaluation. The students' work will be evaluated against an objective standard in each class. Grade point averages (G.P.A.) will be computed at the end of each semester. Pass/fail courses will be graded and applied toward graduation requirements but will not be factored into cumulative G.P.A.. The following percentages, grades, and grade points are used school-wide.

<u>%</u>	<u>Grade</u>	<u>Grade Point</u>	<u>Meaning</u>
100-94	A	4.0	Excellent
93.9-90	A-	3.7	
89.9-87	B+	3.3	Surpassing
86.9-84	B	3.0	
83.9-80	B-	2.7	
79.9-77	C+	2.3	Satisfactory
76.9-74	C	2.0	
73.9-70	C-	1.7	
69.9-50	F	0.0	Failing
100-70	P	N/A	Passing
N/A	I	N/A	Incomplete

Veritas School maintains a system of formal honors and awards for several reasons:

1. The recognition of good work is endorsed in the scriptures, from the writings of Solomon (Proverbs), to those of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.
2. We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but rather it is noticed and commended.
3. We want to draw public attention to the high quality of work being done by our students, to the glory of God and their parents.

ELEMENTARY HONORS/AWARDS

ACCOMPLISHMENT	HONOR/AWARD GIVEN
All A's with no more than 2 B's in a quarter period	Placement on Honor Roll.
All year placement on Honor Roll.	Certificate received at awards ceremony
Significant, consistent academic improvement, as noted by teacher	Certificate received at awards ceremony, "Most Academically Improved" for grade level
Consistent, observable kind behavior shown toward peers and younger students	Certificate received at awards ceremony, "Veritas Award"
Three or fewer absences and no more than five tardies.	Attendance certificate received at year-end awards ceremony

SECONDARY HONORS/AWARDS

ACCOMPLISHMENT	HONOR/AWARD GIVEN
3.7 GPA and higher for semester	High Honors. If for both semesters, certificate at awards ceremony.
3.3-3.69 GPA for semester	Honor Roll. If for both semesters, certificate at awards ceremony.
Significant, consistent academic improvement, as noted by teachers	Certificate received at awards ceremony, "Most Academically Improved" for grade level
Consistent, observable kind behavior shown toward peers and younger students	Certificate received at awards ceremony, "Veritas Award"

Transcript Grades

For consistency of comparison by colleges, grades for transcripts are converted to a 4.0, 3.0, 2.0, 0.0 scale.

Valedictorian and Salutatorian

The valedictorian and salutatorian for the graduating class shall be determined using the following criteria:

1. The student(s) with the highest 'honor roll' (regular, as opposed to transcript) GPA will be the valedictorian(s) for the class. The student(s) with the next highest GPA will be salutatorian(s). GPA will be determined at the end of 1st semester of the 12th grade, and then checked again at the end of the third quarter. Valedictorian and salutatorian will be required to maintain a high academic level to the end of the school year.
2. Beginning with the Class of 2019, to be considered for valedictorian or salutatorian, students must have taken at least one full year of the highest high school math option available in grades 11 or 12 at Veritas (e.g either Pre-Calculus or Calculus).
3. All valedictorians will be given consideration to address the audience at graduation, if they wish. Student speeches are subject to administrative review and approval.
4. Students must have attended at least seven semesters of high school at Veritas.

Guidelines for Work Missed During a Suspension

1. Students are expected to complete all assignments given to their class during their absence within a reasonable amount of time established by the teacher.
2. Assignments should be graded in a manner consistent with the procedure used for the rest of the class. Students should receive full credit for work completed on time.

Correcting Teacher Errors in Grading

These guidelines apply when a student reports to a teacher that the student's work has been graded incorrectly, and the resulting score is lower than the one that they received on their paper.

The teacher shall commend the student for his honesty and integrity and correct the grading error and record the corrected (and lower) score in the grade book.

Secondary Testing Schedule

1. The administration will develop a weekly testing schedule prior to the beginning of the school year.
2. Teachers should give students at least one week's notice prior to giving them a major test.
3. Teachers who want to test on a day other than the one that they have been assigned should check with the appropriate teacher to prevent students from having more than one major test per day. Exceptions to this policy will be made at the end of each semester when a separate finals schedule will be arranged with the secondary teachers.
4. This schedule should also be followed when establishing due dates for major projects or written assignments. Homeroom teachers should see that due dates for major projects or tests are recorded on the monthly assignment calendar.

Twenty Percent Rule

If more than 20% of the students in a class fail a test, the teacher must inform the headmaster. The teacher and headmaster will meet together to try to determine the causes of the low performance. A plan for improving the future performance of the students will be developed. If necessary, the entire class may receive the opportunity to re-take the exact test or a modified version of the test.

