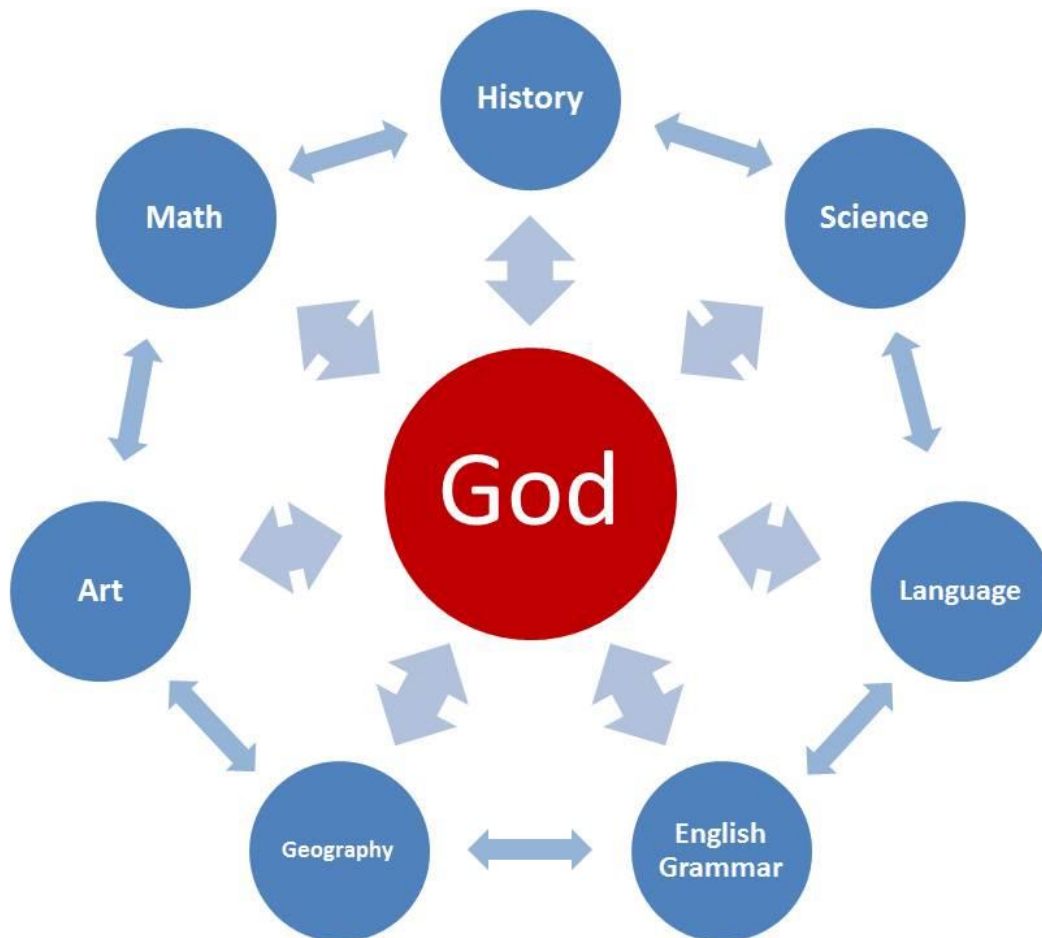


VERITAS ACADEMY
A CLASSICAL CHRISTIAN SCHOOL



A PARENT-STUDENT HANDBOOK



In Christo Veritas

Mission Statement

Our mission is to provide education that is classical in method and content and Christian in philosophy, designed to equip students with

*a Christian way of thinking and with
academic and social skills for all areas of life.*



The Crisis of Our Time

Bad news sells more papers and books than good news. A looming crisis on the horizon gets our attention. “Bad times are coming.” “Things are getting worse.” “Beware of dangers ahead.”

There are plenty of crises in the areas of education and child raising to frighten all of us who have children. There are cultural problems that threaten the very fabric of our country. There are plenty of economic indicators that bode ill for the coming generation. There are plenty of reasons to panic.

By the way, the above two paragraphs do not pertain to today’s news. They are not written in reaction to some political announcement or a drop in stock market or a cultural barrier being crashed. They are true of all times and situations. Charles Haddon Spurgeon noted this in the late 1800’s, saying, “So far as I can remember, every year has been an exceedingly critical period; and as far as I can see in history, almost every six months some fervid spirit or another has written about ‘the present solemn crisis.’”

Charles Dickens refers to the same attitude in the famous opening lines of *A Tale of Two Cities* where he says, “It was the best of times; it was the worst of times” and concludes that section by saying that time was like the present time.

What is the answer to the crises of our time and the evils of the past and the dangers of the future? Again to quote Spurgeon, “Our trust is in the living God, who will bring victory to his own cause.”

Trusting God is a call to action, not a plan to do nothing, but wait. Jesus commissioned a small band of disciples to go into all the world proclaiming the Gospel. The history of Christianity is the story of men and women who have changed the world through living faith.

We are to disciple the nations. We need churches and organizations to help us figure how to take the Christian message across the nation and across the globe. But one part of the task is much closer at hand.

Changing the world begins with our own children. This is also where evangelism and discipleship begin. We are to train and nurture our children in the Christian faith.

All too often, we take our children to church and church activities for a few hours each week. But the education of our children, that is their school and school activities involve many hours every day. If God is only part of life, that would make sense. But if knowing God, God’s Word, and God’s Creation is foundation to all of life, the education of our children should reflect that.



It was only by the Church and, particularly, by the monks that the tradition of classical culture and the writings of classical authors, “the Latin classics,” were preserved. Christopher Dawson

The Origins of Veritas Academy

Veritas Academy began in 1996. In September of that year, in an unfinished building on 42nd Street, we began classes for grades seven through twelve. In 2004, we moved to the present facility and

changed the name from Veritas School to Veritas Academy. From the beginning, the mission of Veritas Academy has been to provide classical Christian education for our community.

Above and before all other descriptions of Veritas Academy, we are a **Christian school**. We are Christian in our foundational beliefs about truth and knowledge; we are Christian in our educational theories and practices; we are Christian in our approach to all academic subjects and goals; we are Christian in our efforts to create both within the school and the greater world, a Christian way of life.

We are also a **classical school**. The word *classical* implies those things that are older, revered, established, and higher in attainment. We use the word *classical* in speaking of music, architecture, literature, and time periods. In education, when we speak of classical learning, we are referring to both the content and the methods of learning as practiced in Western Civilization for centuries.

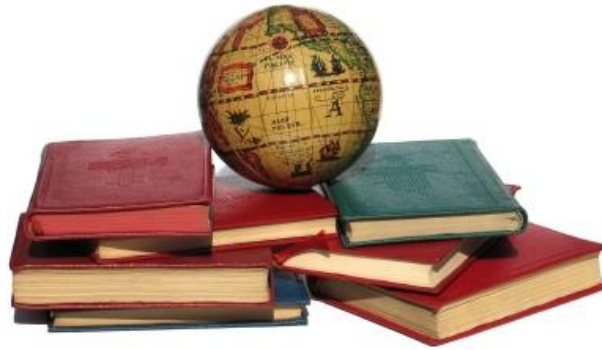
Since Christianity is built upon universal truth, it is natural that Christians take all of creation as the arena of learning, research, and development. R. J. Rushdoony said, “The Christian and the churches are derelict in their duty if they do not rethink every field of life, thought, and action, in terms of Scripture. Christian schools are an excellent beginning, but no area of thought can be permitted to remain outside the dominion of Christ.”¹

Western Civilization, from which the United States developed, has a two thousand year history of classical education. Read about the early Christian church, the Medieval period, the Renaissance, the Reformation, the growth of freedom through British civil and social institutions, and all the high periods of European history and you will find recurring examples of classical learning. Read about the colonial period of American history and the education of our Founding Fathers, which included traditional classroom instruction, home schooling, and private reading and study, and you will see the riches of classical learning. Read the history of American Christianity and you will see pastors and teachers steeped in classical learning who passed that learning on to the youth in their congregations.

