

## Student Training Handbook



**Veritas Academy**  
**2007–2008**

**The secondary training will take place in Omnibus classes on the first two days of school.**

The way this will work is that the leader will talk with the students and introduce what we are going to be doing. After a short introduction, the leader should talk the students through why we are doing what we are doing and that what these items outline are not new—in the past we have not written them down, but have expected you to follow them. Which can be frustrating to both the students and to us (see the topic Draco the Enforcer in the chapter on *Plutarch's Lives* in Omnibus I).

Note also that there are a few different categories of items in this booklet:

The first, is Secondary School Rules. These are fairly straightforward school rules. The secondary students should know that they need to follow these rules and that they need to follow them wisely. The secondary school rules allow for more liberty and freedom than the Grammar School Rules. Secondary students must not flaunt this liberty before the younger students—see rule 2.

There are also things that are basic procedures and practices and other items that relate to etiquette and culture.

Note also, that each teacher should do the following in each class on the first day:

**For each class on Day 1:**

How to ask a question (hand, called on, stand to speak)

How to put their name in the front of books.

Please strive as teachers to foster and encourage what you see in this booklet. Note that the most effective way to foster it will be by being examples of living these out wisely ourselves and by praising obedience and excellence where you see it. The point of this instruction is not so that we would be constantly bringing the hammer of punitive discipline down on students (this has to happen sometimes, but it alone will not foster what we want), but so that we can be on the same page and so that we and our students can live in joyful peace and harmony reflecting the love and communion of our Trinitarian God.

## Day 1

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## **Day 1 — Secondary Rule 1 — Cooperate with basic Christian standards of behavior and conversation**

### **Rationale:**

1. This means that it is not good enough to simply talk about Christianity. We have to live it out.
2. Followers of Christ are responsible to live out biblical Christianity because you were bought with a price.
3. Everyone on earth is responsible to bow the knee to Christ. We want each of you to love Christ, but as a student here you have to live like a believer.
4. There is a great danger of being at a Christian school and hearing the gospel and learning about Christ and not practicing virtue.

## **Day 1 — Secondary Rule 2—*Demonstrate exemplary conduct before the elementary students.***

### **Rationale:**

- 1.Fifth commandment
- 2.Superiors, inferiors and equals:

Question 129: What is required of superiors towards their inferiors?

Answer: It is required of superiors, according to that power they receive from God, and that relation wherein they stand, to love, pray for, and bless their inferiors; to instruct, counsel, and admonish them; countenancing, commending, and rewarding such as do well; and discountenancing, reproof, and chastising such as do ill; protecting, and providing for them all things necessary for soul and body: and by grave, wise, holy, and exemplary carriage, to procure glory to God, honor to themselves, and so to preserve that authority which God has put upon them.

Question 130: What are the sins of superiors?

Answer: The sins of superiors are, besides the neglect of the duties required of them, an inordinate seeking of themselves, their own glory, ease, profit, or pleasure; commanding things unlawful, or not in the power of inferiors to perform; counseling, encouraging, or favoring them in that which is evil; dissuading, discouraging, or discountenancing them in that which is good; correcting them unduly; careless exposing, or leaving them to wrong, temptation, and danger; provoking them to wrath; or any way dishonoring themselves, or lessening their authority, by an unjust, indiscreet, rigorous, or remiss behavior.

Secondary students should also be encouraged to contemplate what their attention means to younger students and how much of an impression that their kindness can cause. Also, they should recognize how much damage their mistreatment of younger students can cause.

### **Possible Scenarios to consider:**

1. Younger student lost in the halls.
2. Witnessing older students picking on a younger student.

**Day 1— Secondary Rule 3— No talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.**

**Rationale:**

1. This rule has nothing to do with a teacher being right or wrong. Even if a teacher is wrong the students should be respectful.
2. Walking students through problems or examples that you have had or witnessed in this area might be helpful.
3. Talk with the students about the value that this habit will produce for them in the future if they can make this reaction their habit. Doing this right now makes it easier to do when the stakes are higher.

**Possible Scenarios to consider:**

Teacher tells students to turn in their assignments.

Student argues with the teacher about the assignment

Student listens to a teachers instructions and reacts—but reacts cheerlessly

Student has to be asked a number of times

**Day 1— Secondary Rule 4— Students may use iPods, CD players, or Cell phones maturely at lunch or before or after school.**

**Rationale**

- 1.Maturity means that you do not ignore the needs of others.
- 2.Maturity recognizes community. We are a community so it is not good for you to constantly go off into your own world.
- 3.Grammar school students do not have these same rights and privileges. Do not flaunt your liberty or it demonstrates that you are not ready to have it.

**Possible Scenarios to consider:**

Immaturity of ignoring others

Immaturity of only recognizing your own needs

Teacher lets them know that it is class time and the student continues to talk on their cell.