Grading Late Assignments

Homework assignments should be “due” at the beginning of the period. Any assignment turned in after the assignments are collected are late. Students should not be permitted to complete assignments during the period and turn them in that period for full credit.

For each day an assignment is late, the grade is to be reduced by ten percent. Assignments may not be turned in for credit more than five days past the due date. There are two exceptions to this requirement. First, if a student had an unplanned absence, the due date is to be extended by the number of days they were absent. If there is an extended unplanned absence, check with headmaster. Second, if a student had a planned absence of three days or more, the due date may be extended by half of the number of days they were absent. If less than three days absent, students will have at least one day to make up work, unless by special arrangement.

It is expected that teachers will follow these guidelines; they are required, not suggested, guidelines.

F Issuance Guidelines

1. In the event of a student earning an F for the semester in any class or subject, the parents must have received prior notification. That is, no quarter grade of an F is to be issued unless the teacher has ascertained that the parents and the student understand the reasons for the forthcoming grade. "Blind-siding," i.e. surprising the parents and student with an F at grading time, is forbidden.
2. When an F appears on a student's progress report, the teacher of that subject will contact the student's parents no more than a week after progress reports have been distributed. The teacher should make sure that the parents have seen the report and offer to discuss the issue if needed.
3. The respective principal is also to be made aware of any student receiving an F warning.

Elementary Promotion Policy

Students currently in Veritas must meet all the following basic criteria for promotion to the next successive grade:

1. Pass reading, math, and English with at least a 70% average.
2. Have no more than one "F" per quarter in any other academic subject (e.g. science, etc.) and no more than two "F's" in the same subject within an academic year. It is incumbent upon the appropriate teacher that all due curriculum objectives, grading guidelines, and teaching requirements be faithfully executed. For example, the requirement that there be at least five objective grades per subject area by which the quarterly grade is computed has a significant bearing on a complete and accurate assessment of a student's success in that area. Too few grades can force the teacher to make a poorly documented and therefore non-objective judgment call.
3. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objective) of the following skills/subjects in the grades noted:

Kindergarten to First Grade: Behavioral maturity and reading readiness for First Grade.

First Grade to Second Grade: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences, with neat lettering. Able to add and subtract single digit numbers with at least 70% accuracy.

Second Grade to Third Grade: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% accuracy.

Third Grade to Fourth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Fourth to Fifth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Fifth to Sixth Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Sixth to Seventh Grade: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Guidelines for Elementary Student Retention

Purpose: These guidelines have been created to complement and support the school's Promotion Policy and should be used in such manner. The primary purpose of these guidelines is to increase the communication from the school to the home in the instance of a child possibly needing to repeat a grade. This is to assist the parents, as the final decision-makers regarding their child's education, in making as informed a decision as possible.

Guidelines: Considering and recommending a student for possible retention in a grade is always a very serious matter and every step of the process should be well-documented.

1. **CONSIDERATION:** A number of similar questions have emerged in our experience which may help in the initial stages of considering whether or not a student may need to repeat a grade. The following is not intended to be an exhaustive list, but includes samples of some pertinent questions the teacher may want to document and go over with the parents:

- a) How old is the child? (Age plays a tremendous role in a child's ability and maturity to succeed in school. The more mature, the easier school tasks become.)
- b) What is the sex of the child? (Very frequently boys will have a harder time adjusting to school patterns than girls will. Boys often need more time to mature than girls)
- c) Did the child attend Kindergarten? (Certain school habits and behaviors are begun even in Kindergarten. Depending on where and whether the child attended can reveal some insights to the behavior and aptitude causing the current concern.)
- d) What is the home life like for the child? (Things to consider include: saved vs. unsaved, single-parent, divorce, remarriage, working parents, etc. Essentially, is the child's home life one that instills security and love, with predictable patterns of living? The importance and influence of the home is without equal in the life of a child.)
- e) Is reading and the love of books evident in the home? (No other single academic factor plays a greater role in the success of a child in school. Do the parents like to read and do/did they read to the child frequently?)
- f) Is the cause for concern here primarily behavioral, academic or a combination of both? (If possible, the primary cause for concern should be singled out. Behavioral problems may still indicate retention is necessary, but identifying the concern will help determine the best plan for correction.)
- g) Has the child had to repeat a grade before? (If not, this is moot. If so, when and why did the child repeat? Due to the rapid physical growth of a child, we do not recommend a child repeating the same grade more than once. It is also unlikely that repeating two grades would really address the problem.)
- h) What are the specific indicators the teacher has identified that give rise to the current consideration? (These should be documented as indicated in the Recommendation section below.)