Classical Christian learning never completely disappeared, although it did suffer from a major eclipse in the 20th century. For much of the 20th century, many influential thinkers and leaders united in a cultural rejection of God, the Bible, and Christianity. Our society is still suffering from and fighting against the breakdown of educational and moral standards growing out of 20th century unbelief.

In our time, classical Christian education is being rediscovered and implemented all across the nation. We are thankful that God has raised up a classical Christian school in our community.

¹ Rousas John Rushdoony, *The One and the Many* (Fairfax, VA: Thoburn Press, 1978), 374.



“Education is simply the soul of a society as it passes from one generation to another.” G. K. Chesterton

Veritas Academy Goals



CHRIST-CENTERED

In all levels, programs, and teaching, Veritas Academy seeks to:

- A. Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17);***
- B. Provide a clear model of biblical Christian life through our staff and board (Matthew 22:37-40);***
- C. Encourage students to begin to develop their relationship with God the Father through Jesus Christ (Matthew 19:13-15).***

CLASSICAL

- A. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below);*
- B. Encourage students to develop a love for learning and live up to their academic potential;*
- C. Provide an orderly atmosphere conducive to the attainment of the above goals.*

Definitions:

Grammar: The fundamental rules of each subject.

Logic: The ordered relationship of particulars in each subject.

Rhetoric: How the grammar and logic of each subject may be clearly expressed.



- We believe the Bible to be the only inerrant, authoritative Word of God.
(II Tim. 3:16)
 - We believe that there is one God, Creator of all things, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent.
(Deut. 6:4; Gen. 1:1, I John 5:7)
 - 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.
(John 10:30; Matt. 1:18; Heb. 4:15; John 10:32; Rom. 3:25; Matt. 28:6; Rom. 8:34; Luke 21:27)

- We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. (John 3:3-8)
 - We believe that salvation is by grace through faith alone. (Eph. 2:8)
 - We believe that faith without works is dead. (James 2:17)
 - We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life. (Gal. 5:16)
- 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 condemnation. (I Thes. 4:16, 17; II Thes. 1:9)
- We believe in the spiritual unity of all believers in our Lord Jesus Christ. (John 17:20-23)

Secondary Doctrine

Doctrinal and denominational differences among Christians are classified as *Secondary Doctrines*. These doctrines are not to be presented in the same manner as *Primary Doctrines*. When secondary doctrines arise, they may be discussed if appropriate to the classroom subject, but students will be referred back to their families, pastors, and churches for final authority on these issues. Formal and informal discussion of these kinds of doctrines should be informative, gentle, and edifying. Teachers and students should not present differences in ways that are offensive or unloving. Where appropriate, all sides of any issue should be presented.

As stated above, Veritas Academy is a ministry of Grace Covenant Church, which is an evangelical Presbyterian church. The school and church are separate in their doctrinal standards and purposes. An independent board governs Veritas Academy. The board, the faculty, and the student body of Veritas are made up of members of different churches in the community.

It should be noted that Veritas seeks to support Christian families and Christian churches in our educational work. Each family's personal commitment to Christian living in the home and involvement in a Bible believing church are truly vital to completing the mission of Veritas Academy.



*"In necessary things, unity;
in doubtful things, liberty;
in all things, charity."*

Richard Baxter

Frequently Asked Questions

Is Veritas Academy Accredited?

In the state of Arkansas, private schools are not accredited by the state. As a classical Christian school, we are members of the Association of Classical Christian Schools (ACCS) and have been since 1996. The ACCS is also our accrediting agency and our goal is to soon reach all of the standards required of classical Christian schools.

The ACCS standards call for instruction in logic, rhetoric, Latin, literature, the higher-level mathematics and sciences, history, theology, and the Bible. Classical Christian schools are also committed to teaching all subjects according to the classical method, so we emphasize the grammar, logic, and rhetoric stages of learning at all levels.

Our ultimate accountability is to God, the parents who send their children to our school, and the Veritas Board, which has declared its commitment to classical and Christian education.

As a Christian school, we are determined to seek only those standards that uphold our philosophy of education, which is centered on the authority of Scripture, God's creation of the world, and the life, death, and resurrection of the Lord Jesus Christ.

Are the teachers at Veritas Academy certified?

Teacher certification is usually based on standards provided by the public school system. Most of our teachers have certification due to past experience working in public schools or as a result of taking required courses for such certification while in college.

The board and administration consider the spiritual and intellectual attainments of the faculty to be better guides to teaching ability than state certification. We are, however, committed to the certification guidelines of the Association of Classical Christian Schools.

We are involved in the ongoing educational growth of our faculty. Our teachers attend conferences and seminars, take university level classes, conduct independent studies, and in some cases, study abroad (in Italy, for example). Most of our secondary faculty have college, university, or seminary training at the graduate level.

Attendance of a lecture or sitting in on a class discussion should convince anyone of the intellectual competence of our staff.

A disciple is not above his teacher, but everyone when he
is fully trained will be like his teacher.

Luke 6:40



How is a Veritas education helpful to college entrance?

Colleges and universities today have been among the first to recognize the general strengths and superiorities of students who are coming out of private, home, and other non-traditional educational settings.

Veritas graduates have received scholarships and scholarship offers from a number of universities, including

Baylor College
Dallas Baptist College
Henderson University
John Brown University
Louisiana Tech University
Ouachita Baptist University
Southern Arkansas University
University of Dallas
Wheaton College

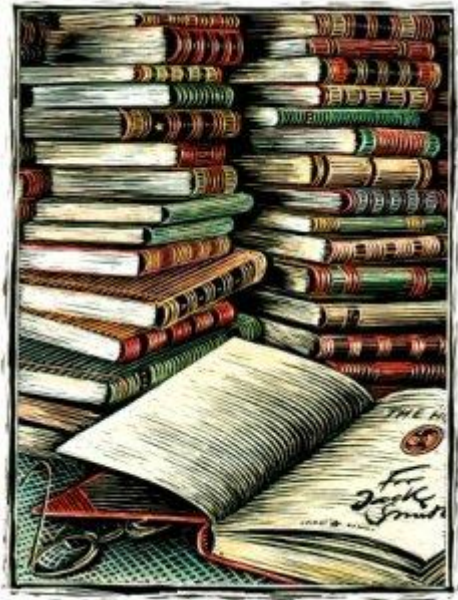
College entrance requirements center primarily on student proficiency as shown by either the ACT or SAT college entrance exams. Veritas posts times and locations for such exams and strongly encourages high school students to take these tests

Based on our curriculum requirements and the testimonies of our graduates, Veritas students leave here well prepared for college work. While we do not have courses designated as honors or accelerated courses, we believe that our curriculum requirements meet or excel those generally found in honors or accelerated classes.

What are the guidelines for transferring to and from other schools?

Every case is different. We frequently work with administrators and counselors from other schools on transfer cases. Our course requirements are different from those in public schools, other Christian schools, and home school programs. We seek to be fair and flexible in determining the grade level and accumulated credits and courses of incoming students.

The administration is the final determiner of the grade level of incoming students. We seek to have all records, grades, and background information available. A more extensive explanation of entry requirements is found in further down in this handbook.



Although we often succeed in teaching our pupils subjects, we fail lamentably on the whole in teaching them how to think. They learn everything except the art of learning.

Dorothy Sayers, “The Lost Tools of Learning”

What is classical education and how is it different from other schools?

The best place to begin answering this question is by readings Dorothy Sayers’ essay, “The Lost Tools of Learning.” This essay is available on the Internet, or you may pick up a copy at our office. We have other books and resources available as well. Be sure to look at our website (www.Veritastxk.com.) and the website for the Association of Classical Christian Schools (www.ACCS.org).

