

2026-2027

PARENT/STUDENT MANUAL

Revised 8/10/2026

STATEMENT OF NON-DISCRIMINATION

Veritas Academy of Tucson, Inc., shall make no distinction in its admission or operating policies with regard to an individual's race, color, or national and ethnic origin because we recognize that there can be no preferential treatment with God (Romans 2:11).

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GENERAL INFORMATION

HISTORY AND CONCEPT

Veritas Academy began like so many things do – with a man and a vision. It was the spring of 1996 and the man was working rather discontentedly as an engineer in Oregon. Having newly come to Christ, he got up early one morning to study and pray. He opened his Bible and his eyes fell on words from the book of Luke, "*Then he called his twelve…And He sent them to preach the kingdom of God, and to heal the sick"* (9:1-2). In his mind he saw a vision of a facility that housed a school, physician's clinic, and church. He asked the Lord to give him a sign; he offered up a fleece, saying if he was accepted into medical school he would become a doctor.

Twelve years later, while performing a routine medical examination, his patient offhandedly began to tell him about a Christian academy in Austin, Texas that had adopted what was called a University-Model (UMS). He was intrigued and immediately called his wife who was at home with their two young girls. Though their girls were not yet of school age, they, along with several other families, had been struggling with the schooling options available to them in Tucson. They wanted their children to have an academically rigorous, Christ-centered education and - believing it was their God-given responsibility to disciple their children in Christ - they wanted to be significantly involved in administering that education.

A week later they presented the concept to another couple over dinner and they resolved to begin praying seriously about opening a school. The new couple, in turn, explained the idea to another woman and she agreed, along with her husband, to give the matter prayerful consideration. That summer, the three women attended the UMS conference in Ft. Worth, Texas. In August 2008 the three couples formed a board and began to divide up responsibilities. The result of their efforts was the formation of Veritas Academy of Tucson in Tucson, Arizona, a private school with plans to service grades K-12. These plans came to fruition with the first graduating class in 2020.

Veritas Academy of Tucson is a private, classical Christian school that utilizes a university-type schedule and a teacher-parent integrated instructional approach. As a University-Model School (UMS), Veritas Academy of Tucson combines two proven elements of educational success: the professional classroom instruction of a teacher and the caring at-home mentoring of a parent into a single, unified program. In doing so, it seeks to encourage a high level of academic achievement as well as strong ties between parents and their children.

As a classical school, Veritas Academy is oriented toward reinstating the belief that "God is the Light in which we see and understand everything."[1] We employ a classical curriculum which emphasizes great literature and the chronological study of historical periods. Rather than promote a set body of facts to be mastered, we seek to cultivate a mindset that is firmly rooted in the traditions of Western culture, and the knowledge and wisdom of a time when Christ and Christianity were the center and foundation of all learning.

Other proven elements of the school's program include character education, low student/teacher ratios, hands-on learning, a strong student work ethic, an effective college-preparatory curriculum, character-building student activities, and servant-minded local operation and management.

The school was officially incorporated in May of 2008 and opened for its first day of classes in August 2010. Veritas Academy of Tucson along with her sister university-model schools in other parts of the country, are now demonstrating that it is indeed possible for both parents and teachers to effectively work together for the common goal of providing God's children with a high quality, Christian education that is both cost-effective and strengthening to families.

[1] *Ibid.,* p.59.

NON-DISCRIMINATORY POLICY

Staff and General

Veritas Academy of Tucson makes no distinction in its employment decisions, student admissions, and/or operating policies with regard to an individual's gender, handicap, familial status, race, color, or national and ethnic origin because we recognize that there can be no preferential treatment with God (Romans 2:11).

Academy Admissions

Veritas Academy of Tucson admits students of any gender,familial status, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

FOUNDATIONS

VISION STATEMENT

To challenge, equip, and encourage families by providing parents with time, tools and community, that they may effectively train their children to develop character and conviction in the Truth, the Veritas, of God's eternal Word.

MISSION STATEMENT

Veritas Academy of Tucson exists to assist parents in their role of training children in the way they should go (Proverbs 22:6), raising them to love and glorify God and others (Mark 12:30-31), and to finish the race well (2 Timothy 4:7) by providing:

Time: Helping to preserve and strengthen the God-ordained family relationship through the UMS model of education, offering resources and instruction to both children and parents. (Ephesians 6:4)

Tools: Teaching children to think critically and creatively and achieve a high degree of academic excellence via classical curriculum; that they might grow in wisdom and stature and favor with God and man. (Luke 2:52)

Community: Creating a community of like-minded teachers, staff and families working together in unity to encourage one another to love and good deeds. (Hebrews 10:24-25)

STATEMENT OF FAITH

1. We believe the Bible (solely in the Old and New Testaments) to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Tim. 3:15; 2 Pet. 1:21).

2. We believe there is only one God, eternally existent in three persons—Father, Son and Holy Spirit (Gen. 1:1; Matt. 28:19; Jn. 10:30).

3. We believe in the full deity and humanity of Christ (Jn. 10:33; Colossians 2:9); His virgin birth (Isa. 7:14; Matt. 1:23; Lk. 1:35); His sinless life (Heb. 4:15; 7:26); His miracles (Jn 2:11); His vicarious and atoning death (1 Cor. 15:3; Eph. 1:7; Heb. 2:9); His resurrection (Jn. 11:25; 1 Cor. 15:4); His ascension to the right hand of the Father (Mk. 16:19); and His personal return in power and glory (Acts 1:11; Rev. 19:11).

4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, that men are justified on the single ground of faith in the shed blood of Christ, and that only by God's grace and through faith alone we are saved (Jn. 3:16-19; 5:24; Rom. 3:23; 5:8-9; Eph. 2:8-10; Tit. 3:5).

5. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation (Jn. 5:28-29).

6. We believe in the spiritual unity of believers in our Lord Jesus Christ (Rom. 8:9; 1 Cor. 12:12-13; Gal. 3:26-28).

7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Rom. 8: 13-14; 1 Cor. 3:16; 6:19-20; Eph. 4:30; 5:18).

VERITAS' POSITION ON MARRIAGE, GENDER, and SEXUALITY

Because Veritas Academy of Tucson believes that the Bible is the inspired, authoritative Word of God, we fully embrace God's design as the best for all humankind. Since our culture has been actively rejecting His standards over the last 60 years and more, we have seen firsthand multiple woes brought on our society as a result. Therefore, we think that the following Biblical principles are also essential for our school's well-being:

1. We believe that God wonderfully and immutably creates each person as male (man) or female (woman), sexually different but with equal personal dignity, and that these two distinct, complementary genders together reflect the image and nature of God. Veritas believes in the dignity of individual persons affirming their biological gender (sex) in the midst of confusing times. God's design is best and we cannot support attempts to physically change, alter, or disagree with one's predominant biological gender (sex), including but not limited to sex-reassignment, transvestite or transgender behavior, or gender identity disorder and related conduct. (Genesis 1:26–28; Romans 1:26–32; 1 Cor. 6:9–11).

2. We believe that God created marriage to be exclusively the covenant union of one man and one woman for the benefit and welfare of humankind, and that intimate sexual activity is to occur exclusively within that union. (Gen. 2:21-24; Matthew 19:4-5; Romans 1:24-27; 1 Cor. 6:9-10; 1 Thessalonians 4:3-4; Leviticus 18:6-22) Therefore, Veritas cannot accept any definition of marriage other than as stated in Scripture, whether such redefinition is issued by any religious, political, judicial, administrative and/or public or private agency.

3. In addition, we believe that the Bible outlines healthy God-blessed patterns of sexuality & condemns any form of sexual immorality. We believe that Christians must adhere to and practice biblical standards of morality. (Moral misconduct includes, but is not necessarily limited to, promiscuity, adultery, open marriage, homosexuality, bisexuality, polygamy, transgender identity, or any violation of the God-created order of male and female. From all such things God provides forgiveness, cleansing and restoration.) (Exodus 20:14; Leviticus 18:7–23; 20:10–21; Deuteronomy 5:18; Matthew 5:27–28; 15:19; Romans 1:21-27; 1 Corinthians 6:9-20).

GUIDING PRINCIPLES

Love and Glorify God

Love and Glorify God as He is revealed in the Holy Bible. "Jesus replied: `Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment" (Matt. 22:37-38). "And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him" (Col. 3:17). "So whether you eat or drink or whatever you do, do it all for the glory of God" (1 Cor. 10:31). The Holy Bible is our standard of truth and final authority for faith and practice in all matters relating to this ministry. Our chief aim is to love and glorify God through everything we do.

Love People

Love People We uphold that loving people is the most important command after loving God. “You shall love your neighbor as yourself” (Matt. 22:39). “Owe nothing to anyone except to love one another; for he who loves his neighbor has fulfilled {the} law” (Rom. 13:8). We believe that Christ’s “church” is not a building but a body of people: “You also, as living stones, are being built up as a spiritual house for a holy priesthood, to offer up spiritual sacrifices acceptable to God through Jesus Christ” (1 Peter 2.5); “Now you are Christ’s body, and individually parts of it” (1 Cor. 12.27). For this reason, and because Christ came to save, sanctify and build up people, we believe that serving people should always remain paramount to serving the institution of Veritas.

Affirm, Encourage and Equip Parents

Affirm, Encourage and Equip Parents in their God-given opportunities and responsibilities. “Love the LORD your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up” (Deut. 6:5-7). The first two instructions to God’s people after the original giving of the Great Commandment was that they (1) keep God’s commandments in their hearts and (2) teach those commandments *in their homes*. Parents are God’s first plan, His single most effective agents for spreading the Gospel to children and discipling young believers. The vast majority of Christians come to a “saving faith” in Christ when they are children, under the influence of their parents; furthermore, the successful sharing of a parent’s faith and values is best facilitated when actively-involved parents take the time, make the opportunity, and employ the tools needed for developing close, loving, and nurturing relationships with their children. Whether the issue is instilling positive traits (e.g.. respect for authority, personal integrity, honesty, dependability, loyalty, and commitment) or avoiding negative consequences (e.g. teenage suicide, substance abuse, adolescent violence, sexual promiscuity, and teenage pregnancy) parents must take their proper place on the front line. If the influence of parents ever breaks down, the cost will be measured in lost souls. The percentage of children who come to faith later in life is so small, and the consequences of a negative, neglected childhood are so great, that the positive influence of parents early in life must command our utmost attention and priority. “Set your hearts on all the words which I testify among you today, which you shall command your children to be careful to observe – all the words of this law. For it is not a futile thing for you, because it is your life…” (Deut. 32:46-47a)

Integrate Home and School

Integrate Home and School in age-appropriate ways throughout the curriculum design and student activities. A Christian, University Model™ School exists to assist parents with the modern-day difficulties of preparing their children for college while also recognizing and supporting the parents’ unique role in communicating their faith and values. For parents to succeed in their all-important task of discipleship, it is essential for families to experience meaningful time together. Traditional school systems, by their very structure, tend to rob parents and students of this most precious commodity. UMS gives time and access back to parents in exchange for their commitment to be academically and relationally involved with their students outside of class according to the college-preparatory, curriculum design. Such involvement, when lovingly and joyfully administered, leads to greater opportunity for parents to succeed in teaching their most important “subjects” faith, hope, and love. This good-faith partnership between parents and teachers makes home and school integration for a *family-strengthening*, quality education both possible and practical.

Educate with Excellence

Educate with Excellence in a Christ-centered environment. “Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving” (Col. 3:23-24). Children, like their Lord, are to keep “increasing in wisdom and stature, and in favor with God and man” (Luke 2:52). Likewise, “Blessed is the man who finds wisdom, the man who gains understanding” (Prov. 3:13). Also, “Instruct a wise man and he will be wiser still; instruct a righteous man and he will add to his learning” (Prov. 9:9). If we are to teach and instruct students “as working for the Lord,” the standard of our performance can be nothing less than *excellence*.

Assist Other Communities

Assist Other Communities We recognize that God does not need us to accomplish His work; yet by His grace He allows us to serve as workers in His harvest, with the promise that in doing so we will accrue eternal reward. For this reason, we will count it a privilege to assist and encourage those interested parties in the start-up and development of other University Model™ schools.

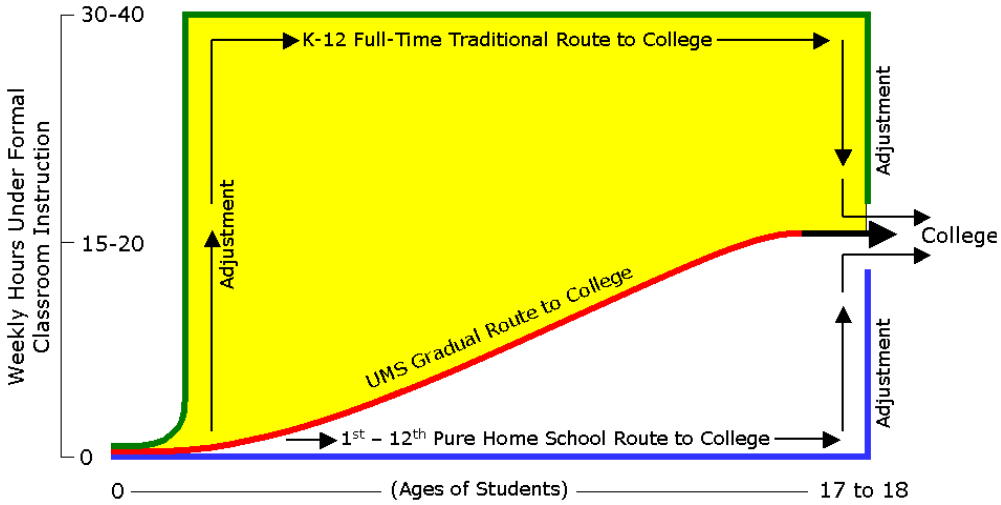
PHILOSOPHY OF EDUCATION

Our philosophy of education is two pronged: The University Model™ is our structure of education and our approach to teaching is classical.