2. **RECOMMENDATIONS:** This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for

possible retention. NOTE: The first three (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life. Retention should be a greater possibility in these years, rather than in upper elementary, in order to give the child more time to mature and master the basic skills before going on.

Therefore, the following timeline and recommended procedures are aimed at the primary grades especially, although not exclusively. At the time of reporting for:

- a) The First Quarter there will be a Parent-Teacher Conference day. At that time, a child who has had difficulty (as compared to a normal rate of progress), should have a short, written summary made, in addition to the report card. This summary should identify the specific concerns the teacher has. A copy should go to the parent and the original to the student's file. Any suggestions for additional help the parent may be able to provide should also be noted. Obviously this summary should be gone over with the parents at the conference.
- b) The First Semester, if the same concerns still exist regarding the child's progress, another Progress Summary should be written at the time report cards go out. Again, the specific concerns should be well documented and described by the teacher. Recommended actions the parents can take should also be clearly described. The original form goes to the child's file and a copy to the parent to be signed.
- c) The Third Quarter the Parent-Teacher conference for the child in question should focus on any progress on the items documented to date. If, in the teacher's opinion, inadequate progress has been made, the teacher should make that clear to the parent, with as much documentation and examples as possible. A written summary of the conference should be made by the teacher and filed. Unless the child can not meet the criteria for passing the grade (as prescribed in the Promotion Policy), it is not recommended that retention be planned at this time. If there is any possibility that the child could satisfactorily pass the grade, planning retention at this time would be premature.
- d) The Fourth Quarter mid-term, another conference should be held with the parents to seriously consider retention, if inadequate progress has been made. If the Promotion Policy requirements have not been met, retention will likely be required. If there is some question, the teacher should document his/her recommendation regarding both retention and activities the parents could assist the child in over the summer. In questionable cases (i.e. not involving the policy), the parents will make the final decision regarding retention. The teacher's recommendation will go into the child's school file along with a documentation of the parents' decision.

Secondary Academic Probation Policy

Objective:

To provide additional motivation to students whose academic achievements are not up to their capability. This applies only to secondary students.

Scope:

If implementation of this policy would be counter-productive to the objective, the Headmaster may decide not to place a student on probation. A written record explaining this decision will be signed by the Headmaster and placed in the student's file.

Guidelines:

1. Secondary students are required to maintain at least a 2.0 grade point average during any two consecutive semesters. Exceptions will be made for students who have a grade point average of less than 2.0 but have not failed any courses during the semester in question.
2. Grade point averages (GPA) for each secondary student will be calculated at the end of each semester.
3. If a student's GPA is below 2.0 (i.e., a "C" average), that student will be placed on academic probation during the following semester. A parent/teacher conference will be arranged at this time.
4. If at the end of the next semester the student's GPA (for the semester) has not risen to at least a 2.0, that student will be expelled.
5. Students who are on academic probation are ineligible to participate in extracurricular activities.
6. Grade point equivalents:
 - A = 4.0
 - B = 3.0
 - C = 2.0
 - F = 0-0

Graduation Requirements and Credit Recovery

ENROLLMENT AND GRADUATION REQUIREMENTS

Students must pass at least 26 credits to graduate, and will need to be enrolled in all classes, usually 27.5 credits in four years of high school.

Transfer students may have some credit requirements waived by the administration upon entrance.

CREDIT RECOVERY AND FAILURES

In the event that a high school student fails a class, the following procedures will be followed:

1. The student's parents will be contacted by the school. The options are:

- a) The student may, subject to administrative approval, complete a 'credit recovery' program developed by the school to raise the grade to passing (70%). No credit recovery grade shall be more than 70%. The credit recovery work shall be completed before the end of the second semester if the failing grade occurred in the first semester. For second semester failures, credit recovery must be completed before the next school year begins. An 'F' will be entered onto the student's transcript until credit recovery is completed.
 - b) The student does not complete credit recovery and receives an 'F'
2. No student shall be eligible to complete more than 1 credit with credit recovery in any single academic year, and no more than 1½ credits total as a Veritas student. The same subject, regardless of year, cannot be done more than once.

Academic Expectations for Seventh and Eighth Grade Students

Seventh and eighth grade students should receive guidance in finding materials in the library. They should be shown how to look up information on the computers in the public libraries and how to locate the books in the library.

Outlining skills should be reviewed if students are expected to outline material from texts or develop outlines for written assignments.

Note taking is a developing skill. All seventh and eighth grade teachers should give students specific guidance on accomplishing this task. During the first semester the teacher should periodically collect notes from the students to check on their success in taking notes. (This need not be graded, although it could be.) Teachers should write key words and phrases on the board. They should avoid writing out complete sentences for the students.