Classical Christian education focuses upon a methodology, usually referred to as the Trivium, and to curriculum choices. The Trivium, which has its roots in Biblical theology and Medieval educational practices, entails viewing learning in three stages.

These stages are *Grammar*, *Logic*, and *Rhetoric*.

Grammar in this sense is not just language, but it refers to the basic facts and structure of every subject. This reminds us of why elementary school has frequently been called *grammar* school.

Logic in the Trivium is not just a course we teach on thinking skills, but is the connecting of facts and ideas into coherent thought.

Rhetoric, which can refer to particular courses we teach on the art of persuasion, is here used to mean the cultivation of thinking, writing, reasoning, and communication skills.

All learners use all parts of the Trivium at every level of learning, but elementary children learn primarily in the *grammar* stage, junior high students in the *logic* stage, and high school students in the *rhetoric* stage.

Another aspect of classical Christian education refers to the types of classes we offer. We teach Latin at all grade levels. The academic discipline of learning Latin and the Latin roots of our history, literature, education, and theology convince us—as it did educators for centuries—that this language is basic to understanding Western Civilization and developing intellectual discipline.

Classes in logic and rhetoric train our students to think correctly and persuasively. These are supplemented by extensive reading and studying of literature, history, and theology. Mathematics and sciences are also part of the core curriculum needed for academic discipline and success in college and career.

Often parents of students in classical Christian schools find themselves at first intimidated by what their children are learning and then quite jealous of them. When your children are reading and discussing books and ideas you never thought of at their age, you'll wish you could go back to school.



The only people who achieve much are those who want knowledge so badly that they seek it while the conditions are still unfavorable. Favorable conditions never come.

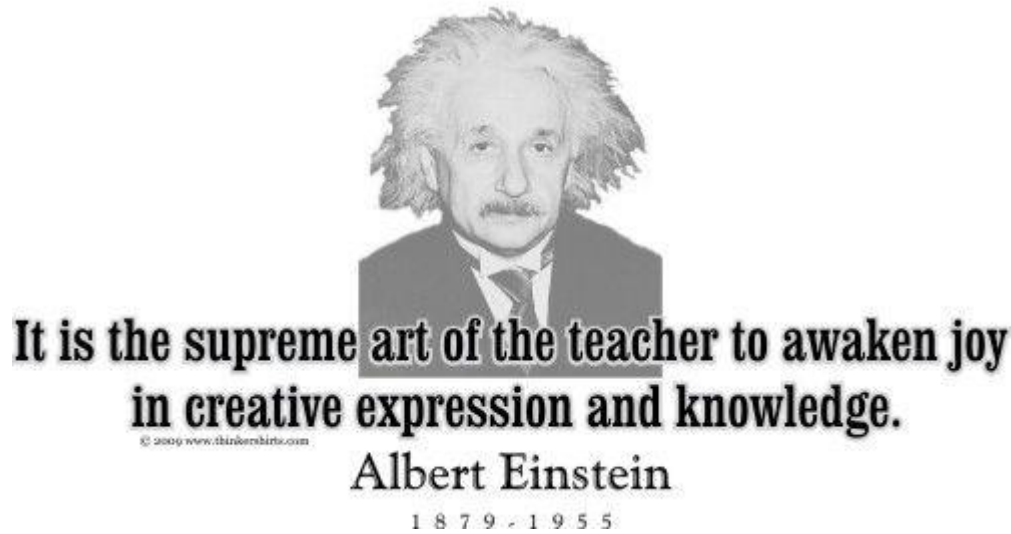
C. S. Lewis

Veritas Academy Academics



Books are the carriers of civilization. Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill. They are engines of change, windows on the world, "lighthouses erected in the sea of time."

Barbara W. Tuchman



Academic Philosophy

Classical Christian education is noted throughout history for setting high standards and attaining high results in its academic pursuits. Henry Lee, a cavalry officer in the American War for Independence, urged his son, Carter, then at Harvard, to “dwell upon the virtues and imitate, so far as lies in your power, the great and good men who history presents to your view.” The author of Hebrews, likewise, urges Christians to “imitate those who through faith and patience inherit the promises” (6:12).

Within Veritas Academy we seek to instill a Christian culture based on imitating and modeling after the best ideas, works, achievements, and words that have been thought, spoken, and written. We believe that education best prepares students for the future when it builds upon the foundations of the past.

In the twelfth century, John of Salisbury wrote,

“Our own generation enjoys the legacy bequeathed to it by that which preceded it. We frequently know more, not because we have moved ahead by our own natural ability, but because we are supported by the mental strength of others and possess riches that we have inherited from our forefathers.”

That is our philosophy at Veritas Academy as well.

Our school is determined to raise the bar of educational excellence. We seek to read the best books, discuss the great ideas, and achieve the highest levels of learning possible. We want the best possible training in all areas, including language, history, mathematics, science, art, and other academic areas. We are not elitist, for we believe that the average, along with the above average, students who possess a love of learning and a willingness to study can succeed in a classical Christian school.

Admissions Statement

Veritas Academy does not have an open admission policy. Veritas Academy is designed for serious, Christian-oriented, well behaved, and college bound students. While we do not discriminate on the basis of race, sex, color, or national origin, Veritas Academy reserves the right to deny admission to applicants for the following reasons:

- * Inadequate academic ability (as demonstrated by previous school records or standardized achievement tests);
- * Behavior (both in and out of school);
- * A family's lifestyle problems that would impact school behavior;
- * The attitude of the applicant;
- * Students who are married or are parents or are expectant parents.
- * Inaccurate information being provided during interviews or on applications.

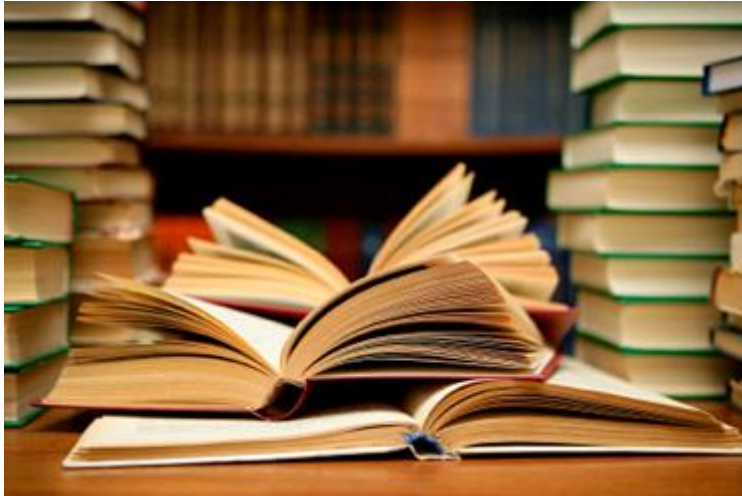
As a school primarily designed to prepare students for academic success and college, we are not equipped to minister to most types of learning disabilities. If a more detailed explanation of our policy is needed, we will be glad to arrange an appointment to talk with you.

An Admissions Guidelines paper will be given to all students or parents in the interviewing process and prior to admission. The Guidelines lists the specific admissions requirements and procedures. The best time to begin classical Christian education is in the elementary grades. Students with solid educational backgrounds can be successful when entering in the junior high grades. For those entering at the high school level, the difficulty of succeeding in substantially increased, especially if the student has not had training in Latin.



