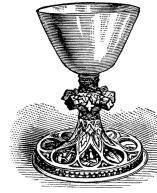
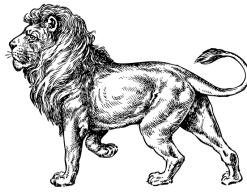


NORMS AND RULES



“Teachers who do not work to first render students teachable and attentive, do not lay a foundation for learning ... If a child learns without an inclination to learn, without attention, and without intelligence, what do you hope he learns solidly?”

Comenius, *Didactica Magna*

WHAT IS A “NORM”?

In *Running the Room: The Teacher's Guide to Behaviour*, author Tom Bennet says, “Every classroom has its beliefs about what matters [*culture*] and what behavior is acceptable, or normal [*norms*].”

Veritas has a culture: The behaviors and attitudes our community deems to be valuable and important. Veritas classrooms (and hallways and common spaces) also each have norms: accepted behaviors.

Ultimately, norms are an expression of culture. We may say that our culture is defined by certain characteristics, but the norms that govern student, parent, and faculty behavior have the potential to tell a different story.

Therefore we want to foster a culture supported by norms that we mindfully cultivate. Such a culture is the most efficient mechanism for getting all students to learn deeply and virtuously! If we don’t, students will build their own culture, and we will be left trying to overcome the competing clash of our desired culture and established norms.

We make good behavior easier for the students by making our norms:

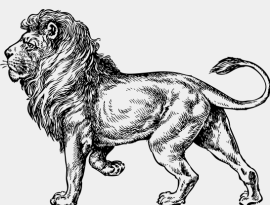
- ❖ **Obvious:** we are clear and explicit in speech and supported by visuals
- ❖ **Desirable:** we explain why our norms are useful and helpful, historically rooted in and affirmed by the Church
- ❖ **Habitual:** we get students to do them so often it becomes the default

“A proper and conscientious instruction is the well-spring of all moral goodness. By contrast, the doors are flung wide open to folly and evil when education becomes corrupted and careless.”

Erasmus, *De Pueris Instituendis*

Read on to familiarize yourself with the norms and habits based on the **Seven Heavenly Virtues**...

VERITAS NORMS & SUPPORTING HABITS

Virtue	Catechistic Definition	Norms	Habits
PRUDENCE	Prudence is the virtue that disposes practical reason to discern our true good in every circumstance and to choose the right means of achieving it; "the prudent man looks where he is going" (Prov 14:15). "Keep sane and sober for your prayers" (1 Pet 4:7). Prudence is "right reason in action," writes St. Thomas Aquinas, following Aristotle. It is not to be confused with timidity or fear, nor with duplicity or dissimulation. It is called <i>auriga virtutum</i> (the charioteer of the virtues); it guides the other virtues by setting rule and measure. It is prudence that immediately guides the judgment of conscience. The prudent man determines and directs his conduct in accordance with this judgment. With the help of this virtue we apply moral principles to particular cases without error and overcome doubts about the good to achieve and the evil to avoid.	Choose to do the right thing at the right time. 	❖ Think before you speak or act, considering how this affects others. ❖ Seek excellence in character and actions. ❖ Choose to not be offended. ❖ Control attitude, effort, and tongue.
JUSTICE	Justice is the moral virtue that consists in the constant and firm will to give their due to God and neighbor. Justice toward God is called the "virtue of religion." Justice toward men disposes one to respect the rights of each and to establish in human relationships the harmony that promotes equity with regard to persons and to the common good. The just man often is distinguished by habitual right thinking and the uprightness of his conduct toward his neighbor. "You shall not be partial to the poor or defer to the great, but in righteousness shall you judge your neighbor" (Lev 19:15).	Consider others above yourself. 	❖ Trust those in authority over you, believing they have your best interest in mind. ❖ Treat others as you would like to be treated. ❖ Be honest. ❖ Respect others' property.
FORTITUDE	Fortitude is the moral virtue that ensures firmness in difficulties and constancy in the pursuit of the good. It strengthens the resolve to resist temptations and to overcome obstacles in the moral life. The virtue of fortitude enables one to conquer fear, even fear of death, and to face trials and persecutions. It disposes one even to renounce and sacrifice his life in defense of a just cause. "The Lord is my strength and my song" (Ps 118:14). "In the world you have tribulation; but be of good cheer, I have overcome the world" (Jn 16:33).	Endure challenges with courage. 	❖ Be courageous rather than self-conscious knowing that difficulty and mistakes are a natural part of learning. ❖ Be willing to fail, maybe even spectacularly at times. ❖ Continue even when learning becomes hard.