Students have experience in writing research reports. Students should be weaned from using encyclopedias for research reports. Specific expectations for research reports should be made clear to the students. Teachers should continue to define plagiarism and emphasize the importance of avoiding this practice.

Academic Expectations for High School Students

1. High school students may be expected to have mastery of the above skills.
2. Writing: Secondary students will write a maximum of four major papers each year. Teachers are required to schedule class time to work on assigned papers. Time given should be sufficient to complete the entire paper.
3. Teachers are to coordinate their major writing assignments to ensure that the students have no more than one major writing assignment at any one time. A schedule will be developed each year.
4. To ensure that class time is productive, teachers will insist that the students work on their papers during class without conversation. Freshman and Sophomores should be required to complete the majority of the paper in class to ensure proper teacher supervision of the writing process. Juniors and Seniors may be allowed to work at home (when class time is given to write these papers).

Latin at Veritas School

Considering the sheer number of years and amount of quality schools wherein the teaching of Latin was an integral part of any good academic training, the instruction in Latin at Veritas School should need no explanation or defense. However, like many traditional particulars of good education lost in the name of “modern” or “progressive” education, Latin’s advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

Veritas School teaches Latin, therefore, for two major reasons:

1. Latin is not a “dead language”, but rather a language that lives on in almost all major western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages.
2. Learning the grammar of Latin reinforces the student’s understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English classwork, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

The **Elementary Latin Program** consists of the following basic objectives:

Third Grade (1st Year): Vocabulary acquisition, declensions, chants of endings

Fourth Grade (2nd Year): More vocabulary, beginning grammar work, basic verbs, simple sentences

Fifth Grade (3rd Year): More sentences, vocabulary, basic translation work, phrases, grammar

Sixth Grade (4th Year): Continued grammar, writing of sentences, stories, classical background

Seventh Grade (5th Year): Lingua Latina I

Eighth Grade (6th Year): Lingua Latina I

3. Latin instruction continues in high school as an elective in grades 9-11.

Discipline Policy

The teachers and the administrator will determine the kind and amount of discipline. Discipline will be administered in light of the student's problem and attitude. All discipline will be based on biblical principles, e.g., restitution, reconciliation, asking forgiveness (public and private), swift punishment, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of a student.

Office Visits: There are five basic behaviors that will automatically necessitate discipline from an administrator (versus the teacher). Those behaviors are:

1. Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown;

2. Dishonesty in any situation while at the school, including lying, cheating, and stealing;
3. Rebellion, i.e., outright disobedience in response to instructions;
4. Fighting, i.e., striking in anger with the intention to harm the other student(s); and
5. Obscene, vulgar or profane language, as well as taking the name of the Lord in vain.

During the visit with the administrator, the administrator will determine the nature of the discipline. The possible punishments include restitution, janitorial work, parental attendance during the school day with their student, or other measures consistent with biblical guidelines which may be appropriate.

If for any of the above or other reasons, a student receives discipline from the administrator, the following accounting will be observed (within either semester of the school year):

1. The first two times a student is sent to the appropriate school administrator (Head of Lower School for elementary, Headmaster for secondary) for discipline the student's parents will be contacted and given details of the visit. The parents' assistance and support in averting further problems will be sought.
2. A meeting will follow the third visit with the student's parents and the Head of Lower School or Headmaster.
3. Should the student require a fourth visit, a two-day suspension will be imposed on the student.
4. If a fifth incident occurs, the student will be expelled from the school.

Expulsion: Expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth administrative visit, the student will be expelled.

Serious Misconduct: Should a student commit an act with such serious consequences that the administrator deems it necessary, the discipline process may be by-passed and suspension or expulsion imposed immediately.

Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school or church facilities, violations of civil law, actions that reflect adversely on or could significantly damage the reputation of, Veritas School, or any act in clear contradiction of scriptural commands.

Students are expected to uphold biblical lifestyle standards. Students who show a disregard for biblical lifestyle standards, or encourage others to show disregard, may be subject to school discipline. Students may be subject to school discipline for serious misconduct that occurs after school hours.

Student to Student Relations

Conduct between students requires an atmosphere conducive to a safe and healthy learning environment free from harassment and disrespectful or harmful behavior. Any student engaging in behavior which the administration deems harassing, disrespectful, or harmful is subject to disciplinary action. Any behavior or communication deemed threatening, aggressive, or otherwise not appropriate may result in a threat assessment by the school administration.