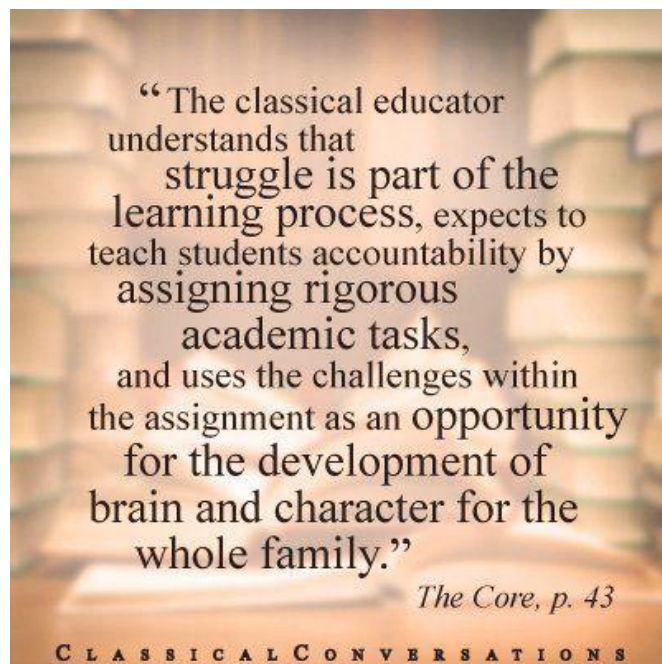
A wise man devoutly thanks God that the price of knowledge is labor, and that when we buy the truth, we must pay the price. If you wish to enjoy the prospect at the mountain's summit, you must climb its rugged sides.

Boston Schoolmasters, 1844



Academic Load

1. Students will be enrolled in all classes appropriate for their grade level and individual needs.
2. Students are to be in classes for all seven periods in the day. If that is not possible, the administrator will approve unsupervised work time.
3. Upon arrangement, upper level high school students (junior and senior grades) can take college courses for academic credit. The student, the parents, and the administrator will need to consider the schedule conflicts taking off campus courses create. The responsibility for keeping up with school work at Veritas and college classes will be the responsibility of the student.





Homework

The Classical methodology and academic rigor of Veritas Academy entails homework, and sometimes, lots of it. Students should make good use of their time at school, and class time is often available for starting on homework.

The types of homework will usually be as follows:

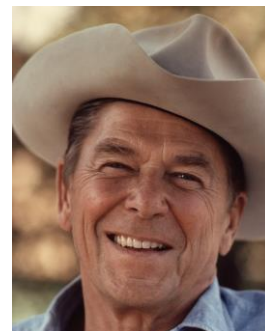
1. Research projects and written reports.
2. Reading, especially the reading of literature will be done in large measure outside of class.
If your children are not reading at night, they are not doing their assignments.
3. Studying for tests, memorization work, and reviewing notes.
4. Written work supplementing the classroom discussions and activities.
5. Projects

Students and parents should expect one to two hours of daily study and reading outside of the normal school day. Veritas students are expected to read lots of books and to study intensely for tests. Students cannot succeed here without reading and studying.

The Lighter Side:

It's true hard work never killed
anybody, but I figure,
why take the chance?

President Ronald Reagan



God has equipped people with different academic gifts and different styles of working. Parents and students must consider the cost in time and sacrifices necessary to make high grades. While some parents and students may determine to strive for making all A's, others may decide that settling for a lower score is acceptable.

Consideration of the student's abilities and time options must be considered. Some students can score well on tests and retain information with less effort than others. Some students are able to accomplish work with greater speed. Some students are involved in many outside activities—such as church functions, jobs, sports, and music—while others have more time for study. Some students make good use of study time at school, while others waste time.

Parents and students need to consider all these factors.

Benefits of Homework

- Greater success at college level work.
- Material studied in class is reviewed, reinforced, and enriched.
- Reading habits are developed and improved.
- Reading challenging books is central to the mission of Veritas Academy.
- Students learn the key lesson of education, which is learning how to learn.
- Students learn to be responsible and budget their time.

Academic Failure and Probation Policy

The Administration and Teachers will work with students and parents to help all students achieve academic success. This will include scheduled conferences and other forms of contact to help parents be aware of their child's needs. In some cases, tutorial assistance will be recommended. Additional costs or arrangements for tutorial help for after-school hours will be the responsibility of parents.

The following rules will be followed for students failing courses.

- Parents will need to meet with teachers any time a student has a failing grade on a mid-quarter progress report or on a report card.
- Students failing any courses for more than one quarter will be placed on Academic Probation.
- If a student remains on Academic Probation for more than one quarter, the parents and administration will meet to determine what action, including possible removal from school, will take place.
- Failure in a course during the fourth quarter of one school year will put the student on academic probation until the first quarter of the next year.
- The behavior and attitude of students with grade problems will be taken into consideration along with actual classroom performance.

Failure Standards

Junior High Standards

- Number grades below 70 are failing.
- Quarter grades and semester tests are averaged for a semester grade. At the end of the year both semesters are averaged together for the final grade.
- Failure in two academic subjects for the year (the final grade) will result in retention at the grade level or removal from the school. Parents will be expected to meet with the headmaster to discuss potential and actual failure.
- In cases where a student fails a particular course, the teacher and the headmaster will determine whether remediation or the repeating of the course is needed for the student to advance to the next grade or subject level.

High School Standards

- Number grades below 70 are failing.
- Quarter grades and semester tests are averaged for a semester grade. At the high school level, each semester stands as a half credit. The student must pass each semester.
- Students not passing academic subjects will not be able to graduate until all credits are completed. Parents will be expected to meet with the headmaster to discuss potential and actual failure on quarter and semester report cards.
- Parents will need to meet with the headmaster to determine credits needed for graduation. These meetings are especially important between the sophomore and junior years and the junior and senior years.

Academic Probation

Teachers, the headmaster, and parents will discuss viable options for students on academic probation, including but not limited to the following:

- Aptitude Testing
- Removal from the regular classroom setting
- Tutorial help
- Individualized instruction from the teachers (for a limited time)
- Placement at a lower grade level or retention at a grade level
- Withdrawal from Veritas Academy

Knowledge is like power in this respect, that those who have the most, are most desirous of having more.

Lord Chesterfield

Course Requirements at Veritas Academy

Junior High School—Logic School

English Grammar and Reading: Two years of grammar and reading are required.

Omnibus Class: *Omnibus* is a Latin term meaning, “all encompassing.” In this course, studies in history, literature, Bible, and theology are combined. Two years of Omnibus are required.

Science: Junior high science classes are combined. Students study life science one year and physical science the next year. Two years are required.

Mathematics:

Seventh graders take a pre-Algebra course.

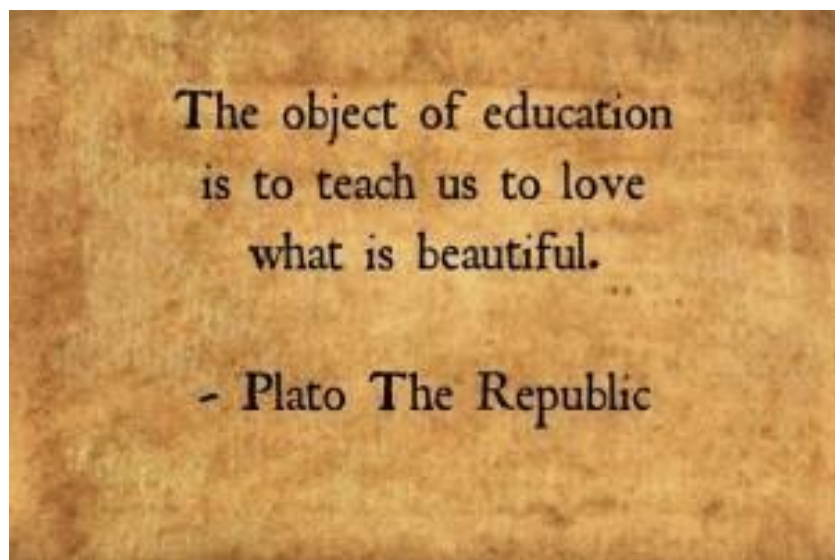
Eighth graders take Algebra 1.