**Day 1— Secondary Rule 5—*Treat all of the school's materials and facilities with respect and care.***

**Rationale:**

1. Students need to understand that things cost money.
2. Students need to understand that other student in future years will have to use this book.
3. Here are some specific examples:
  - Students will be charged for lost or damaged textbooks.
  - Lockers must be kept neat, inside and out.
  - Other than student names, no signs should be on the outside of the lockers.
  - Students are not to eat or drink in the hallways, or to keep open food or beverages in their lockers. Students may have bottle of water in class, but can only have food or other drinks in class with teacher permission.

**Possible Scenarios to consider:**

Student littering

Student munching loudly on chips during class in a distracting manner.

Talking with students about how to treat books carefully.



**Day 1— Secondary Rule 6— Public displays of affection are not permitted at school or school activities. (As an application of rule 2.)**

**Rationale:**

1. Romantic relationships are a great blessing, but they are blessings are found in marriage or in relationships that lead to marriage. Marriage implies the ability to provide for a family. In early secondary school, you are not ready to do this yet. When you are a senior, you might be getting closer to that time, but should not pretend that they have the ability to provide when you really don't.
2. Romantic relationships are important enough to guard and to not make a public spectacle of them.
3. Maturity considers community. When you get into exclusive relationship that cause you to spend all of your time with one person, you are *de facto* ignoring everyone else.
4. These relationships are also a distraction to the work that we all students have to do.

**Day 1— Secondary Rule 7— Backpacks and/or athletic bags must be stored in or on top of the lockers. Students may not bring their backpacks to class.**

**Rationale:**

- 1.Students will have lockers and hooks in the halls.
- 2.We do not have room in each room for backpacks.
- 3.Take the students down to their lockers so that they can put their stuff away and find their hook.

**Possible Scenarios to consider:**

Student comes in with a backpack full of superfluous material and needs an entire table to unpack it.

## **Day 1— Come to attention when the teacher signals that it is time to do so**

### **Rationale:**

1. There are times when your teacher needs to get the attention of the class.
2. This is a hard thing particularly if you enjoy making the last joke or to finish your last witty comment. As James says, however, controlling the tongue is a sign of Christian maturity.
3. You need to be able to tell when the teacher needs this, so here is the procedure that we will follow:

Teacher says, “Attention.”

Students need to:

1. Stop doing whatever they are doing—particularly talking
2. Look at the teacher

### **Possible Scenarios to consider:**

Practice this a few times—some bad examples might become evident.

Teacher calling for attention and student continuing to talk

## **Day 1— When a teacher gives a command: “Yes, ma’am, Yes, sir/Yes, Mr. Fischer, Yes, Miss Chapin”**

### **Rationale:**

- 1.This is only for commands—not for any comment by a teacher.
- 2.It is a practical matter because the teacher needs to know that you heard and understood their command.
- 3.It is also a way to demonstrate your respect for your teacher. This sort of respect means a lot to your teachers.

### **Possible Scenarios to consider:**

The teacher gives a command to get out a pencil, to take out a book and to pick up a piece of paper.

Student gets out the pencil very slowly saying nothing

Student is not obedient at all.

Student is haltingly obedient and says nothing

Student does it right

**Day 1—Obey a command immediately, completely and with a smile.**

**Rationale**

1. This is a matter of biblical submission—which is not based on your teachers being smart or right or even good. .
2. Note that God's Word—particularly the Proverbs—condemns the *mockers* and *sluggards*.

**Possible Scenarios to consider:**

Students obey real slowly.

Student told to do three things and does only one.

Student is obedient but with a bad attitude—rolling eyes, sighing or mocking under his breath.

**Day 1— *Walk in the halls with quiet voices during class times.***

**Rationale:**

1. Difference between different halls.
2. Your volume level needs to prove that you are in the practice of loving others.

**Possible Scenarios to consider:**

Send half the class into the hall to be loud while the rest is trying to talk or listen to the teacher to show them how much of a distraction this is.

## **Day 1— *Devotions and lunch procedures***

### **Rationale:**

1. We need our day to start at 8am—be in class by then.
2. Work through the schedule with the students
  - Go to first period class with books at 8am.
  - Devotions before or after lunch—Dialectic before in London; Rhetoric afterwards in Alexandria
  - Go to lunch after devotions and start to eat
  - All have to stay at lunch until announcements are made

**Walk through this with students asking for questions.**

**Day 1— *Certain behaviors will earn you an immediate trip to the office (disrespect, rebellion, dishonesty, fighting, foul language)***

**Rationale:**

1. Some issues are so serious that you have to see the principal or Headmaster.
2. The teacher has no discretion in these matters.
3. Some language to avoid—"sucks" and "gay".



