

“The Truth Will Set  
You Free” John 8:32

**VERITAS CLASSICAL ACADEMY**  
**PARENT HANDBOOK**  
**2020-2021**



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"veritas liberabit vos" Jn 8:32

**VISION:** To develop a comprehensively Christ-centered community through the paideia of the Lord, training students to enjoy and honor God in every aspect of their culture. The ultimate vision of Veritas is the building up of Christ-centered communities, who enjoy and honor God in their worship, work, and leisure. This is accomplished through the transfer of a way of life from parents to children, with the support of a community of classical education, and the support of local churches with the same vision, so that church education, home education, and school education are unified.

**MISSION:** The mission of Veritas Classical Academy is to disciple students to delight in, understand, and display the glory of God in Christ in all areas of life through classical, Christian education.

## VALUES

- **Delighting in the truth, goodness, and beauty of God (doxological)**  
Students are trained to delight in the Lord first and foremost by delighting in who God is in and of himself, not as we make him out to be. Only when students discover the truth of God that culminates in Christ can they truly delight in God. Only when students see that the source of every good and perfect gift comes from God can they truly delight in God. Only when students see the glory of God in the face of Jesus can they be attracted to the beauty of God. God sets the absolute standard of truth in the Scriptures, God is in control of all things, he is the story-maker who is bringing all things for the good of those who love him. And God is the artist who reveals his beauty in nature and history.
- **Integrating Christian worldview with every subject (theological)**  
At Veritas, all subjects are taught under the premise that all knowledge are connected with one another and in Christ (Col 1:7) to form a coherent worldview. The what's and the how's of each subject are connected with the why's of that subject and each subject is taught as integrated as possible with other subjects. Each subject is encouraged to ask the deepest and the most important questions of life and its relevance to the most mundane details of life.
- **Developing Critical Thinking Skills (cognitive)**  
Logic is taught under the worldview that God made everything to connect, in nature and math, in language and history, and ultimately in Christ, the logos. God is God of order, and God reveals his truth, goodness, and beauty through logic. Students are taught to think logically to discern, analyze, and synthesize facts in grammar, math, language, history, and science. Properly interpreted, facts in nature should support and complement God's

revelation in his Word. Quadrivium, or the natural sciences, is truly developed only in the larger context of the Trivium, or humanities, with philosophy and history informed from a Christian perspective.

- **Cultivating a Christ-honoring culture (moral, cultural)**  
God calls parents to “bring up your children in the “paideia of the Lord” (Eph 6:4), where *paideia* refers to a comprehensive training of a student to enjoy and honor God through all aspects of our culture. At school, students are first trained to love God in worship, in study, in recreation, and in their relationship with one another. This is accomplished in the classroom, as well as outside the classroom through the House System, field trips, soirees (etiquette training), field days, retreats, and mentorship from various teachers. Students are trained to humble themselves, honor one another, and to speak the truth in love.
- **Building a community of God (social)**  
For a complete education, students must practice what they learn. This takes place in the context of God’s God’s community. Students grow along with the maturity of their community. According to God’s blueprint for building his people (Eph 2-6), Christ’s community is built up beginning with the local churches, and continue in families, in marriage, in the bringing up of their children in the Lord, and in our work. This is why Veritas is intentional about parent involvement, parent education, and the parent-teacher partnership in the education of their children.
- **Discipling through mentorship (discipleship)**  
Mentorship (or apprenticeship) is the means by which “a way of life” or paideia of the Lord is passed down from generation to generation. Whereas a Christ-centered community is necessary to provide the support, context and goal of growth, a student grows in knowledge, wisdom, and character first and foremost through individual teacher/staff mentors. Real education is not so much taught but caught, as the student observes, imitates, and dialogues with the teacher about the truth.

## **Veritas seeks to produce students who**

1. Love the Lord Jesus Christ with all their hearts, as well as with their minds and their strength (Spiritual)
2. Delight in and graciously express the truth, beauty and goodness of God through writing, speaking, acting, drawing and singing (Aesthetic)
3. Evaluate all things in the light of God's Word (Biblical)
4. Master language skills in grammar, reading, writing, and poetry, in English and Latin, and be able to speak persuasively (Language)
5. Develop a well-rounded competence in fine art, drama, music, physical activity, math, logic, and science (Skills)
6. Read deeply, interact critically, and gain wisdom from the great works of literature and theology throughout the ages (Wisdom)
7. Honor their friends, humble themselves before others and speak the truth in love (Virtue)

In fulfilling the above vision and goals, Veritas will abide by the following principles:

## CHRIST-CENTERED

In all its levels, programs, and teaching, VCA seeks to :

- A. Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40);
- B. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15)
- C. Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17)
- D. Teach all subjects from the perspective of Lordship of Christ in every area of life (Col 3:17; 2 Cor 10:5)
- E. Disciple the students, training them in the instruction and the discipline of the Lord, teaching them to obey everything Christ has taught (Eph 6:4; Mt 28:20).

## CLASSICAL

Classical Christian education is the biblical appropriation of a time-tested method of teaching called "trivium" (grammar, logic, rhetoric), which was practiced throughout the ages since the ancient times, and which produced some of the greatest leaders of history, including the great founding fathers of America.

Classical education emphasizes learning from the "classics," because it stands on the conviction that God has providentially guided history and that riches of God's glory can be gained from every age, with its culmination in Jesus Christ.

Classical education also emphasizes languages (ancient and modern), grammar, speaking, and writing because word (language) is God's unique gift to mankind through which people can learn the deep things of God in Scripture and nature, and gracefully take captive every thought and make it obedient to Christ.

In all its levels, programs, and teaching, VCA seeks to:

- A. CONTENT: Train students to appreciate the truth, goodness, and beauty of God.

- B. **METHODOLOGY:** Emphasize grammar, logic, and rhetoric in all subjects (see definitions below), to help students to develop knowledge, discernment and wisdom
- C. **MOTIVATION:** Encourage every student to develop a love for learning and live up to his academic potential;
- D. **MORAL:** Cultivate wisdom and virtue, founded upon faith and knowledge of Christ, which reflects the image of Christ.
- E. **SCOPE:** Help the students to critically engage with the great literatures throughout history
- F. **SKILL:** Master foundational skills and concepts in math, reading, writing, grammar, Latin and the arts.
- G. **COMMUNITY:** Provide an orderly and graceful 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.

A CHRIST-CENTERED  
CLASSICAL SCHOOL

## MOTTO, STATEMENT OF FAITH

"*veritas liberabit vos*" Jn 8:32

### **Motto**

Our motto, *veritas liberabit vos*, is the Latin translation of John 8:32.

In English, it reads, "The truth will set you free." We are reminded by this statement that as Christians we truly know and educate from the perspective of God's revelation in Jesus Christ, who is the truth itself (Jn 14:6). We recite it in Latin because it reminds us that we belong to a long tradition that has cherished this philosophy.

### **Statement of Faith**

1. We believe the Bible alone to be the word of God, the ultimate and infallible authority for faith and practice.
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 that God created the heaven and earth, including all life, by a direct, supernatural act, and not by a process of evolution.
4. 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.

5. We believe that the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and during this age to convict men, regenerate the believing sinner, indwell, guide, instruct, comfort, sanctify, seal, reprove and empower the believer for Godly living and service.
6. We believe that salvation is by grace through faith alone.
7. We believe that faith without works is dead.
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.
10. We believe that the family is ordained by God as the basic unit of His plan for His people. The institution of marriage between one man and one woman as created by God provides the foundation and definition for the family. We believe in the preservation and edification of the family to be an act of obedience to God.
11. We believe in the sanctity of all human life. This life should be protected, nurtured and helped from the moment of conception (when life begins), until death occurs normally.
12. 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.
13. 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.
14. 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.)
15. We believe that in order to preserve the function and integrity of Veritas as the local Body of Christ, and to provide a biblical role model to the Veritas 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 Marriage, Gender, and Sexuality. (Matt 5:16; Phil 2:14-16; 1 Thess 5:22.)
16. 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.)
17. 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 nor the doctrines of Veritas.

## **Classical Education is a Time-tested Method**

Classical education appropriates a time-tested method of teaching called “trivium” (grammar, logic, rhetoric), which was practiced throughout the ages since the ancient times, and which produced some of the greatest leaders of history, including the great founding fathers of America.

The trivium gives students the tools of learning and mirrors their intellectual development in three stages plus a pre-grammar stage:

- **The Pre-Grammar Stage:** In the earliest grades (Kindergarten through 1st grade), children are prepared for the Grammar Stage by learning how to read, use numbers, fit in at school, form written letters, sing, build, and play. This is a time of exploration and discovery, in which the student uses all of his or her senses to grasp an understanding of the world around them.
- **The Grammar Stage:** In these grades (2nd through 6th grade), students absorb facts and lay the foundation for further study, what classical education calls the grammar stage—learning the rules or basic facts of various academic disciplines that serve as the foundation for further study.
- **The Dialectic Stage:** In the middle grades (7th through 8th grade), students armed with facts and principles learn to reason and think logically through arguments, what classical education calls the logic stage.
- **The Rhetoric Stage:** In the high school years (9th through 12th grade), students learn to express themselves effectively using the written and spoken word, what classical education calls the rhetoric stage.

## **Classical Education Teaches the Lordship of Christ in History**

Classical education emphasizes learning from the “classics,” because it stands on the conviction that God has providentially guided history and that riches of God’s glory can be gained from every age, with its culmination in Jesus Christ.

## **Classical Education Maximizes God’s Gift of Language**

Classical education also emphasizes languages, grammar, speaking and writing because word (language) is a unique gift to mankind through which people can have deep fellowship with God, and gracefully “take captive every thought and make it obedient to Christ.”

## **Why Classical Schools are Superior to Modern Schools**

What is different in the classical Christian classroom as compared to public or other private schools? In the grammar stage, for example, the chief difference is that the classical student absorbs a large amount of elementary knowledge (such as facts, names, dates, vocabulary, spelling, mathematical tables, etc.) and attains mastery of the fundamentals of reading and mathematics. By contrast most modern teaching methods emphasize “concepts” and avoid rigorous immersion in basic principles and facts. As you can see, classically trained students master the tools and methods of learning in an orderly way, and they are not encouraged to “express themselves” until they first master critical facts and learn how to think logically. Then and only then are they in a position to begin to express themselves in a way that is grammatically correct, cogent, and compelling.

## **Why Modern Schools Kill True Education**

At its root, classical education rejects modernism and post-modernism in the classroom. In particular, it rejects the pragmatism that underlies modern and post-modern educational theories—the notion that truth is what works or the idea that we somehow need to educate our children to test well. So some modern public schools spend upwards of 30-40% of their limited classroom time teaching to test—trying to inflate their test scores—all motivated by a desire to increase enrollment and get more money. If, however, they gave their students the tools of learning, they would find that the test scores take care of themselves. At classical schools across the country, student test scores often are off the charts. The goal is not higher test scores, but higher test scores do result when true education takes place in the classroom. One Christian observer concurs that the need of the hour is classical education, “When, in the 1890s, the classical curriculum tried to compete with the sciences by becoming ‘scientific’ too, it signed its own death warrant.” Modern, progressive education ends up producing the opposite of real progress—it actually kills true education. Classical education does not train students to take a particular test or to assume a particular trade after graduation. Instead, it trains students to think and communicate with a mind of wisdom so that they can specialize in their studies downstream and pursue any legitimate calling thereafter.

"veritas liberabit vos" Jn 8:32

Trivium is a Bible-based method of education that was used for centuries until the introduction of the secular method of education in the modern era. Trivium consists of grammar, logic, and rhetoric. Grammar refers not just to the grammar of a language, but to the basic knowledge of all areas. Logic refers to the ways all knowledge are connected. Rhetoric refers to the expression and application of such knowledge in life. Although trivium was developed in the middle ages, its roots are in the Scriptures. It is biblical for two reasons: (1) It corresponds with the three stages of children's development, (2) It corresponds with God's pattern of salvation.

## **Trivium as the three stages of children's development**

The first stage is that of training a child in the way he should go (Prov 22:6a). Since a child's ability is in its formative stage, it is important that young children are taught "in the way he should go," and that includes teaching the all truth in light of Scripture. There is nothing more harmful to a child than teaching him falsehood. Children in public schools are constantly fed with falsehood such as evolution and the myth of neutrality of secular education. The biggest lie is that knowledge about the world has nothing to do with Jesus Christ or Christian worldview. Veritas Classical Academy believes that a personal knowledge of Jesus Christ has everything to do with a proper understanding of the world. A true understanding of the world comes only in light of God (Ps 36:9), and in the context of a right relationship with God: "the fear of the Lord is the beginning of knowledge" (Prov. 1:8). This is why at Veritas every subject is taught from the perspective of the Scripture. When a child is trained with such a Christian worldview, "he will not depart from it" (Prov 22:6b). In other words, it is the truth in the child that causes a child not to depart from it. Truth has the power to set one free (John 8:32) and transform us to be like Christ (John 17:17). This stage of education is like the foundation of a building. If a child is not trained with seeing all things from biblical perspective, but rather with the self-serving knowledge taught by the government school, it is like building a house on a sand (Mt 7:26).

The second stage is that of discernment. In order to mature, a child needs to train his powers of discernment by learning how to think biblically (Heb 5:13-14). Discernment consists of two parts: being skilled in how the biblical worldview comes together (Heb 5:13), and in discerning the good from evil through the biblical worldview (Heb 5:14). It is the stage in which a child needs to go beyond just believing in what he is taught, and to think God's thoughts after him. That is to say, the child grows up in seeing how all things are connected and fulfilled in Christ (Lk 24:27) and being able to apply that Christian worldview to discern all things (1 Cor 2:15). In order for that to take place, a child needs to have a personal relationship with Christ, so that he will have the "mind of Christ" (1 Cor 2:16) and be guided by the Spirit of Christ into all the truth (Jn 16:13)

The third stage is that of wisdom. Discernment is an aspect of wisdom, but wisdom in a larger sense includes all aspects of the expression and application of the Word of God in all areas of life. As with the previous stages, the "fear of the Lord," or a personal relationship with Christ, is

the beginning of wisdom (Ps 110:10). Wisdom is more than just a right thinking; it is right living. In the book of Proverbs, which could easily be named the book on Christian education, wisdom is seen as the key to an abundant life. Because God knows that children grow up in the context of real-life situations, he has provided us with practically every kind of situation in Proverbs and other wisdom literature. The key to understanding such breadth and depth of wisdom in all situations of life is, of course, to listen to Christ, who is the Wisdom itself (Prov 8:34; 1 Cor 1:24).

In each of the three stages of a child’s development, all three elements (knowledge, discernment, wisdom) are integrated, although one is emphasized more than the other.