Virtue	Catechistic Definition	Norms	Habits
TEMPERANCE	Temperance is the moral virtue that moderates the attraction of pleasures and provides balance in the use of created goods. It ensures the will's mastery over instincts and keeps desires within the limits of what is honorable. The temperate person directs the sensitive appetites toward what is good and maintains a healthy discretion . . . In the New Testament it is called "moderation" or "sobriety." We ought "to live sober, upright, and godly lives in this world" (Titus 2:12).	Demonstrate self-control. 	❖ Be attentive. ❖ Be punctual and prepared for class. ❖ Exhibit self-control by demonstrating restraint of impulses, emotions, or desires to promote the greater good.
FAITH	Faith is the theological virtue by which we believe in God and believe all that He has said and revealed to us because He is truth itself. By faith "man freely commits his entire self to God." For this reason the believer seeks to know and do God's will. "The righteous shall live by faith." Living faith "work[s] through charity" (Rom 1:17; Gal 5:6).	Understand and believe the Gospel, trusting Jesus Christ as Lord and Savior. 	❖ Read and memorize scripture. ❖ Pray and practice other spiritual disciplines. ❖ Regularly attend church in-person. ❖ Rely on the strength of Christ within to face challenges.
HOPE	Hope is the theological virtue by which we desire the kingdom of heaven and eternal life as our happiness, placing our trust in Christ's promises and relying not on our own strength, but on the help of the grace of the Holy Spirit. "Let us hold fast the confession of our hope without wavering, for he who promised is faithful" (Heb 10:23). "The Holy Spirit . . . he poured out upon us richly through Jesus Christ our Savior, so that we might be justified by his grace and become heirs in hope of eternal life" (Titus 3:6-7).	Desire the kingdom of heaven and place trust in Christ's promises and not your own strength. 	❖ Express gratitude for God's provisions. ❖ Be bold in sharing the Gospel. ❖ Do not be fearful of the times we are living in. ❖ Encourage others to press into the hope and joy we have in Christ.
CHARITY	Charity is the theological virtue by which we love God above all things for His own sake, and our neighbor as ourselves for the love of God. . . . The practice of all the virtues is animated and inspired by charity, which "binds everything together in perfect harmony" (Col 3:14); it is the <i>form of the virtues</i>; it articulates and orders them among themselves; it is the source and the goal of their Christian practice. Charity upholds and purifies our human ability to love, and raises it to the supernatural perfection of divine love.	Love God above all things and love our neighbor as ourselves. 	❖ Respond to God's love for us by showing kindness to our classmates in all things. ❖ Choose to affirm and validate others over seeking affirmation for self.

CONSEQUENCES

FIRST, A SCRIPTURAL ENCOURAGEMENT

“His divine power has granted to us all things that pertain to life and godliness, through the knowledge of him who called us to his own glory and excellence, by which he has granted to us his precious and very great promises, so that through them you may become partakers of the divine nature, having escaped from the corruption that is in the world because of sinful desire. For this very reason, make every effort to supplement your faith with virtue, and virtue with knowledge, and knowledge with self-control, and self-control with steadfastness, and steadfastness with godliness, and godliness with brotherly affection, and brotherly affection with love. For if these qualities are yours and are increasing, they keep you from being ineffective or unfruitful in the knowledge of our Lord Jesus Christ. For whoever lacks these qualities is so nearsighted that he is blind, having forgotten that he was cleansed from his former sins. Therefore, brothers, be all the more diligent to confirm your calling and election, for if you practice these qualities you will never fall. For in this way there will be richly provided for you an entrance into the eternal kingdom of our Lord and Savior Jesus Christ.”