## **Day 1—*Appeal the decision or action of a teacher respectfully***

### **Rationale:**

1. Appealing the decision or action of a teacher is not disrespectful—teachers do make mistakes.
2. These appeals must be done respectfully, however.
3. An appeal—even if it is right—will not be heard if it is not done respectfully.
4. Students should not contradict their teachers.

### **Possible Scenarios to consider:**

This one would be good to practice. Here is an example:

A teacher asks students to hand in an assignment a day before it was due. The respectful appeal might look something like this:

“Sir (or Mr. Daughtrey), you just said that the assignment was due today. Are you sure that it is not due tomorrow? I thought that you had said that last week.”

**Day 1—Wear your uniform correctly, completely and neatly.**

**Rationale:**

1. Letting someone wear something that is outside of the code is simply punishing the obedient student who would really like to wear what they want, so it is only fair to apply the code uniformly.
2. This year Mrs. Arrick will be serving as our uniform checker. From time to time she will come to class and check your uniforms—sometimes our male teachers have a tendency to miss things.
3. Mrs. Arrick's decisions can not be immediately appealed. You have to obey what she asks. You can appeal later to the Headmaster

\*\*\*\*Please hand out a copy of the uniform code to the students.

**Possible Scenarios to consider:**

Students 2-5 come out all out of uniform. The leader unpacks what is wrong with each.

**Do it again and all do it right.**

## **Day 2— Men should show consideration and respect for the ladies in the school.**

### **Rationale:**

1. The young men of our school will be the husbands and fathers of tomorrow. God has called on husbands and fathers to lay down their lives for their wives and children as Christ laid down His life for the Church.

### **Here are some of the practical ways this should happen:**

1. Open doors for all ladies - whether parents, teachers, or students.
2. Always allow the ladies to exit the room (or the bus) first.
3. If a young lady arrives at school with an armload of books, offer to open her locker door for her.
4. Seat ladies at the lunch tables in the cafeteria. Go and get a chair for the girls to sit in or give up your chair and get another one for yourself.
5. When ladies are carrying items from their cars into the school building, offer to help them.
6. In the hallways, men are chivalrous and defer to the ladies by giving them space and avoid running into them.
7. In all events where food is served, the women are to be served and seated first.
8. Playing at recess with wisdom—boys and girls should not play games that require a lot physical contact.

**This really needs some hands on practice—particularly #4.**

## **Day 2— Students should show proper respect to their teachers and administrators**

### **Rationale:**

1. Students need to respect those worthy of respect.
2. Teachers are worthy of this for two reasons, we hope. First, all teachers hold an office that is worthy of respect. Second, teachers should be the kind of people that encourage this respect by the way they live.

### **Here are some of the practical ways this should happen:**

1. Students are expected to stand and be quiet when it is time for class. They should remain standing until instructed to take their seats.
2. Students should have all materials necessary for class with them at the beginning of class.
3. Students should address their teachers by “Sir” and “M’am” or with the title “Mr.”, “Mrs.” Or “Dr.” along with the teacher’s last name.
4. Offers of help to teachers with physical tasks is very appreciated.
5. Students should stand when a teacher, administrator or adult enters the room. (The teacher will let them know when to sit down.)

### **Possible Scenarios to consider:**

1. Teacher asks the students to go get a chair. The student stares at the teacher and says nothing.
2. Teacher asks the other student to do the job and the student answers using the teacher’s first name.

## **Day 2—Make a special effort to welcome visitors and new-comers to Veritas.**

### **Rationale:**

1. God's word recommends looking out for people in need. Students new to our school are certainly need to meet new friends and to fit into a new situation.

### **Here are some of the practical ways this should happen:**

1. When adults visit a class, the students should stand until the teacher instructs them to be seated again.
2. Greet parents who visit during school assemblies. Make sure that the ladies have a place to sit.
3. Make a special effort to welcome students who are new to Veritas.

**Omnibus teachers should talk through this:**

<b>Other procedures</b>		
<i>What to do when you arrive at school before 8:00 (sit quietly and read by the room on in the cafeteria)</i>	You can sit in any secondary room or the halls until 8am, but at 8am you need to be in your first class and at your desk or table with your materials.	
<i>What to do when you are not picked up by 3:05 pm. (go to the office)</i>	If you do not get picked up by 3:05pm, report to the school office. Wait for your ride in Alexandria. Tell the office before you leave, because we need to know that you have left.	
<i>How to respond when an adult visitor enters the class</i>	Teachers says, "Class Please." Students stand. Teachers says to they visitor, "Good afternoon, I am Mr. Dawson." The visitor will say, "Hello, I am Mrs. Jones." The teacher will then ask a student to get the visitor a chair and whatever else they might need.	
<i>Teachers desk and computer are theirs</i>	A teacher's desk and computer are their own. Students are not to use them.	