### TRIVIUM LEARNING CHART

GRADES JK-6 Grammar stage	GRADES 7-8 Logic stage	GRADES 9-12 Rhetoric Stage
Grammar	Grammar	Grammar
	Logic	Logic
Logic		Rhetoric
Rhetoric	Rhetoric	

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## Governance

### The Board of Directors

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Veritas Classical Academy is managed by the Board of Directors of the Veritas Classical Academy. according to its bylaws which were adopted August 20, 2016. Articles of Incorporation for Veritas Classical Academy was filed July 27, 2012. Tax exempt status retroactive to the incorporation date was subsequently recognized in a determination letter from the Internal Revenue Service. Incorporator was David Kim. The Articles of Incorporation indicate that the corporation was organized exclusively for charitable, educational, and religious purposes within the meaning of Section 501(C)(3) of the Internal Revenue Code. The Articles also specifically state that the corporation exists to help young people in primary and secondary levels to discover, understand, and express the glory of God in Jesus Christ in all areas of creation. A board was created toward the end of the first year consisting of the incorporator and 3 parents. In the first year of founding, 2012, Veritas was a 2-days/wk school. The next year, it became a 3-days/wk school. By the fourth year, the school became a full 5-days/wk school.

Currently, we are in the process of looking for additional board members. Our criteria for appointment to a director’s position include the candidate’s understanding of classical Christian educational theory and practice, a strong personal Christian testimony and understanding of historic, orthodox theology, the general requirements for an elder as indicated in I Timothy and Titus, and someone who has a gift that will help to advance the vision of the school.

The Board meets once a month to carry out its responsibilities, with day-to-day operation authority delegated to the Headmaster of the school.

#### VERITAS CLASSICAL ACADEMY BOARD MEMBERS

Chairman	Dr. David Kim	<a href="mailto:dkim@veritasclassicalacademy.com">dkim@veritasclassicalacademy.com</a>
Member	Mr. Justin Choi	<a href="mailto:jkchoi77@gmail.com">jkchoi77@gmail.com</a>
Member	Dr. Matthew Smith	<a href="mailto:matthewsmith100@gmail.com">matthewsmith100@gmail.com</a>

#### ADMINISTRATION AND STAFF

Headmaster	Dr. David Kim	<a href="mailto:dkim@veritasclassicalacademy.com">dkim@veritasclassicalacademy.com</a>
Academic Affairs Director	Mrs. Kay Kim	<a href="mailto:kkim@veritasclassicalacademy.com">kkim@veritasclassicalacademy.com</a>
Campus Operations Manager (Office/Facilities/Textbook/Uniform)	Mrs. Priscilla Kim	<a href="mailto:pkim@veritasclassicalacademy.com">pkim@veritasclassicalacademy.com</a>

Bookkeeper	Mr. Stephen Hong	<a href="mailto:acct@veritasclassicalacademy.com">acct@veritasclassicalacademy.com</a>
Office Admin Coordinator (Admissions/Registrar / Afterschool Programs)	Mr. Grant Morgan	<a href="mailto:Gmorgan@veritasclassicalacademy.com">Gmorgan@veritasclassicalacademy.com</a>
International Program Director, Student Intervention Coordinator, Newsletter	Ms. Jennifer Cantrell	<a href="mailto:jcantrell@veritasclassicalacademy.com">jcantrell@veritasclassicalacademy.com</a>
Marketing Coordinator	Mr. Anthony Zulueta	<a href="mailto:azulueta@veritasclassicalacademy.com">azulueta@veritasclassicalacademy.com</a>
Office		<a href="mailto:info@veritasclassicalacademy.com">info@veritasclassicalacademy.com</a>

## FACULTY

Our faculty is composed of Christians who are wholly devoted to Christ and model the Christian life for our students. Our teachers are expected to have a mastery of the subjects they teach, while possessing a high aptitude and love of teaching. A prerequisite for teaching at Veritas Classical Academy is agreement with the Academy's Statement of Faith and an understanding of and commitment to the classical educational model. All of our teachers either have classical background, either in their education or teaching experience, either at Veritas or other classical schools.

Transitional Kindergarten	Mrs. Amanda Somes	<a href="mailto:asomes@veritasclassicalacademy.com">asomes@veritasclassicalacademy.com</a>
Kindergarten	Mrs. Sandy Yi	<a href="mailto:syi@veritasclassicalacademy.com">syi@veritasclassicalacademy.com</a>
1 <sup>st</sup> /2 <sup>nd</sup> Grade	Mrs. Hope Nguyen	<a href="mailto:hnguyen@veritasclassicalacademy.com">hnguyen@veritasclassicalacademy.com</a>
3 <sup>rd</sup> /4 <sup>th</sup> Grade	Marcela Charlin	<a href="mailto:mcharlin@veritasclassicalacademy.com">mcharlin@veritasclassicalacademy.com</a>
5 <sup>th</sup> /6 <sup>th</sup> Grade	Ms. Katy Diaz	<a href="mailto:kdiaz@veritasclassicalacademy.com">kdiaz@veritasclassicalacademy.com</a>
2,4,6th Grade Math Teacher	Mrs. Ji Hyang Kim	<a href="mailto:jkim1@veritasclassicalacademy.com">jkim1@veritasclassicalacademy.com</a>
Head Math & Science (Math 87, Chemistry, Pre-Calculus, AP Calculus AB, AP Calculus BC)	Mrs. Kay Kim (Academic Dean & Test Manager)	<a href="mailto:kkim@veritasclassicalacademy.com">kkim@veritasclassicalacademy.com</a>
Geometry, Pre-Algebra, Science 7, Science 8, Biology	Mr. Marcelino Salazar	<a href="mailto:msalazar@veritasclassicalacademy.com">msalazar@veritasclassicalacademy.com</a>

7/8th History, 9-10th History, 11/12th Rhetoric, AP English, Latin 1	Mrs. Michelle Lasch	<a href="mailto:mlasch@veritasclassicalacademy.com">mlasch@veritasclassicalacademy.com</a>
Latin 6 I2, ap	Ms. Angela Richardson	<a href="mailto:arichardson@veritasclassicalacademy.com">arichardson@veritasclassicalacademy.com</a>
Latin 134	Ms. Megan Glozer	<a href="mailto:mglozer@veritasclassicalacademy.com">mglozer@veritasclassicalacademy.com</a>
Logic 7/8, 7/8th Bible, Great Ideas II, Church History, Hermeneutics, PE	Mr. Carl Sohmer	<a href="mailto:csohmer@veritasclassicalacademy.com">csohmer@veritasclassicalacademy.com</a>
7/8th English, 9/10th English, 9/10th Rhetoric	Mrs. Kathy McKeever	<a href="mailto:kmckeeper@veritasclassicalacademy.com">kmckeeper@veritasclassicalacademy.com</a>
Art (JK-10th Grade)	Mrs. Maria Hemmerling	<a href="mailto:hkim2@veritasclassicalacademy.com">hkim2@veritasclassicalacademy.com</a>
Music (JK-2nd Grade)	Mrs. Clare Sung	<a href="mailto:csung@veritasclassicalacademy.com">csung@veritasclassicalacademy.com</a>

## HOUSE SYSTEM

House Name	House Dean	Primary Faculty
Alfred	Mrs. Michelle Lasch	Mrs. Sandy Yi
Beowulf	Ms. Megan Glozer	Ms. Katy Diaz
Charlemagne	Mr. Marcelino Salazar	Mrs. Hope Nguyen
David	Mr. Carl Sohmer	Mrs. Marcela Charlin

## Resolving Conflict

In Matthew 18, the Lord gives instruction concerning the manner in which Christians should settle disagreements. The process has three steps. The first crucial step is going to the offending party personally. The second step consists in going to the person and bringing another Christian along to serve as a witness. The final step consists in bringing the dispute before the Elders of the church for a final ruling.

This process has but one goal: restoration of the relationship between Christian brothers. As parents, administrators, teachers and students at Veritas Classical Academy, we must never lose sight of this goal. It is important to note that Christ provided a process that settled disputes quietly. In most cases, problems can be worked out in a one-on-one manner, and no one in the broader community needs to know.

One thing that the Devil uses to keep us from reaching the goal of restoration and unity is gossip. Talking about a dispute or problem behind someone's back will only work against Christ's intention for the dispute to be handled quietly and graciously. Gossip is diametrically opposed to Christ's commands concerning how we deal with others. It drags other people into a dispute that they are not part of and harms the reputation of another without giving him any chance to defend himself. For these reasons, we must refuse to resort to this type of destructive behavior and refuse to listen to others who would delve into this sin.

Although Christ's words specifically concern an ecclesiastical (or church) setting, they establish principles that apply to all of life. Veritas Classical Academy is committed to handling disputes and disagreements in this manner. In a sinful world, it is inevitable that there will be disagreements and disputes. As parents serve as instructors and examples of godliness to their children, they must demand that their children handle disputes in this way and seek constantly to force themselves to behave in this manner.

Basically, the principle is simple: When someone has a problem with someone else, whether it is a Board Member, administrator, teacher, parent or student, they are to go directly to them and talk about it with them. This sort of action takes courage, but it is an action that the Lord requires of us. Generally, relationships are mended when things are handled in this one-on-one manner. Sometimes, however, the problem cannot be solved at this level. For instance, imagine that a parent thinks that a teacher is assigning too much homework for their child. The first natural reaction might be to call the Headmaster and complain about the teacher. If the parent makes this call to the Headmaster at Veritas Classical Academy, they will receive one answer, "Have you talked to the teacher about it?" Instead of calling the Headmaster, the first person to call is the teacher.

When calling the teacher, a parent might learn that the last week was an irregular week, but that the pace will slow in the next week. They might also discover that their child has not been using their classroom times wisely and that this problem has caused them to have more homework. In any case, the problem might well be solved. If it is not, however, the parent needs to make an appointment for a meeting with the Headmaster. At this meeting both the parents and the teacher will be there to discuss the problem with the Headmaster. Hopefully, resolution and restoration will occur at this juncture. If not, however, then the disputing parties, along with the Headmaster, will come before the Board and a final ruling will be made.

## II. ADMISSIONS

### Admissions Process

**Step 1: Be Informed.** Read the *Discover Classical Education* pamphlet (available in the office) and Pray. Attend a Parent Info Meeting & Campus Tour. Visit our website: [VeritasClassicalAcademy.com](http://VeritasClassicalAcademy.com). Here is a list of other recommended literature. First three are links to free literature. Please note that although these works as a whole have influenced our philosophy, we do not hold to every element of the authors' ideas in the core values or practices of Veritas Classical.

- *An Introduction to Classical Education* - Christopher A. Perrin
- *"The Lost Tools of Learning"* – Dorothy Sayers
- *"Education is..."* - Sonya Shafer
- *The Well-Trained Mind* - Susan Wise Bauer
- *Wisdom and Eloquence* - Robert Littlejohn & Charles T. Evans
- *Kingdom Education* - Glen Schultz
- *Desiring the Kingdom*—James K. A. Smith
- *Classical and Christian Education: Recapturing the Educational Approach of the Past* – Gregg Strawbridge
- *Rediscovering the Lost Tools of Learning* –Douglas Wilson
- *The Case for Classical Christian Education* – Douglas Wilson
- *The Liberal Arts Tradition: A Philosophy of Christian Classical Education*—Ravi Jain, Kevin Clark

**Step 2: Application:** Complete this Admissions Application; once submitted, you will be prompted to upload supporting documents online through the TADS website:

- \$100 Application Fee
- Copies of standardized test scores and report cards from the past 2 years
- Copy of any updated immunization record or an exemption form (see the office)
- Request reference forms from:
  - Your pastor
  - Your student's current teacher
  - Your student's current administrator

**Step 3: Financial Aid Application** (when applicable). VCA offers a need-based tuition assistance program. All applicants must apply through TADS. Due to the nature of the program, financial aid is not available for the online Beijing program.

**Step 4: Placement Testing.** All new students from 1st – 10th grades are required to take an entrance exam (fee is included in \$100 Application Fee). Every entering TK and Kindergarten student is required to meet with the teacher. For the online Beijing program, please provide English language proficiency test results.

**Step 5: Family Interview.** Once your application is completed, VCA will contact you to schedule for a family interview. All parents are required to have read Veritas Parent Handbook and Introduction to Classical Education before the interview.

**Step 6: Determination Letter** (with Tuition Assistance award if applicable). After the interview, you will be notified of the admissions decision: Accepted, Wait Pool, or Denied.

**Step 7: Enrollment:** The family of accepted applicant(s) has two weeks from the date of the notification letter to respond before the student's seat is offered to others, with a non-refundable Enrollment fee is of \$500, of

which \$300 will be applied toward the first payment. For current families applying for the 2020-21 school year, enrollment fee is \$200 by April 30<sup>th</sup>. Due to the nature of the program, the fees vary for the online Beijing program.

**Step 8: Enrollment Paperwork:** All families will be required to complete the enrollment paperwork in order for students to begin classes: Parent Skills & Interest Form, Photo Release Form, Liability Release Form

**Step 9: Orientation Night.** At least one parent **MUST** attend the Parents Orientation and the New Parent Orientation held right before the beginning of the new school year.

## **Student Requirements**

Entering Junior Kindergarten students must have reached the age of four years by August 1<sup>st</sup> of the school year, and Kindergarten students must have reached the age of five years by August 1<sup>st</sup> of the school year, and must pass a Kindergarten screening test administered by an Administrator.

If a child has successfully completed the previous school year and his or her school work and behavior compare favorably to the comparable grade at VCA, the child will likely be placed in the grade for which he or she is applying. However, if, through the administration of entrance tests or other evidence, it is determined that the child may not be adequately prepared for the next grade level, it may become necessary to repeat the previous grade.

## **Parent Requirements**

Parents should have a clear understanding of the biblical and educational philosophy and purpose of the Academy. This understanding includes a willingness to have their child trained in the clear teaching (not forced indoctrination) of the school's Statement of Faith throughout the school's program. *Veritas requires that at least one of the two parents be 1) an evangelical Christian, 2) and that they attend an evangelical church.* Furthermore, as an evidence of above, at least one parent must agree with the school's Statement of Faith on the Application Form.

The parents should be willing to cooperate with all the written policies of the Academy. 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 teacher(s) and administration.

One of the two parents is also required to fulfill four Parent Practicum Requirements, which cover various aspects of parenting and classical education.

## **Non-Discrimination Policy**

Veritas Classical Academy admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities accorded or made available to Academy students. The Academy does not discriminate on the basis of race, color, or national and ethnic origin.

The Academy reserves the right to select students on the basis of religious belief, educational philosophy, and academic performance.

## **Mid-Year Admissions**

Generally, Veritas Classical Academy does not admit students to Grammar School after the end of the first quarter, Veritas Classical Academy does this in order to protect the academic pace of the class. Because so many subjects build up during the year, a child entering school after the middle of the year will be substantially behind in most cases. It would take a massive effort on the part of the teacher to catch the student up with the rest of the class. This effort inevitably ends up taking away from the time that the teacher is able to spend with the other students. If parents would like the Board to specially allow the admission of their child after the first quarter of the school year, they must send in a completed application form with the application fee. They must also send a written explanation of a compelling reason why their child should be admitted contrary to policy.