The University Model™:

University-Model™ Schooling (UMS) was developed as a result of two guiding concerns: to offer students the opportunity to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered and acquire a high degree of academic achievement. The structure in which these two concerns are brought together, University-Model™ Schooling, provides an academically challenging education while integrating the home and school in the common goal of discipling children.

A diagram of the UMS model, in contrast to traditional schools and homeschooling, is as follows:



Represented along the left side of this diagram are the different number of weekly hours students would encounter in a classroom setting guided by a professional teacher. Represented along the bottom, from left to right, are the ages of students up to 18, the typical age for high school graduation. The academic benefit of gradually preparing students for direct entrance into college vs. an approach that requires significant adjustments is evident.

More importantly, however, is the UMS goal of helping to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered. According to information gathered by well-known pollster George Barna, the most critical period when 94% of all boys and girls come to a saving faith in Christ is before the age of 18; 90% before the age of 14! Only 6% will make that soul-saving decision between the age of 18 and their death. Since parents are the most influential factor in this decision, it is vital that models of education exist that recognize the significance of keeping parents involved with their children during the early, critical years of a child's education. Represented by the shaded portion of this diagram is an indication of the additional amount of time the UMS model, in contrast to the traditional model, strives to preserve for the influence of parents. Unfortunately, if there is a breakdown in the preservation of parental influence during a child's educational years, then it will likely be measured in lost souls.

The key to success for the UMS model is the integration of a biblically-based, parent-guided, Christian faith and a sound, teacher-facilitated, academic environment. The Bible gives parents authority and responsibility for raising their children with the goal of becoming disciples of Jesus Christ. In matters of education, that parental authority and responsibility, although not surrendered, may be shared with an educational institution when the parents consider it desirable or necessary. In such cases, a University Model™ School will assist, and not supplant, parents in their work of training and educating their children.

Parents will retain the oversight of their children's educational progress and will determine the manner and extent to which they will be involved in the academic institution. Parents will help place each child in the proper stage of academic progress. Parents will also be involved in the out-of-class instructional responsibilities of their children's courses based upon each child's age and stage of academic development. In addition, parents will continue to build into their children those character qualities that reflect their own understanding of the Christian faith.

The University Model™ School, on the other hand, will operate under the umbrella of parental authority by offering a challenging academic track in the context of Christian values. The school will unapologetically speak and teach in a manner consistent with the school's statement of faith, emphasizing the necessity of a personal relationship with Christ and growth in Christ-like character. The school will also help parents properly place each of their children in an appropriate stage of academic development. In addition, the school will develop and implement academically challenging, college-preparatory courses that integrate an appropriate level of parental involvement into each student's satellite classroom study. The school will encourage and expect the student to learn the material assigned and it will provide regular feedback to both the student and parents concerning the student's progress in each class enrolled. Finally, the school will integrate the Christian faith and a biblical worldview into the context of the various subject areas offered to the end that Christian character-building will receive support and enhancement outside the home.

University-Model™ Schooling is designed for those families in which parents take an active role in the oversight and implementation of their children's education. As the level of parental involvement progresses from being a private tutor in the School of Grammar years to a guide for dependent study in the School of Logic to more of a course monitor in the School of Rhetoric courses, parents are expected to continue exercising loving and active responsibility for their children all the way through graduation. In partnership with these committed parents, Veritas is then able to integrate the home and school effectively toward the common goal of Christian character development and solid academic preparation for college.

Classical Education:

Classical education is a return to "the point at which education began to lose sight of its true object:"[2] *equipping young people with the tools to learn and think to the glory of God*. It is firmly rooted in the traditions of Western culture and draws upon educational methods which were employed at a time when Christ and Christianity were the center and foundation of all learning.

More than promoting a particular brand of curriculum, or mastery of a particular set of subjects, classical educators seek to *cultivate a mindset*. This mindset is marked by a belief that Christ is the wellspring of all wisdom and knowledge. It is humble, demonstrating a profound willingness to learn from the past. Cultivators of the classical mind argue, "We must understand the world in the light of Christ" and that "He is the light in which we see truth."[3]

Recognizing that education is ***never*** 'values neutral,' classical educators seek to transmit Christian values by "presenting all subjects as part of an integrated whole with the Scriptures at the center."[4] One of the primary methods to accomplishing this goal is the *Trivium*, a Medieval educational method which consists of three parts: grammar, dialectic, and rhetoric. Each part corresponds to the three main stages of childhood development.

[2] Dorothy Sayers, "Recovering the Lost Tools of Learning," Methuen & Co., Ltd. This paper was first read by Ms. Sayers at Oxford University in 1947.
[3] Douglas Wilson, *Recovering the Lost Tools of Learning: An Approach to Distinctively Christian Education,* (Wheaton, IL: Crossway Books, 1991), p. 62.
[4] *Ibid.,* p.59.

The **Grammar** phase (grades K-6) emphasizes the accumulation of basic facts and memorization. Each subject has its own "grammar." The grammar of history, for example, consists of dates, events, and personalities and it is items such as these which students are encouraged to commit to memory.

The **Logic** or Dialectic phase (grades 7-8) involves the study of logic and argumentation. Children are known to be naturally argumentative at this age, and the Dialectical approach seeks to capitalize on this tendency by teaching them the proper ways to argue. Students are taught to examine what they are taught and think it through, understanding that "it is good to question (provided the questioning is intellectually rigorous and honest);" however, the emphasis is not questioning for its own sake, but questioning in order to "find and close upon the truth."[5]

Lastly, the **Rhetoric** phase (grades 9-12) emphasizes "clear-minded expression."[6] It presupposes that, by the age of 14, the average student's thoughts have synthesized and that he or she has developed a point of view. The task now is teaching him or her how to express it logically, persuasively, and eloquently.

Ultimately, classical education is oriented toward reinstating the belief that "God is the Light in which we see and understand everything."[7] It is this tradition that we, at Veritas Academy of Tucson, seek to follow.

POSITION ON SERVANT LEADERSHIP

"Jesus called them together and said, 'You know that those who are regarded as rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all. For even the Son of Man did not come to be served, but to serve, and to give His life as a ransom for many'" (Mark 10:42-45).

"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. Your attitude should be the same as that of Christ Jesus" (Phil. 2:3-5).

"To the elders among you, I appeal as a fellow elder, a witness of Christ's sufferings and one who also will share in the glory to be revealed: Be shepherds of God's flock that is under your care, serving as overseers--not because you must, but because you are willing, as God wants you to be; not greedy for money, but eager to serve; not lording it over those entrusted to you, but being examples to the flock. And when the Chief Shepherd appears, you will receive the crown of glory that will never fade away" (1 Pet. 5:1-4)

As a ministry that seeks to build up the body of Christ, this academy will conduct all aspects of its oversight and public relations in a manner that exemplifies the servant leadership of our Lord and illustrates His instructions to His disciples. Though our leaders will never *fully* achieve this goal, they shall also never cease to reach for its accomplishment.

STATEMENT OF NON-AFFILIATION

Veritas Academy of Tucson neither supports nor endorses the World Council of Churches, National Council of Churches, or any other world, national or regional organization which gives Christian recognition to unbelievers or which advocates multi-faith union. (Amos 3:3, II Cor. 6:14-17) *This does not prohibit school families from being members of churches who do affiliate with said organizations.*

NON-DENOMINATIONAL POSITION

This ministry's Statement of Faith is fundamental to basic Christian tenets and contains those doctrines to which we unreservedly adhere and teach. It is our desire to maintain this position and to do so in all fairness to each family. In honoring this desire concerning the outreach of this ministry, there shall be no attempt made by

[5] *Ibid.,* p.95.
[6] *Ibid.* p. 95.
[7] *Ibid.,* p.59.

parents, students, staff, or school board members to promote or disparage any doctrinal or denominational beliefs, practices, or positions regarding issues upon which the ministry itself has assumed no official stance. Included, but not limited to, are denominational positions regarding:

1. Church government-authority
2. Time and mode of baptism
3. Security of the believer
4. Timing of future events
5. Second work of grace – baptism of the Holy Spirit
6. Sinless perfection
7. Gifts of the Spirit – tongues, interpretation of tongues, healing, miracle working, discerning of spirits

We desire to remain united in the salvation and love of Christ, avoiding the dissension that may be caused by denominational distinctives.

MAJOR AIMS AND OBJECTIVES

First Aim
Our first and most important aim at Veritas Academy of Tucson is to love and glorify God in all that we do (1 Cor. 10:31, 1 Pet. 4:11).

Related Objectives:
A. We will seek to delight ourselves in the Lord and celebrate His greatness regardless of our circumstances.
B. We will seek a daily, close, loving, and obedient relationship with our Lord Jesus Christ.
C. We will aspire through all aspects of this ministry's operations to be in constant, joyful, and whole-hearted submission to God's purpose and will as revealed in the Holy Bible.
D. We will consistently acknowledge, in word and deed, the Holy Bible as our standard of truth and final authority for faith and practice.
E. We will challenge our staff, students and their families to love God by becoming progressively more knowledgeable of and obedient to His will as revealed in the Bible.

Second Aim
Our second aim is to love people (Luke 22.26).

Related Objectives:
A. We will evaluate all aspects of this ministry by how effective they are in "helping parents prepare college-worthy, character witnesses of Christ for the next generation."
B. We will strive to protect our ministry's vision, which is to *help* families, not allowing the interests of the 'institution' to take precedence over the interests of individuals.
C. We will encourage all families to be actively involved in a body of Christian believers.
D. We will encourage our students to develop their faith, love, and devotion to the Lord Jesus Christ and teach them to apply a God-centered perspective in all of their studies and activities.
E. We will cultivate within students an increased awareness of the world that exists beyond their immediate culture and comforts, along with the growing understanding that God's love and Good News are for all people everywhere

Third Aim
Our third aim is to affirm, encourage and equip parents in their God-given roles and responsibilities (Deut. 6:6-7; Prov. 22:6).

Related Objectives:
A. We will encourage parents, whenever we have the opportunity, to understand that their highest calling and foremost responsibility with their children is to train them to be faithful disciples of Christ.

B. We will strive to strengthen families as the first social and educational unit instituted by God and to demonstrate respect for the primary authority and responsibility for children that God has entrusted to parents.
C. We will seek to give parents greater access to their children by involving parents in the scholastic lives of their children's training in a university-model™ structure and system.
D. We will strive to provide relevant and practical family ministries, conferences, and services aimed at keeping parents encouraged, competent, confident, and on-task.
E. We will not view it as our role to disciple students but to *assist, support, and encourage* parents as they steward this formidable responsibility themselves. It has been pointed out that when a student seeks training in any vocation – speech therapy, for example – the educational institution in question does not teach the student by offering him speech therapy; but by giving him the tools to become a speech therapist himself. The same analogy holds true of Veritas Academy: in effect, we aim to help students become disciplers of others.

Fourth Aim
Our fourth aim is to effectively and systematically integrate the home and school throughout the curriculum design and student activities in order to keep facilitating parents' relational involvement with their children while also preparing those children for college.

Related Objectives:
A. We will seek to develop curricular designs, instructional methods, and student-activity guidelines that effectively utilize and integrate the resources of both home and school.
B. We will seek to establish clear guidelines defining the relationship between the satellite classroom and campus classroom as joint educational institutions.
C. We will seek to establish curricular and student-activity guidelines defining the respective responsibilities of the campus and satellite instructors in the university-model system.

Fifth Aim
Our fifth aim is to educate students with excellence, providing preparation for college that is both high quality and Christ-centered (Luke 2:52; Prov. 1:2-7; 3:13-20; 4:1-9; 9:9; and 10:14).

Related Objectives:

A. We will teach a work ethic that values doing all things "as unto the Lord" (Col. 3:23).
B. We will promote and adhere to high academic standards.
C. We will stress the importance of character development as a basis for true academic success and achievement.
D. In our curriculum design and pedagogical practices, we will emphasize the acquisition and application of critical and creative thinking skills as well as the acquisition of data and the mastery of concepts.
E. We will strive for constant and consistent improvement in our instructional methodologies.
F. We will help and encourage our students to understand that all truth is God's truth by integrating Biblical principles with the content of a classroom subject.
G. We will teach and encourage the use of good study habits.
H. We will train our students how to engage in independent study and research.
I. We will incorporate and integrate student activities as an important tool in the educational process.
J. We will strive to offer a balanced treatment of the arts, humanities, and sciences.

Sixth Aim
Our sixth aim is to reach out and serve people in other communities who need and want what university-model™ schooling offers (Matt. 9:37; Matt. 25:34-36).

Related Objectives:

A. We will develop Veritas Academy of Tucson as a University Model™ School, with the care and attention needed to successfully represent an educational model that can be used by parents and educators in other communities who are seeking better ways to teach children.
B. We will seek ways to demonstrate effectively that the application of biblical principles on behalf of academically average students can indeed produce better college-preparatory results with less classroom time and less cost through the increased and more meaningful involvement of parents.
C. We will assist in this educational model by encouraging other interested servants of the Lord in the start-up and development of new University Model™ Schools when asked.

CHARACTER DEVELOPMENT PROGRAM

The purpose of Veritas Academy of Tucson's Character Development Program is to oversee the administrative systems set in place to 1) preserve, reinforce, and promote the aforementioned **Foundations** of doctrine, philosophy, and major aims/objectives, 2) keep parents confident, competent, encouraged, and involved with their children, and 3) enforce behavior and discipline policies from a character-development point of view.

Once again, we make no attempt to replace or displace parents as the primary providers of character training for their sons and daughters. The faculty and staff do, however, make every effort to reinforce and enhance what the parents are on record as teaching in the home, beginning with matters of Christian faith and practice. But classroom time is too short and the scope of supervision too large for teachers to even think of being effective "character developers" if parents are not primary.

For this reason, an increasingly necessary element in our Character Development Program is **Parent Encouragement Processes.** Clearly, the educational objectives are best served when they promote healthy home environments and loving parent-child relationships. As today's parents are often in need of affirmation in their roles, confidence, time with their children, and practical tools for their all-important parenting tasks, Veritas Academy of Tucson's goal is year-to-year continuous improvement in the parent-encouragement enterprise, best demonstrated by our annual Paideia Parent-Teacher Training Conference. By careful and consistent reading of school communications, parents can stay informed of the latest seminars and resources made available for their enrichment and edification.