Readmittance: Should the expelled student desire to be readmitted to Veritas School at a later date, the school board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of the reapplication.

Basic School Rules

The following list of school rules are those essential policies that we require all our students to be aware of and adhere to:

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. No chewing gum, electrical music devices, guns, or knives are allowed on the school grounds.
4. **Cell phones and other electronic devices (e.g. mp3 players) are not to be used on campus. Students must keep cell phones put away in their bin or backpack. Cell phones may be taken by a teacher until the end of the day if used. Repeated offenses will become a disciplinary issue.**
5. Students are expected to be aware of, and avoid, the off-limits areas of the buildings or grounds.
6. Students are expected to treat all of the school's materials and the church's facilities with respect and care; this includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.)
7. Students should be aware that their behavior while wearing Veritas School uniforms reflects upon the school. They should act in such a way as to not bring the school into disrepute in the community.
8. Student misconduct which occurs at non-school related activities or out of school time may be subject to discipline, if the conduct has an effect on the general welfare or reputation of the school, students, staff, family or administration.
9. Students are not to run or make noise while on walkways, but to walk and talk quietly. Violators will be sent back to class and lose a recess period. Teachers are to escort their classes to assemblies and other class functions.
10. Students who drive to school need to park in the church parking lot as close to the College Street end of the lot as possible in order to keep spots open for parents. Student drivers must not turn around in neighborhood driveways, and must be careful to follow school traffic flow rules.
11. Students are to refrain from public displays of affection while on campus or at any school-related event (e.g school concerts, field trips, athletic events, activities, etc.). The school encourages students to socialize at school in groups, and discourages any 'pairing off' on campus.

Leaving Campus

1. Parental request: If a student needs to leave school during school hours, a parent may notify the office either by calling or sending a note. The student will be given permission to leave and their absence from class will be excused. This must be done each time unless it is a regularly scheduled appointment.
2. High School Students During Lunch: High school students (not 7th and 8th graders) may leave campus during lunch if they have signed parental permission to do so. They must individually check out in the office each time they leave campus and check back in when they return. Students are still subject to school behavior and uniform policies and guidelines

while off campus during lunch. Student off-campus privileges may be revoked by the administration at any time.

3. Students who leave campus without permission will be subject to discipline.
4. Students who need to leave school for any reason, such as a doctor, dentist, or orthodontist appointment, must check out/check in at the office upon leaving or returning to school.

Visitor Guidelines

Objective: To assure parents that access to students during the school day will be restricted to Veritas employees and volunteers, or others of their specific designation.

Guidelines:

1. Veritas is not an ‘open campus’. All non-parent visitors must be cleared by the office.
2. Non-adult visitors (e.g. friends of students, former Veritas students, etc.) are not allowed on campus, unless they are potential students visiting the school. (These will be scheduled through the office.) Social visits, whether at lunch or in the classroom, are not allowed.
3. Veritas alumni (those who have graduated from Veritas) are allowed to visit teachers, but should check in with the office as a visitor.
4. All non-family visits must be initiated and requested by the parents. The parents will arrange the time and place for the visit, and inform the teacher and office in advance with details of visit.
5. All visitors must check into the office upon arriving and check out when leaving.
6. Visitors shall restrict their contact to the student being visited. An exception would be if a teacher asked the visitor to assist in some way in the class.
7. Pastors, youth or otherwise, visiting with a student should be particularly aware that their presence on campus could be perceived as ‘recruiting’. They therefore should be careful to restrict their contact to the student they have scheduled to visit.
8. Visits should occur no more than once per quarter.
9. Visits should be restricted to one student, or one family, per visit.

Student Etiquette while at School

Student Etiquette at School

Veritas seeks to encourage students to “love their neighbor” in the small details of life in our community. Our Protocol program has this as its explicit goal. Considering others first is a basic virtue that we seek to instill in our students. Below are some basic guidelines to help make this goal tangible.

General etiquette guidelines:

Always use “please” and “thank-you” when speaking with others.

Boys should hold the door for girls and adults in both individual and group situations.

Students should greet the adults they meet on campus, making eye contact and speaking clearly and politely. Have a reverent attitude during times of prayer.