## **Health Records**

All students attending Veritas Classical Academy must have on record with the school office a certified copy of their birth certificate as well as either a current immunization record or an exemption statement according to California code, before entering school in the fall. Standard immunization forms may be obtained from the family doctor and a copy given to the school office. Veritas also requires parents to fill out an EMERGENCY form. This form provides the Veritas Classical Academy administration with information that might be necessary in the case of an accident at school. Students may be denied attendance if these forms have not been completed and returned.

## **Learning Disabilities**

Veritas Classical Academy often receives inquiries as to whether it will accept children with learning disabilities. As a school, Veritas Classical Academy distinguishes between two categories of learning disabilities. The first category is that of “severe learning disabilities.” These are conditions that would require a separate classroom, program, and additional staff in order to provide the educational services desired by the parents and needed by the students. These conditions would include Down's syndrome, autism, deafness, blindness, *etc.* At the present time, Veritas Classical Academy cannot admit students with “severe learning disabilities”, because it does not have the resources to adequately provide for them.

The second category is simply “learning disability.” These are conditions that would not require a separate classroom, programs, or additional staff in order to provide the desired services. Included in this would be hyperactivity, Attention Deficit Disorder, dyslexia, *etc.* Children with the second category of disability may be admitted, depending on the severity of the condition. They are required to meet the same academic standards as all other children in their grade level. They will also be held to the same disciplinary standards to which all of the other children in class will conform and are expected to be cooperative. They will be given the same amount of individual instruction and encouragement as their peers. Because of the controversial nature of and treatment of this second category of “learning disability,” Veritas Classical Academy has a policy for this area. Many times when a child is diagnosed with this second category of “learning disability,” medications are prescribed for the child. These medications are used to control the behavior of these children or to

enhance the performance of these students in the classroom by enabling them to control their behavior. Parents are permitted to give these medications to their children, if they desire. The faculty, staff, and administration of Veritas Classical Academy, however, will in no way aid in the administration of any medication that is deemed to be a medication that is administered for the purpose of modifying or regulating the behavior of a student.

### **Academic or Behavioral Issues**

Students who have been expelled from a school or are under a probationary period for academic or behavioral issues will have an interview with the Headmaster to determine whether the school will accept the student. There will be separate interviews for the student and the parents. When sufficient evidence have been shown for both the student and parents to rectify the student's problems, the school may accept the student on a conditional basis. The school may require specific counseling sessions and/or behavioral modifications within a given period to be determined by the Headmaster. For students who were under academic probation from the previous school will be under academic probation from the beginning at Veritas. If their overall average falls below C- (69 or below), they will be considered by the Board for expulsion.

# III. Academics

## VERITAS CLASSICAL ACADEMY CURRICULUM GOALS

### **BIBLE** – We seek to:

1. Have the students read the actual text for themselves versus only prescribed verses.
2. Begin with an overview of the redemption story and proceed to the study of historic epics using inductive methodology.
3. Encourage the students to understand verses in context, along with other good interpretation principles.
4. Let the Scriptures speak for themselves with clarifications and illustrations by the teacher.
5. Teach the students to understand the Bible as God's Word.
6. Teach the biblical pattern of Salvation.
7. Encourage each student to come to the Father, through the Son, and grow in their knowledge and love of Him.

### **ENGLISH** – We seek to:

1. Equip every student with the skills necessary for good writing, including spelling, grammar, style, clarity, etc.
2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
3. Encourage clear thinking by requiring clear writing.
4. Introduce the students to many styles of writing using the Bible and other classics.

### **HISTORY/GEOGRAPHY** – We seek to:

1. Teach the students that God is in control of history and its ultimate outcome.
2. Enable the students to see God's hand in the history of the world and the United States.
3. Broaden the students' understanding of history and geography as the students mature. Specifically, we begin with local history and geography in Kindergarten and first grade and chronologically expand the scope of studies to world history beginning with Ancient Egypt in the second grade.
4. Make history and geography "come alive" for the students through the use of many forms of information and research, e.g., biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc., for each of the yearly time periods they will study.

### **SCIENCE** – We seek to:

1. Teach that the biblical Creation account is true and that the theory of macro-evolution is false.
2. Teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith.
3. 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.

4. Treat the study of science as a "means to an end," not an end in itself.
5. 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.

**MATHEMATICS** – We seek to:

1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
2. Emphasize a conceptual as well as practical understanding of math through the frequent use of word problems.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

**READING** – We seek to:

1. Use phonics as the primary building blocks for teaching students to read.
2. Encourage the students to read correctly beginning in Kindergarten.
3. Introduce the students to high quality children's literature through our Literature program beginning in first grade.
4. Carefully monitor the student's reading abilities to ensure a reasonable level of proficiency, adequate comprehension, and fluency in oral and silent reading. This includes the proper use of word-attack skills.
5. Foster a lifelong love of reading high quality literature after being taught to recognize the characteristics of such literature.

**ART** – We seek to:

1. Teach all students the basic fundamentals of drawing to enable them to create adequate renderings.
2. Encourage the students to appreciate and imitate the beauty of the Creation in their own works.
3. Introduce the students to the works of the masters in Western culture.
4. Equip the students to knowledgeably use a variety of art media.
5. Systematically teach the history of art and its relation to historical events.

**MUSIC** – We seek to:

1. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
2. Systematically instruct the students in the fundamentals of vocal and instrumental music.
3. Enrich the teaching of Scripture through the teaching of many classic, meaningful hymns.
4. Encourage the students to select some area of music, vocal or instrumental, to pursue on their own.
5. Systematically teach the history of music and its relation to historical events.

**PHYSICAL EDUCATION** – We seek to:

1. Teach fundamental locomotor and manipulative skills through exercises, games, and activities.

2. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
3. Enhance biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.
4. Provide interscholastic sports teams for our students, to teach teamwork, build fellowship, and be a positive witness to the community. We view the athletic fields as an extension of our classrooms and a crucible to build Christ-like character in our student athletes.

## **The Foundation**

The educational system called “classical education” was developed over two millennia with the goal of training young minds to be wise. The foundation of classical education is the trivium. The trivium’s three phases of learning are adapted to three phases of development in children - grammar, logic, and rhetoric.

### **K-1st – The Pre-Grammar Phase**

Before students enter the grammar phase, they need to develop some basic skills. Reading, writing, and math are the obvious ones. Of greater importance are the skills of order, cleanliness, self-control, manners, and living in community. Classical Christian education trains young children how to sit still, listen, be kind, follow our code (respect, order, unity, diligence, and honesty) and our rule (obey right away, all the way, cheerfully, every day.)

### **2nd-4th – The Grammar Phase**

New parents are often impressed and surprised with the amount of memorization and the depth of learning that goes on in our classroom. We do this because, as Dorothy Sayers points out in her essay “The Lost Tools of Learning,” young children are wired to memorize. In grades k-6, we memorize Bible chapters, classic poems, types of birds, lists of historical figures and their significance, states and capitals, the periodic table of the elements, zoological taxonomy... and the list goes on. Some parents wonder why we do this.

First, as children learn to read and write, they begin to rely less on their memory. If you can make a list, why remember it? Consequently, they use their memory less and less after the 2<sup>nd</sup> grade. As with anything else with our bodies, if you don’t use it, you lose it. By exercising children’s memory, we are establishing a life-long capacity for them to memorize.

Secondly, when you memorize at a young age, you retain your memory much better. Most of us recall the rhymes and chants we did when we were in grade school. “I before E,” “I pledge allegiance,” and “she sells sea shells,” are all things we probably can recite off the top of our heads. Wouldn’t it be great if we had the preamble to the US Constitution or the 13<sup>th</sup> chapter of I Corinthians memorized so that it could roll off the tongue?

Finally, before the logic (middle-school) phase, children need to have a collection of facts from which to draw conclusions. By using their innate ability to memorize at a young age, we get them ready for the logic phase.

Children in the grammar phase also learn mastery of the core learning skills— reading comprehension, writing, and arithmetic as well as speaking (rhetoric) and independent study skills.

### **5th-6th – The Pre-Logic Phase**

Learning is optimal when it is inspired and intrinsically motivated. In 5<sup>th</sup> and 6<sup>th</sup> grades we encourage students to stretch beyond facts to gain a greater understanding on their own. One way we do this is

through reading and literature; we use appropriate thematic truths in a story or work that contains important, higher meaning, which encourages students to discover the power of story. When done properly this enables children to be better prepared for the logic phase.

As Christians, we are people of the word. God reveals His truth to us through the Bible. It contains history, stories, poems, songs, prophetic writing, parables, unique story-telling formats (i.e. synoptic and non-synoptic gospels), theology epistles, and even specialized forms of writing such as apocalyptic literature. To understand the Bible, students need more than a simple understanding of

language. True literacy involves knowing how to read these forms to obtain their intended meaning. We call this learning transcendent or poetic truth—truth that transcends the world around us.

The pre-logic phase emphasizes this imaginative and exciting form of reading, writing, and understanding.

### **7th-8th – The Logic Phase**

Early adolescent children (grades 7-8) become argumentative. Their ability to draw conclusions from a series of facts begins to develop. This is called the dialectic or logic phase. Most modern educators overlook this phase, except with regard to higher math. Classical schools teach formal logic, logical fallacies, and reasoning skills through tools like the Socratic Method and Aristotelian logic. These subjects are foreign to most of us unless we learned them in college. They practice students in the science of accurate thinking. In this phase, the subject matter is not as important as what conclusions the students may draw from knowledge.

### **9th-10th – The Pre-Rhetoric Phase**

In grades 9-10 learning begins to transcend the perceptive world, to the poetic and philosophical. Students have learned to love transcendent truths through metaphor, types and allusions and the deeper why, and now we introduce/shift to an evaluation of multi-layered philosophical or theological works, their point of view, and the philosophy which they contain.

Students at this stage also can learn the fundamentals of argument, debate, and thesis. These rhetorical skills are developed to prepare the student for leadership and the rhetoric phase.

### **11th-12th – The Rhetoric Phase**

Rhetoric is the core skill in leadership. Leading others requires the ability to see the big picture, think clearly about the facts involved, draw wise conclusions, and persuade others to follow. Classical Christian education's long history has been attributed to the effectiveness with which it trains leaders. In high school, students begin to develop a sense of how others perceive them. They become self-conscious about fashion, vocabulary, mannerisms and various other forms of expression. Classicists called this the rhetoric phase. Students in this phase learn to speak and write well. They learn to relate to their audience with clarity and persuasion. Without the ability to communicate, the best ideas go unheard and are impotent.

### **Inspired to Learn – Trained to Think**

Beyond the foundation of the trivium, the classical method inspires learning. Because classical education cuts with the grain through the developmental phases of the trivium, it naturally appeals to students. Rather than “bawling words into the ears” of students, classical education engages their minds. Gifted classical teachers inspire students to investigate, contemplate, debate, and pursue knowledge. By encouraging students to love learning, a lifelong gift is communicated.

In training a pianist, one does not lecture to them for nine months and then have them take a final test about the piano. Rather, the student is practiced and coached in the actual playing of the piano. To become a good thinker, students must be practiced in thinking. Our Socratic “table,” present in every high-school Letters classroom, brings students to a daily conversation that challenges their minds with ideas

posited by the greatest minds in the history of the world. The Great Books curriculum we use provides the material for the development of great thinkers.

## **Integration**

Finally, integration between subjects presented with a Christian worldview ties the world together. Math, science, philosophy, and history are interwoven in a way that relates all subjects to a whole. As students integrate subjects, scriptural truth is integrated as well. This affects students deeply. The continuity between a student's faith and his rational mind is a reward few Christians enjoy. Classicism provides this perspective unlike any other form of education. The peace of knowing Christ's truth as it integrates with His world provides a powerful shield against the hostile questions posed in college and later in life.

## **NEW STUDENTS: What to Expect During the Grammar Phase**

*For the first several weeks* young students will need to get used to our structure. This is actually a faster process than you might think. New students look around them and see the order and diligence exhibited by the other students. Most children quickly conform to this positive peer pressure. Students enjoy the environment because they are able to meet expectations and please parents, teachers, and peers.

*By about six or eight weeks* parents often notice the homework load. Here are a few tips to help adjust to this phase:

1. Our published homework guidelines allow for balance (see the section on Grading, Homework and Awards). Most students can complete their homework within these limits. It is important that you set a firm time during which homework is done, put your child in a special, quiet place, and make sure he works diligently. Forty-five minutes of homework can balloon into hours if the child is not held accountable.
2. Do not allow your child to exceed the homework limits on a regular basis. This will result in burnout for the parent and breakdowns for the child. If a student is not able to accomplish the work during the time allowed, he may need remediation, he may have been placed in too difficult of a grade, or he may tend toward perfectionism. We may be able to help through our cognitive testing and development program or through a referral or tutoring. Please contact the dean of the upper or grammar school for more information. Most children can succeed at The Ambrose School but we encourage parents to remember that education is not a series of grades and subjects. *Parents should view their child's education as a process that results in an educated child, not one who has simply spent twelve years in the classroom.*
3. For students in grades K-2, parents may need to help with homework on a regular basis. It is best to encourage independence at an early age; however, young children need help to know how and what to do. This is the parents' role.
4. For students in grades 3-5, we encourage parents to begin the process of pressing for independence. We assign homework for two reasons: to practice their skills and to teach independent work and learning. The latter of these goals is made difficult if parents do too much handholding during homework time. Obviously, this is a phased process. A 3<sup>rd</sup> grader needs more guidance than a 6<sup>th</sup> grader. However, before the end of the 5<sup>th</sup> grade, every student should be able to do his or her own homework with only occasional intervention by parents. For guidance on this, please read *Ending the Homework Hassles* by John Rosemond.

*By the end of the 1<sup>st</sup> semester*, most parents find that their children are in a routine, advancing academically and enjoying school. Most students at The Ambrose School will struggle from time to time. Learning necessitates struggle. Parents are encouraged to communicate openly with teachers and administration when problems arise. Typically, we can correct these situations when we work together with the parent to

correct or adjust in some area.

A note on learning disabilities: while we can accommodate several common disabilities through minor classroom adjustments, we are not equipped to deal with all learning disabilities. Often times certain disabilities require more than our staff or curriculum can deliver.

Finally, education is the responsibility of the family. We're here to help, but parents are encouraged to remain proactively involved. We rarely notice problems or concerns as quickly as involved parents can.

## **LATIN AT VERITAS CLASSICAL ACADEMY**

Latin students are higher achievers, and that is no surprise. About eighty percent of English vocabulary comes from Latin and Greek, with over fifty percent of our vocabulary coming from the Latin. Two examples should suffice in making the point. The Latin word *sisto* means *I stand*, or *I stop*. From it we derive *consist* (stand together), *desist* (to stop), *insist* (to stand upon), *exist* (to stand out), and *persist* (to stand through). The Latin word *panis* means bread. From it we get *companion* (one who shares your bread), *accompany* (same thought), and *pantry* (a place to keep bread). Even though English is not a Romance language, the effect of Latin on our daily discourse has been immense. When we consider that successful people often share only one thing, and that one thing is a large vocabulary, the reason for our desire for a rigorous Latin program should be obvious.