While students are at school, we understand that parents have entrusted the school to maintain **Policies of Student Behavior –** matters such as order and respect in the classroom, safety and proper supervision, Christ-like courtesy and consideration for others, minimum distractions to the learning environment, proper dress, and academic honesty. Our **Procedures of School Discipline** are administered from a personal growth, not just a punishment, point of view. In addition to enforcing the rules, we hope to communicate the reasons behind the rules based on the meaning of mature character and motives. Our desire is to turn every student's misbehavior into a ministry to the student's true needs and an experience that motivates the student toward better choices in the future. Prayer, a listening ear, and time are essential for this to happen, and the Character Development Program seeks to ensure that it is provided.

ADMISSIONS

PARENT AND STUDENT RESPONSIBILITIES

Veritas Academy of Tucson is a University-Model™ Christian school whose mission includes a vital spiritual element. Both parent involvement and student cooperation are essential ingredients to the school's successful fulfillment of its mission. Therefore, as a condition of acceptance, all parents applying for admission must be in agreement with the school's doctrinal position. In addition, both parents must be born-again Christians.

To facilitate the acceptance of those students appropriately suited for a university-model format we have compiled a set of parent and student guidelines. Those guidelines are as follows:

Parent Guidelines

A. Parents must be willing to provide the school with a completed online application packet for each student applying for admission.
B. Parents must be in agreement with, and supportive of, the school's procedures for handling student discipline.
C. Parents must be willing to provide continually updated immunization records for each child.
D. Parents must acknowledge that each child has reviewed the “Code of Conduct” and “Dress Code Policy” and is willing to abide by those policies.
E. Parents must be willing to sign a statement indicating that:
    a. they are in agreement with the school's statement of faith and are willing to abide by the school's rules and regulations.
    b. they are committed to the responsibility of providing a quality, Christian education for their children in accordance with existing law.
    c. they accept primary responsibility for their children’s behavior at school and student supervision in the satellite classroom.
    d. they will become familiar with and consult the policies of the school as published in the current parent/student handbook and other official means of communication.
F. Parents must be willing to use a Christian Conciliation Service if ever necessary.

Student Guidelines

A. Students must be willing to adhere to the "Student Code of Conduct."
B. Students must be willing to adhere to the "Dress Code Policy."
C. Incoming fifth grade students and above will have a Student Interview to evaluate attitudes toward attending Veritas, towards other students, and towards those in authority, to evaluate the student's spiritual journey and receptiveness to Biblical teachings in the school, and to evaluate the mutual fit between the student and the school.

ADMISSION PROCEDURES

A. Attend an Information Meeting: Parents are required to attend an information meeting about Veritas Academy of Tucson. These meetings are held at scheduled times, and parents will receive their admission packet of materials at this meeting.
B. Application Packet: If, after reviewing the school material and praying about the decision, you are still interested in pursuing our school, then please complete the application online. Please note that the date your application is received will be used in determining registration priorities over other new students in combination with other admissions criteria. Please also note that there is a $125 per student application fee required at this time. This fee covers the admissions process and is kept to a minimum since this fee is non-refundable.
C. Family Interview: This step involves an interview with a member of the admin team and a board member. The purpose of these meetings is to make certain that each family has had an individual opportunity to have their questions answered regarding our school, as well as to certify whether Veritas Academy of Tucson is the best fit for their family. A member of the Admissions committee will call to arrange these interviews. Students entering 5th grade and above are interviewed individually by members of the admin team as well.
D. Placement Testing and Evaluation: Academic courses offered require placement testing for all incoming students in the areas of math and language arts . (Older students may also be assessed in other subject areas if school records do not provide complete information for placement.) Once a satisfactory application has been received and family interview conducted, an assessment will be scheduled so that each child may be placed in the courses best suited to him/her. The team will evaluate the work of the student to determine which class(es) would best suit the student’s abilities. The Administration team will have the final decision on placement if a disagreement between Veritas and the parents were to take

place.Veritas Academy will not place a child in a grade when the child would be more than two years older than other students' in a comparable grade level. Sometimes an assessment can reveal that a child is not ready to succeed at Veritas. We regret that not every child can step into our rigorous education program.

E. Email of Acceptance: Once the interview process has been completed, each family will receive an email from the Admissions Committee indicating their decision.

F. Enrollment Agreement: If a child is accepted to the school, parents will need to complete the online enrollment process on FACTS Family Portal. There is no fee for this in the year you apply. Once completed, the enrollment agreement will serve to hold your child's place for the upcoming school year.

CAMPUS INFORMATION

SUPERVISION & LEADERSHIP AT VERITAS

Head of School – Thad Hardeman (520) 603-6735

The Head of School facilitates the day-to-day operations of the school. Responsibilities include general oversight and leadership, meeting with parents and teachers, student discipline, and shepherding of the Veritas family.

Director of Administration – Jeff Crane

Mr. Crane oversees administrative duties of the school such as budgeting, facilities, HR, and fundraising as well as day to day operations of the school.

Family Ministries Director – Christopher Barnes (847) 341-3450

The FMD anchors Veritas families in the school's shared core values, equips parents in their efforts to establish homes that powerfully support mental, emotional and spiritual growth, coaches and supports co-teaching parents in their role in the satellite classroom at home, and serves as a liaison between campus teachers and co-teachers as needed.

Director of Academics – Shelby Wellman

In addition to teaching several courses at Veritas, Shelby serves as a part-time Director of Academics. She is responsible for the academic program that oversees the entire system of courses as well as teaching personnel. She is a primary champion, advocate and defender of classical Christian education at Veritas.

Director of Student Life – Abby Naus

Abby is responsible for the Student Life Program at Veritas. She uses her role to promote and equip parents and staff in the mentoring of students through activities. The DSL will give parents yet one more positive point of connection with their children as they move into the SOL and then the SOR. Abby will manage the school activity calendar, improve and develop activities and engage parents in the process.

Registrar – Sharon Buus

Mrs. Buus manages the school office and oversees the admin assistants. As Registrar, Mrs. Buus assists with online registration and transcript issues. As FACTS and Family Portal Coordinator, Mrs. Buus is the first to call with family portal or account questions.

Athletic Directors – Brian McKinley, Meghan Collins

Our athletic directors oversee the coaching and discipleship of our student athletes.

Humanities Department Head – Nick Dunlap (520) 404-0933

In addition to teaching a full course load, the Humanities Department Head is in charge of coordinating curriculum, assisting with teacher hiring, and orientation of new teachers. He works directly with the Academic Advisory Committee in acquiring and implementing curriculum in the Humanities classes.

Marketing – Kyria Kelly (kkelly@vatucson.com)

Mrs. Kelly is responsible for our social media presence, advertising, and other outreach to the community in general including events and school fairs. She would be the one to contact should you want to have a display at your church. She updates our website (www.vatucson.com) and publishes our weekly newsletters: The Monday Memo for families and The Teacher Times for staff. .

IMPORTANT PLACES AT VERITAS

The School Office at VAT

The main office is the hub for activity at VAT. The telephone in the main office (520-576-0427) is reserved for incoming calls and calls returned by the administrative staff. (Students may also ask to call parents for urgent purposes.) Each teacher is provided a box in the school office to receive paperwork and (mostly) inner-office mail. Parents and students may use these boxes for communicating with teachers. There is a Conference Room that can be scheduled through the Administrative Assistants for meetings of various teams and committees.

The Traffic Management Plan

We ask all those dropping students off or picking up students to comply with the following plan agreed upon with the City of Tucson:

1. All traffic to the school should only go in and out on Palo Verde Blvd. or in the south entrance off Seneca.
2. Each family/carpool may use one of two gates – Gate A: the gate off the north lot or Gate C: the church office gate. ***Please do not block this gate or the six spaces in front of the church office.***
3. After 8:30 am, please use Gate C (the east facing gate near the church office)
4. None of the gates can be left open without an adult supervising these gates.
5. Family traffic will be directed to either the northern paved lot or the lot alongside Palo Verde Blvd. for dropping off and picking up students.
6. ***In addition, school commuter traffic is to stay off Seneca Rd. to the east or the west.***
7. Commuter traffic is instructed to use Palo Verde Blvd. to either Grant or Pima Rd. Grant is a major arterial road and Pima is a commuter street.
8. All use of the side/neighborhood streets is to be avoided.

The Parking Lot

It is imperative that the parking lot be a place of safety. Please observe the following rules/guidelines:

1. Drop-Off Lanes: VAT will utilize student drop off lanes.
   - In the north lot when dropping off their children, parents should park and walk in their children.
   - In the east lot, enter the south entrance to the Palo Verde Blvd. lot. Keep left so that children will be dropped off at the gate. Once students are dropped off, please exit to the north and return to Palo Verde Blvd.
2. Faculty may park in either lot depending on their classrooms.
3. Pick Up/Parking: All parents will be required to park to pick up their children. All students in grades K-2 will remain in their classrooms for their parents to retrieve them. Students in grades 3-12 will be permitted to play on the playground after school where their parents can retrieve them. <u>After 3:45</u>

children are to be under their parents' supervision anywhere on campus or under the supervision of the carpooling driver.

4. If K-3 students are not picked up by parents by 3:45 (15 minutes after school lets out) they will be sent to the office to call parents. Students still left on campus alone after this time will be brought to sit in the office with administrative staff. They will be expected to be respectful and speak in a low voice while in the office.

Playground Procedures

In order to promote a safe and orderly school environment, children are not allowed to roughhouse (tackle, wrestle, push, pull, etc.) other children while on the Veritas campus. Out of respect for our neighbors, students are not allowed to yell excessively or scream. Consequences for breaking these rules, in progressive order, are as follows:

1. Talking privately with the child
2. Removal of the child from the playground and sit in timeout
3. Conference with parent

School/Student Expectations

We have clear expectations (see Appendix F) for our students. Several reasons for them and the main objectives for reinforcing them often in the lives of our students are:

- To Care for Others – many rules are designed to train our students to care for others, especially the younger students in their midst.
- To Reduce Strife
- To Demonstrate Respect TOWARD Others
- For Character Development – a simple example is our dress code. When students learn to submit to authority in this area for the 2-3 days out of 7 that they are on campus, then they train their hearts to submit to the Lord and other godly authority figures.
- Stewardship of What God Has Given Us – Some rules are designed to preserve the facilities and grounds that we are blessed to use.
- Safety – A little thing like slowing down when going in and out of classrooms and not running can protect children from running down some unsuspecting little or being smacked in the face with a classroom door.
- Decorum – God is a God of order not of chaos. As we learn order, we reflect this aspect of God's character and create a picture of the harmony God desires in all things.

TRANSPORTATION PROCEDURE

Veritas Academy does not currently own nor operate any school vehicles. Consequently, all school activities that are held off campus require parent volunteers to drive. In order for a parent to be eligible to drive a student they must supply the school with proper authorization. All volunteer drivers must possess a valid driver's license and insurance card. ***(See below.)*** Once the school administration has all the necessary documentation, *before* the driver is allowed to drive students the Head of School must approve the request by signing the application. All driver applications are filed with the office in the Completed Driver Info file.

The following requirements must be met for all volunteer drivers:

- Age: 21 or older
- Insurance requirements: Veritas requires volunteer drivers to show evidence of the following minimum amounts of liability insurance: (1) $100,000 liability per person for bodily injury; (2) $300,000 liability per incident for bodily injury for vehicle occupants; and (3) $50,000 to $100,000 liability for property damage.
- Veritas also requires a copy of the volunteer's driver's license and a copy of their auto insurance declaration page which specifically states the amount of coverage carried and the expiration date of the insurance policy be on file in the school office.

LOST AND FOUND

Lost items are placed in the Lost and Found bins at the end of each school day. We urge parents to check

frequently for lost items. Items still left in Lost and Found at the end of each quarter may be donated to one of the Christian thrift stores. To prevent being separated from items, please clearly mark water bottles, lunch bags, pencil cases, clothing items, especially belts, etc. with one's last name.

FINANCIAL POLICIES

TUITION AND FEES

Application Fees: $125 per student. This fee is non-refundable.

Reenrollment: Veritas is a continuous enrollment school, meaning current families will be considered enrolled for the next school year unless they contact the office and complete an "Intent to Not Return" form by January 31st each year.
There will be a non-refundable re-enrollment fee of $50/student invoiced to you through FACTS on February 1 each year. If you do not intend to return to VAT, you need to notify the office in writing by January 31st each year to avoid this charge. Parents will be required to fill out a re-enrollment form with family updates.
Anyone that opts out of returning for the following school year between March 1st and May 31st will be obligated to pay a withdrawal fee of $250. If you withdraw from school between June 1st and September 1st, you are responsible for 20% of the semester tuition. If you withdraw after September 1st, full semester tuition will be due. We do understand unique circumstances may prevent you from staying at VAT. For major life changes (like a military move) or if there is some unforeseen circumstance that our Head of School approves, there will be no financial penalty.

Tuition Fee & Schedule: for the 2026-27 school year: $6,720 per K child; $7,785 for 1st-6th grades; $8,974 for 7th-12th grades. This schedule is subject to increases.

One Payment Plan: due August 1 of school year
Quarterly Payment Plan: due 9/15, 12/16, 3/15, 5/16 (usually utilized by families paying tuition money with ESA funds)
Ten-month plan: first payment due August 1 and then continues each month through May

Parents can choose a number of ways to pay their tuition:

1) Pay one payment at the start of the year,
2) Pay in four payments over the course of the year,
3) Pay monthly (staring August 1 and ending May 1),
4) ***Seek to get the tuition covered through tax credit scholarships**** or ESA, or
5) Any combination of #4 and the previous choices.

*Many Veritas families utilize the Arizona tax credit programs to offset (or entirely cover) tuition, and we understand that these scholarships are often delayed and/or are difficult to fully estimate. Accordingly, Veritas Academy seeks to work with our families in regards to the timing of payments. If you are actively working towards tax credit donations, please let the Veritas office know so that we can work with you.

That said, Veritas Academy expects all tuition balances for a given school year to be paid before enrollment in the following year can be secured.