In addition, teachers should encourage or be aware of behaviours that will create a healthy, orderly classroom that will encourage learning:

- students should be seated and ready to learn before class begins.
- students should make an effort to ensure that all the students in the class have a opportunity to learn, that they aren't doing anything that will interfere with that.
- students should not walk across desk seats or dash across the room to get to their desks.
- students should not throw paper from their desks to the trash.
- students should not eat or drink in class except during lunchtime meetings or class parties, or with teacher permission.
- students should not disturb anything on the teacher's desk (including reference books) without permission.
- students should not sit at the teacher's desk or open drawers in the desk when the teacher is not in the room.
- students should not prop their feet up on other's desks.
- students should not throw pencils, pens, white out, etc. across the room to another student.
- students should not write on desks, walls, textbooks, posters, etc.
- students should pick up any trash around their desks before leaving.
- students should not adjust blinds or open or close windows without permission from the teacher.
- students should not rearrange desks without permission from the teacher.
- students should not pass notes nor ask others to pass notes.
- students should not talk while the teacher is talking nor interrupt other students during class discussion.
- students should not work on other homework assignments during class (until they have finished with assigned work, and then only with teacher permission).

Uniform Policy 2019-20

Veritas School is a workplace for students as well as for teachers. Students should dress in such a way as to demonstrate respect for the school, staff and their fellow students.

Veritas uses Lands End and Dennis exclusively for uniforms (no other vendors permitted).

Veritas uniforms are listed at Lands' End Online www.landsend.com/school (Code# 900136276)

Dennis Uniform, physical store in Portland or web site www.dennisuniform.com. Use Dennis Uniform for **plaid items only** – Choose from any of the *“Marymount”* plaid items available through Dennis Uniform - for elementary (K-6) girls only.

Specific uniform requirements will change from time to time. Please contact the school office for specific and updated uniform information.

GENERAL REQUIREMENTS

1. **Dress neatly:** Boys shirts tucked in and girls shirts with tails must be tucked in. Shoes must be tied, no holes/tears in clothes, clothing appropriately sized for the wearer. Uniforms are to be free from excessive wrinkles.

2. **Be clean:** That is, recently washed, hair neatly cut and kept; boys clean-shaven. Hair on boys should be above their eyebrows and above shirt collar level. All uniforms are to be worn clean and every effort made to keep the white uniform shirts white (no dingy white shirts).
3. **Be modest:** Outlandish or distracting clothing or appearance will not be allowed (e.g., tattoos, body piercing, unnatural and/or distracting hair dyeing, etc.). Clothes must be worn according to the biological gender at birth of the student.
4. **Undergarments:** If a boy wears an undershirt, it must be a solid white crew neck or v-neck tee shirt. Girls may wish to wear white or skin-toned tee shirts or camisoles under their shirts, tucked in to pants or skirts. Students are not to wear long sleeved tees under short sleeved shirts.
5. **Jewelry Piercings & Tattoos:** All jewelry must be modest and matching. Necklaces may only be worn underneath clothing and out-of-sight. Conservative ear piercing allowed for the **girls**, no other visible piercings or tattoos. For the **boys** no visible piercings or tattoos.
6. **Hats:** Unless granted permission for special days or events, students are not to wear hats while inside the school buildings.
7. **Definitions of “oxford” and “loafer” dress shoes:** An “oxford” shoe is a leather shoe that laces over the instep, and has a leather or rubber sole with a heel. A “loafer” shoe is a leather slip-on shoe that has a leather or rubber sole with a heel. Both shoes have a closed toe and heel.
8. **Special attire:** Events such as field trips may call for other clothing options, such as shorts, sweatshirts, etc. Also, special days may be scheduled—such as dress-up days—during which other clothing options shall be allowed.
9. **Coats and outerwear:** Coats, sweaters, sweatshirts, jackets, etc., may **not** be worn inside the classroom.
10. **Birth sex:** Students will be expected to dress in accordance with their birth sex.

11. ENFORCEMENT

To limit possible confusion in enforcing this policy, the Headmaster will be the sole determiner of students violating the uniform policy. Students not complying with the uniform policy will be required to rectify their appearance as quickly as possible. Cheerful, consistent compliance is expected; grumbling and challenging attitudes will be subject to disciplinary action.

Student Health Requirements

1. All students attending Veritas School must have on record with the school office, either a current immunization record or an exemption statement according to Oregon Code, before entering school in the fall. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.
2. Before the school will issue any medication to a student, we must receive written parental permission each year. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol, Ibuprofen & Tums), we have a form available for parents to grant a year’s general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student’s file. No prescription medicines will be dispensed without written parental permission each time.
3. Other forms necessary for student health records, obtained from the school office:
 - a) Health History: Describes the basic health/illness history of each student.
 - b) Emergency Form: Lists the emergency contact names and phones numbers of people who may need notification in a medical emergency. Includes signed waiver in order to facilitate necessary surgical action.