The study of Latin also supplies students with a firm understanding of grammar. By studying a language not their own, students are forced to learn on a conceptual level the differences between parts of speech, noun functions, types of clauses, and all sorts of grammatical concepts. Mastery of grammar in general gives students a greater facility in writing and speaking than a study of English alone can do.

But most importantly, Latin is essential to classical Christian education because it enables students to read a wide array of Western literature, including some of the best literature ever written. The works of Latin authors such as Virgil and Cicero portray the goodness, truth, and beauty of God's created order, and it is worth learning Latin simply to be able to read these works in the original language.

### **BASIC OBJECTIVES**

Third Grade: Vocabulary acquisition, declensions, chants of endings, simple composition.

Fourth Grade: More vocabulary, beginning grammar work, basic verbs, simple sentences, more composition, simple questions and answers.

Fifth Grade: More sentences, vocabulary, beginning translation work, phrases, grammar, longer composition, more questions and answers.

Sixth Grade: Basic work in translation of passages and stories, grammar, vocabulary. More complex compositions. Basic conversations

Seventh-Eleventh Grades: Translation work of New Testament/Vulgate and other sources, grammar, writing sentences, stories, and translating classical literature. Further development in composition and discussion in Latin.

### **LATIN REQUIREMENTS FOR NEW STUDENTS**

Tutoring in Latin will be required for students entering grades 4-9 who have not had formal Latin training. The

student's tutoring must be with the parent or a Veritas approved tutor and is the financial responsibility of the Parent. Summer Latin Camp may also be required.

## **Drama Production**

Beginning this academic year, the primary students will be giving their drama productions, by class, during the Assembly. It will be scheduled at the beginning of the year. The secondary students will have their drama production at the end of the calendar year. Throughout the year we are teaching students to value a well- turned phrase as they read great books and learn to write descriptive stories and essays. They learn to understand the roots of our language by studying Latin and Greek; they discover the uniqueness and etymology of individual words through spelling; they figure out how words work together through grammar study. Every week in the writing class, upper elementary students play with words and phrases as they invent numerous ways to creatively phrase one single sentence. Junior and senior high school students also continue to learn the art of speaking and writing. They study poetry and learn the tools, the tropes, and figures of description a writer uses to compose.

## **Secondary Doctrine Policy / Controversial Subjects**

Veritas Classical Academy recognizes the diversity of views on some subjects that will arise in the course of a student's education. Veritas defines a controversial subject as one "which Christian families and churches commonly consider divisive where the school has not taken an official position, whether or not the introduction of the topic was planned by the teacher or brought up by a student." Examples of such topics would include: environmentalism, the Civil War, the old earth / young earth debate, partisan politics, etc.

Controversies also arise in the area of theology. Veritas Classical Academy has a Statement of Faith which is contained at the beginning of this handbook. Everything contained in the Statement of Faith is considered "primary doctrine" and therefore will not be treated as controversial. This would include things such as the inspiration of the Scriptures, the deity of Christ, and the reality of sin. Veritas Classical Academy will teach these things unswervingly and without apology.

Not all "primary doctrines" are spelled out point by point in the Statement of Faith. As part of the Statement of Faith, Veritas Classical Academy calls upon some of the foundational documents of the Protestant Reformation (e.g. The Westminster Confession of Faith, Belgic Confession, Heidelberg Catechism, The Westminster Larger & Shorter Catechism, The Nicene Creed, the Apostle's Creed, etc.). Veritas Classical Academy considers the sections where all of these confessions agree to be areas of "primary doctrine." At Veritas Classical Academy these things will be taught even though in some parts of the church they might be controversial.

There is, however, a type of doctrine called "secondary doctrine." "Secondary doctrine" concerns the areas of the confessions where the listed confessions disagree with each other in some manner or fashion. Issues included under the heading of secondary doctrine would be things like baptism (to whom should it be properly administered, how should it be administered?) and how the church should be governed.

At Veritas Classical Academy, these controversial subjects and secondary doctrines will be handled carefully. If in the course of teaching a class, a controversial subject or secondary doctrine arises, the teacher will handle it in one of two ways. If the discussion of this controversial subject or secondary doctrine 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. If, however, a controversial subject or secondary doctrine arises, and the teacher believes that the discussion of that topic will help achieve the goals set for that subject, the teacher may take a different course of action. He will, as necessary, instruct the class on the responsibility of Christians to be charitable in debate. He will instruct the class on their responsibility to honor the teaching they have received from their parents on this subject. The teacher will explain both sides of a controversial subject or secondary doctrine fairly and evenhandedly, presenting each side to the best of his abilities.

Teachers will also refrain from pursuing tangents or other unplanned subject matter that will lead to possible mishandling or poor teaching of the topic. If necessary, teachers will send a note home to the parents of each student involved in the discussion on the same day the discussion occurs, or if possible, before the discussion occurs to prepare parents for the controversial subject or secondary doctrine that the students are about to cover.

The teacher is to remember that according to Scripture and the goals of Veritas Classical Academy, he is to be 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 or secondary doctrine within a classroom setting. He is to encourage a gracious and scholarly attitude on the part of the students.

Teachers may express their beliefs on controversial subject or secondary doctrines. They must also, when expressing their beliefs, provide balance by presenting opposing views as accurately and fairly as possible.

## **Grading**

### **General Philosophy**

In the Pre-Grammar stage (K-2), student-evaluation is the tool used to inform parents of the students' academics and spiritual growth.

Student progress is measured using the following scale:

- E = Excellent – exceeds expectations
- G = Good – above expectations
- S = Satisfactory – meeting expectations
- U = Unsatisfactory – needs to improve

In the Grammar stage (3-6), students are graded primarily on comprehension and retention of facts, while in the Dialectic and Rhetoric stages (7-12), students' grades are increasingly based on class participation, discussion, analysis and growth in writing and speaking, in addition to the above

mentioned criteria.

Generally speaking, a grade of “C” in a given subject means that the student has mastered the material sufficiently in order to advance to the next level or grade. Students earn a grade of “B” if their work is of a high quality. A grade of “A” is reserved for outstanding or excellent work that exceeds what is necessary to master the subject or material.

Note: Because of the present-day reality of grade inflation at many public and private schools, parents and students of VCA should keep in mind the difference in the Academy’s perspective on grading standards. VCA is striving to bring the grading scale back to its historical level. For example, while a grade of “B” in most schools may reflect an “average” mastery of the subject, a similar grade at VCA is considered a step beyond basic mastery of the subject.

## **Letter Grading - Grammar through Rhetoric Stages**

Letter grades at the Academy will be awarded according to this table:

Grade	Range	Grade Points
A	93 - 100	4.0
A -	90 - 92	3.7
B +	87 - 89	3.3
B	83 - 86	3.0
B -	80 - 82	2.7
C +	77 - 79	2.3
C	73 - 76	2.0
C -	70 - 72	1.7
F	0 - 69	0

## **Homework**

The Academy seeks to co-labor with families in their God-assigned task to educate their children. As a rule, homework is assigned when a teacher determines that home is the best place for that specific assignment. Occasionally, a student may bring work home that was not finished in class because the student did not use his time wisely or did not keep pace with the majority of the class. Teachers do not send work home because the lesson plan could not be accomplished during the time allotted.

The amount of time required to complete a homework assignment varies with the student’s abilities. Evaluations will be made throughout the year to ensure that the level of homework is reasonable. The following guide should be regarded as approximate maximum times for the average diligent student.

<b>Homework Guidelines</b>	
Kindergarten	2 hours per week
1 <sup>st</sup> Grade	3-4 hours per week
2 <sup>nd</sup> Grade	4-5 hours per week
3 <sup>rd</sup> Grade	5-6 hours per week
4 <sup>th</sup> Grade	5-6 hours per week
5 <sup>th</sup> Grade	6-8 hours per week
6 <sup>th</sup> Grade	6-8 hours per week
7 <sup>th</sup> – 12 <sup>th</sup> Grade	6-10 hours per week

Additionally, some families may choose to supplement the lesson plans with enrichment activities, optional assignments, or extra reading.

For all appropriate grades, it is strongly recommended that students review their weekly Latin, Greek, and other language vocabulary cards for a few minutes every school day. Studies show that numerous, short periods of practice offer a better chance of success in learning a language than fewer long periods of study.

Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not complete it. This type of homework should not be included as part of the required homework time per night.

In some cases, the teacher will insist that work be completed at school and not taken home (to aid the teacher in providing immediate feedback on student progress and to ensure that the class as a whole stays on track).

If a student is not able to complete the assigned homework on a given night, the parent should write a note to the teacher marking how much work the student was able to complete and the reason the student did not finish in the allotted time. If a student consistently takes longer to complete assignments than the above guidelines dictate, the parent should speak to the teacher. The teacher and parent should determine the source of the problem (time management, assignment book, volume of work, etc.) and a workable solution.

The homework timetable above is based on the average diligent student. Most new families are able to adjust to this load within a few months of enrolling. Homework is assigned to teach diligence, independent learning, and for students to memorize or practice concepts that are taught during school. The VCA faculty does not assign complex new concepts or busy work as homework. Families are encouraged to provide an environment (with few or no distractions) at home in which the student can effectively concentrate on his homework. Parents are encouraged to check their student's work but

otherwise to allow the child to work alone. This may take some coaching and extra discipline at first, but eventually leads to excellent study habits.

## **Memory Work for Elementary Students**

Memory work is an important part of classical approach to education, especially for students at the primary level. Memory work is assigned for different subjects and is usually cumulative so that students will become better at knowing and using their tools throughout the year. Doing the memory work together in class with other students through various fun memorization activities has proven to be a very effective method of memorizing great amounts of information. Care is taken to make sure that memorized information is comprehended and used during the regular class times. To maximize the learning experience, Parents should help their children to keep up with the memory work at home.

## **VERITAS PRIMARY PROMOTION REQUIREMENTS**

### **Promotion**

Students enrolled in VCA elementary school must meet all of the following basic criteria for promotion to the next grade:

1. Passing at least three quarters in Reading, Math, Grammar (1-6<sup>th</sup> grades), Composition (3-6<sup>th</sup> grades) with at least a 70% for the entire year. For K to 2<sup>nd</sup> grades, an “Unsatisfactory” or a 69 or below grade is a “no passing” grade.
2. Pass at least three quarters each of History, Geography, and Science.
3. Failure to pass at least two quarters each in Latin, Bible, Spelling, Art, Music, or PE will necessitate some make-up work in summer school, at the recommendation of the teacher and the principal.

### Appeals

All appeals for diverging from or waiving the requirements of this policy will be submitted to the headmaster. He may seek whatever counsel he deems necessary to render a proper judgment.

### **Promotion requirements per grade:**

*Kindergarten to First Grade:* Behavioral maturity, 70% average passing grade on math assessments, and reading readiness (defined as the ability to decode text without memorizing the text).

*First Grade to Second Grade:* Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Write complete sentences with neat lettering, 70% average passing grade on math assessments.

*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, average grade on SWR assessment, 70% average passing grade on math assessments.

*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 grade to Sixth grade:* See first two requirements given above under the heading “Promotion.”

## **VERITAS JUNIOR HIGH SCHOOL PROMOTION REQUIREMENTS**

Academic records from grades 7 and 8 will be used as criteria for promotion to high school.

1. Junior High students must meet the following basic criteria for promotion to the next grade:
  - 1). Pass both semesters of English, Math, History, Science, Bible
  - 2). Pass at least one semester of each of the following classes: Logic, Latin.
2. To be promoted from Veritas Junior High School, a student must earn twelve credits. (Note: One credit is earned for passing a course that meets 72 hours in one year) (Meets 1.5 hrs to 2 hrs every week). One-half credit is earned for passing a course that meets less than 36 hours in one semester.
3. Students must have earned two credits in Bible, two credits in English, two credits in history, two credits in math, two credits in science, one credit in foreign language, and one credit in logic.
4. Students who are transferring to Veritas Junior High School from another school or home school may receive credit for work completed previously when Veritas School receives sufficient documentation of their previous work. The headmaster is authorized to accept this work toward Veritas Junior High School promotion requirements provided the work is of similar nature, i.e., similar course objectives and time of study.
4. Students who are transferring to Veritas Junior High School from another school or students who have failed a course at Veritas Junior High School may petition for a waiver of individual promotion requirements. The petition will be reviewed by the Headmaster.

5. Upon written request of the parents, the headmaster may waive or reduce up to three course credits for students who have academic difficulty subject to the following conditions: the parents have demonstrated a clear commitment to their child’s education by working with Veritas School teachers and administrators, and the parents and headmaster agree that the work required is too difficult for the child in question.

### **CREDITS REQUIRED FOR JUNIOR-HIGH PROMOTION**

<b>Subject area</b>	<b>Courses</b>	<b>Credits taken during junior-high</b>	<b>Minimum number required for promotion</b>
Bible	OT Survey, NT Survey	2	2
Electives*	Art, Music, Drama, etc.	1	0
English	English 7, English 8 Composition	2	2
Foreign Lang.	Latin 1, Latin 2	2	1
History	Modern History, US History	2	2
Logic	Intro to Logic, Formal Logic	2	1
Math	Pre-Algebra, Algebra, Geometry	2	2
P.E.	7th and 8th grade	2	0
Science	Life Science, Physical Science	2	2
<b>Total</b>		<b>17</b>	<b>12</b>