Textbooks: Textbook costs are included in the tuition. A $100 per student resource deposit will be received at the start of a student's time at Veritas. The expectation is binders and books will be returned in satisfactory condition at the end of each school year or deposit money will be used to replace missing/damaged items. Upon graduation or withdrawal the resource deposit will be refunded to the family.

School Supplies & Apparel: Families will incur minor costs associated with each student attaining certain necessary school supplies (pencils, erasers, etc.) and school uniforms. These will be the responsibility of the

parents to provide. A list of materials to purchase for the school year will be provided to you.

REFUND POLICIES

If it becomes necessary to withdraw your child, you will be charged on the following basis:

1st Semester	2nd Semester	Amount Due
Prior to June 1	Prior to January 1	0% due
Between June 1 –Sept. 1	Between Jan. 1 – Feb. 1	20% of Semester Tuition
After September 1	**After February 1**	**100% of Semester Tuition**

STUDENT CONDUCT

STUDENT CODE OF CONDUCT

It is by his deeds that a lad distinguishes himself,
if his conduct is pure and right. (Proverbs 20:11)

The purpose of Veritas Academy of Tucson's Code of Conduct is to promote a Christ-like attitude in its learning environment and to encourage the development of positive Christian relationships among its students. Therefore, it is important that specific guidelines be set regarding behavior while attending our school. While on-campus concerns are primary, VAT reserves the right to address any off-campus conduct deemed to be significantly affecting on-campus relationships and/or learning environment.

1. Students are expected to obey adults right away, all the way, with a good attitude everyday.
2. Students should show respect to adults at all times. A title (Mr., Mrs., Coach, etc.) should, therefore, be used when addressing an adult.
3. Students should treat each other with respect, kindness, purity and compassion just as God commands us in Matthew 7:12, "So in everything do to others what you would have them do to you," and in 2 Timothy 2:22, "Flee the evil desires of youth, and pursue righteousness, faith, love and peace, along with those who call on the Lord out of a pure heart."
4. Veritas Academy of Tucson operates on an honor system with its students. This means that students are expected to be truthful, honest, and upright in their words and actions as a matter of personal conscience and beliefs. Violations of the honor system (consistent lying, dishonesty, impure speech or behavior) in matters pertaining to any facet of school life – academics, activities, and personal relationships – can result in consequences that lead toward expulsion (see Disciplinary Actions in Response to Major Misconduct).
5. The school facility and grounds should be kept clean, orderly, and in a manner which shows an attitude of gratefulness.
6. There will be no horseplay, running, or rough play during or between classes.
7. Use of profanity is not permitted.
8. Public displays of affection such as handholding, kissing, etc. are not permitted.
9. Students should not bring radios, CD players, tape players, MP3 players, iPods, CDs, tapes, tablets, phones, computer disks, or other devices to school unless specific permission is given by the school administration.
10. Tobacco products, illicit drugs, alcohol, or weapons are not allowed on campus or at any school sponsored event.

DRESS CODE

Veritas Academy of Tucson's dress code is intended to reflect the school's stated aims to honor God and disciple students. It is designed to encourage modesty, decency, and propriety and to de-emphasize the use of clothing as a significant means of establishing self-identity or gaining attention or social status (Matt. 6:28-34; 1 Cor. 9:19-23; 1 Peter 3:2-4; 1 Tim. 2:9, 10; James 2:1-5). The Head of School or one designated to act in his

stead, retains the authority to determine the appropriateness of a given student's attire or hairstyle and will send home or otherwise discipline any student deemed to be inappropriately dressed. The administration also reserves the right to grant a limited variance to these regulations for special purposes, such as related sports programs and physical education classes, special dress down days or other instructional exercises, provided that high standards of modesty are always upheld. **All elements of the dress code are in force (and may be enforced) during regular school hours.** During that time, students anywhere on campus **must** be dressed in either proper class attire or proper sports attire. Changing into off-campus attire should be done off-campus. While dress code enforcement will be limited to school days, provisions and standards relating to modesty and decency should be respected by the students and are enforceable by the staff anywhere on the campus as well as at off-campus, school-sponsored events. Dress for after school activities must be in accord with the purpose of the activity and Veritas standards of modesty.

Veritas Academy of Tucson's dress code is in place as an application of Kingdom values taught in God's Word. As you prepare to explain the reasons behind the dress code to your children, please read the above passages and talk about them together. If you personally disagree with certain specifics of the dress code, feel free to communicate your suggestions to the school in writing, but we humbly ask that you defer to the present practice and speak respectfully of these matters in your home. We ask this for the sake of the Biblical principles they represent and for the peace and order of the learning environment.

Philosophy

"*Man looks on the outward appearance, but God looks on the heart*" (1 Samuel 16.7b). At VAT, we are concerned about what goes into the student's mind as well as what is in the heart, *for it is out of the abundance of the heart that the mouth speaks* (Luke 6.45). There are many positive reasons for a standardized dress code at VAT. A standardized dress code:

1. Instills in students a sense of loyalty and belonging to the school community.
2. Allows teachers to use their time teaching instead of judging the appropriateness of students' dress.
3. De-emphasizes excess fashion consciousness and socioeconomic differences.
4. Saves families money and time and decreases conflicts over wardrobe choices.
5. Promotes safety on field trips and on campus where students are easily identifiable.
6. Presents a neat appearance and helps create a positive impression of our school and our students within the community.
7. Presents an outward expression of respect to classmates, parents, teachers, and staff.
8. Promotes a sense of modesty for all students.
9. Demonstrates a readiness to go to work, just like other workers with uniforms.

As believers, seeking to follow God's plan for our lives, we should desire to reflect Christ in every aspect of our lives – including how we dress. (1 Tim. 2:9-10/Prov. 22:6)

Veritas Uniform Polo
We do require families to purchase at least one polo with a Veritas logo that is appropriate for their grade level: School of Grammar (K-6) would wear cobalt blue; School of Logic (7-8) heather gray; and School of Rhetoric (9-12) navy. These polos are to be worn on the First Day of School, Science Friday, Convocation, Picture Day, and other special events.

SCHOOL OF GRAMMAR

Shirts
Solid-color heather gray, white, navy, light blue, cobalt (with logo) long or short-sleeved polo shirt with a collar may be worn. All shirts are to be tucked in at all times with the exception of Kindergarten, first and second grade. Logos are allowed if they are smaller than a half dollar. Short-sleeved and button-down solid colored collared shirts are allowed. Special Veritas Academy of Tucson t-shirts and/or sweatshirts are permitted on designated days.

Girls can wear polo style dresses and polo shirts with jumpers that align with Veritas color guidelines.

Outerwear
Any solid-color sweater or cardigan worn over a uniform shirt is acceptable. Students may also wear solid-colored jackets and sweatshirts that do not have logos/emblems/embroidery inside the classroom. Any ***outerwear*** gear with a Valor or Veritas logo is permitted. When outerwear is worn, students must still have a tucked in polo underneath.

Bottoms
Pants, shorts, and skirts should be Docker/Chino-style OR corduroy black/navy/khaki/gray worn at the waistline, with or without pleats, zipper and snap or button is approved school dress. No jeans, bottoms with cargo pockets, overly baggy or overly skinny pants are allowed. . Kindergarten, first and second grade children may wear elastic waist pants.

Shorts and skorts must extend below the fingertips when standing. Skirts must be worn no shorter than three inches above the knee. Girls may wear bike-style shorts or leggings under skirts and jumpers. Girls may wear black/navy/khaki/gray capri or ankle length pants with belt loops and a belt. Stretch pants are not allowed.

Belts (any color) are required beginning in the 5th grade if bottoms have belt loops.

SCHOOL OF LOGIC & SCHOOL OR RHETORIC

Students in the 7th - 12th grade are required to dress according to the required and optional items listed on the school-approved “uniform guide” for boys and girls, respectively, and adhere to the following directives:

At all times of the year, in the classroom students may wear one of the polo or oxford uniform items, a uniform skirt or pants for girls and uniform pants or shorts for boys, or one of the uniform outerwear items.

All Students Uniform Top: All students must wear a polo in the following colors: white, light blue, heather gray, navy blue and black (grandfathered in for 9th - 12th grade). Students may also wear a white button down oxford.

Young Ladies Uniform Bottoms: Ladies may choose between the French Toast brand uniform At the Knee Skirt or the Two-Tab Skort in either blue-gold plaid or navy blue. Ladies may wear navy or khaki colored uniform style pants that are a very specific, tailored, chino style pant rather than casual (yoga, linen, etc), athletic, cargo, or denim styles. *Veritas Uniform Day (school pictures, Lauds, and other dress up days): Navy SOR embroidered polo, plaid skirt (recommended)*

Young Men Uniform Bottoms: Men may wear pants and shorts in the UNIFORM style khaki and navy blue only. The uniform style is very specific and should be a tailored, chino style pant rather than casual (yoga, linen, etc), athletic, cargo, or denim styles.*Veritas Uniform Day (school pictures, Lauds, and other dress up days): Navy SOR embroidered polo and khaki pants*

During the school day, only Veritas uniform outerwear is permitted. On cold days, students may wear an additional heavy overcoat or light jacket while outside the school buildings. Non-uniform sweaters, fleeces, quarter-zips, hoodies, etc. are never permitted.

Young men must always wear a belt and tuck in their shirt.

Skirts shall fall no higher than 3 inches above the knee as measured when the student is standing.

Footwear
Shoes must be in good repair and worn with white, navy, gray or black socks or hosiery. Flat sandals are acceptable on non-P.E. days. No flip-flops, slides, slippers, backless, crock-type or thong-type sandals may be worn. On days when children have Physical Education, athletic shoes must be worn.

Accessories
Caps may not be worn indoors or backwards. Only girls may have piercings, and they should be limited to the ear. Accessories (scarves, jewelry, hair bows etc.) should be modest, non-distracting, and tidy.

Hair
Hair is to be neat, clean, out of eyes, and a natural color. Boys' hair length is to be no longer than to the top of the collar.

Exceptions
There will be designated "casual dress" and "dress-up" days during the school year when other clothes will be permitted or required. These days will be announced in advance. On designated "dress down" days, students may wear any shirt and pants that are modest and in good repair. No torn clothing, sweatpants, athletic pants or leggings, clothing that reveals the midriff or is overly form fitting, halters, low-cut shirts that reveal cleavage (any at all), tank tops, sleeveless shirts, clothing/accessories referring to inappropriate content, clothing with cuts, patches, or holes. Students attending any school event or function must be appropriately dressed in standardized dress or follow the dress code as determined by the Head of School. The school reserves the right to prohibit specific dress and dress-related items whether they are mentioned in these guidelines or not.

Enforcement
In an effort to enforce the academy's Student Dress Code in an impartial manner, the outlined process will be followed. We hope that this clarifies our expectations of students and motivates students to avoid the hassles that come with dress code non-compliance.

Enforcement

1. A verbal warning will be given by the teacher or school office for the dress code first non-compliance and the student will be asked to change clothes.

2. Upon a second non-compliance, will be given a warning to be sent home and signed by a parent and returned to school.

3. After two violations, the admin team will assign appropriate work for the students who disregard dress code. A Head of School-Parent meeting may also be called to address the issues. The faculty and administration reserve the right to enforce this uniform code by all appropriate means and to make judgments in cases of dispute.

4. Further violations of dress standards will be considered as character issues rather than simple oversights in preparation for the school day. Both parents and students are asked to live in harmony with the dress code and student code of conduct. A refusal to submit may lead to a student suspension. In cases of extreme disregard, then it may be considered that Veritas is not the best fit for the family/student.

STUDENT USE OF TELECOMMUNICATION DEVICES

To preserve the academic focus of our school and to minimize distraction, students in the School of Grammar and School of Logic may not carry a cell phone or cellular-enabled device on campus. Upon entering the School of Rhetoric, students may carry a cell phone or cellular-enabled device in their backpacks as long as it is turned off and not taken out of the backpack during school hours. Again, no student may use cell phones or any cellular-enabled device (this includes earbuds) on campus during school hours. This is a "zero tolerance" rule on campus during school hours. If found using a cell phone, the student will be suspended for the day, incur a $100 fine and be required to use the school cell phone locker. When a student reaches the School of Rhetoric, he or she may apply to use a cell phone locker in the office to avoid the temptation of using a device while on campus. After school use should be limited to school purposes (like Membean) or for communication with one's family. Students caught surfing the web, scrolling, or similar activities will lose after school cell phone use for the rest of the semester. If a student is found with a cell phone out of the backpack, turned on, or using it, immediate and extreme action will be taken.

Smartwatches (including, but not limited to, Apple Watches, Fitbit, or any fitness watch) are prohibited on campus for any age. Digital and analog watches are the only variety allowed on campus during school hours. All classrooms will be outfitted with a working wall clock. If a student chooses to bring a smartwatch to school, they must put smartwatches in their backpacks upon arrival. They may not be worn during school hours. If smartwatches are out, they will be confiscated and turned in to the office for parent retrieval.

All student communications with parties outside the school should go through the school office during school hours. Any variance to this policy must be granted by the Administration. Students may call parents/grandparents after sports or similar activities using their own cell phone to arrange pick up. Students on school trips will be required to check in cell phones to trip chaperones.

STUDENT USE OF COMPUTERS IN THE SCHOOL OF RHETORIC

Students may not bring laptops and similar devices to school unless permitted by a School of Rhetoric class instructor for class purposes. If a student and his/her parent wish for the student to use a laptop or similar device for Internet research, it must be equipped with filtering software at the parent's expense. Veritas strongly recommends NetNanny for this purpose. However, the school will consider other possible software if it meets sufficient specifications and filtering capabilities. Students must get permission from the Head of School or his designee in order to do computer research on the Veritas campus, using the form for this purpose. Note, students in the Schools of Grammar and Logic may not bring laptops to school.