Latin: Seventh graders and new students in the higher grades take Introductory Latin.

Eight graders move up to the next Latin course.

Music: All Veritas secondary students take music class.

Physical Education: All Veritas secondary students will take physical education class.



High School Requirements—Rhetoric School

Mathematics: Students will be tested, if necessary, and placed in math courses that fit their level and needs

Three years of math are required. A fourth year is recommended. College courses can be taken for the fourth level.

Math Courses Provided at Veritas:

Algebra 1 (preferably in 8th grade)
Algebra 2
Geometry
Advanced Math
Calculus (when needed)

Logic: All students take Logic, preferably in 9th grade.

Science: Three years of science are required, and a fourth year is recommended.

Science Courses Provided at Veritas:

Biology
Chemistry
Physics
Anatomy

Latin: Students continue working through *Wheelock's Latin*, which begins in 8th grade, and take four years of Latin, based on what level they need.

Humanities: All high school students take four years of Humanities. See the Humanities section of the handbook.

Music: All Veritas secondary students take four years of choral music and participate in concerts and performances.

Physical Education: All Veritas secondary students will take four years of physical education classes.



Graduation Requirements

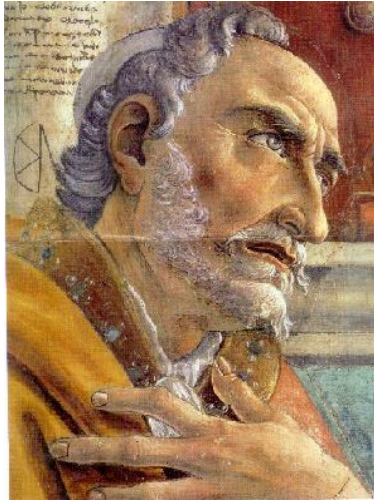
- Academic records from grades 9-12 are used as the criteria for graduation.
- Students must complete four years of high school to graduate.
- Transcripts records must include both courses from Veritas Academy or other schools, including home schooling, for transfer students.
- Students need to be enrolled in the complete Veritas program from 9th through 12th grades. Administration will make necessary judgments regarding transfer students' eligibility to graduate from Veritas.
- Students transferring to Veritas Academy after their freshmen year are not considered eligible for being either valedictorian or salutatorian, unless they are transferring from another classical Christian school.



Humanities

A classical Christian education at Veritas includes the completion of four years of Humanities. This program combines the various academic disciplines, and in particular, literature, history, rhetoric and logic studies. With a viewpoint guided by Biblical and theological foundations, the culture of Western Civilization is viewed and learned as a whole. In addition, our courses in Latin, music, science, and art supplement the Humanities classes. Occasional field trips, guest lectures, films, and projects are also enrichments to this program. Student presentations of written compositions are often opened to parents and the public to attend.

Veritas Academy Humanities is modeled on the idea of what is called “the Great Conversation.” This means that we seek to discuss the issues that people have thought about and debated throughout the ages. Central to the discussion is the framework provided by a Christian worldview. All thoughts are brought into captivity to the Lordship of Jesus Christ. We seek to bring all ideas together in a way that best explains the world God created and Christ redeemed.



What Christian philosopher Gordon Clark said of Augustine applies to our vision for Humanities. Clark said, “Too obvious to escape notice and too important to escape mention is Augustine’s constant relating of history to ethics, of ethics to theology, of everything to everything so as to form a *comprehensive system*.”

The Veritas Academy four year program does our students with such a *comprehensive system* of learning and thinking about God’s Word and God’s world.

There are four courses in the Humanities sequence.

- First, the Ancient and Classical World, which covers the time period from history’s earliest beginnings to the time of the Roman Empire.
- Second, the Medieval World or Christendom, which covers the rise of the early church and goes through the Middle Ages and up to the Renaissance
- Third, the Modern World, also called Reformation and Revolution, focuses on the Protestant Reformation and then contrasts that with the Age of Enlightenment and the Age of Revolution.
- Fourth, the American story, which focuses upon both the history and the literature of the United States.

High school students take these courses together, and the order in which they begin does not matter. The development of a reading and thinking community of young scholars is the goal of this program. Grades are based on completion of readings, tests and quizzes, compositions, journals, and class participation.

**“IT DOES NOT MATTER SO MUCH WHAT BOOKS YOU READ
AS IT DOES WITH WHOM YOU READ THEM.”**

ANDREW NELSON LYTTLE

The Veritas Humanities Program

Humanities Course	Key Topics Studied	Representative Authors or Sources
Ancient, Classical, & Biblical World	Greek and Roman Heritage, along with Old and New Testament Bible History and Literature	The Bible Homer— <i>The Iliad</i> & <i>The Odyssey</i> Virgil— <i>Georgics</i> & <i>The Aeneid</i> Aristotle— <i>Politics</i> Plato— <i>The Republic</i> Greek Dramatists—tragedies & comedies Herodotus— <i>The Histories</i> Edith Hamilton— <i>Mythology</i> Ernie Bradford— <i>Thermopylae</i> & <i>Hannibal</i>
Christendom: Early Church, Medieval, & Renaissance World	European History from the Fall of the Roman Empire through the Renaissance; The growth and development of the Early Church; the Middle Ages; the Age of the Renaissance	St. Augustine— <i>City of God</i> Bede— <i>Ecclesiastical History of the English Church</i> <i>Beowulf</i> Eusebius— <i>Church History</i> Chaucer— <i>Canterbury Tales</i> Dante— <i>The Divine Comedy</i> Thomas Mallory— <i>L’Morte d’Arthur</i> Boethius— <i>Consolation of Philosophy</i> Shakespeare—Selected plays and poems Barbara Tuchman— <i>A Distant Mirror</i>
Reformation & Revolution: The Modern World: The Reformation To the Present	The Protestant Reformation; Exploration and Colonization; The Enlightenment and the French Revolution; Industrial Revolution; Modern Wars; Theological Wars	Martin Luther— <i>Bondage of the Will</i> John Calvin— <i>Institutes</i> Jane Austen— <i>Pride and Prejudice</i> Charles Dickens— <i>A Tale of Two Cities</i> Victor Hugo— <i>Les Miserables</i> Fyodor Dostoevsky—selected novels Charles Darwin— <i>On the Origin of Species</i> Francis Schaeffer— <i>How Should We Then Live?</i>
The American Story: The United States in history, literature, and cultural development	An historical, cultural and literary survey of America; the ideas, theologies, books, and people who impacted the United States’ rise from colonies to the leading world power	The Puritans—selections Mark Twain— <i>Huck Finn</i> James Fenimore Cooper— <i>The Last of the Mohicans</i> Nathaniel Hawthorne— <i>The Scarlet Letter</i> Herman Melville— <i>Moby Dick</i> Founding Fathers—speeches & writings The Federalist Papers William Faulkner— <i>The Unvanquished</i> Fitzgerald & Hemingway—Selected Novels

Grade Reporting

- Our school year consists of two semesters.
- Each semester is divided into 2 quarters or grading periods.
- Quarters run from seven to ten weeks.
- Progress reports are sent to parents in the middle of each quarter.
- Report cards are sent to parents at the end of each quarter.
- Parent-Teacher Conferences are scheduled for the middle of the first and fourth quarters

At any time, parents are encouraged to meet with the administrator or teachers at the school concerning grades. Certain times are set aside specifically for parent-teacher conferences. See the Calendar for dates of progress reports and report cards.

Grading Scale

%	Grade	Grade Point	Meaning
90-100	A	4.0	Excellent
80-89	B	3	Good
70-79	C	2	Satisfactory
0-69	F	0	Failing

Honors and Awards

Honor Roll: Students earning placement on the honor roll will be recognized at the Awards Assembly in May. Honor Roll is attained in junior high and high school by making either all A's or all A's and B's in subjects in core subjects. (Core subjects include math, science, language, Omnibus or Humanities, and rhetoric.)