## SECONDARY COURSES 2020-21

	7-8th	9-10th	11-12th
<b>Bible(7-8th: Glozer, 9-12th: Sohmer)</b>	<ul style="list-style-type: none"> <li>● What the New Testament Authors Really Cared About (NT Survey)</li> <li>● Pilgrim’s Progress*</li> </ul>	<ul style="list-style-type: none"> <li>● Bible Doctrine: Essential Teachings of the Christian Faith (Grudem)</li> <li>● C.S.Lewis</li> <li>● Knowing God (J. I. Packer)*</li> </ul>	<ul style="list-style-type: none"> <li>● C.S.Lewis Anthology</li> <li>● Reason for God*</li> </ul>
<b>History (7-10th Lasch, 11/12th Sohmer)</b>	<ul style="list-style-type: none"> <li>● Famous Men of the Middle Ages*</li> <li>● The Ecclesiastical History - Bede</li> <li>● The Church History - Eusebius</li> <li>● Two Lives of Charlemagne</li> <li>● Dragon and the Raven</li> <li>● The History of the Kings of Britain</li> <li>● Lives of Thomas Becket</li> <li>● Winning His Spurs</li> <li>● A Distant Mirror</li> <li>● Here I stand</li> </ul>	<ul style="list-style-type: none"> <li>● A Land of Hope: William McClay</li> <li>● Captivity Narratives*</li> <li>● On Plymouth Plantation</li> <li>● Autobiography of Benjamin Franklin</li> <li>● Federalist/Anti-Federalist papers</li> <li>● Democracy in America</li> <li>● The Guns of August</li> </ul>	<ul style="list-style-type: none"> <li>● Great Ideas I:</li> <li>● Sophie’s World*</li> <li>● <b>Philosophic Classics, Vol 1 &amp; 2</b></li> <li>● In-depth studies: <ul style="list-style-type: none"> <li>● Plato’s Republic</li> <li>● Nichomachean Ethics</li> <li>● Augustine’s Confessions</li> <li>● Consolation of Philosophy (Boethius)</li> <li>● Aquinas’ Summa</li> </ul> </li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>● The Merry Adventures of Robin Hood*</li> <li>● Beowulf</li> <li>● Sir Gawain and the Green Knight</li> <li>● The Saga of the Volsungs</li> <li>● Murder in the Cathedral</li> <li>● The Princess and the Goblin</li> <li>● The Hobbit</li> <li>● Howard Pyle’s King Arthur</li> <li>● Flame of Tara</li> </ul>	<ul style="list-style-type: none"> <li>● Captivity Narratives*</li> <li>● The Red Badge of Courage</li> <li>● The Legend of the Sleepy Hollow</li> <li>● Bartley the Scrivener</li> <li>● The Scarlet Letter</li> <li>● The Adventures of Huckleberry Finn</li> <li>● The Call of the Wild</li> <li>● Uncle Tom’s Cabin</li> <li>● The Old Man and the Sea</li> </ul>	<ul style="list-style-type: none"> <li>● Mythology*</li> <li>● Metamorphoses</li> <li>● Iliad</li> <li>● Troilus and Cressida (Shakespeare)</li> <li>● Till We Have Faces</li> <li>● Bacchae</li> <li>● Phantastes</li> </ul>
<b>Rhetoric/Composition (7-10th McKeever, 11-12th: Sohmer)</b>	<ul style="list-style-type: none"> <li>● <i>Lost Tools of Writing I (updated version)</i></li> <li>● <i>Lost Tools of Writing II</i></li> <li>● <i>Writing &amp; Rhetoric 4-8</i></li> <li>● <i>Our Mother Tongue</i></li> </ul>	<ul style="list-style-type: none"> <li>● Rhetoric Alive: Principle of Persuasion</li> <li>● Rhetoric of Love</li> <li>● <i>Art of Poetry</i></li> <li>● <i>Elements of Style</i></li> </ul>	<ul style="list-style-type: none"> <li>● Rhetoric Alive Thesis</li> <li>● Element’s of Style</li> <li>● Brit Lit Poetry Workbook</li> <li>● The Roar on the Other Side</li> <li>● A Manual for Writers</li> </ul>

	<ul style="list-style-type: none"> <li><i>Vocabulary Workshop Classical Root(Teacher copy only)</i></li> </ul>		
<b>Math</b>	Saxon Algebra ½(Salazar), 1(Glozer)	Saxon Algebra 2(Salazar), Geometry(Glozer)	Advanced Math/Calculus AB, BC(Kay)
<b>Science</b>	Physical Science(Salzar), Earth Science (Novare Science)(Salzar)	Physics(Salazar), Chemistry(Kay)	Physics(Salazar), Natural Philosophy(Kay)
<b>Foreign Language</b>	Latin 1, 2 (Wheelock) (Glozer)	Latin 3 (Wheelock), Latin Readings (Glozer)	AP Latin (11 <sup>th</sup> ) (Richardson)
<b>Logic</b>	Introduction to Logic (7 <sup>th</sup> ) Intermediate Logic (8 <sup>th</sup> ) (Jim Nance)	N.A.	N.A.
<b>Music and Art</b>	Music (18 weeks)	Music (18 weeks)	N.A.
<b>Drama</b>	Drama (18 weeks)	Drama (18 weeks)	N.A.
<b>PE</b>	PE	PE	N.A.

## VERITAS HIGH SCHOOL GRADUATION REQUIREMENTS

Academic records from grades 9 through 12 will be used as criteria for graduation.

1. To graduate from Veritas High School, a student must earn 202 credits for Standard Diploma, and 238 credits for Honors Diploma (Note: One credit is earned for courses meeting 1 period a week per semester. Courses meeting 5 periods a week will be 5 credits per semester)
2. For Honors Diploma, students must take a minimum of four years in Bible, four years in English, two years in Latin (up to Latin III), three years in History, four years in Math, four years in Rhetoric, and three years in Science, and two years in Visual and Performing Arts.
3. Students who are transferring to Veritas High School from another school or home school may receive credit for work completed previously when Veritas School receives sufficient documentation of their previous work. The Headmaster is authorized to accept this work

toward Veritas High School graduation requirements provided the work is of similar nature, i.e., similar course objectives and similar time of study.

4. Students who are transferring to Veritas High School from another school or students who have failed a course at Veritas High School may petition for a waiver of individual graduation requirements. The petition will be reviewed by the curriculum committee.
5. Upon written request of the parents, the Headmaster may waive or reduce up to ten course credits for students who have academic difficulty under the following conditions: the parents and the Headmaster agree that the work required is too difficult for the child in question and the parents have demonstrated a clear commitment to their child's education by working with Veritas School teachers and administrators.

<b>Subject area</b>	<b>Courses</b>	<b>VCA Standard Diploma Classes Required</b>	<b>VCA Honors Diploma Classes Required</b>
<b>Bible</b>	Church History, Interpretation, Doctrine, Apologetics (3 credits per semester)	24	24
<b>Visual or Performing Arts</b>	Art, Drama, Music (1 credit per class per semester)	8	8
<b>English</b>	European Lit., American Lit., Classical Lit. British Lit. (5 credits per semester)	40	40
<b>Foreign Language</b>	Latin I, II, III, Biblical Greek, Modern Languages (4 credits per semester)	16 (Latin) (*See note below)	24 (min 2 Latin) (*See note below)
<b>Social Studies</b>	European, (Ancient, Modern) U.S. History, Great Ideas I, II (4 credits per semester)	24	32

<b>Math</b>	Geometry, Algebra 1, Algebra 2, Pre-Calc/Trig, Calculus AB & BC (5 credits per semester)	30  (*See note below)	40  (*See note below)
<b>Rhetoric</b>	Rhetoric I, II, III, IV (Rhetoric I & II – 5 credits per semester, Rhetoric III & IV – 5 credits per semester)	40	40
<b>Science (2 with labs)</b>	Biology, Chemistry, Physics (5 credits per semester)	20	30
<b>Total</b>		<b>202</b>	<b>238</b>

**Math :**

Standard Diploma: Have taken 3 years of high school level mathematics or have taken at least up to Pre Calculus.

Honor Diploma: Have taken 4 years of high school level mathematics or have taken at least up to AP Calculus AB.

(High school level mathematics include Algebra 1, Geometry, Algebra 2, & Pre Calculus, Calculus AB, Calculus BC)

**Foreign Language:**

Standard Diploma: Have taken 2 years of high school level Latin or have taken at least up to Latin Alive 3.

Honor Diploma: 1. Have taken 3 years Latin up to Latin III or  
2. Have taken 2 years of Latin up to Latin III & 1 year of another foreign language or  
3. Have taken up to AP Latin.

(High school levels of Latin include Latin I, II, III, IV, AP)

## Honors & Awards

The Academy maintains a system of formal honors and awards for two reasons. The first is our desire to commend good work and encourage it. The second is to make this commendation public to show thankfulness to God and encourage the families of the children receiving these awards.

On the last day of each school year, Veritas Classical Academy has an awards ceremony. At this ceremony the parents, staff, faculty and student body take time to recognize and honor those students that have achieved the highest levels of academic excellence for that school year.

Academic honors are awarded to full-time students based on the current unweighted year four quarter grades for grades 4th-8th and current year un-weighted semester grades for 9th-12th grades.

1. Annual Honor Roll: Veritas students who earned an A average (3.90 or higher) both semesters with no grade less than a C, will be honored with a Headmaster's Encomium. Those who earned an A/B average (3.8-3.89) with no grade less than a C, will be recognized with a Headmaster's Commendation. Those with an above B average (3.7-3.79) with no grade less than a C, will be on the Headmaster's List.

2. Faculty Commendation: This is an award for diligence or character. This award does not consider GPA or grade measures. To earn a Faculty Commendation, the student's efforts must have been oriented toward achievement that transcended ordinary individual or class expectations in some specific area.

3. Veritas Paideia Award: This is the highest honor awarded at Veritas Classical Academy. Only two students will receive the honor during a given year: one from the School of Logic, the other from the School of Rhetoric. Several students may be nominated, which is an honor in itself. School of Logic and School of Rhetoric teachers will counsel with each other to select the nominees, in consultation with the administrator. Teachers will then vote on the students who will receive the awards. The Veritas Paideia award is considered a high honor and must be reserved for the students who lived their lives this year in the spirit of biblical ideal of paideia; namely, students whose lives mirrored godly character as outlined in such passages as Philippians 2:5-11. To be considered, students should have consistently made the best use of their gifts. They should have modeled a Christ-like attitude of humility, love, service and respect toward others (1 Corinthians 13), both at school and away. They should have pursued their studies to the glory of God (Colossians 3:17 and 22-24). Finally, they should have consistently evidenced the preceding consistently in all classes and school activities.

Recipients of the award are not considered for future Veritas Paideia awards in the same school. However, a student who is awarded the Veritas Paideia in the School of Logic may win the award again when they are in the School of Rhetoric. Students who have been awarded the title Veritas Paideia are expected to maintain a higher standard of leadership and character to remain a good role

model.

## Accomplishment Award

Accomplishment	Award
3.90-4.00 GPA for the year	Headmaster's Encomium
3.80-3.89 GPA for the year	Headmaster's Commendation
3.70-3.79 GPA for the year	Headmaster's List
Best Example of Achieving The Goals of Veritas	Veritas Paideia Award
Promotion from 6 <sup>th</sup> or 8 <sup>th</sup> grade	Grammar School or Dialectic School Completion Certificate
Graduation from 12 <sup>th</sup> grade	Rhetoric School Completion Certificate and Veritas Classical Academy diploma

## Academic Probation

Academic probation is a procedure used at Veritas Classical Academy to motivate students. Students are required to maintain a "C" Average (this is 73%-76%) or above any quarter. If a student's grade average falls below C's (72 or below) over any quarter, the student will be placed on an academic probation.

If a student is placed on an academic probation, a parent-teacher-Headmaster conference will be scheduled. If after the next quarter the student's grades drop below a C, the Board will determine whether or not to expel the student.

If after the next quarter the student's grade does not improve to a Satisfactory grade or C- or above, the student in K to 8<sup>th</sup> grade will not be promoted to the next grade, following the guidelines above. The students in 9<sup>th</sup> to 12<sup>th</sup> grade will have to repeat the subject (see Promotion).

If a student's grade in a specific subject falls below an Unsatisfactory grade or a C- (69 or below) over any quarter, the student will be placed on academic subject probation. Any grade below a C- is a "no passing" grade at Veritas.

Whether a student is on an academic probation or not, when a student's grade falls below a C- in the cumulative subjects (Math, Reading, Grammar, Composition) for the primary, and all core subjects

for the secondary (Bible, History, Literature, Math, Science, Latin, Logic), a weekly progress must be communicated to the parents regarding the specific subject.

## Home-to-School Communication

### 1. School-Directed, Parent-Guided

In the event that a student repeatedly falls behind in their lessons, the parent will be asked to meet with the headmaster, whereupon sources of the problem will be diagnosed and a plan to bring the student to the minimum expectation of the class will be designed. Parents will be expected to work closely with the child until the problem is rectified. If the problem persists, it may lead to the dismissal from the program.

### 2. Accountability Sheet

The teacher will use these and any tests administered during the class to give the final grade. As expected, in order for this system to work well, continual and clear communication between teachers and parents is of utmost importance. Teachers and parents are encouraged to write little notes of concern in the process of giving out the Weekly Plans and turning them in. This communication will make sure that the teacher is able to address any problems that arose at home, so that the teacher and parent are working together as closely as possible. To aid this communication, Veritas will make available a website in which parents and teachers may communicate by each class. The goal of all this is to make the transition from home to school as seamless as possible. Second ary teachers may opt to have the students use their Student Planner to write down their weekly homework.

### 3. Memory & Other Study Aids

To aid the education at home, teachers will make available to parents in the Thinkwave or Veritas Parent Google Drive various memory work aids (songs, chants, jingles, poetry, scriptures) as well as other important resources and website links.

## 2020-2021 Academic Calendar

MONTH	M	T	W	TH	F		PRIMARY EVENTS	SECONDARY EVENTS
<b>AUGUST</b> 1st Q (39 days)	3	4	5	6	7	8	Orientation (8/6), New Parents Orientation (8/8) @ 6:30pm	
	10	11	12	13	14		3rd~6th Textbook Pick up (8/13)	Textbook Pickup (8/14)
	17	18	19	20	21		1st Day of School (8/17), PTF Orientation Meetings (evenings)	
	24	25	26	27	28			
	31	1	2	3	4	5	Back to School Night (9/3-4)	

<b>SEPTEMBER</b>	7	8	9	10	11	12	Labor Day (9/7)
	14	15	16	17	18		
	21	22	23	24	25	26	Faith & Culture Seminar (9/24)
<b>OCTOBER</b> 2nd Q (42 days)	28	29	30	1	2	3	
	5	6	7	8	9	10	Midterms Week End of 1st Quarter (10/9), Fall Faculty retreat (10/10)
	12	13	14	15	16	17	Fall Break (10/12-17)
	19	20	21	22	23		1st Q Report Card (10/20), Parent-Teacher Conf (10/22)
	26	27	28	29	30		Reformation Celebration (10/27, 28)
<b>NOVEMBER</b>	2	3	4	5	6		First weekend of November Staff Retreat
	9	10	11	12	13		
	16	17	18	19	20		K-2nd Play (11/17)*
	23	24	25	26	27		Thanksgiving Lunch (11/24)*, Thanksgiving Break (11/25-11-28)
<b>DECEMBER</b>	30	1	2	3	4		
	7	8	9	10	11		
	14	15	16	17	18		Final Exams Week (12/14-18), End of 2nd Quarter (12/18)
<b>CHRISTMAS VACATION (12/21 - 1/3)</b>							

\*subject to modification based on COVID-19

MONTH	M	T	W	TH	F		PRIMARY EVENTS	SECONDARY EVENTS
<b>JANUARY</b> 3rd Q (52 days)	4	5	6	7	8		Spring Semester Start (1/4)	
	11	12	13	14	15		2nd Q Report Card (1/12)	
	18	19	20	21	22	23	MLK Day (1/18), 7-8th Parent Coffee & HS Parent Coffee (1/23)	
	25	26	27	28	29	30		JK/K Parent Coffee & 3-6th Parent Coffee (1/30)
<b>FEBRUARY</b>	1	2	3	4	5	6	Registration Begins (2/1) Mock Trial (Rounds 1-4: Feb 2, 4, 9, 11), 1st/2nd Parent Coffee (2/6)	
	8	9	10	11	12			
	15	16	17	18	19		Presidents Day (2/15), Science & Faith Student Seminar (2/18),	
	22	23	24	25	26		Spelling Bee (2/25)	
<b>MARCH</b> 4th Q (45 days)	1	2	3	4	5	6	Open House (3/4), Faculty Retreat (3/6)	
	8	9	10	11	12		Midterm Week, NLE Exam (3/11), Town Hall Meeting (3/11), End of 3rd Quarter (3/12)	
	15	16	17	18	19		4th Quarter Begins (3/15), Primary Speech Meet (3/17), Parent Teacher Conf (3/18-19)	
	22	23	24	25	26	27	3rd Q Report Card (3/30), Spring Break (3/22-27)	
	29	30	31	1	2			

<b>APRIL</b>	5	6	7	8	9	Veritas U (Faith & Culture Seminar) (4/8)	
	12	13	14	15	16	CTP-5 Test (4/12-15), Thesis Presentation (4/15, 16)	
	19	20	21	22	23	6-8th Beach Camping (4/22)*, Beach Day (4/23)*	
	26	27	28	29	30	Spring Music Night (4/29)* JH Pol Debate (4/28-29)	
<b>MAY</b>	3	4	5	6	7	National Prayer Day (5/4), Teacher Appreciation Week (5/3-7)	
	10	11	12	13	14	HS AP Tests	
	17	18	19	20	21	HS Finals Week (5/17-20), HS Grad (5/20), Sec Awards (5/21)	
	24	25	26	27	28	Primary Awards, K/6th Promotion (5/25), Talent Show (5/26)*, Jr/Sr Formal (5/28)*	
						Final Report Card (6/9)	
<b>Minimum Day</b>		<b>No School</b>	<b>SUMMER VACATION (5/28-8/15)</b>			<b>Parent Practic ums</b>	

\*subject to modification based on COVID-19

## IV. STUDENT LIFE

### Attendance

At Veritas Classical Academy, faithful attendance is very important, because the most important instruction takes place during the three school days of instruction (four days of instruction for Secondary), and because the materials covered in these three days are foundational to the materials covered for the rest of the week at home. However, Wednesdays and Fridays are considered school days as well, and parents are expected to take attendance, and turn them in at the end of each quarter. A parent may choose to use Saturday as a replacement for one of the two days or as an additional day of study.