RELATING ABOVE REPROACH

The Scripture talks about leaders who are above reproach. This means that these leaders live in a way that there is no room for accusations against them. Not that they are perfect in everything, but that they conduct themselves in a manner that demonstrates Christ's manner of relating – pure, not a hint of immorality, treating others with dignity, and serving not domineering over others.
Leaders are to be examples of how all believers are to live. Therefore, in the Veritas family, we want to have relationships with each other (parents, faculty, administration, coaches, volunteers, etc.), with our students, and fellow staff members with each other that are above reproach. We are Ambassadors of Christ and Ambassadors of Veritas. Therefore, the adults of our community want to practice:

- **Safe Touch with Students** – Hugs should be student initiated, brief and appropriate for a student-teacher relationship. We don't allow students to sit in our lap or to hang on us, however well intentioned.
- **Purity in All Relationships** – Veritas is a place where all should be free from fear of harassment, exploitation, or any other relationship that is displeasing to the Lord. This includes coarse jesting, suggestive comments, unwelcome advances, invading another's space, unwelcome touch, romantic or sexual notes, texts, etc. Of course, this includes purity in all relationships with our students. Therefore, no staff will engage in a romantic or sexual relationship of any kind, even if student initiated and consensual.
- **Consequences –** Those who reject wise, pure, uplifting, God-glorifying and professional relationships that are in accord with God's holy Word can expect to be rebuked and called to repentance. Unrepentant members of the community may even face disciplinary action, up to and including suspension of participation in school events and, for staff, termination of employment.

VERITAS STUDENT CONDUCT TOWARD ONE ANOTHER – BULLYING

At Veritas, whether in the home classroom or campus classroom, we train students to be kind, to value others as better than themselves, to love their neighbors, and to treat others as they want to be treated. (Ephesians 4:32; Philippians 2:3; Matthew 22: 39; and Matthew 7:12) Unfortunately, our children are human and can forget to treat each other according to this standard. As a result, selfish behavior in relationships can hurt other students and make their lives miserable at school.

Sometimes children can be rude, have exclusive friendships, say hurtful things, and even bully one another. These behaviors are not to be tolerated once observed. Teachers are instructed to confront and stop this behavior and to report this behavior to the parent of the child(ren) involved. Parents are to keep short accounts with each other directly without gossiping, teaching their children to take responsibility for hurting another and to seek reconciliation with their friend whom they hurt. Often parents can resolve things between the parents and children quickly before things fester. Parents are invited to keep teachers informed immediately when there is a problem.

Though rare at Veritas, bullying can occur. Children do have disagreements with each other, and friendships change from time to time. This is usually not bullying. One of the main characteristics between bullying and other relational conflicts is an imbalance of power, real or perceived. Bullying is a form of peer abuse. Bullying is an extreme form of unkindness, usually consisting of persistent rude, intimidating, hateful and/or harassing behavior toward a certain individual. It may or may not involve physical force. Teachers and staff are to be on the lookout for such rare abuses of relationships and will nip it in the bud immediately. However, bullies often choose times to bully when they will not be observed. Therefore, Veritas asks all parents to immediately notify the teacher, Director of Family Ministries, and/or another administrator if your child experiences bullying. Do not endure such behavior in the name of love or forbearance.

Unkind student conduct is usually dealt with immediately by the teacher directly, with communication to a parent. If needed, the Director of Family Ministries may get involved either one-on-one or with the entire class. Resolving the issue may also involve a conference with the parent(s). Bullying will be disciplined in an age-appropriate manner, including detention, suspension and even up to the point of expulsion if a student is unrepentant and the parents are unable to change the behavior.

At all points, true reconciliation and forgiveness are sought.

SOCIAL MEDIA CONNECTIONS

Veritas is a tight knit family and we encourage fellowship and communication at all levels throughout the community. We encourage all families to Like our Facebook page. Here one can find the latest news, announcements of upcoming events, etc. After we have a special event, photos will soon be posted. We also encourage the use of the Veritas Family Forum. This is a great place for families to post news that they think will benefit the school and other families.

Staff and families are encouraged to connect through the Facebook pages (Instagram, etc.) of the parents. If students would like to keep up with a teacher's family and photos, they must go through their parents. We do not allow our staff to connect individually with a student on Facebook or other types of social media. Again, our staff can connect with family members only through a parent's account.

In addition, it often becomes necessary for students to email teachers for help with an assignment and for teachers to respond. We are thankful for the convenience that electronic communication provides to quickly resolve issues. In these cases, we strongly encourage both the student and the teacher to copy the parent (and even BCC the Head of School in these emails). It helps with wise accountability as well as keeps parents informed on challenges students may be having and how these challenges can be resolved.

STUDENT DISCIPLINE PROCEDURES

Train up a child in the way he should go, even when he is old he will not depart from it. (Proverbs 22:6)

OVERVIEW

The keys to discipline are that the child must feel he/she is loved, that he/she knows and accepts the boundaries of behavior, and that he/she sees the proper direction in which to head to avoid repeated wrong decisions. The key to discipline for a school is that it gives its children support and direction while also working in harmony with the family. The primary goal of our staff will be to practice "preventative" discipline through the use of good teaching techniques. As the need arises, the school may also employ mild forms of reproof, rebuke, and correction () in order to encourage cooperation among the student body. Under no circumstances do we practice spanking or similar forms of corporal punishment. The school will control the impact of serious discipline problems by limiting or withdrawing the participation privileges of consistently uncooperative students. As a University Model™ School, we feel that the school staff is primarily responsible to utilize mild forms of correction for the purpose of sound classroom management and that the parents are primarily responsible for dealing with discipline problems of an ongoing or more serious nature. This, in effect, is the general theory that informs the General Discipline Policy Guidelines.

GENERAL DISCIPLINE POLICY GUIDELINES

1. In most cases, a distinction will be made between School of Grammar, School of Logic and School of Rhetoric students in specific policies governing disciplinary procedures, since it is assumed that a greater degree of self-discipline and good conduct should be expected from more mature students.
2. Any discipline matter deemed to be of an urgent or potentially dangerous nature shall be brought immediately to the attention of the administration. It will not be necessary to notify the administration immediately of discipline problems of a routine or non-serious nature. Such problems will be handled at such times and in such a manner as shall be convenient to the teacher or administration.
3. The student shall be given an opportunity to correct his own behavior following the first offense of a routine or non-serious nature, and the parents shall not be notified unless the student or staff member involved specifically requests that they be notified.
4. The parents shall be notified of any subsequent offenses. If needed due to chronic misbehavior, a copy of the relevant discipline referral form shall be sent to the parents for this purpose, and they will be asked to sign and return the form indicating that they have read and understood it.
5. An administrative staff member will personally attend to serious, urgent, or potentially dangerous discipline matters, and the parents will always be notified in such cases. This administrative staff member shall enjoy a broad range of personal authority to act in such cases, including but not necessarily limited to suspension of the student from regular school activities.
6. Should serious first-time or repeated violations of the student code of conduct or dress code occur, a student may be suspended or expelled.
7. Since student participation at the academy naturally has an impact on other students, off-campus behavior can, at the discretion of the administration, have an impact on a student's level of school involvement and/or on a recommendation to the board for a change in the student's enrollment status.

DISCIPLINARY ACTIONS TO MAJOR MISCONDUCT

Suspension (can be administered by either the Administration or the School Board)

1. Suspension from all classes and activities with no permission to make up work.
2. Suspension from all classes and activities with permission to make up work.
3. Durations
    a. One Day
    b. Two Days (any combination of 2 successive campus school days)
    c. Three Days (any combination of 3 successive campus school days)
    d. Five Days (any 5 successive campus school days)
4. Suspensions may carry with them any number of requirements that the administration and/or board deem appropriate. Failure to meet those requirements can extend the duration of the suspension or lead to expulsion considerations.

Expulsion (can only be administered by the School Board)

1. Expulsion without permission to appeal. Expulsion must appear on the student's permanent record.
2. Expulsion with permission to appeal.
    a. Student is suspended immediately from all classes and activities.
    b. The family's admission agreement with the school is declared null and void.
    c. If the family does not wish to appeal, then the student is officially no longer a Veritas Academy of Tucson student and the record of expulsion will appear on the student's transcript.
    d. If the family wishes to appeal, they must submit their formal request for readmission in writing, stating their reasons for wanting to negotiate a new and more restricted admission agreement with the school.
    e. If the formal request is accepted, the student may continue to receive class assignments while the appeal is pending. Both parents (unless parent is single) and the student must schedule a time to appear before the board to discuss the appeal.
    f. Re-admittance, if granted, may only be on the condition that the family obligates itself to a new and revised admission agreement, complete with the board's required corrective actions, restrictive measures, and future accountabilities. Failure to keep the new agreement can result in automatic forfeiture of the student's enrollment status with no permission to appeal.
    g. If the new agreement is kept faithfully and without incident, the student may apply to have the record of expulsion deleted from his or her permanent record at the end of that school year or at a time later than that if the board deems it appropriate to the situation.

CAMPUS-SATELLITE CLASSROOM COMMUNICATIONS

Communication between the school and the home is vital in any healthy academic setting, but because we function in something of a team-teaching situation with the parents, they are especially important in the University Model™ School. Besides the usual channels of communication utilized by almost all schools, Veritas Academy of Tucson has devised other methods, such as assignment sheets, to enhance the quality and clarity of campus-satellite classroom communications. Admittedly, some of these methods require some added effort from both parent-teachers and campus staff; they are, however, well worth that effort in the long run, and ultimately increase, rather than decrease our efficiency. All members of the school community are encouraged and expected to make proper and on-going use of any communication methods the school may devise, in accordance with any relevant school guidelines.

Families that consistently fail to follow policies and work with the school, will need to meet with the school administration and may be placed on probation.

VISITORS POLICY

By its very nature, Veritas Academy of Tucson encourages a high level of parental participation in education.

However, in order to enhance both student safety and operational efficiency, Veritas Academy of Tucson has adopted the following guidelines governing the presence of visitors on the campus during regular school operating hours (8:00-5:00 on school days). For the purposes of this policy, "visitors" are defined as all individuals other than staff or students (on their respective class days) present in any part of the campus other than the main gate area or school office building, or on the grounds other than the normal student loading area (e.g., the front walk). This does not include parents or other family members attending as spectators an after school sports event or similar activity; nor does it include competing athletes and their fans..

1. All visitors must check in with the office staff/administrator upon arriving at the campus. At a minimum, visitors must identify themselves, explain their intended business, and indicate how long they expect to be on campus. A written record of this information will be kept.
2. All visitors must be willing to comply with all rules and regulations governing student and/or staff conduct, including the appropriate dress regulations (variances for legitimate and honorable reasons

may be granted).

3. Any student who is not a current or former student (who left or graduated in good standing) must be accompanied by an adult.

Anyone failing to abide by these provisions may be denied access to any and all restricted areas or be required to leave the campus. Persons having no legitimate connection with the school or reason for being present on the school campus will be expected to leave immediately.

ACADEMIC POLICIES

OVERVIEW

At **Veritas Academy of Tucson** one of the primary goals is to partner with parents in the discipleship of their student(s). As a Christian school, we believe it is of the utmost importance to encourage our students in their daily walk with Christ. We hope to accomplish this not only by encouraging the development of good study skills but also by promoting a greater understanding of biblical truths that will help them feel confident to express and defend their faith as they develop and refine their biblical worldview.

By "Classical Christian Education" we mean….

- Rigorous and comprehensive study of western tradition/ideals that illustrate and reflect the character of God
    - He is in control of all things and therefore our authority…all Creation is subjected to His will
    - He is good and we are not…we must recognize/surrender our will in order to know/accomplish His
    - He wants what is best for us…we must take what we learn about His will and apply it
- Structured and well-sequenced subject content that creates a "big picture" framework to organize information
- Use of the Trivium to categorize stages of knowledge acquisition by developmental level
    - Grammar Phase – (K-6) the framework (or grammar) of each subject is built by memorizing basic facts
    - Dialectic Phase – (7-8) fill in framework with logic, argumentation and critical thought
    - Rhetoric Phase – (9-12) use the structure of knowledge to logically, persuasively, and eloquently develop/express a biblically sound worldview

Our Educational Philosophy is defined as…

- Imparting disciplined, intellectually rigorous education to all who understand and accept their God-given responsibility to steward their intellectual abilities to their fullest potential
- Students live under the authority of their parents, and are placed under the authority of their teachers, to receive the knowledge and tools necessary to fulfill their aforementioned responsibility
- Teachers, as an authority, are held accountable for the level and validity of the academic material they impart to their students through their own high-quality intellectual development
- Parents are the ultimate, earthly authority over their children, and thus shoulder the ultimate responsibility to ensure their child's academic success
- Parents are responsible to impart a biblically sound character and worldview to their children, but these assets should be reinforced by the school in the development of school rules, policies, and behavioral expectations

Our Understanding of the Teacher is…

- S/He must demonstrate enough of a Biblically sound understanding of who God is and what God expects from him to effectively model/impart his understanding through his teaching

- S/He must consistently demonstrate a willingness to work with, and submit to (where applicable), the relationships within the school environment (administration, parents, staff, etc.)
- S/He must hold himself to a rigorously intellectual, academic and spiritual standards and continue to actively seek intellectual and spiritual growth (especially in his subject area)
- S/He must demonstrate a clear and comprehensive understanding of "who the student is" (see above), as well as the ability to effectively manage the appropriate academic/behavioral expectations for his grade/developmental level

Our Understanding of the Parent is…

- God has placed them as the ultimate earthly authority over their children: they have final say for their child (within the boundaries of the school rules, policies and procedures should they choose to continue attendance)
- They must consistently demonstrate a willingness to lead their children in spiritual and academic growth
    - They partner with teachers for the academic development
    - They take the lead on their child's spiritual development
    - They accept the input from the Family Ministries director regarding ways to disciple their child more effectively and correct at-school behavior.
- They must consistently demonstrate a willingness to work with, and submit to (where applicable), the relationships, rules, policies and procedures of the school environment in order to continue attendance
    - They should be an asset and helpmate to the advancement of the academic agenda, not a liability
    - Classes and support programs for parents should be/become routine events

PARENTAL ROLES

The required involvement of parents in the UMS™ model of education means that they are an integral part of the learning process. Since "Parent Roles" are designated for each course, instructors can (1) routinely assign work to be done in the satellite classroom and (2) the assigned work can involve an appropriate level of parental involvement that is specific to the role designated. Through this process lies a tremendous area of ministry for an instructor who understands the significance of the relationship between a parent and a child to the faith and values of that child, AND who understands the instructor's own ability to positively influence that relationship at home.