Faculty Award: This award is based on exemplary conduct, academic achievement, and a positive attitude toward school. Teachers will meet to discuss which student or students have earned this award. This award is presented at the awards assembly in May.

Perfect Attendance: Any student who has not missed one day during the school year. This award is presented at the awards assembly in May.

Discipline and Attendance Policies Appearance Code



Let us not fool ourselves—without Christianity,
without Christian education, without the principles
of Christ inculcated into young life,
we are simply rearing pagans.

Peter Marshall

Discipline Policies

The role of teachers in a Christian school is to teach subjects to students who have a desire to learn. Students in a Christian school are to be increasingly self-governed and self-disciplined. The job of the teacher is not primarily to enforce discipline. But even Christian students need limits and accountability; therefore, discipline policies are part of the process of growing disciples for Christ (Hebrews 12:5-11).

The teachers and the administrators determine school and classroom discipline. Parents are to stand with the discipline policies of those who act *in loco parentis* (in the place of parents). Parents will be informed about discipline matters concerning their children, and in general, the overall discipline and attitude of the students is seen as the responsibility of parents.

All discipline is administered in the light of the individual student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), swift/painful punishment, restoration of fellowship, forbidding of sinful lingering attitudes, etc. The classroom teacher best handles most discipline problems at the classroom level.

Office Visits: There are six basic behaviors that necessitate discipline from the headmaster, in conjunction with the teacher. These behaviors are as follows:

- **Disrespect** shown to *any* staff member. The staff member will be the judge of whether disrespect has been shown.
- **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
- **Rebellion**, i.e. outright disobedience in response to instructions.
- **Fighting**, i.e. striking in anger with the intention to harm the other student(s).
- **Obscene Language**, including taking the name of the Lord in vain. The administrator and staff will judge what constitutes obscene language.
- **Vandalism**, i.e., any destruction or defacing of the building and facilities, school books and supplies belonging to Veritas Academy, or other people's property.

Types of discipline administered may include restitution, in-school suspension, after school detention, janitorial work, a meeting with parents, or other measures consistent with biblical guidelines that may be appropriate.

Office visits will result in a discipline report being written and sent home to the parents. In some cases, the parents will be immediately called in to meet with the headmaster regarding the discipline problem.

In cases where there are repeated offenses, failure of the student to have a Christian attitude toward the school, teachers, and other students, actions threatening or endangering others, and active or passive rebellion, students can be immediately removed from Veritas Academy.

Note on Expulsion: The Veritas Academy Board realizes that dismissing a student from school is a serious matter that must 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 after continued attempts to bring repentance and a change of behavior, the student can be removed from Veritas Academy.

Serious Misconduct: If a student commits an act with such serious consequences that the headmaster deems it necessary, the normal process may be bypassed and *suspension* or dismissal imposed immediately. Examples of such serious misconduct could include: acts endangering the safety or lives of other students or staff members, vandalism to the school facilities, violations of civil law, or any act in clear contradiction of Scriptural commands that disrupts school or endanger lives.

Students may be subject to school discipline for serious misconduct that occurs after school hours if such behavior reflects poorly upon the reputation of the school.

Readmittance: Should the expelled student desire to be readmitted to Veritas Academy at a later date, the Veritas Academy board and headmaster would make a decision based on the student's attitude and circumstances at the time he reappplies.

Behavior Violations in and out of the Classroom: *There are many types of misbehavior that call for a rebuke on the part of staff and for a change on the part of the student. A warning or rebuke from a teacher is not to be disregarded. Disregarding a teacher's words becomes rebellion or disrespect.*

In class, teachers can give written discipline assignments, put a student out of class for the period, require them to report to the teacher after class, or take other reasonable actions to deal with problems.

The goal of all discipline is to bring about repentance and a favorable attitude of willing obedience.

Uniform and appearance violations will be dealt with in detail in a separate document. Normally, students out of uniform will have to rent proper uniform items or contact parents to bring the proper uniform.

In this day when boundaries between the believer
and the unbeliever are so generally wiped away, we
should seek to mark those boundaries anew and
mark them well. We should seek to mark these
boundaries not with chalk that disappears with the
first rainstorm that comes, but we should try to
mark these boundaries with indelible ink on the
hearts of those who believe.

Cornelius Van Til

School Rules



Students are expected to have Biblical and Christian standards of behavior and conversation at all times. Paul's discussion of the Fruit of the Spirit, in contrast with the works of the flesh, in Galatians 5:13-26 is just one of many Biblical references to the attitudes and actions we expect of both students and teachers.

In line with the basic behaviors that result in an office visit or disciplinary action, the following actions are forbidden:

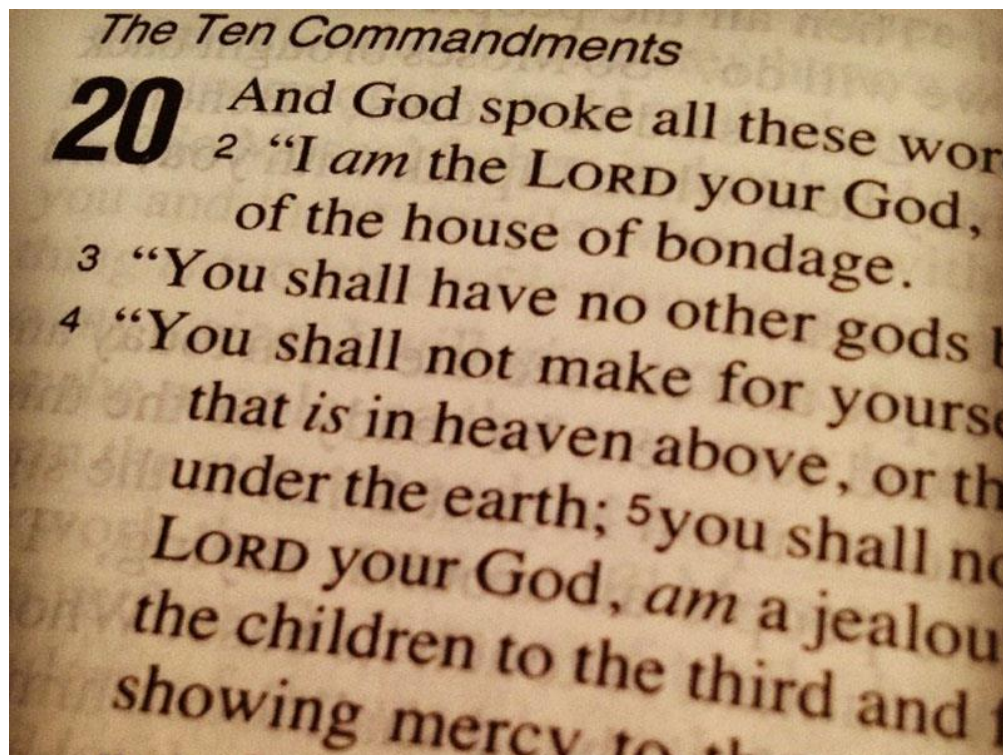
1. Showing disrespect, by talk or actions, to teachers, staff, or adults.
2. Cheating and lying are forbidden.
Cheating is defined as the following:
 - a. Plagiarism or copying answers
 - b. Working together on assignments that are to be completed individually
 - c. Looking on another student's paper during a test
3. Rebellion expressed in words, attitudes, or lack of response or cooperation with teachers and staff
4. Fighting. Fighting includes both physical and verbal conflicts. There are Biblical guidelines to dealing with conflict.
5. Obscene language. In addition to what is normally considered profanities and obscenities, avoid coarse joking, suggestive language, and inappropriate words.
6. Vandalism. This includes school and church property and items, along with items belonging to other people. Students will be expected to pay for the replacement or repair of any property that is damaged due to intent or carelessness.