Veritas Illness Policy: A child is considered ill if he/she has a temperature of 99 degrees and/or complains of symptoms (headache, sore throat, ear ache, chills, upset stomach, diarrhea, etc...) If these symptoms develop during the day the child will be sent home. A child is not allowed to attend school or return to school if they are showing any of the above symptoms for 24 hours *without medication*. The administrative office shall be the final arbiter as to whether a child is too sick to remain at school on any given day.

Admissions Requirements

ADMISSION REQUIREMENTS FOR THE STUDENT

1. A child must have reached the age of five years by September 1 of the fall in which he would be entering kindergarten, and should be nearly self-sufficient in using the bathroom alone.
2. A child entering first grade must have reached the age of six years by September 1 of the fall in which he would enter Veritas.
3. If a child has successfully completed the previous school year and his school work and behavior compare favorably to the comparable grade at Veritas, the child will be placed in the grade for which he is applying. However, if there is evidence to show that the child may not be adequately prepared for the next sequential grade level, with the parents' compliance, he may repeat the previous grade.
4. The child should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers and principal in their prescribed roles at Veritas School.
5. In general practice, if the student and parents comply with the requirements outlined here, Veritas School will admit students of any race to all rights, privileges, programs, and activities generally made available to all students. Veritas School does not unbiblically discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic, and other school-directed programs.
7. Students will be treated in the admissions process and during their time at Veritas on the basis of their birth gender.

ADMISSION REQUIREMENTS FOR PARENTS

2. Though not required to be Christians, the parents of students in Veritas should have a clear understanding of the biblical philosophy and purpose of Veritas School. This understanding includes a willingness to have their child taught in accordance with the clear teaching of the school's Statement of Faith in various and frequent ways within the school's program.
3. The parents should be willing to cooperate with all the written policies of Veritas School. This is most important in the area of discipline (see Discipline Guidelines and School Rules) and school work standards, as well as active communication with the respective teacher(s) and administration.

4. Parents or prospective parents whose lifestyle or behavior is deemed inconsistent with biblical standards may be denied admission or be removed from the school at the Headmaster's discretion.

Learning Disabilities Policy

DEFINITIONS

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents, e.g., Down's syndrome, deaf/mute, blind, etc.

Learning Disability: Any condition in a potential student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents, e.g., Hyperactivity, Attention Deficit Syndrome, dyslexia, etc. For the purpose of this policy, it is not important whether or not the condition was accurately diagnosed, and is a genuine learning disability.

GUIDELINES

1. Children with a Severe Learning Disability (see definition above) will not be admitted to Veritas School due to the lack of adequate staff, funding, and facilities.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

Attendance Requirements

A student enrolled in Veritas School is generally expected to be present in, and on time to, school every day it is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend, and complete all requirements for every course offered. Attendance records for students are kept by the administrative office and reported on the student's report card..

Additional, more specific, attendance policies are as follows:

1. In the event a student is absent from a class, or from school, for more than ten days during one quarter, the student's parents will meet with the assistant headmaster (and teacher/s if necessary) to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on his/her report card.
2. In the event the total number of absences is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester.
3. Upon request from parents, the school Board is authorized to waive requirements set by the provisions of this policy. In doing so, it shall take into account the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

Class Size Policy

1. Elementary: From the beginning, Veritas School has planned for, and seen the benefits of a relatively small student: teacher ratio in the elementary classrooms. Due to the critical developmental skills young students need to acquire and practice, more personal attention is desirable. Therefore, in the elementary grades, class sizes will normally be limited to 20:1, (plus the addition of one student if the child of a teacher is enrolled in that class).
2. Secondary: Due to the maturity and relative independence of the secondary students, slightly larger classes are appropriate. However, even here, in order to facilitate personal attention and small group work, class sizes in the secondary will normally be limited to 22:1, (plus the addition of one student if the child of a teacher is enrolled in that class).
3. Priority Placement: In order to facilitate student placement in classes, the following priority listing will be adhered to:
 - a) School-aged children of staff.
 - b) Continuing students properly re-registered.
 - c) New students from continuing families (e.g., younger siblings).
 - d) New students from the general public.
4. Contingency Accommodations: The administration is permitted to exceed the above class sizes under circumstances similar in nature to the following:
 - a) When students of staff members or continuing families would be excluded from a class.
 - b) When there would not be an inordinate burden placed on the classroom teacher or facilities.
 - c) When restoration of the approved ratio is possible in the foreseeable future.

Comprehensive Grievance Policy

The staff and board of directors recognize that, from time to time, parents and/or students may have disputes or grievances concerning just about any part of Veritas School's operations. No one at Veritas is perfect and all will make mistakes and act with poor judgment at some time or other. Furthermore, it is the goal of all to make Veritas a better institution; this cannot happen if broken relationships are not restored. As such, the primary goal in resolving disputes or grievances should be the restoration of the parties involved.