Simply requiring the parents' involvement in daily homework, appropriate to each grade level, creates the opportunity for each parent and child to spend time together whereas in other school settings they would be far apart. The additional time together, in and of itself, is vital in determining who will influence the faith and values of the student.

Co-Teacher Courses that require a Co-Teacher role are primarily in the Grammar School. Responsibilities may be divided between the classroom teacher and the parent-teacher in the satellite classroom. An example of this is in the area of vocabulary. At Veritas, the direct teaching of vocabulary is primarily the responsibility of the parent. The campus teacher simply provides the weekly plan. In all other areas of study in the Grammar School, the campus teacher provides detailed plans and expects the parent-teacher to assist the student and instruct as needed.

Transitional Co-Teacher
During these grades, the parent transitions from the role of Co-Teacher to that of a Guide for Dependent Study. When this transition takes place depends upon the individual student's level of maturity and responsibility. Satellite and campus teachers need to communicate effectively and work together to ensure that this transition takes place smoothly.

Guide for Dependent Study
This role usually applies to parents with children in grades 7 through 10 but may also apply to some students in 5th and 6th grades. Several academic courses at this level begin to cover subject matter that is unfamiliar to many parents and may require private tutoring from someone other than the parent. At the same time, the student is at a dependent age where disciplined study habits must be developed, not by parental force, but through positive encouragement and through the student's growing awareness of personal consequences. In order for the class to be successful, the campus teacher is dependent upon the satellite teacher to make certain that the student keeps up with the course assignments and communicates with the campus teacher if difficulties arise.

Guide for Independent Study
Most academic courses at the 11th and 12th grade levels require this role for parents. Here, the parents have the opportunity to supervise the progress of their students' independent schoolwork and provide any additional guidance they may need before entering college. Courses offered at this level will mimic that of a junior college program or higher where independent study and research skills, time management skills, a strong work ethic, and self-discipline are essential.

Private Tutor
Students in these courses are successful because each has a private tutor (Mom and/or Dad) at home who is willing and ready to assist as needed. Parents receive printed instructions from the campus teacher on a regular basis, outlining homework assignments, follow-up study over covered material, and preparation/review needed for the next class. At this level (5th - 10th grades) the need for a tutor will vary among students and subjects. In some cases, private tutoring by someone other than the parent may be necessary.

Course Monitor
Many elective courses, such as PE or Grammar School Art, involve equipment and/or expertise that require most of the teaching to be done in the campus classroom, leaving little to be done in the satellite classroom. In these classes the primary responsibility of the parent is to maintain and express interest in the course by keeping up to date with what is taking place in the campus classroom and notifying the campus teacher of any concerns. Other elective courses, such as a foreign language or theater, require additional practice or memory work to reach proficiency. In these cases, the parental and student responsibilities will be spelled out in advance by the campus teacher. Parents need to willingly support students in the School of Rhetoric who have elected a mastery track in an elective such as Speech, Debate, Art, or Music as these students will be expected to put in additional time to reach mastery.

Project Assistant
With student projects, parental mentoring is needed on an intermittent basis. In many respects, this role is similar to that of the Course Monitor; however, at one or more times during the semester, help at home might be needed in support of a particular project. For example, additional assistance might be needed for student costuming, puppet making, science experiments, etc.

Positive Motivator & Cheerleader
Parents can experience great satisfaction and joy when they study each of their children to identify what motivates his or her best effort. With practice, they can learn how to tap those positive inner drives and passions to encourage each child toward success.

Children not only need motivators, they also need cheerleaders—those who believe in them at all times, "go wild" when they do well, and lift their spirits when they are down. Children never forget parents who motivate them and parents who never stop believing in them.

Note: Parent Roles & Descriptions adapted from Character Driven College Preparation by Dr. John W. Turner, Jr. Copyright ©2008 Veritas Academy

ATTENDANCE

ATTENDANCE REQUIREMENTS

Students must regularly attend classes in order to successfully complete a course. This means that they may not be absent, whether excused or unexcused, more than four days during a semester for a course meeting two days a week or six days during a semester for a course meeting three days a week. The records of students failing to meet these attendance requirements will be reviewed by the Head of School upon the completion of each semester. A decision on whether or not to grant credit for the course will be made based on attendance records and other factors. Should credit not be granted, a grade of incomplete will be awarded. In most cases, a failure to successfully complete a course because of excessive absences will also prevent a student from being able to register for the next course in the sequence. Removal of the incomplete can be done by the granting of a variance or by make-up course work prescribed by the school.

RECORDING ABSENCES AND TARDIES

It is the teacher's responsibility to record on a daily basis the status of each student in class, both for the academic office and for his or her own records. For purposes of accuracy and uniformity, a student is absent when s/he is not present in the classroom for the first twenty (20) minutes of class. A student is tardy when s/he is not in the classroom when the class begins. The teacher will assume, unless told otherwise, that every child on the roster should be present in class, unless notice from the office or a parent directly has been received. If a child is not accounted for, the teacher will ***immediately*** alert the school office.

EXCUSED ABSENCES

When a student is absent from class, it is expected that a parent will call to inform the school that same day.

While students should make every effort to attend class on a regular basis, there may be times when they cannot attend a scheduled class. In most cases, the school will validate the following reasons as an excused absence:

- Doctor/dentist appointment (please try to schedule these outside of class time if possible)
- Personal illness
- Sickness or death in the immediate family
- Family emergencies (parents should contact an administrator if at all possible)
- Car trouble or weather or road conditions making travel dangerous or impossible
- College visit (only for juniors or seniors—one day in the fall, one day in the spring)
- School related activity (game, competition, academic meet, etc.) *Please note: an excuse note is <u>not required</u> for school-sponsored activities.*
- Church-sponsored mission trip (please notify the administration prior to the trip)

PARENTS PICK UP MISSING WORK/ASSIGNMENTS

When a student misses class, the parents must pick up any assignments sheets and paperwork handed out in class from the classroom instructor. In this way, the student stays current with the pace of the class and does not fall too far behind. In cases where a teacher does not provide a parent this paperwork when this paperwork is not readily available on Family Portal, the teacher shall not expect coursework assigned on that paperwork to be due the next class period the student is present.

EXTENDED ABSENCES

Any absence that is long-term (longer than 3 consecutive MTTh class days or 2 TTh class days) will be evaluated by the administration.

If a family plans for their child to be absent from school for more than one day, they are to use the Extended

Absence Form which is on file in the school office. This form assists the teacher in collecting lessons and make-up work for the student. Once the form is completed and returned to the Head of School, teacher(s) have one week to compile all necessary assignments. The goal is for all assignments that the student will need to be placed in a packet of schoolwork and given to the family by the Tuesday of the week they are leaving. This allows the family to have time to look over the packet to make sure they understand the assigned work.

TARDY POLICY

In general, a tardy will not be treated as a discipline problem (especially when in excess). However, it is important to remember that when a student is late to a class, it disrupts the teacher and other students. As our class time is valuable, students need to know that every three tardies will equal one absence. Students will report to the front office when tardy to receive a tardy slip for entry into class. No student will be admitted to class without this slip. Only those tardies beyond the immediate control of the student or his or her parents/guardians will normally be considered excused. However, Veritas recognizes that, without passing periods, instructional times bump into one another and consideration is given to students who have come directly from their previous class as quickly as possible. Teachers are asked to keep the class schedule vigilantly so that this is not a recurring problem.

EARLY DISMISSAL

Any student who needs to leave a class for a valid reason (doctor's appointment, etc.) should have a note or an email from a parent: (1) explaining the reason for the early release, (2) time and date the student should be released, (3) when (or if) the student will return and (4) the cell number where the parent can be reached. If a student does not have a note with the above information, the parent must talk with someone in the front office validating the student's early dismissal before the student will be released. Students being released early must meet one's parent in the school office before leaving campus. No student will be released from a class or study hall without prior consent. *Please note: parents are <u>not required</u> to send a note requesting early dismissal for school-related activities (games, competitions, etc.).*

SENIOR OFF-CAMPUS PRIVELEDGE

We hope our seniors intentionally foster friendships and community across all grade levels and stay on campus as much as possible to do so. Seniors in good standing, however, are allowed to leave campus for lunch or certain off periods.

Parents must fill out an off campus release form (available from the registrar) for their students to have this privilege. Students must sign in and out in the school office each time.

GRADING, EVALUATION, AND FEEDBACK

GENERAL PERSPECTIVES

We will strive to view and publicly present grades not as a commentary on the relative worth and value of the individual but rather as accurate reflections of the quality of his work in a given subject at a given time. While many in our society do indeed use grades for the purpose of classifying students, we commit ourselves to avoid this tendency. At Veritas Academy of Tucson, grades serve four basic purposes:

1) to help us teach, rebuke, correct and train,
2) to help us in the on-going (and, hopefully, progressive) placement of students at a level and in subjects responsive to their needs, background, and abilities,
3) to provide us with a just and legitimate means of holding students accountable for the quality of their work, and
4) to provide us with an ongoing and widely understood means of communicating a student's relative progress and achievement to his parents and other parties, such as college entrance boards or other schools to which the student may transfer, who have a legitimate interest in knowing such information.

In order to accomplish this, we aim to establish just and objective standards which are based on legitimate expectations. This means that students will be graded by comparing their level of accomplishment against

reasonable expectations of what they should be able to accomplish. It also means that we will make every reasonable effort to place students properly, basing such placement upon their background and abilities rather than any social criteria (such as age). Finally, it means that students will receive (or not receive) credit based upon what they have (or have not) done relative to a common standard, rather than upon individual considerations (such as learning disabilities).

The grading standards themselves will be oriented toward the work of the student rather than the student himself. They will recognize multiple levels of legitimate achievement, so that less is expected of lower level students (e.g., elementary) than of upper level students (e.g., secondary). They will be objective and evenly applied within a given class. They will also allow for individual differences by defining minimum passing standards in terms that allow for a range of acceptable achievement. The ultimate purposes of these standards will be to define what ought to be, as opposed to what is, and so give the student and his parents valid and meaningful feedback, to encourage a disciplined approach to academic study, and to encourage the student to progress in his learning and achievement.

GRADING STANDARDS

Most courses we offer (the exception being courses graded on a pass/fail basis) are graded on a scale of 0-100.
The letter grade equivalents for the SOG are as follows:

A grade of 90-100 is equal to an A
A grade of 80-89 is equal to a B
A grade of 70-79 is equal to a C
A grade of 0-69 is equal to an F

The letter grade equivalents for the SOL and SOR are as follows:

A grade of 90-93 is equal to an A-, 94-96 is equal to an A and 97-100 is equal to an A+
A grade of 80-83 is equal to a B-, 84-86 is equal to a B and 87-89 is a B+
A grade of 70-73 is equal to a C-, 74-76 is equal to a C and 77-79 is equal to a C+
A grade of 60-63 is equal to a D-, 64-66 is equal to a D and 67-69 is equal to a D+
A grade of 0-59 is equal to an F

Other grades recognized by the academy are I (incomplete) Did we ever clarify what and incomplete means?, WP (withdrew passing), WF (withdrew failing), NG (no grade given for course), and P (passing; applicable to a restricted number of courses, such as secondary P.E., which is graded on a pass/fail basis).

LATE WORK POLICY

Whoever loves discipline loves knowledge, but he who hates correction is stupid. (Prov. 12:1)
Diligent hands will rule, but laziness ends in slave labor. (Prov. 12:24)
But the fruit of the Spirit is . . . self-control, against such things there is no law. (Gal. 5:22-23)

Veritas Academy of Tucson, desiring to promote both godly character qualities and high academic standards, has adopted the following general principles concerning student assignments turned in at some time beyond their due date. These principles are designed to promote the development of godly character qualities such as self-discipline, diligence, and self-control in the lives of our students and to give all faculty members a framework within which they may formulate their individual class policies.

1. An academic (i.e., grade) penalty of 10% per on campus day will be assessed for any work turned in late, unless the teacher feels that the student had sufficient reasons for turning the work in late or unless prior arrangements have been made. In general, "sufficient reasons" are events or conditions, such as illness, whose initiation or termination is outside of the immediate control of either the student or his family. Faculty may alter this penalty with permission from the Head of School.
2. Unless prior arrangements have been made with the individual teacher or unless there are sufficient reasons for turning the work in later, no late work will be accepted more than two weeks beyond its due date, or any time after the end of the semester in which it is due. This will result in a zero for the assignment.
3. All students will be notified no later than the end of the second week of a given semester of the specific

ways that the individual teacher will apply these principles.

ABSENCES AND MAKE-UP WORK

Teachers may, at their discretion, require from parents a note explaining the reason for a student's absence before allowing the student to make up work or escape late penalties, as the case may be. Only those absences due to circumstances beyond the immediate control of the student or his or her parents will normally be considered excused. Whenever possible, arrangements for making up work should be made with the teacher prior to the absence.

THE EFFECT OF ABSENCES ON GRADES

When a student is absent from class due to an **excused absence** (one over which the student had little or no control), teachers will receive the homework that was due the day of the absence on the next regularly scheduled class period. Exceptions may be made on an individual basis due to multiple absences, in which case the student will need extra time to complete assignments. In cases of **excused** absences or tardies, teachers will require from a student a note or email from the parents stating the reason for the absence or tardy before accepting late work or before the student can make up a quiz or test.

In cases of **unexcused** absences or tardies, we allow each teacher to determine whether or not they will receive late work or allow students to make up missed quizzes and tests. If a teacher does allow make-up work in the case of **unexcused** absences or tardies, then s/he will simply receive the student's work according to the above guidelines. If a teacher does not allow make-up work in the case of **unexcused** absences or tardies, then the student will receive a zero for those assignments. (Teachers generally state in their syllabus what their guidelines are for make-up work in these cases.)