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 the students are kept by the individual classroom teachers and reported on the student's report card each quarter. A record for attendance will also be kept in the office.

### Tardiness

The administrators at Veritas Classical Academy know that there are a myriad of reasons why a student might be late to class (traffic jams, spilling something at breakfast and having to change clothes, etc.). Sometimes the student has nothing to do with the fact that he or she is late. The fact

remains, however, that he or she is late, and that his tardiness is diminishing the educational experience at VCA, and many times diminishing the experiences of others because of the distraction of students coming in late. In addition, at Veritas, we believe that education begins with the cultivation of the virtues of truth, beauty and goodness, including those of diligence and order and the expectation of timeliness encourages these virtues.

Parents should plan on arriving around 8:15 AM, and no later than 8:25 AM in order for their student(s) to have sufficient time to get to class and be ready for school to start at 8:30 AM. Thankfully in Southern California and at this time, there is access to internet and *Sigalert* which will inform the parent of any accidents or mishaps they might encounter on their route. This should be checked at least ½ hour before you are to leave with your student(s), so that other routes can be considered and timely arrival will be assured.

Even though the first period starts at 8:30 AM, students need to arrive by 8:25 AM, in order to be seated in the first period class, ready to begin, otherwise the student will be marked as tardy. Half Day Absences will be recorded if a student arrives after 10:35 AM, or leaves before 12:45 PM, or misses two hours of instructional time during the day. **When a student has been tardy (unexcused) three times**, either at the beginning of the day or to a class during the day, they will receive a note from the teacher. The student will have the slip signed by a parent and bring it back to the teacher. On the fourth and sixth time, the student will visit the office. On the seventh time, there will be a family meeting. On the 8th time, the student will receive one day out-of-school suspension. In severe cases where tardiness is habitual (More than 8 times in a quarter), Veritas reserves the right, and may, suspend, expel, or refuse re-admittance to a habitually tardy student.

## Absences

If a student needs to be absent from school for any number of days, for any reason, it is the parent's responsibility to inform the teacher and/or the Academy Office as soon as possible.

If parents know that their child is going to be absent in advance on a certain day, they should inform the teacher of the absence a week beforehand, if at all possible. This will enable the teacher to make preparations and pull together the work that their student will need to complete on the day that they are absent and help prevent the student from falling behind in their schoolwork. If the child is to be absent for an extended period (two days or more), it would be helpful to inform the teacher even more than a week in advance, if possible.

**The maximum number of absences in any quarter is 6 days.** In cases where the student is absent for more than 6 days (for whatever reason) the student may not receive credit for that time period (unless parents have made arrangements to pick-up the class work and assignments from the student's teacher(s) and the student is able to keep-up with the pace of the class through independent study – this type of instance will be evaluated on a case-by-case basis).

If a student's absences accumulate to the point that the teacher or administrator has a concern that the student will not be able to adequately complete the work necessary to pass on to the next grade, a call or conference will be arranged with the parents.

# Conduct and Discipline

## CLASSROOM RULES

At Veritas, the following simple rules and consequences are used for all grade levels in classrooms. The rules are simple but comprehensive. They should be taught, modeled, and consistently implemented. When the rules are modeled and well implemented, an atmosphere of mutual respect and honor is created. But even when the rules are violated, students are quickly restored when the consequences are applied lovingly but firmly,

Rules:

1. Come to class on time, prepared and ready to work-
2. Listen and follow directions-
3. Raise your hand before speaking or leaving your seat-
4. Keep your hands and feet to yourself-
5. Respect your classmates, your teacher and your school-

Consequences:

1. 1<sup>st</sup> consequence: warning #1
2. 2<sup>nd</sup> consequence: warning #2 (Of course, teachers may prefer to give only 1 warning, but students need to know in advance)
3. 3<sup>rd</sup> consequence: a time out.
4. 4<sup>th</sup> consequence: an email to parents and a visit to the principal.

## General Code of Conduct

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, electronic music devices, guns, knives, or other distracting toys/tools are allowed on the school grounds or buses. Cell phones should be turned in to the school office at the beginning of the day, and may be picked up at the end of the school. In case of emergency, the students may come to the school office to use their phone.
4. It is our strong belief that Veritas Academy is not the place in which romantic relationships between students should be cultivated or initiated. Public displays of romantic affection are unacceptable.
5. Students are expected to treat all of the school's materials or facilities with respect and care.
  - Students are not allowed to be in the church sanctuary at all times, except for chapel, special occasions, and if a class is held in the sanctuary.
  - All parts of the Grace Lutheran Church building should be treated with care. That includes walls, carpets, roof, and doors. Students should not run in the building. Bathroom should be kept neat at all times.

- Copy machines are only for the use of staff and faculty. In special cases, parents and students may ask the school administrators to use the copier for a charge.
  - Students are not to eat or drink in the classrooms, fellowship, or chapel. All food should be consumed outside the building. The only exception is teachers during their teacher's meetings at lunch time.
  - Kitchen is off limits for students. Only staff, parents, and students in science lab, are allowed to be in the kitchen. Students should use the microwave in the breezeway to heat their food. Everyone should bring their own utensils and not use those in the kitchen. Stove and oven may be used by staff or parents only in special circumstances (e.g. hot lunches, banquet, teacher's training) with the permission of the school administration. Lunches should be prepared from home, and not at school.
  - Backpacks and/or athletic bags should be left at a designated spot. Water bottles with caps are allowed, but must not be on top of the desk.
6. Cheating is widespread in academia today. We believe that teaching students to do their own work and keep their eyes on their own papers should begin in the elementary years. Cheating is unacceptable at Veritas and is defined as...
    - plagiarism or copying an answer
    - working together on an assignment that was intended to be completed individually
    - looking on another student's paper during a test
  7. Students, parents, and the staff must dress in conformance with one's biological sex.
  8. Students, parents, and the staff must use the restrooms, locker rooms, and changing facilities conforming with one's biological sex
  9. Students, parents, and the staff must abstain from all intimate sexual conduct outside the marital union of one man and one woman (Gen 2:18-25.) (See Statement of Faith #13).
  - 10. Veritas has the right to discipline or ask a student to withdraw for any reason, and a failure to comply with expected standards of conduct will subject the student or employee to potential disciplinary action, up to and including expulsion or dismissal.**

## SOCIAL MEDIA GUIDELINES

Social networking (on-line via computer or phone) is a popular means of social interaction in today's culture. Veritas Academy advises parents to use caution and to be diligent when deciding at what age and to what extent they allow their children to access these networks. There are significant risks associated with all forms of social media, so we assume you will be monitoring your own children's use of it.

Students are not permitted to be on-line while at school, unless under direct, adult supervision, and then only for purposes related to a class.

The Veritas Academy administration is responsible to protect the school and to develop guidelines for the use of social networking by school employees, especially as it may pertain to students. We do not prohibit faculty and student interaction on social media since it can have many positive aspects. However, we have established guidelines for our staff regarding such interactions. These are outlined in the Staff Handbook and include the following:

1. Employees are not to initiate friend requests to students.

2. Employees are not to accept friend requests from any student.
3. Employees are not to initiate or facilitate any private or isolated types of communication with students that might be interpreted as unprofessional.

## **DISCIPLINE POLICY**

The kind and amount of discipline will be determined by the teachers, and if necessary, the principal and the superintendent. The discipline will be administered in the light of the student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), swift/painful consequences, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems will be dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of a student.

**I. Office Visits:** There are five basic behaviors that will automatically necessitate discipline from the principal (and not from the teacher). Those behaviors are:

- a. **Disrespect** shown to a staff member. The staff member is the judge of whether or disrespect has been shown.
- b. **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
- c. **Rebellion**, i.e. outright disobedience in response to instructions.
- d. **Fighting**, i.e. striking in anger with the intention to harm the other student.
- e. **Obscene, vulgar, or profane language**, as well as taking the name of the Lord in vain.

As a result of an office visit, the principal will determine the nature of the discipline for the infraction in question. The principal may require restitution, janitorial work, parental attendance during the school day with their child, or any 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 principal, the following accounting will be observed within the school year:

- a. The first two times a student is sent to the principal for discipline the student's parents will be contacted afterward and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
- b. The third office visit will be followed by a meeting with the student's parents, principal, and superintendent.
- c. Should the student require a fourth office visit, he will be suspended for two days.
- d. If a fifth office visit is required, the student will be expelled from the school.

**II. Serious Misconduct:** If a student commits an act with such serious consequences that the principal deems it necessary, the office-visit process may be by-passed and suspension imposed immediately.

- a. Examples of such serious misconduct could include, but not be limited to: acts endangering the lives of other students or staff members, gross violence, vandalism, violations of civil law, or drug abuse. Students may also be subject to school discipline for serious misconduct, even if it occurs after school hours or off school property.

- b. If the principal desires to pursue expulsion, he will meet with the superintendent and the board's student disciplinary committee to inform them, receive their counsel, and ask the committee to make a final decision.

**III. School Culture:** If in the judgment of the principal, a student's continued enrollment is a significant negative influence on the other students, he has the right to seek to expel the student for that reason, and apart from the process of office visits.

- a. Examples of such behavior would include, but not be limited to, student romances, disobedience to parents, love of worldliness, a surly attitude, and any other ongoing attitudes reflecting a clear disregard of scriptural standards.
- b. The principal exercises this option, he will meet with the parents, superintendent and the board's student disciplinary committee. The committee will make a final decision. He will then meet with the student's parents to inform them of the committee's decision. The parents will then have the option to withdraw their student to prevent expulsion.

**IV. Re-admittance:** At the discretion of the appropriate principal, in consultation with the disciplinary committee, a student may be refused re-enrollment. Such refusal to re-enroll is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.

**V. Re-enrollment:** Should a student who was expelled, or who withdrew to prevent expulsion, desire to be readmitted to Veritas Academy at a later date, the principal, in consultation with the superintendent and the disciplinary committee, will make a decision based on the student's attitude and circumstances at the time of re-application. If the committee desires to do so, they may refer the decision to the full board. If the application is declined, the parents have the right to appeal the decision to the full board.

## STUDENT ETIQUETTE

*"Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others."* Phil. 2:3-4

There are numerous ways that students are encouraged and expected to show kindness to one another, and to their teachers, during their hours at Veritas Academy. Periodically, students will receive teaching and reminders about these expectations. It is our hope that these actions will become part of the daily fabric at Veritas.

First, we want to train our students to show proper respect to their teachers and administrators.

1. Students should address their teachers by Mr., Miss, or Mrs.
2. Students should respond by saying "yes" or "no", not "yeah" or "ugh". ("Sir" and "Ma'am" are always welcome.)

3. Students are not dismissed until the teacher dismisses them. They should not pack up books, until the teacher gives the permission.
4. Students should stand when a teacher or administrator enters the room.
5. No student should be in classroom without a teacher. They should wait in the hallway.

Second, we want to train our young men to show consideration and respect for the ladies in the school. We want to train our young ladies to accept the sacrifice of the young men with humility and thankfulness. As some applications of this truth, we want the young men to:

1. Open doors for all ladies - whether parents, teachers, or students. Always allow the ladies to exit the room (or the bus) first. Further, if a young lady or a female teacher arrives at school with an armload of books, offer to open the door for her.
2. In the hallways, men are chivalrous and defer to the ladies by giving them space and avoid running into them.
3. In all events where food is served, the women are to be served and seated first.

Conclusion: We would like Veritas to be a place where visitors sense a difference. Specifically, the aroma of Christian love. (*“But thanks be to God, who always leads us in triumphal procession in Christ and through us spreads everywhere the fragrance of the knowledge of him. For we are to God the aroma of Christ among those who are being saved and those who are perishing. To the one we are the smell of death, to the other, the fragrance of life.”* 2 Corinthians 2:14-15)

## **Dress Code Guidelines**

### **General Rationale for a Dress Code:**

1. Being overly concerned with clothing and outward appearances is contrary to God’s will for us as revealed in Scripture (1 Sam. 16:7; Matt. 6:19-21, James 4:4, 1 John 2:15 – 17).
2. Pressures felt by children to compete in areas of dress are destructive to the unity of the school and the body of Christ.
3. Everything in our lives, including our clothing, should reflect the order of the Godhead and the order He has created in the world (1 Corinthians 14:40).
4. Clothing should be modest and not draw attention to the individual (1 Timothy 2:9) and should reflect differences in gender (Deuteronomy 22:5).
5. Our children are serving as witnesses and ambassadors both for the Lord Jesus Christ and the school. Student appearance is a reflection of both.

### **Specific Rationale for Uniforms**

1. Uniforms are a positive discipline in the school. Veritas Classical Academy emphasizes the value of a disciplined learning environment. Just as dressing up, even wearing uniforms, is a part of the workday for parents, a school uniform is a signal to the student that it’s time for hard work and studious activity. It also fosters civility, school unity and class spirit.
2. Uniforms prevent problems associated with the subjective interpretation of a dress code policy. Uniforms eliminate any confusion about what is acceptable, modest and appropriate by Veritas

Classical Academy's standards. Uniforms encourage students to evaluate people by their behavior and personality rather than their manner of dress.