2 Peter 1:3-11

Most Common Infractions	Love & Logic Consequence	Responsible Party
Uniform – short skirt/shorts	❖ Sent to office; slip from office for ticket into class. ❖ Email will be sent to parent through FACTS. ❖ Lunch detention.	Teacher/ 4th-floor Office
Uniform – outerwear	❖ Not allowed into the classroom w/o proper uniform. Sent to office; slip from office for ticket into class. ❖ Email will be sent to parents through FACTS. ❖ Deposit outerwear in locker. ❖ Lunch detention.	Teacher/ 4th-floor Office
Uniform – shoes	❖ Sent to office; slip from office for ticket into class. ❖ Email will be sent to parents through FACTS. ❖ Lunch detention.	Teacher/ 4th-floor Office
Uniform – belt	❖ Sent to office; slip from office for ticket into class. ❖ Email will be sent to parents through FACTS. ❖ Lunch detention.	Teacher/ 4th-floor Office
Uniform – shirt (untucked shirts, missing tie, etc.)	❖ Verbal reminder/fix the problem ❖ Email will be sent to parents through FACTS. ❖ <i>If repeated</i>, sent to office; slip from office for ticket into class; lunch detention.	Teacher/ 4th-floor Office
Grooming Issues (hair length/color, etc)	❖ Sent to office; slip from office for ticket into class. ❖ Email will be sent to parents through FACTS. ❖ Lunch detention.	Teacher/ 4th-floor Office
Tardy	❖ Receives a “T” on FACTS attendance record. Parents and students receive an automated email. ❖ SL: Patterns of tardiness may result in a consequence, such as a reflection form or lunch detention. ❖ SR: Every three tardies in a given class will accrue one recorded absence for the year. A student may appeal a tardy to their teacher within one week of notification.	Teacher

Most Common Infractions	Love & Logic Consequence	Responsible Party
Unprepared for class	❖ Receives a “U” on FACTS attendance record. ❖ Students <u>may NOT return to locker</u> and will receive a logical consequence, such as borrowing materials or missing aspects of instruction. ❖ Patterns of unpreparedness may result in a consequence, such as a reflection form or lunch detention	Teacher
Misconduct in class	❖ Teacher gives <u>no more than one</u> verbal reminder, then: ❖ Grades 5-7: Student is dismissed to complete a reflection form in the hallway. ❖ Grades 8-12: Student is dismissed to complete a reflection form 1) in hallway or 2) in study hall <u>for a set time</u>, or 3) is sent to the office for a meeting with School Head at the teacher’s discretion. ❖ Completed reflection form becomes a ticket back into class. Teacher will have a follow-up conversation. ❖ <i>Alternatively</i>, a reflection form may be assigned over lunch detention at the teacher’s discretion. ❖ <u>Email will be sent to parents through FACTS.</u> ❖ Reflection forms are collected and reviewed by School Heads. Further consequences may be applied.	Teacher/Study Hall
Misconduct in common areas	❖ Monitor gives <u>no more than one</u> verbal reminder, then sends student to study hall to complete a reflection form <u>for 15 minutes</u> (SL) or <u>20 minutes</u> (SR). ❖ <i>Alternatively</i>, a reflection form may be assigned over lunch detention at the teacher’s discretion. ❖ Email will be sent to parents through FACTS. ❖ Reflection forms are collected and reviewed by School Heads. Further consequences may be applied ❖ The repair or replacement of resources and furniture in common areas due to damage or loss may be at the student’s own expense. ❖ Repeated misbehavior in the Student Commons (SR only) may result in dismissal from the Commons for a set number of days.	Teacher/Admin/ Study Hall
Cell Phone	❖ Device confiscated and kept at the 4th-floor desk. ❖ Email will be sent to parents through FACTS. ❖ The parent may collect the device.	Teacher/ 4th-floor Office
Misuse of Computer, Headphones, & Smart Watch/Fitbit (used in unapproved areas or non-academic purposes)	❖ Item confiscated and kept at the 4th-floor desk. ❖ Email will be sent to parents through FACTS. ❖ At the end of the school day, the student may collect the item for \$20; a parent may at no charge.	Teacher/ 4th-floor Office
General	❖ Teachers may write students a referral for serious misconduct. ❖ Other consequences may include lunch detentions, service hours, revoked privileges, mandatory study hall, written assignments, Saturday School, etc. as deemed appropriate by School Heads.	School Heads