ACADEMIC INCOMPLETES

Students may be awarded a grade of "I" (incomplete) when circumstances beyond their control render them incapable of fulfilling all of the requirements for completing a given course by the end of the semester in which it is offered. All Academic incompletes must be approved by both the course instructor and the administration and must be filed with the administration according to current guidelines and procedures governing such situations.

All course requirements must be fulfilled by the date determined by the course instructor and the administration. Any required work not completed by that date will be awarded a grade of "0." The student's final grade will be calculated after the date given for completion of the course using whatever grading system was employed for all other students in the course (unless other arrangements have been previously made) and including all grades earned up to that time. Course instructors must provide the administration with a description of the grading system to be used as well as any and all evaluation materials (e.g., tests and keys) necessary for completing the course.

MODIFICATIONS TO STANDARD INSTRUCTIONAL OR EVALUATION PRACTICES Veritas Academy of Tucson is not currently equipped to modify its instructional or evaluation practices or procedures in response to a student's learning disabilities or other special challenges, such as ADD. All students will receive (or not receive) credit based upon what they have (or have not) done relative to a common standard, rather than upon individualized standards developed in response to special needs.

POLICY ON ACADEMIC DISHONESTY

Significance and Purpose

One of the major goals of Veritas Academy of Tucson is to aid parents and other Christian ministries in making disciples of the students admitted to the academy. We also wish to provide our students with a high quality academic education, which we understand in terms of real spiritual, intellectual, and emotional growth. Among other things, this demands that we require our students and their parents to adhere to high standards of personal integrity, and provide corrective disciplinary action when they fail to do so. Academic dishonesty in any form is both a serious breach of personal integrity and a serious hindrance to real student learning. Because of this, the academy has developed this policy, which is intended to curb and, when necessary, correct academic dishonesty,

in order to better help the institution minister to the needs of its students.

Definitions

1. **General:** Academic dishonesty is broadly defined as any attempt on the part of a student or parent, whether realized or not, to falsely represent the student's level of achievement or mastery in a given course or with regard to any element of that course. This includes but is not limited to:

   (a) Claiming or indicating in any form or fashion that the student has fulfilled any assignment or other academic responsibility, such as reading assigned texts or engaging in assigned study, when in fact he has not done so,
   (b) Using any assistance, including but not limited to copying the work of other students, in taking quizzes, tests, or examinations without the direct and explicit authorization of the course instructor,
   (c) Using any resources, including but not limited to solution manuals and teacher edition textbooks, other than those authorized by the course instructor in writing papers, preparing reports, solving problems, or completing other course assignments,
   (d) Obtaining quizzes, tests, examinations, or other academic materials or evaluation instruments created by or belonging to an instructor, other staff member, or the academy itself, including but certainly not limited to such materials properly used and in the possession of students currently or previously enrolled in the course, without the explicit authorization of the course instructor,
   (e) Engaging in plagiarism, which includes but is not limited to "the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment" and "the knowing or negligent unacknowledged use of materials prepared by another person or agency"[2] which customarily sells or offers free of charge term papers or other academic materials,
   (f) Using ChatGPT or other form of AI to complete assignments and passing this work as original to the student, (see AI policy below)
   (g) Altering a graded paper or project for the purpose of disputing the accuracy of the grade, and
   (h) Collaborating without explicit authorization with another student or students during any quiz, test, or examination or in the fulfillment of any other academic assignment or responsibility.

2. **Specific:** The following guidelines define the academy's standard application of the general definition given above to (a) quizzes, tests, and other examinations, (b) homework, and (c) major papers and projects. Individual course instructors may grant exceptions to these guidelines, but must do so explicitly, as indicated by the relevant policy statements given below. Any academic assignments, which, by their nature, are not addressed by these guidelines, will be governed by whatever guidelines are provided by the course instructor with regard to such an assignment.

   (a) Quizzes, tests, and other examinations: all quizzes, tests, and other examinations, whether conducted in the classroom or in some other location, must be taken at a single sitting and without outside assistance of any sort, including but not limited to books, notes, other individuals, reference works, and audio or visual media. Any exception to these guidelines must be given in writing by the instructor on assignment sheets, the evaluation instrument itself, or other written instructions disseminated to all of the students in the class.
   (b) Homework: homework should be done by the student alone and without assistance of any sort, including but not limited to information provided in teacher edition textbooks, unless such assistance is authorized, either orally or in writing by the instructor in the course, or by the catalog, syllabus, or an approved curriculum guide's description of parent role for the course. The course instructor may grant such authorization, either in conjunction with the giving of the assignment or in response to student requests, at any time and for any duration to all of the students in the class or to selected students only, provided that the instructor feels it is in the best educational interests of the student(s) receiving such authorization.
   (c) Major papers and projects: major papers and projects should be completed only by the

student or by the members of a student group constituted by the instructor for the purpose of completing the paper or project in question without other assistance of any sort, except as explicitly authorized by the instructor. This authorization may be articulated either orally or in writing when granted in the classroom directly under the supervision of the instructor, but must be given in writing on assignment sheets or other written instructions disseminated to all of the students in the class when granted for work to be completed outside of the classroom.

Enforcement

1. **Discovery and Determination of Academic Dishonesty:** Determination of academic dishonesty may be made by the instructor of the course in which it was deemed to have been committed. Other school officials, including proctors or other instructor substitutes, may alert the instructor to the possibility of academic dishonesty should they acquire or become aware of credible evidence, including but not limited to eyewitness observations, which indicate that cheating, plagiarism, or other dishonest acts have taken place. Once the instructor has determined that academic dishonesty has indeed taken place, he shall inform the affected student(s) of his finding and, in conjunction with the relevant school officials, shall impose the proper penalties as described below.

2. **Appeals Process:** Should a student desire to appeal the determination of the course instructor, s/he must request in writing a hearing with the principal, who will arrange for a conference with the student, one or both parents (or guardians), and the instructor of the course. During this conference, all relevant evidence will be presented and examined. Following the conclusion of the conference, the Head of School, or another administrator, should the HOS be an original party to the case, will render a determination in the matter based on his assessment of the weight and credibility of whatever evidence is presented for review. Should the student desire to appeal the determination of the Head of School, he must request in writing a hearing before the Academic Affairs Committee, which shall be chaired by a member other than the HOS for the purposes of the hearing. During this hearing, only that evidence that was presented and examined during the previous conference with the Head of School shall be reviewed; should new evidence having a serious bearing on the matter surface during the hearing, the matter shall be referred back to the Head of School for a new hearing to be conducted according to the procedures described above. The Academic Affairs Committee shall be responsible for determining the admissibility of any new evidence. Following the conclusion of a hearing before the Academic Affairs Committee, that committee, excluding the Head of School and any other member who has been a part of any earlier conferences or discussions regarding the matter, or any member who feels he may have a conflict of interest in the matter, will render a determination in the matter based on its assessment of the weight and credibility of whatever evidence is admitted for consideration. In all cases, the determination of the Academic Affairs Committee will be final. If that committee finds the student guilty of academic dishonesty, it shall impose the proper penalties as described below.

3. **Penalties:** The primary intentions of the imposition of penalties against students found guilty of academic dishonesty are to (a) act as a deterrent against such conduct, (b) to enhance the integrity of grades awarded by the academy, and (c) to place pressure on an erring student in the hope of motivating him to abandon this destructive behavior. Discretion in the administration of penalties may be exercised by the instructor in consultation with school officials in the event that a student voluntarily acknowledges academic dishonesty rather than being discovered. Otherwise, the penalties described below are to be dispensed automatically, once dishonesty is confirmed. The penalties are assessed according to the number of occurrences the student has been discovered to have been engaged in academic dishonesty over the course of a full academic year (at least two full semesters).
   (a) **First offense:** a first offense will result in (1) a written warning from the teacher to both the student and his parent(s), (2) redo the assignment affected by the academic dishonesty (graded at a less than 50% score), and (3) a written report sent to the campus administration.
   (b) **Second offense:** a second offense will result in (1) a written warning from the principal to

both the student and his parent(s), (2) a grade of zero (0) for the assignment affected by the academic dishonesty, (3) a conference between the principal and the parent(s) of the student, and (4) a writing assignment for the student, in which he investigates and reports on Biblical instruction regarding honesty, integrity, and consequences for dishonesty..

(c) **Third offense:** a third offense will result in (1) a one-day suspension from school, in accordance with the guidelines generally applicable to such a suspension, (2) a grade of zero (0) for the assignment affected by the academic dishonesty, (3) placement of the student on scholastic probation, which shall remain in effect until two (2) full regular semesters have passed with no further confirmed incidence of cheating, and (4) removal of all participation privileges for extra-curricular activities, including those unaffected by the academy's policies on scholastic probation.

(d) **Fourth offense:** a fourth offense will result in expulsion from the academy.

Veritas Academy of Tucson Artificial Intelligence (AI) Use Guidelines

General Rule: *If AI performs the thinking, writing, analysis, or creativity that an assignment is intended to develop, its use is prohibited unless expressly permitted by the teacher.*

Veritas recognizes that AI is a tool that has become a part of our daily lives, and each family uses AI in different ways in their home. However, it is the responsibility of the parents to ensure students adhere to the guidelines set forth below and in Appendix B.

Consequences for Violating the AI Use Guidelines

Using AI in violation of these guidelines is considered a violation of the school's Academic Integrity Policy.

Consequences may include one or more of the following:

- Parent notification.
- Administrative notification.
- Required completion or resubmission of the assignment without AI assistance, either by hand or in a supervised setting.
- Partial credit, up to half, will be given for the resubmitted work, depending on the severity of the violation as recommended by the faculty and determined by the Administration.
- Additional disciplinary action, if deemed necessary by the school administration, consistent with the school's Academic Integrity or Student Conduct policies.

Students are responsible for understanding and following the AI expectations for each assignment. Claiming unfamiliarity with the policy does not excuse a violation.

NOTES:

1. Veritas Academy of Tucson gratefully acknowledges its indebtedness to the University of North Texas for several of the fundamental ideas from which it developed its own policy on academic dishonesty. The UNT *Student Handbook* was especially helpful in defining the nature of academic dishonesty and in providing some guidance in developing the policy's approach to enforcement.
2. UNT *Student Handbook*, 1997/98, p. 105.

PERSPECTIVES AND POLICY GUIDELINES REGARDING DIFFICULT OR CONTROVERSIAL ISSUES AND TOPICS

One area of particular concern for Christian schools is the relationship between sound academic instruction and the treatment of difficult or controversial issues. In order to provide our school community with some common guidelines regarding our school's approach to this matter, the board officially adopted the following statement defining, in broad terms, the school's stance. Anyone having questions regarding the application of this position to specific classes, lessons, or materials should consult with the Head of School.

In the World But Not of It

In His prayer for His followers, as recorded in the seventeenth chapter of John, Jesus requests of the Father that He keep believers safe in the midst of the enemy territory into which Jesus Himself is going to send them:

> I do not pray that You should take them out of the world, but that You should keep them from the evil one. They are not of the world, just as I am not of the world. Sanctify them by Your truth. Your Word is truth. As You sent Me into the world, I also have sent them into the world. I do not pray for these alone, but also for those who will believe in Me through their word. (John 17: 15-18; 20; NKJV)

It is largely from this prayer that the Church has come to understand that it is to be in the world, but not of it. Were it not for the direct intervention of the Father, working through His grace in response to the prayer of His dearly beloved Son, such a goal would be impossible to achieve or maintain; even with divine help it is no small challenge. There are no doubt a number of reasons why the Lord has placed His children in such a difficult circumstance, but there is at least one which bears directly upon one of the fundamental issues involved in bringing up children "in the training and admonition of the Lord" (Eph. 6:4b; NKJV) and so is of tremendous significance to Christian education, both in theory and practice. Specifically, we are referring to the Lord's express desire to build His kingdom through the activity of His disciples.

The Great Commission and the Training of Disciples

When we talk about training up a child in the nurture and admonition of the Lord, we are, in essence, talking about making disciples. This, of course, is simply an application of the Great Commission to parenting and education. The Great Commission defines, in large part, the purpose of the Church in the World today: "Go… and make disciples of all the nations… teaching them to observe all things that I have commanded you…." (Matt. 28:19, 20; NKJV). If we are to train our children to become true disciples it is necessary that we understand what it is, exactly, God wants to see in a disciple, and what He desires to accomplish through a disciple. If we do not take time to understand His purposes, we will undoubtedly fall far short of the full measure of cooperation that He desires from us as He works in our lives and the lives of our children. And to the degree that we fall short of cooperating with Him as He works toward His goals in discipleship, we are falling short of obeying both the Great Commission and the instructions given us in Ephesians 6.

The main qualities that God desires to see in a disciple are love and loyalty ("baptizing them in the name of the Father and of the Son and of the Holy Spirit;" baptism was and is a sign of deep commitment to a person) and obedience ("teaching them to observe all things that I have commanded you"). This, of course, is the affirmative side of His desire that his children not be of the world. One of the main works that God desires to accomplish through His disciples is, essentially, spiritual reproduction ("Go therefore and make disciples of all the nations….") and is apparently one of the primary reasons He not only places His children in the world, but actually sends them to the world. Thus a Christian education, if it is to be fully in line with God's Word, must seek to cooperate with Him in producing disciples who do not retreat from the world, nor join in the values of the world, but who are prepared in such a way that they can effectively and triumphantly invade enemy territory and thus aggressively extend the reach of the Kingdom of God into an unbelieving world.

Training for Warfare

In practical terms, what this means is that we must train our children for warfare. The world hates both the Lord and His followers (John 15:18-25; 17:14), and will do whatever it can in an attempt to destroy both His kingdom and the lives of those who follow Him. Some, in rightly perceiving this hatred, have sought to protect their children from all of the world's malice and wickedness. While such a stance may be understandable in light of parental love, and nobly motivated in a desire to keep their children unstained from the world, it is not conducive to preparing children to be aggressive and effective witnesses to the unbelieving masses of humanity. Others, rightly understanding the need to send their children out as lights into the world, have launched them largely untrained into a highly hostile environment from whence they often come away grievously wounded, if indeed they come away at all. Obviously, neither approach is either satisfactory on practical grounds or in keeping with the purposes of the Lord. Fortunately, our loving Father has, as should be expected, left us many explicit instructions as well as a perfect instructional model regarding the proper approach for preparing His servants for dangerous but effective combat. The instructions, of course, are contained in the Word, and the model is the Word itself. It is upon these instructions and according to this model that Veritas Academy of Tucson has sought to formulate a policy designed to help us teach our students skills they can use to have a significant impact upon the unbelieving world without becoming entangled in its values, priorities, or practices.