3. Uniforms tend to decrease the cost of student clothing. Our uniform vendors provide economical and durable items. Often parents need only purchase two or three sets of uniforms to last throughout the school year and often these same items can be handed down to other students.

### **General Dress Code for All Students**

1. Clothing should be appropriately sized. Clothes should not have tears or holes. Pants must be properly fitted. Excessively baggy and sagging pants are not permitted, nor are pants that are too tight.
2. Jewelry in pierced body parts is not permitted, with the exception of earrings for girls. For safety reasons, oversized or hoop earrings are not permitted. Barrettes, hair bows and all hair accessories are allowed in moderate sizes and must be simple in color.
3. All students must keep their hair neatly groomed and conservatively styled. Hair must be natural in color. Students' hair should be out of their eyes. Mohawks or "over" spiking is not allowed.
4. Visible tattoos are not permitted.
5. Clothing with any kind of lettering, characters or advertising is not permitted.
6. Outerwear clothing needs to be labeled with child's name inside the garment.
7. Light natural-looking make-up is permitted for girls in grade 5 and up.

### **Uniform Code for K-12**

#### **Logo Shirts**

All students must wear the logo shirts. Each student should purchase several in order to wear them every day of the school. The cost of a shirt is \$20 and can be ordered with Mrs. Priscilla Kim ([pkim@veritasclassicalacademy.com](mailto:pkim@veritasclassicalacademy.com)). Logo shirts cannot be ordered in a store, or 1 shirt at a time. Shirts are ordered in orders of 24 shirts at a time, and only 3 or 4 times throughout the year. So, please plan ahead and order them as soon as possible.

When you order, please provide the following information:

Child's Name

Size

Color

Boy/Girl/Ladies/Men

#### **Pants and Other Bottoms**

##### Primary

Regarding uniform bottoms, Gap's uniform line. Go to [gap.com](http://gap.com), search under boys or girls uniform shop. You have multiple options in cut and sizes, but the color must be navy/indigo or beige.

Skinny, crop, or school girl pant lines are NOT allowed. Girls may order skirts and the fit and flare jumper, however, skirts and dresses may NOT be shorter than just above the knee.

### Secondary

There is a flyer available in the school office for 10% off at a local vendor for Dickies.

Girls - Navy or Khaki

- 13" short - Junior classic bermuda - style no. KR7714
- Mid rise straight leg pant - style no. - HH874
- Junior school wear classic fit straight leg stretch twill pant - style no. - KP-7718
- No Cargo Pants!
- Must be straight leg pants, no skinnys!

Boys - Navy or Khaki

- 11" men's shorts - style no. LR642
- Men's Slim Fit Straight Leg Work Pant - style no. WP873 (slim does not mean for skinny people - it's a cut)
- Boys Straight Leg Slim Pants - style no. QP873 (slim does not mean for skinny people - it's a cut)
- Boys Short - style no. KR3700 or KR123
- Husky boy short - style no. 54062
- Husky boy pants - style no. 56062
- No Cargo Pants!
- Must be straight leg pants, no skinnys!

If you have navy or khaki uniform pants/shorts/skirts that comply with the colors and styles of those listed above, please feel free to have your children wear them.

Jeans are no longer allowed.

\*\*We cannot emphasize enough the need to LABEL all uniform items including pants, shirts, shorts, shirts especially for 7<sup>th</sup>-12<sup>th</sup> grade as they are required to change for PE. All uniform items look the same. Without a name, we will not be able to return "lost items." The best place for labeling is the back side of the logo.

### **Enforcement of Dress Code**

Dress Code Enforcement: The school staff, faculty, administration will enforce the Uniform and Dress Code Policy. Interpretation and application of the Uniform and Dress Code standards will be the responsibility of the Headmaster. Students not complying with the Uniform and Dress Code Policy will be required to rectify their appearance immediately. This may include removing the

prohibited item (e.g. a jacket or a piece of jewelry), or waiting in the school office while a parent is called to campus with the appropriate clothing item. The third dress code violation and all violations thereafter, will result in detention. Cheerful, consistent compliance is expected. Students who violate the Uniform and Dress Code Policy, either by action or by challenging and rebellious attitudes, will be subject to disciplinary actions. Parents, please remember we are a school of truth, goodness, and beauty, and we appreciate your cooperation with the above guidelines.

## **Reverence Policy**

In keeping with its Statement of Faith, Veritas Classical Academy places a high value on the development of Christian character. One way in which this is developed is in the area of speech. We wish to ensure that God's name, character and truth are honored and respected at Veritas Classical Academy.

In all areas of instruction, 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 will be consistent with biblical principles.

In the third commandment, God tells his people not to use his name in vain. Usually in modern American culture, people think that they have kept this commandment if they do not use the Lord's name as part of a string of curse words. While it is certainly wrong to use the Lord's name in this manner, the original command is much broader. The biblical concept of "vanity" is akin to our concept of emptiness, silliness, or triteness. People break God's commandment any time they use the Lord's name in an empty, silly or meaningless way. Veritas is committed to having a student body that honors the Lord with their speech and actions. Students using the Lord's name in vain will be disciplined. For the sake of the student's spiritual training and the work of Veritas, joyful encouragement and instruction in reverential knowledge of the Lord is necessary, honored and respected.

### **Chapel**

Chapel is held every Wednesdays and all students are required to attend. As a central focus of the Academy, Chapel is intended to foster in students a reverence for God and His Word and to instill habits of worship, thanksgiving and praise. Parents and any other members of the extended school family are welcome to attend.

### **Praxis**

With all that students learn at VCA, we feel that it is important to give each class an opportunity to showcase and present a small collection of things they are learning to parents, friends and relatives. Therefore, several times a year, we hold a scheduled "Praxis" during chapel when students put their learning into practice. We encourage all immediate family to attend each Praxis as well as to invite extended family and friends in order that they might have a glimpse of the great things going on at VCA and become excited about the mission and vision of the school.

## School Hours

### School Day General Schedule

8:30 AM	Morning Classes (Classes are approx. 50 min each) (4 periods) (1 <sup>st</sup> Period on Tuesdays – Chapel)
11:30-12:10	JK-K Gr Lunch;
12:00-12:40	3-6th Gr Lunch;
11:50-12:30	Secondary Lunch
12:30 PM	Afternoon Classes (3 periods)
3:20 PM	Primary Classes End
3:40 PM	Secondary Classes End

### Normal school hours

Normal school hours are from 8:30 AM – 3:20 PM, Mondays through Thursday and 8:30 AM – 12:00 PM (Primary Fridays) or 8:30 AM – 12:13 PM (Secondary Fridays). (Please refer to the school calendar for days off / holidays). Students are required to either line up in the courtyard by 8:25 AM (K-6<sup>th</sup>) or report to their class in the morning by 8:25 AM. By 3:20 p.m., a staff member will congregate the students near the “pick-up” zone for parents and carpools to pick-up. After 3:35, parents need to come to the classrooms to pick up their children. Please see the “Financial Obligations” section for the monetary consequences of late pick-up (anything after 3:30 PM).

### Break and Snack Rule

On the mid-morning of each school day, students will be given 15 minute break time to stretch, use the restroom, and eat their snacks. Snacks should be eaten only during this time and lunch time. During the class time, only water in containers with caps are allowed. Students need to bring their own water bottles. They should be kept on the floor or in the bag, and not on the desk.

### No Peanut and Tree-Nut Product Policy

Veritas has students who have severe peanut, walnut, and pecan allergy, especially the peanut allergy. If these students are exposed to even “peanut dusts,” they might become severely irritated or may even go into anaphylaxis, a severe, potentially life-threatening allergic reaction. With this in mind, the school has no peanut, or tree-nut product policy, which means no one should bring peanut or tree-nut containing products for lunch or snack. It is ok if the label says that the product has been packed in a facility that has peanuts, as long as the product itself does not have any form (paste, nut, dust) of peanut or other tree nuts. Since anyone can accidentally pack a peanut or tree-nut product, please take especial caution in checking the labels of your children’s food and snacks. Allergic problems, specially peanut-allergy, has become much more prevalent today and most schools have adopted this policy. As a Christian community, everyone is encouraged to follow this policy with the spirit of charity.

## **Lunch and Lunch Recess**

The lunch recess begins at 11:30, 11:50, 12:00. It lasts for 40 minutes. Students must eat their lunch and throw their trash away before they will be excused for recess.

Students must show respect to teachers and parents who oversee recess and lunch breaks at all times.

Students are not allowed to use the refrigerator or microwave, and kitchen facility is limited to the science classes and for teachers. No parents or students are allowed in the kitchen, except for science classes.

## **Field Trips**

Field trips are an excellent opportunity for Veritas students and families to experience poetic knowledge and bring classroom learning to life.

### **Goals**

Field trips are educational opportunities which are intended to support the execution of Veritas Classical Academy curriculum objectives. Field trips are open to enrolled Academy students only. The primary purpose of a Field Trip is to give students hands-on experiences outside the classroom and reinforce classroom learning.

### **Field Trip Coordinator**

The field trip coordinator is responsible for external communications, academic integration and research of field trips.

### **Field Trip Leader**

On all field trips, the Academy will name a field trip leader, who will be responsible to the Headmaster for all aspects of the planning, safe execution and efficiency of the field trip itself. In most cases, this person will be the senior faculty member attending.

### **Roles**

The Field Trip Leader (usually the teacher) is expected to use Academy parent volunteers as much as possible for coordination and all internal communications such as obtaining approval forms, assigning car pool seating arrangements, arranging meals, etc.

### **Authority**

Any parent attending the field trip will attend the field trip in the role of supervisor, helping to ensure that children get the most out of the field trip by actively directing students to listen to guides (whenever there is one) and to obey the instructions given by location hosts and teachers.

### **Incidents**

Field trips are times when students represent Veritas. Students must always be in standard uniform for field trips and must always behave in a manner that is fitting. If students are disruptive on field trips, and if a disciplinary action must be taken, Academy Parent Handbook procedures will go into

effect for students. The Field Trip Leader or faculty member will decide if the attending child may continue to participate in the Field Trip. The Headmaster may, if necessary, forbid any student from attending future field trips.

### **Permission Slips**

Since these field trips are done outside of the Veritas school hours, parents are legally responsible for the trips, and one of the parents is required to participate.

### **Travel & Transportation**

When students travel out to field trips they must do so in safety. Parents or qualified drivers will be employed. Parents will only be allowed to transport the number of students that can be safely seat belted into their vehicle.

## **Class Parties / Holidays / Birthdays**

The class teacher takes responsibility for all class parties. If a problem arises, parents are asked to speak directly to the class teacher.

The scheduling for class parties will be communicated to parents via the class newsletter, teacher or room mom. As much as possible, all food distributed at class parties will be healthy and nutritious, keeping student allergies in mind. As much as possible, class birthday parties should be kept short (5-10 minutes max), and held outside the classroom (e.g. lunch area). Any party held inside the classroom should have permission from the principal.

Christian holiday celebrations will keep their focus on Christ and not on commercial symbols (Santa Clause, presents, Easter Bunny, etc.).

While celebrating student's birthdays is a fun activity and can be done outside of school, we would like to recognize each student's birthday in a way that is appropriate for the school setting. Students celebrating a birthday may be the "Royal Reader" on the day of their B-day celebration and will have an opportunity to read aloud their favorite passage of a book to their class. Instead of bringing in edible treats, students are encouraged to bring a book to donate to the class library or other school supplies (pencils, note pads, stickers, etc.). All donated books will be labeled with a special birthday name label and leaves a legacy of good literature for future students to enjoy (books donated do not have to be brand new – they can be a book from the family's library as long as they are in good condition and age-appropriate). Each teacher will provide a wish list of books for the class.

## **Medication Policy**

Upon the advice of medical authorities, the following regulations must be observed regarding the giving of medication to students:

1. Any medication to be taken by a student on school grounds must be administered by school personnel.

2. School personnel may administer prescription medication to a student upon the written request of the parent and with the signed permission of the Academy Headmaster. Medication forms are available on the Academy Info table. All medication must be in its prescription container, properly labeled with the student's name, dosage, times of administration, name of physician and name of the pharmacy.
3. Never send medication of any sort (including cough drops) along with the student's lunch or in their backpack. Instead, hand it to the child's teacher personally or via carpool parent. Even aspirin, in incorrect dosages or when allergies are present, can be lethal to any child who, finding medication, puts it in his/her mouth.

Under no circumstances will Veritas Classical Academy staff administer performance-enhancing drugs to students. "Performance enhancing" drugs are defined as "any medication, prescription or over the counter, that has as a primary purpose to alter the behavior of the individual receiving it (i.e., Ritalin, Dextrostat, etc.)." (See also "Learning Disabilities" under "Admissions")

## **General Health**

Every possible provision is being made to provide a wholesome, healthy atmosphere for each student during his/her stay at school. We have found that there is a real connection between a student's health and his/her enjoyment of school and the ability to profit from it. As a parent, you can make a very important contribution in this area by:

1. Seeing to it that your child gets adequate rest and sleep.
2. Seeing to it that your child eats well, especially a good breakfast before he/she comes to school.
3. Not allowing your sick child (temperature over 100F) to come to school.

## **Illness Policy**

### **When a Student is Ill**

During the school year, particularly when the weather gets colder, Veritas Classical Academy, like other schools, gets hit with waves of illness from time to time. In order to keep illnesses from spreading, the Headmaster urges parents to carefully examine their children before they send them off to school.

When students are ill, it is the parent's responsibility to call the school and inform them of the illness. The school asks parents to do this so that the office can know why a student is not in class. The school's main concern is to protect the student and to make sure that students have either made it safely to school or are staying home according to the wishes of their parents. So, if the office does not know that a child is ill, and the child is not at school in the morning, parents can expect a call from the school to check and make sure that everything is all right. It is not sufficient to send word through the carpool parent.

## Serious Diseases

Veritas wants to do all that it can in order to protect its students. One thing that VCA will attempt to protect its students from being exposed to is a serious disease (i.e., one that is life-threatening or causes permanent bodily damage) that can be communicated from one person to another. If a parent becomes aware that their child has contracted one of these diseases they must communicate this to the Headmaster immediately. When the Headmaster becomes aware that anyone involved at Veritas has contracted a serious communicable disease, he will immediately contact the parents of the student. He will also take necessary measures to prevent the further spread of the disease. This might mean removing the student from class or requiring them to stay home from school until the disease is no longer communicable. **A doctor's note will be required for re-admittance to school.** Veritas Classical Academy also reserves the right to call local health officials or the Center of Disease Control in when it discovers that a student, faculty member, or administrator has contracted a serious communicable disease in order to obtain more information concerning the disease.

Veritas Classical Academy cannot be held responsible if a serious communicable disease is introduced to the school without its knowledge.

## Emergency Procedures

Our Staff conducts fire drills about once every semester, and instructs students in earthquake procedures. There will always be staff or faculty who are either CPR or First Aid Certified. Parents are responsible for bringing in extra clothes, snacks, and water for their children in case of an emergency, and will be kept on campus all year.