OBEY YOUR LEADERS AND SUBMIT TO THEM, FOR THEY ARE KEEPING WATCH OVER YOUR SOULS, AS THOSE WHO WILL HAVE TO GIVE AN ACCOUNT. LET THEM DO THIS WITH JOY AND NOT WITH GROANING, FOR THAT WOULD BE OF NO ADVANTAGE TO YOU. (HEBREWS 13:17 ESV)

Other Rules and Applications

1. Guns, weapons, music devices (not including musical instruments), toys, or dangerous objects are prohibited on school grounds.
2. Public displays of affection at school or school activities are inappropriate; in other words, hands off the opposite sex.
3. Drugs, alcohol or tobacco products are not allowed at school or school functions. The known and illegal use of drugs, alcohol, or tobacco products outside of school will be considered as detrimental to the reputation of the school and will result in a meeting with the student, the parents, and the administrator.
4. Students are not to be in any forbidden areas of the campus. This includes offices, classrooms when prohibited by teachers, cars (after arriving at school), or other areas designated as off limits.
5. Visitors to Veritas Academy who are from other schools or who are friends of Veritas students must check in at the office for a visitor pass.

Since not every circumstance or possible violation can be listed, administrators and teachers can give additional rules and guidelines as the need arises.



Guidelines concerning Cell Phones and other newer forms of technology



We are thankful for the continued development of new forms of technology that makes our lives easier and, in some cases, helps in learning. We do need guidelines, however concerning the proper use of the new devices. Due to the speed in which names change or devices become popular, it is difficult to list what is allowed or prohibited under certain conditions.

1. Cell phones are allowed, but students are expected to keep them put away. There is no need to be making or receiving calls during the day, especially during class hours. Texting is not allowed. Phones are to be turned off and should never disrupt class.
2. iPods, various Mp3 players, and any other devices are not allowed at school. Music and games should in many cases be communal and lunchtime should be for fellowship and not individualistic pursuits.
3. Electronic dictionaries, normally used by students learning English, can be used in class with permission from the teacher.
4. Calculators can be used in math or science classes if the teacher permits them.
5. All electronic devices are subject to being confiscated if they interfere with classes or behavior outside of class or if they are wrongfully used.

A Primer on Social Manners

Address adults by their titles and say, “Sir” to men and “Ma’am” to women.

Always make eye contact and greet adults.

For example, say “Good morning” or “Good afternoon.”

When visitors enter a room, stop talking.

Young men should hold doors open for young ladies and women.

Be helpful at all times. Open doors, help carry things, and offer to assist adults at all times.

Love your neighbor as yourself.

Grievance Policy

Because of sin, we will have disputes. Being Christians, we are to handle disputes in a Biblical and Christian fashion. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Veritas Academy's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and board.

Students/parents to teachers:

All issues need to be dealt with on the school campus during school hours or such times as arranged by the administrator. Parents and teachers are to respect the teachers' time off campus. In other words, as much as is possible, do not call teachers at home.

All concerns about the classroom should 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 attitude is required at all times.

If the problem is not resolved, the parents or student may bring the concern to the administrator. If the student brings the concern, he should have permission from his parents to do so. The first question the administrator will ask is, "Have you talked with the teacher?" If the problem is still not resolved, the parents can appeal the decision to the Veritas Academy Board.

Parents to administrator:

If parents 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 administrator.

If the situation is not resolved, they can present their concerns to the board. This procedure applies to board members who are acting in their capacity as parents/patrons and not as representatives of the board.

Other Concerns/Suggestions/Proposals:

For concerns *not* relating to a specific individual, the student should consider other options including:

Students may request to meet with the administrator individually or in small groups. As with individual teachers, students should certainly consider requesting parental assistance whenever appropriate.

Attendance Policy



Absences

Every class every day contributes to the mission of Veritas Academy and the education of its students. Class periods devoted to lectures, discussions, and in-class activities cannot be made up if they are missed. Simply doing the written exercises in no way replaces the classroom experience. We understand that due to illness and other circumstances parents may decide that it is in the best interests of their child *not* to attend school on a particular day.

An attendance record is kept in the office.

Absences are recorded on quarterly report cards.

After an absence, a student needs to bring a note from the parents explaining the absence.

Absences will be classified as excused or unexcused.

Unexcused absences are

1. Absences the parents were not aware of
2. Absences due to a student not wanting to take a test or turn in a required assignment
3. Absences for nonessential matters (e.g. shopping, haircuts).

Students are subject to academic and disciplinary penalties for unexcused absences. For example, if a test is missed, the retake grade will be lowered, or a student may be assigned to in-school suspension.

If a student misses a particular class at school because he is sick at that time and unable to remain in class, it is counted as an absence. The parents will be notified when this occurs. In the event that a student misses more than five days in any one quarter (for any reason), the student's parents need to meet with the administrator and teachers to consider the academic consequences of the student's absences.

Missing a class or school for more than ten days during one quarter (for any reason) can result in automatic failure for the class. If students are missing this much class, they are not receiving the instruction being given. In such cases, parents should meet with the administrator and teachers to discuss their child's particular situation. Upon request from parents, the administrator is authorized to consider waiving requirements set by the attendance policy.

Tardies

Tardies for each class will be handled in the following manner for each grading quarter:

Tardies are recorded in morning chapel or the teacher's daily record book.

The Third tardy results in a written assignment relating to the class work missed.

Fourth and subsequent tardies will result in after school detention or fines.

The teachers and the office will judge the reasons for children being tardy (e.g. claims that a brother or sister caused the tardiness).

Each student is individually responsible for his or her tardiness.

Teachers are not obligated to re-teach any lesson or extend any opportunity to complete or turn in assignments.

A student who misses more than half the class, entering late or leaving early, can be counted absent from that class. Such cases will be excused or not excused based on the circumstances. For example, doctor's appointments or sickness would be excused, while unexplained lateness would be unexcused.

Makeup Work

Assignment due dates: Following an absence, an extension may be given for assignments due on a particular date at the discretion of the teacher and administrator. The extension should not exceed the number of school days missed during the absence. Assignment due dates are established by the classroom teacher.

Students must complete all work assigned during their absence. However, in the event of an illness lasting three days or more, the teachers may, at their discretion, excuse the students from some of the assignments missed.

It is the student's responsibility to find out what work was assigned. In the case of extended illness, it is recommended that the parents contact the teachers through the school to find out what assignments were missed. Assignment sheets are provided listing the work to be completed.

Points may be deducted for grades on completed assignments for each day that assignments are submitted past the assigned due date.

Leaving Campus

Parental request: If a student needs to leave school during school hours, a *parent must* notify the administrator or secretary either by calling or sending a note. The student will be given permission to leave and their absence from class will be excused.

Student request: If a student wants to leave school during school hours, he must receive permission from an administrator. We will give permission to students to phone parents and request parental permission to leave school. If parents approve, the student will be given permission to leave.

In cases where applicable, students may not leave school with a *non-custodial parent* unless the *custodial parent* has notified the administration.

In all cases involving students whose parents are separated or divorced, the custodial parent is to provide the school with the necessary information and regulations concerning custody arrangements. Veritas Academy will stand by the custodial parents and the legal rulings in these cases.

School Sponsored Events

School-sponsored events at Veritas Academy should reflect the same overall mission, behavior standards, and Christian conduct as regular school days and classes.

School-sponsored events are defined as events organized and attended by a Veritas staff member acting in his official capacity as a teacher, administrator, etc.

School sponsored events must approved by the administration or board of Veritas Academy.

Supported financially by Veritas Academy, including fund-raising opportunities provided through Veritas Academy.