Moreover, it must be strongly noted that discussing disputes or grievances with others without first seeking resolution with the party to whom the grievance is directed is simply wrong. The Scriptures are clear on this issue. Unfortunately, this sin of gossip is often masked by acceptable (and deceiving) terminology. For example, someone may approach you with a "concern" or even a "prayer request" — when, in fact, they really wish to disclose to you their dispute or grievance. If anything can tear apart the fabric of an institution such as Veritas, it is this. Sometimes even well intentioned folk have absolutely no idea what inalterable destruction their "concern" may cause when not directed at the proper person. It is no wonder that "gossip" is at the top of many sin lists in the Bible.

Fortunately, though, Veritas has a very clear guideline for handling disputes and grievances. Please read and follow them carefully — and hold one another accountable.

Objective: To establish biblical guidelines for the resolution of disputes and grievances in the operation of Veritas School.

Scope: These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Veritas School's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and Board.

DEFINITIONS

Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Veritas objectives and goals.

Grievances: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Concerns: The substance and details of the dispute and/or grievance.

GUIDELINES

Students/parents to teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the assistant headmaster/headmaster. If the student brings the concern, he must have permission from his parents to do so.
3. If there is still no resolution, the parents should request a hearing from the Veritas School Board.

Parents/patrons to Headmaster:

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the assistant headmaster/headmaster.
2. If there is still no resolution, they should request a hearing in writing from the Veritas School Board, submitted to the Board Chairman. The Board Chairman will alert the headmaster prior to a hearing.
3. This procedure applies to Board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

Staff to Administration:

1. All concerns about the standards of the school must first be presented to the Headmaster. A respectful demeanor is required at all times.
2. If the problem is not resolved, the staff member may appeal the decision in writing to the Headmaster, followed by a meeting to discuss the matter.

3. If there is still no resolution, the staff member should request a hearing in writing from the Veritas School Board, submitted to the Board Chairman. The Board Chairman will alert the Headmaster prior to a hearing.

Volunteers to Staff/Administration:

1. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, assistant headmaster, headmaster, development director, etc.).
2. If the problem is not resolved, then the concern should be presented in writing to the headmaster, followed by a meeting with him to discuss the concern.
3. If there is still no resolution, the staff member should request a hearing in writing from the Veritas School Board, submitted to the Board Chairman. The Board Chairman will alert the headmaster prior to a hearing.

Individual Board Members to Headmaster:

1. If specific concerns arise during a Board meeting, Board members may not challenge, rebuke, or debate directly with the headmaster in the Board meeting, but their concerns will be channeled through the Chairman instead.
2. Any Board member may call the Board into executive session if a potential grievance or dispute arises during a Board meeting.
3. If the Board decides that the issue does not warrant executive session, the Board will return immediately to open session.
4. If the Board decides further investigation is warranted, the headmaster will meet with the Board in executive session to present his perspective and answer questions.
5. If the Board decides against the headmaster (2/3 vote required), the Board will attach a written description of their decision to the headmaster's annual job evaluation.
6. If the Board does not decide against the headmaster, any Board member/s who is/are still not satisfied will be instructed by the Board to drop the issue.

GENERAL

1. It is understood that if any disputes arise which are not covered by this policy, the Board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.
2. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed. That is, gossip and slander will be avoided.

Late Fee Collection Policy

Board Policy 8.4 addresses steps the administration is to take in the event that tuition payments are late.

Objective: To ensure that fees are collected in a timely manner and to establish policy whereby unpaid fees are collected as quickly as possible.

Scope: This process is to be followed unless specific other arrangements have been made between the Headmaster and the families involved. Good faith will be presumed on the part of these families unless subsequent circumstances indicate no positive action can be expected.

Definitions:

Late fees: Fees not paid in full by the fifth working day of the month due.

Guidelines:

The following process is to be followed in the collection of late fees:

1. In the event fees are not paid within the first five working days of the month due, a fee reminder card will be sent to all applicable families. This will be done no later than the tenth of the month and will indicate any assessment of late payment fees.
2. If fees are still not paid, or written arrangements are not made within 30 days of the date due, the Headmaster or delegate will personally contact the students' parents or responsible party. The essential elements or agreements made at that time will be signed, recorded, and filed.
3. Should payment of fees still not be received within 45 days of the due date, a pending expulsion notice will be sent by certified mail to the students' parents or responsible party.
4. If after all the efforts noted above have been exercised and a period of 60 days has elapsed from the due date, without payment or written arrangements, the Headmaster will inform the family that their student is expelled for non-payment of fees.