# V. PARENT PARTICIPATION

## Delegation of Parental Authority

*In loco parentis* is Latin for the phrase “in the place of the parents.” At Veritas Classical Academy *in loco parentis* is one of our most important educational philosophies.

Many in our society look at education as the job of society, the government, or the church. At Veritas, however, we are convinced that the responsibility for educating children belongs not to the state, nor to the church, but to the family. Many scriptures could be cited to prove this point. Here are a few of the most pertinent:

Hear, O Israel: the LORD our God, the LORD is one! You shall love the Lord your God with all your heart, with all your soul, and with all your strength. And these words that I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when

you rise up.

- Deuteronomy 6:4-7

And you, fathers, do not provoke your children to wrath, but bring them up in the nurture and admonition of the Lord.

- Ephesians 6:4

At Veritas, we see our authority as a delegated authority. God has given children to parents. He has given parents the responsibility of raising children and the authority to do that task. Families that have children at Veritas Classical Academy have chosen to delegate part of the task of educating their children to the teachers and administrators at the Academy. We expect parents to be mindful of the policies put forth in this handbook. By signing the Enrollment Agreement parents are indicating agreement with policies and a willingness to collaborate with the teachers and administrators.

## **Parent Teacher Conferences**

Parents of Veritas students are encouraged to stay in close communication with their child's teachers and, if necessary, the headmaster.

### **a. Required Conferences**

It is only through close home and school cooperation and communication that the true educational ideals of Veritas Classical Academy can be achieved. Therefore, mandatory parent/teacher conferences will be held at the end of the first and third quarter of the school year. A sign-up sheet will be posted outside the teacher's room one week prior to conferences. Conference blocks will be reserved on a first-come, first-served basis. If parents do not request a block, they will be assigned one.

### **b. Optional Conferences**

Teachers may require a conference with the parents anytime during the school year, either for disciplinary or academic purposes. If a student has a C or below in any subject, the teacher will call for a conference. This conference is to prevent the student from falling into subject academic probation (see Academic Probation section).

If and when the need arises for additional conferences above and beyond the required conferences, parents should contact the teacher to arrange for such a meeting, at any time throughout the year. Since this is a volunteered service, parents should take care to limit the number of such meetings. Much more encouraged is a continual open communication between the parents and the teacher through the school website, brief conversations on campus, and telephone.

### **c. To schedule an appointment with the headmaster, parents should call the school number.**

## **Parental Involvement in School**

In order to encourage parents to be more actively involved in their children's education, and to help the school to save costs, parents may apply for work-scholarship through TADS.com. The amount of work scholarship awarded is determined by the financial need based on the information reported to the TADS.com. Once the amount is awarded, the family will meet with the Work-scholarship Coordinator to find the right type and the right amount of work for the family. Since these work scholarships are a form of work, it is expected that the recipients do the work "unto the Lord" with the same level of responsibility as paid positions. Those who show negligence to these works may lose the scholarship in the following year.

## **Parental Involvement at Home**

Last but not least, parents have the greatest impact in their children's education through their involvement with their children at home. Veritas encourages parents to teach their children in the natural setting of their family life. For example, when a child learns the concept of measurements, a mother may show the practicality of that concept by baking cookies together with her child. Like the biblical model in Deuteronomy 6, parents are able to teach their children in the context of real life situations, so that education is not only about gaining knowledge, but also about gaining wisdom, which is learning how to apply the learned knowledge in specific situations.

Parental guidance is essential in the educational process because most of learning is done informally, as parents and children enjoy a Christ-centered life together. The key goal of a family time is to enjoy the Lordship of Christ by remembering the glorious deeds of the Lord, and doing things to serve the Lord, and not just spending time together. Some of the basic ways in which parents can do this is to have regular, short family worships, and by reading books together. These two activities can be done on a regular basis. Parents should understand the importance and the priority of these two activities. They should intentionally plan these activities. Depending on family situations, they may plan for an occasional trips to the nature, museums, and historic sites. In all these ways, the intensive aspect of education at the school is balanced with the extensive aspect of education.

## **Parent Practicum**

To ensure the parent's central role in education of their children, Veritas requires one or both parents to fulfill the following:

- Two Parent Practicums, once in the Fall, once in the Spring. The topic addressed, either by Dr. Kim or by a guest speaker will be relevant to all parents.
- One Parent Forum: This is a Saturday morning opportunity for parents to talk with the headmaster about any issue related to their child's education. They have a chance to submit the topics/questions beforehand, and have the headmaster address it at the Forum, with Q & A time regarding those topics.

- Self-Study: Parents will watch recommended videos (minimum of total of 3 hours) on Parenting or topics related to Classical Education and submit a reflection paper answering questions on the Self-Study Reflection Paper Form.

For each requirement missed, parents will be billed \$40 per class. Parents who complete all the requirements will receive a certificate and will become eligible to apply for our Mentor Teacher program (ask the office).

## **Communication**

### **VCA School Website**

Veritas Classical Academy uses the VCA school website to send calendar reminders and updates, school news, and notices. For private teacher-parent communication, emails will be used. For quick communication by each class, Kakao Talk is used. Tuition invoices / statements are also sent by email.

### **School Newsletters**

Veritas will send out newsletters to all the parents on a weekly basis to keep parents abreast of new developments in the school.

### **Phone Calls**

In the Grammar School teachers may call the parents in their classes periodically throughout the year in order to communicate pertinent information to the parents about their child's academic progress and any disciplinary concerns that they might have. Parents are also able during these calls to ask questions. Parents are asked to give consideration to the teacher and other parents and to normally keep these phone calls at no more than fifteen minutes. If parents have a concern that might take more time to discuss they should schedule a time for a phone conference, or set a time for a meeting with the teacher.

### **Emergency Communication**

In case of school evacuation, the students' teachers will call you on the phone numbers you have provided on the emergency information sheet. Please notify the Academy Office and your child's teacher immediately if your emergency contact information changes. Your child's teacher will remain in charge of your students until you have picked them up. Please do not call the school in case of a general emergency (such as earthquake), as the school will need to maintain open lines of communication to call all parents. The students will first be taken out of the building into the school's parking lot as the primary evacuation point.

## **School Events and Publications**

### **School Sponsored Events**

While Veritas Classical Academy understands that its mission is to assist parents in the godly

upbringing of their children, it also realizes that certain events and activities that do not fit into the category of an academic endeavor contribute to producing a well-rounded student. Because of this, Veritas Classical Academy sponsors official school events (beach days, game nights, park days, BBQ's, etc.). These events will be ones that are in agreement with the general goals and aims of Veritas Classical Academy. They will be attended by an Academy staff member or board member, and they will generally be open to the entire student body or some section of the student body along with their families. These events will generally be part of the school calendar and they will be publicized and promoted by the school.

It is important that school programs meet the same standards for quality and content established in the educational programs at Veritas Classical Academy. In addition, the same standards for student conduct established at the school are to be maintained at all school events.

Parents are solely responsible for supervising their children at school-sponsored events and we expect all children in attendance to be on their best behavior as they are representing our school. School rules will apply at all school-sponsored events both on and off campus and children who misbehave may be subject to school consequences for their behavior. Consequences may include (but are not limited to) time-out during the event, refused participation at the event, suspension from school the following school day, etc.

## **Event Publicity**

While Veritas Classical Academy understands that there are many worthy community, church and social events, it will, however, only publicize and promote school events in its newsletter and school website.

## **Notes and *Veritas* Newsletter**

Items in the periodic *Veritas Update*, the Academy's newsletter, are to concern only school-related activities. If you believe that an event is a school activity and would like it to be mentioned in the *Veritas Update*, please send a typed note to the Headmaster explaining the activity along with the wording of the item that you would like to see publicized.

## **Invitations**

Invitations to a student party may be distributed in class **ONLY** if the student is inviting the entire class. If they are not inviting all students in the class, we ask parents to mail the invitations.

## **Other Literature**

We know that many issues will come along about which many parents in our school may feel strongly. Students at Veritas Classical Academy are not, however, allowed to bring literature to school to pass out to other students unless that literature has been pre-approved by the Headmaster.

## VI. FINANCIAL OBLIGATIONS

### Tuition & Fees

Veritas is committed to keeping tuition as low as possible at Veritas Classical Academy so that as many Christian parents as possible can take advantage of the educational programs that Veritas offers. This desire, however, must be balanced with Veritas's commitment to find excellent teachers and pay them an appropriate wage, and provide the most excellent education for the students.

Parents at Veritas Classical Academy should also know that their tuition only covers a portion of the expenses of the Academy each year. Generous gifts & volunteering are needed as well.

### Tuition Philosophy

Veritas Classical Academy offers tuition assistance on a limited basis to keep schooling “*available*” to Christian families who otherwise could not afford such an education. We charge a competitive tuition for educating each child while budgeting for and implementing a *need-based tuition-assistance*. In order to determine the need, an interview with the headmaster is required. Furthermore, the applicant must provide a financial analysis through a third party agency ([www.TADS.com](http://www.TADS.com)) in a confidential process. Families must complete volunteer tasks to compensate for their shortfall. At Veritas Classical Academy, we believe that every student and family in our school benefits from tuition assistance:

- A. A program of tuition-assistance which enables students to attend, whose families could not otherwise afford full tuition, bolsters a sense of shared Christian community and mission on behalf of covenant children.
- B. Instead of a community comprised primarily of financially “comfortable” or affluent families, a much broader socio-economic range of families – one more characteristic of a healthy congregation and of the body of Christ – can receive quality schooling integrating faith and learning to establish a Christian worldview.
- C. Tuition assistance which enables children to occupy seats otherwise empty, adds what a family can pay and advances the school financially, lowering average costs per child and extending the reach and influence of its vision to families otherwise excluded to the school community.
- D. The concomitant increase in the pool of students allows a school to fund its strategic plan, developing more rapidly its programming and staffing, both academic and co-curricular. Additional students and revenue bring additional individualizing among students as well an increase in the number and variety of opportunities to discover and exercise their God-gifted abilities and talents. If a family in the Academy is not in a position to afford the tuition and is truly in need, please inform the Headmaster during the admissions process of interest in financial aid.

### Tuition Agreement

The Tuition Agreement states that:

We, with a clear conscience before the Lord, declare that we agree to honor the above outlined Tuition Agreement with Veritas Classical Academy.

We understand that the true cost of educating a student at VCA is higher than the full tuition amount. Therefore, we agree to volunteer time for at least one fundraising committee as well as fulfill our volunteer obligations as outlined in the Parent Participation section.

\*\*Further, we understand that unless we opt to pay the Annual Tuition Amounts in full prior to Aug 1st, 2020, our monthly tuition is due on the 1st day of every month (August to May). If we do not make the payments before these dates, we understand that Veritas Classical Academy reserves the right to charge a Late Fee.

If for any reason a parent wishes to have their annual Tuition Agreement altered in any way, they must submit their request (as well as any follow-up to their request) in writing at least 10 days before the tuition payment is due. This request should outline what caused the change in the finances of the family, what the family will be able to pay on the due date, and when the shortfall will be paid. The request should be submitted to the Administrator. Once received, the request will also be considered by the Headmaster. Please note that supporting documentation is required in order to substantiate your claim. In extreme cases, the Administrator may require families wanting to modify their tuition agreement to re-apply to CFA.

### **Late Payments: Fees and Consequences**

If tuition payments are not received by the 1<sup>st</sup> day of the month, that family will be charged a \$35 late fee *without exceptions*.

Students will not receive their report card or standardized test results if any outstanding tuition or fees are owed to the Academy. If there is an unpaid balance of \$200+ for more than 30 days late, Veritas Classical Academy reserves the right to suspend the student(s) of the family in question and the student(s) will not be allowed to return to class until the balance is paid. In more serious cases, the Board reserves the right to expel the student(s) of the family in question.

### **School Fees**

All fees (not tuition) are non-refundable. The only exception is the \$150 of the \$300 registration fee, per child, will be refunded, when and if the school cannot accept the student after tests and interviews. For tuition, the school incurs financial obligations for faculty, staff, facilities, and supplies. Upon withdrawal, for any reason, at any time after the first day of school, 10% of the annual tuition cost will be withheld from a refund or billed upon withdrawal unless a 30-day withdrawal notice is given.

### **Financial Consequences for Late Pick-ups**

School is dismissed at 3:20 p.m. and parents are expected to pick up their children promptly at this time. The school will charge a late pickup fee of \$5 for any pickup made between 3:30 p.m. and 4

p.m. If there is Afterschool Enrichment Class, any student picked up between 4 PM to 5 PM will be charged the regular daily fee for the Afterschool Enrichment Class: \$15.

## **Reimbursements**

Any time a teacher plans to make a purchase for the school and desires to be reimbursed for the expense, they must first have the Headmaster's approval for the planned purchase (submitting an email request is most desirable). Then, if the request is approved, one may make the purchase and then submit **copies** of receipt(s) (please do not submit original receipts) along with a completed reimbursement form (again, with Headmaster's signature of approval) outlining the expenses incurred. Substantiating reimbursement expenses must occur within a reasonable time, generally within 60 days from when the expenses are incurred.

If purchases are made without the Headmaster's approval, or if reimbursement forms are submitted without the Headmaster's signature, VCA will be unable to process the reimbursement request and a reimbursement check will not be issued.

For ease of processing, please try to consolidate any purchases made within the month onto one Reimbursement Form. Reimbursements take up to 15 business days to process so please plan accordingly.

# **VII. ADMINISTRATION**

## **Statement of Confidentiality**

Student cumulative folders (CUM) and personal files are maintained at the School Office and are kept strictly confidential with access available only to teachers, administration and appropriate personal. Student CUM folders and personal files are official records and property of the Academy.

Parents have the right to view and access their child's CUM folder and personal file. A 24-hour Notice of Request to review a CUM folder or personal file is appreciated. Viewing of the CUM file is to be supervised and done at the School Office. Nothing may be removed or altered in an official file during viewing. If there is any question or dispute of contents, the matter must be directed, in writing, to the Headmaster for resolution. The Headmaster's response will be in writing; both documents will become part of the official record. All official records are kept for a minimum of three years or according to the state of California.

## **Student Records**

A student's CUM folder is maintained in the Academy Office, which contains the student's required health records, emergency information, attendance records and all grade level academic records. A student's CUM folder is accessible to teachers and administration only. Teachers are responsible for completing permanent academic records at the end of the school year and submitting final records to

the Academy Office to file.

## **Release of Records**

Student records may not be removed from the School Office unless the procedure for release is followed:

- For parents: Records may be requested for transfer to another school, or transcripts upon graduation, by completing the required release of records form as provided by the receiving school.
- Typically, in a school transfer, the new school will send a request for release of records. For school transfers, the contents of the CUM folder are transferred to the new school.
- Upon graduation, if the student is applying for entrance to the next level of learning, a transcript will be requested by the institution with instructions to send the transcript directly to the school.

## **Lost & Found**

The Academy is not responsible for lost books, articles or clothing. Please label all personal items. Clothing or other items that are found will be placed in the Lost and Found for 30 days and either sold or donated if they remain unclaimed.