Lunch Policy

Veritas students are to eat lunch at the Veritas campus. Lunch meals are to be brought from home, purchased at the snack bar, or purchased through the Thursday lunch program, when applicable.

On any occasion where a student leaves during lunchtime, a note from parents must be brought to the office prior to lunchtime. They must check out through the proper procedures.

Veritas students are not to have visitors on campus for lunch, except for parents and grandparents. Pastors or youth directors are welcome, but must check in through the office. Veritas graduates are welcome to visit the school during lunchtime.

Veritas Academy Appearance Code for Students

Veritas Academy has an appearance code and uniform dress code policy. These are to improve the appearance, the conduct, the atmosphere, and visual testimony of the school. We want our students to be guided by the principles of modesty and moderation in everything including how they dress. Furthermore, we believe that the principles of modesty and the cultivation of being well dressed best promote both godliness and the learning environment of Veritas Academy.

The clothes a student wears, as well as how he or she wears them, make a visual statement about that student's attitudes and interests. A student's dress and personal appearance influences the kinds of impressions and even opinions that others form about him or her, whether friends at school or visitors to our campus. Among other things, being a Christian school means that our students have a special responsibility to be sure that their dress and personal appearance reflect our high ideals derived from biblical standards.

Because of our **standardized dress code**, only clothing described in the handbook and in the uniform policy is approved for wearing at Veritas. ***Only approved clothing can worn to Veritas Academy. Styles, designs, and colors that are not approved or are similar, but not approved, are not allowed.***

Dress code rules apply during all school hours. From the time a student arrives and until he/she leaves, the student is expected to be dressed according to the dress code. Students enrolling in school after the beginning of the school year will be given a probation period of two weeks in order to acquire proper school clothes. During the probation period, they will still be expected to dress in a manner comparable to the dress code.

See the Dress Code Charts specific guidelines on dress uniforms and standard school clothing.

Special Dress Uniform



All students will wear their **official dress uniform** on Mondays, to special school functions such as field trips, and on other special occasions at school. Each student must have the official dress uniform to remain enrolled in Veritas School.

Additional Dress Standards for Girls

- Skirt Length: Girls' skirts are to be of a conservative length and fit. The length of skirts will not be shorter than near the top of the knee when standing and will be of modest length when seated.
- Blouses or tops: Blouses or tops should not be tight fitting. Appropriate undergarments such as slips, camisoles and bras must be worn.
- Socks: Socks or colored tights should be white, red, blue, hunter green, or yellow to coordinate with the school uniform. Colored tights are to be worn with skirts only.
- Sweaters and Outerwear: Only approved solid color sweaters, blazers, and hoodies can be worn during classes. Other types of coats and jackets are not to be worn in the classroom or on field trips without special permission.
- Hairstyles: Must be natural, practical, and moderate.
- Make-up: May be worn neatly and appropriately inconspicuous.
- Jewelry: Must be simple, conservative, and appropriate to the student's over-all appearance.

Additional Dress Standards for Boys

- Belts are required.
- Shirts are to be tucked inside of the pants.
- Dress shoes, sneakers, boots, or Oxford-type shoes are acceptable and must be worn at all times on campus and at all school-related activities. *Sandals are not allowed.*
- Socks of a coordinating color and of crew length are also required. White athletic socks and no-show or ankle length socks are not allowed.
- Hairstyles: Must be natural, practical and moderate. Hair will be cut or styled to fit the general contour of the head and be kept trimmed and combed. Hair should not hang below a normal shirt collar or completely cover the ears.
- Beards and mustaches: Must be neatly groomed.
- Jewelry: Must be simple, conservative, and appropriate to the overall dress of the student and be kept within the general standards of the school.
- Sweaters and Outerwear: Only approved solid color sweaters, blazers, and wind breakers can be worn during classes. Other types of coats and jackets are not to be worn in the classroom or on field trips without special permission.

Additional Dress Standards

If on certain occasions students are allowed to wear street clothes, these clothes must be neat, modest, and fitting for the occasion.

Many of the trends and fads in fashion at different times are, unless an exception is made by the administration, restricted from our campus or during school activities.

These include but are not necessarily restricted to the following categories of clothing and personal appearance.

- Accessories or paraphernalia associated with a culture or movement in conflict with Veritas standards (e.g. swastikas)
- Hair dyed in unnatural colors. Unnatural means opposed to nature. Red hair is natural; green hair is unnatural.
- No earrings on boys and no more than two pairs on girls
- Body piercings are not allowed
- Excessive jewelry
- Sloppy, overly casual or unkempt appearance
- Sunglasses (except for prescription glasses), caps, and hats worn at inappropriate times.

Benefits and Purposes of School Uniforms

1. Our goal is to honor God in all we do, acknowledging the Lordship of Jesus Christ in our choices.
2. All human actions, including outward manifestations such as clothing, reveal and communicate the disposition of the heart at some level. It is our desire to address these heart issues in one uniform policy rather than seeking to anticipate and curb the numerous manifestations of it that surface throughout the year with a looser dress code.
3. Clothing represents the vocational calling of a person, and inherent in the uniform policy is a desire to create an environment where undue attention is not drawn to specific students. The neat appearance created by a uniform enhances a ready-to-learn atmosphere.
4. Uniforms help engender a cohesive presentation of the students in our school. When our students are in uniform it communicates, aesthetically, that they are part of the same team, working toward the same goals. The student is part of a group identity that strives for excellence, and the code establishes a tradition toward that end.
5. The uniform code should save parents money. The uniform code de-emphasizes the social impact of dress and helps focus the students on character and academic issues.
6. The uniform code addresses security. On field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.

Borrowed from the Logos School Parent-Teacher Handbook

Dress Code for Physical Education Classes



- Shorts, shirts, and shoes for Physical Education are described in the dress code (available in the office).
- Other types and colors of P. E. clothes are not allowed.
- Students who lose or forget P. E. outfits have to rent the needed items or report to their P.E. teacher for other assignments.
- Athletic clothing may not be worn to school or classes in place of normal school attire.

Philosophy of Our Physical Education Program

The purpose of our physical education program is to complement our academic program. Our physical education activities are considered an important component of our classical and Christian curriculum. We recognize that the training of the body has been part of the classical approach to education from the very beginning. Further, our understanding of the Christian worldview does not permit us artificially to limit a course of training to the mind only. Our goal has always been to educate our students in all aspects of life, with the Scriptures at the center of all things as the point of integration. We have the same standard for our and physical education classes, and see this point of integration as particularly important.

Adapted from the Logos School Parent-Teacher Handbook

Dress Code for Choir Performances



Black shirts and slacks for boys

Black shirts and slacks or dresses for girls.

Black shoes and socks

“It is good to praise the Lord, and make music to your name, O most High, to proclaim your love in the morning and your faithfulness at night, to the music of the ten-stringed lyre and the melody of the harp. For you make me glad by your deeds, O Lord; I sing for joy at the works of your hand.” Psalm 92:1-4

Philosophy of the Veritas Academy Music Program

Within the God-breathed books of the Bible, the Creator gave Christians a timeless song book, the Psalms, with 150 different songs to sing and praise His name as well as songs scattered throughout the Old and New Testaments. And, as the above selection from Psalms illustrates, both vocal and instrumental music are to be used by man to point back to God.

Music is not just a subject that we should teach, it is a way to express the goodness of God and the joy we have in living in His presence. The integration of all subjects, with the Scriptures as central, is one of the goals of Veritas Academy.

We believe and therefore want to instruct all the students in the basic knowledge and related benefits of music to all of learning.

We want to teach students to distinguish good music from mediocre music.

We want them to recognize that though we limit their exposure in truth, beauty and goodness in music, good music is not bound by a period of time or by a particular style, but that good and beautiful music has been a gift from God to man throughout all ages.

Borrowed from the Logos School Parent-Teacher Handbook