The Instructions
The educational instructions given us in the Word include both normative standards and pedagogical principles. By normative standards we mean standards against which all other beliefs or practices are to be compared and evaluated. Instruction we would classify as normative standards would include all teachings relating to moral absolutes, doctrinal positions, church practices, and so forth. It would go far beyond the purposes of this position statement to enumerate all of the standards of belief and conduct which the Lord has revealed in His Word; sufficient for our present purposes is a frank acknowledgment and acceptance of His Word, and His Word alone, as the source we will employ for evaluating the moral, theological, or practical quality of all with which we come into contact. Instruction regarding the way in which those standards are built into the thinking and lives of our children, on the other hand, we might classify as pedagogical principles, or divinely established means for communicating and instilling God's normative standards to and in our children. These divinely appointed means for communicating the truth of God's Word can largely be summarized as teach constantly and teach completely, treating from a godly perspective all of life's realities, both the good and pleasant and the sinful and ugly.

The Model
It is this idea of dealing with not only the good and pleasant but also the sinful and ugly which has often caused a good bit of discomfort to many sincere believers, and which at times has also been a topic of fierce debate among godly Christians on both sides of the issue. Be that as it may, it is impossible to avoid the fact that God's Word, which was intended for the instruction and training of His children, confronts all aspects of life, including a wide range of sins and sinful human passions. For example, when presenting the life of King David, the scriptures treat bluntly and directly his admirable qualities but also his adultery, his deception, and his planned murder of an innocent man. Indeed, good and godly principles are often taught using sinful and ugly realities as a point of comparison and contrast (see Hebrews 3 and 4, for example). If we take the wisdom and goodness of God seriously, then we cannot blithely assume that a godly approach to education is one which assiduously avoids dealing with uncomfortable or controversial subjects; to do so would be tantamount to accusing God Himself of ungodliness! Out of respect for the Lord and His Word, then, we must ponder the nature and contents of the exemplary "textbook" He has given us to better understand His approach to instructing His children in matters pertaining to life and godliness.

Principles and Policy Guidelines for Treating Difficult or Controversial Topics

Out of respect for the purposes and instructions of the Lord and for the educational example He has given us, Veritas Academy of Tucson recognizes the following principles for treating difficult or controversial topics and adopts the accompanying policy guidelines which we believe faithfully reflect and implement those principles.

Principle 1: One of God's purposes in the training of disciples is to equip them to reach others with the gospel

of Jesus Christ and to then teach them to obey all that He has taught us.

Policy Guideline 1: We will not encourage our children to retreat from contact with a sinful world, but rather train them to effectively reach out to unbelievers.

Principle 2: In order to effectively reach others, we must learn to build personal and cultural bridges, to in effect follow in the footsteps of the apostle Paul by "become[ing] all things to all men" (I Cor. 9: 19-23) for the sake of the gospel. This means that our students must develop the ability to understand others and their cultures and thought forms, and to use that understanding for the purpose of effective communication.

Policy Guideline 2: We will from time to time engage in the study of other peoples, cultures, and thought forms, including godless cultures and thought forms, so that our students might be better able to understand and so communicate with all with whom the Lord, in His sovereign authority, may bring them into contact.

Principle 3: God explicitly warns His children against becoming worldly in their thoughts and attitudes. This does not mean that they are to avoid all knowledge or study of difficult, unpleasant, or sinful realities (or indeed they would have to avoid much of the Word itself), but rather that they are to become increasingly proficient in distinguishing between good and evil and increasingly inclined to reject the evil in favor of the good by learning to evaluate all with which they come into contact by the standards and examples contained in the Word of God. By doing so, they will develop the ability to reach others without sacrificing those habits of thought, attitude, and conduct which are distinctively Christian and necessary for true obedience to the Lord.

Policy Guideline 3: Whenever they are brought into contact with difficult or controversial realities, students will be taught and encouraged to evaluate and correctly respond to those realities in light of God's Word, so that they may be able to confront the world without becoming stained by the world.

Principle 4: Dealing effectively with difficult and controversial issues and topics generally requires the use of higher order thinking skills, such as analysis and evaluation. Thus these issues and topics can and should be used to develop these skills. Furthermore, the scriptures encourage us to develop wisdom, which includes the exercise and application of higher level thinking skills.

Policy Guideline 4: Teachers will use the pedagogical opportunities presented by the treatment of difficult or controversial issues to challenge their students to develop skills in analysis, evaluation, synthesis, and proper applications, and to apply those skills to godly purposes.

Summary

At Veritas Academy of Tucson, we do not intend to shield our students from all of the sin and ugliness inherent in a fallen world, but rather to teach them to confront those realities openly and honestly and, especially, from a God-centered perspective, so that they might be in the world—and have an impact on the world—without becoming of the world. All disciples, including our students, are and will continue to be engaged in warfare. We believe it is our responsibility to train them under controlled but not unrealistically soft circumstances so that they might be able to take ground for the Kingdom without becoming casualties.

Appendix A

Student Expectations – Standards of Excellence

Dear Parents – As Christians we can all affirm that God sets high standards for his people. Following His example, at Veritas we maintain high standards for our students. Below you will find a list of Veritas student expectations (some new this year) that your child will need to know and follow throughout the school year. Veritas teachers will teach and practice these standards during the first few weeks of school (and at other times as needed). Consequently, it will bless your child to be practicing these same standards at home (as much as it applies to your home). These should be clearly taught to ensure that s/he knows what to do and what not to do in each situation. This teaching should take place before the temptation arises.

- How to come to attention when the teacher signals that it is time to do so (e.g. "Attention Please")
- How to obey a command *(right away, all the way, with a good attitude every day)*
- How to treat school property (books, desks, bathroom walls, etc...)
    - How to use the bathroom during class (no foolishness)
- How to respond when an adult gives a command (Yes Mr/Miss/Mrs [*teacher's last name*])
- Lunchroom behavior (first 15 minutes to eat, then play)
- Behaviors that may require a visit with the Head of School (disrespect, rebellion, dishonesty, fighting, foul language)
- What to do when you are not picked up by 4:00 pm. (go to the office)
- How to get your textbooks in and out of backpack efficiently
- Recess behavior (games that are OK, no rough play, boys and girls are different)
- How to receive an award or a rebuke (humility and thankfulness)
- How to point out a mistake that your teacher has made (humbly and respectfully at an appropriate time)
- How to know when to stop laughing when something funny happens in class (watch the teacher: s/he stops = you stop)
- How to keep your eyes on your own paper during a test (looking on another's paper during a test is cheating)
- How to respond when someone is doing something that bugs you. Two responses: 1. ***Love covers it*** (Proverbs 10:12) or 2. ***Love confronts it*** (Matt. 18:15-16)
- How to ask forgiveness (3 words: I was wrong)

All of the standards listed above are designed to provide safety, order and decorum to our school day. The purpose is to glorify the living God in our learning environment. We appreciate the opportunity to partner with you as we train up God's children in the way they should go (Proverbs 22:6).

Appendix B
AI Guidelines and Chaperone Procedure

AI Guidelines

School of Grammar (Grades K–6)

Focus: Building foundational knowledge, independent learning, and ownership of work.

Permitted Uses

- Use typing programs or word processors.
- Use traditional spell check.

Prohibited Uses: Students may **not** use generative AI (such as ChatGPT, Gemini, Claude, Microsoft Copilot, Grammarly AI, or image-generation tools).

School of Logic (Grades 7–8)

Focus: Developing critical thinking, logical reasoning, independent writing, and discernment while introducing AI as a topic of study.

Permitted Uses

With teacher approval, students may use AI to:

- Create personal study aids such as flashcards, study guides, mnemonic devices, or review questions.
- Create diagrams or illustrations that supplement learning but do not replace original analysis.
- Use traditional spelling and grammar tools comparable to conventional spell check (AI rewriting tools are not permitted).

Prohibited Uses

Academic Work

- Solve assigned homework.
- Complete math or science assignments.
- Create presentations or projects that replace the student's own work.

Research and Analysis

- Summarize books, articles, research papers, assigned readings, or research materials.
- Analyze research findings or interpret data.
- Form opinions, arguments, or conclusions.
- Generate charts, graphs, figures, or other visuals based on AI interpretation of information.

Writing

- Write essays, paragraphs, journal entries, discussion responses, reports, or other written assignments.
- Rewrite or improve grammar, spelling, punctuation, wording, sentence structure, style, tone, organization, or readability.
- Edit papers for clarity or organization.
- Generate thesis statements, outlines, introductions, or conclusions.

School of Rhetoric (Grades 9–12)

Focus: Cultivating wisdom, ethical judgment, independent thought, and responsible use of technology while preparing for college, careers, and lifelong learning.

Permitted Uses

Unless otherwise restricted by the teacher, students may use AI to:

- Generate practice questions or study materials.
- Receive assistance with programming concepts and debugging student-written code.
- Create diagrams or illustrations that accompany their own independently developed ideas.
- Use traditional spelling and grammar tools comparable to conventional spell check (AI rewriting tools are not permitted).

Prohibited Uses

Academic Work

- Solve assigned homework.
- Complete math or science assignments.
- Create presentations or projects that replace the student's own work.

Data Interpretation and Creative Work

- Interpret research data.
- Generate graphs, charts, figures, or visualizations where AI performs the analysis.
- Submit AI-generated artwork or creative projects unless specifically assigned by the teacher.
- Use AI to bypass reading, critical thinking, or original composition.

Research and Analysis

- Summarize books, journal articles, primary sources, research papers, assigned readings or research materials.
- Analyze research findings.
- Interpret data.
- Generate opinions, conclusions, or arguments alone or from research.
- Produce literature reviews or research summaries.
- Generate charts, graphs, figures, or other visuals based on AI interpretation of information.

Writing

- Write or rewrite essays, journal entries, discussion posts, reports, creative writing, short-answer responses, or other written responses.
- Rewrite or improve grammar, spelling, punctuation, wording, sentence structure, style, tone, organization, or readability.
- Edit papers for clarity or organization.
- Generate thesis statements, arguments, introductions, conclusions, or transitions.

Disclosure/Clarification

- Students are required to disclose any use of AI if outside of the specifications listed above, for any submitted course work.
- Students are expected to follow all assignment-specific AI guidelines established by their teacher.
- Some faculty may require honor contracts for some assignments.
- If a student has a question as to whether AI use is permitted for a specific assignment, the student should approach the teacher for clarification before final submission of an assignment. If the teacher says that the AI use is not permitted, then the student can redo the work and resubmit it without consequences if it is completed by the student without AI assistance.

Chaperone Procedure

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1. Purpose

This procedure establishes how the Veritas administration will identify and invite chaperones for the senior class trip to Italy. It operates within the framework of Board Policy 4.009 (Chaperone/Supervision Policy) and applies the “Chaperone Selection for Overnight Off-Campus Trips” provisions of Policy 4.009.c to the unique circumstances of this trip.

The intent is to manage costs and group size, limit competition over chaperone spots, and ensure the adults accompanying our students contribute spiritually, academically, and logistically to the experience.

2. Scope

This procedure applies exclusively to the senior class trip to Italy. All other overnight and off-campus trips remain governed by the general provisions of Board Policy 4.009.

3. Guiding Principles

Mentorship over participation. Priority is given to adults who have already invested in the senior class.

Contribution to the educational mission. Chaperones should enrich the students’ experience of the art, architecture, and history of Italy.

Stewardship. Chaperone slots are limited and filled intentionally.

Right ratios for safety and care. Ratios preserve both physical safety and appropriate male/female supervision.

4. Chaperone Composition and Ratios

Target ratio: Approximately one (1) chaperone for every five (5)) students.

Minimum gender composition: No fewer than two (2) male and two (2) female chaperones.

Flexibility: The Head of School may adjust these targets based on group composition and itinerary needs, provided minimum supervision standards are met.

5. Selection Criteria

All candidates must first meet the baseline qualifications of Policy 4.009.c:

Biblical character qualifications consistent with the standards for leaders in the church (above reproach, peaceable, gentle, open to reason, eager to preserve unity).

A completed and approved background check.

Willingness to work in unity with the faculty and staff leading the trip.

Beyond these baseline qualifications, the following considerations — listed without rank — inform the invitation list:

Has the candidate served as an influential mentor to the senior class (as a teacher, coach, parent, or volunteer)?

Can the candidate meaningfully add to the students' experience of the art, architecture, history, or theological significance of the locations on the itinerary?

Does the candidate bring relevant practical expertise (travel experience, medical training, language skills, prior chaperone service)?

Does inviting the candidate help maintain the required ratios and male/female balance?

6. Selection Process

The Head of School convenes the administrative team (Program Directors and Department Heads) to identify and discuss candidates. Deliberations are conducted prayerfully and confidentially.

After the slate is set, the Head of School (or his designee) extends invitations in priority order. If a candidate declines, the next-ranked candidate is invited until the target ratios are achieved.

Before being named to the chaperone team, every invited chaperone must:

Complete a background check (per Policy 4.009.c).

Sign the school's Statement of Faith and any required chaperone or volunteer agreements.

Agree in writing to follow the trip's code of conduct and the in loco parentis expectations of Policy 4.009.a.

7. Relationship to Board Policy 4.009

This procedure is the operational application of Policy 4.009.c for the senior Italy trip. Consistent with the policy's allowance that "additional restrictions may apply on an event-by-event basis," it departs from the general default in that it is based on mentorship and subject-matter contribution as primary selection factors rather than random selection from a qualified pool.

All other elements of Policy 4.009 — including in loco parentis, biblical qualifications, background checks, and gender ratio considerations — remain fully in force.

8. Review

This procedure will be reviewed by administration after each Italy trip and updated as needed. Material changes — particularly any that deviate from Board Policy 4.009 — will be brought to the School Board for review.