

# **Parent Student Handbook**

2018-2019 School Year

# **Table of Contents**

[Introduction to Veritas Scholars Academy](#)

[Veritas Press Organizational Chart](#)

[Options for Taking VSA Courses](#)

[Veritas Websites](#)

[General VSA Information](#)

[Academic Year Calendar](#)

[Terms and Conditions](#)

[VSA Pricing](#)

[VSA Communities](#)

[End of Year Gathering](#)

[VSA Systems](#)

[Logging On](#)

[Best Practices for Students](#)

[Etiquette and Behavior Standards](#)

[Chat Box Guidelines](#)

[Academic Policies and Procedures](#)

[Orientation/Start of Classes](#)

[Late Enrollments](#)

[Classroom Discipline](#)

[Academic Dishonesty and Other Disciplinary Challenges](#)

[Grading Scale](#)

[Late Work](#)

[Exam/Test Retakes](#)

[Attendance and Participation](#)

[Class Attendance and Relevant Class Participation Grading Rubric](#)

[Educational Accommodations](#)

[Course Waiver and Archive Viewing Report](#)

[Course Assignments Sheet](#)

[“Save Your Grade” Day](#)

[Quarterly Grading and Comments](#)

[Diploma Program](#)

[Additional Options for taking VSA Courses](#)

[Diploma Course Registration](#)

[Diploma Admission and Enrollment](#)

[Annual Consultation](#)

[Transcript Grade Information](#)

[Contract Amendment](#)

[Appendix A - 2018-2019 Academic Year Calendar](#)

[Appendix B - 2018-2019 Pricing](#)

***Updated June 2018***

# **Introduction to Veritas Scholars Academy**

## **Mission Statement**

Restoring our culture for Christ...one young heart and mind at a time.

## **Statement of Faith**

We believe that the sixty-six books of the Holy Bible are the only authoritative, inerrant Word of God. Further, we believe that these Scriptures are our final rule in all matters of faith and practice.

We believe that there is but one God, eternally existent in three Persons, the Father, the Son and the Holy Spirit. We believe that Adam, the first man, sinned in his disobedience toward God and that through his disobedience sin extended to all his posterity. Consequently, all are born sinners, spiritually dead and relationally separated from God.

We believe that because of the ineffable love of God for the world, Jesus Christ, born of the Virgin Mary, perfect Man and truly God, came to earth to fulfill the divine Law through perfect obedience.

Having lived a sinless life in obedience to His Father, He gave His life on the Cross as the perfect, complete sacrifice for sin. On the third day, God raised Him from the dead, after He had provided a full redemption for His chosen people—those for whom He died. We believe that God will regenerate all for whom Christ died through the invincible power of the Holy Spirit. We believe that we sinners appropriate this work of God's salvation by His grace alone through our faith alone, not as a result of any of our works.

We believe that a true church may be known by its engaging in the pure preaching of the Gospel, the right administration of the sacraments, and the faithful exercising of church discipline. We believe that all Christians will seek to unite in fellowship with such a church.

We believe in the resurrection both of the believer and of the unbeliever—the believer unto the resurrection of everlasting life and the unbeliever unto the resurrection of everlasting damnation.

We believe and embrace the system of doctrine expressed in the early ecumenical creeds of the Church (the Apostles', the Nicene, the Chalcedonian and the Athanasian) and the confessions of faith issuing from the Protestant Reformation, including the Belgic Confession of Faith, the Heidelberg Catechism, The Philadelphia Confession, the Thirty-nine Articles of the Church of England, and the Westminster Confession of Faith. Where these documents are in conflict we submit to the Westminster Confession of

Faith with the understanding that such conflicts should be articulated carefully as if they are secondary doctrines and taught with balance and integrity recognizing that these differences should not cause a breach in fellowship.

We believe our role as educators to be in loco parentis, (in the place of the parent). We believe that parents are responsible to educate their children in the Lord. We believe that educators must be the delegates of the parents, assisting them in the education of their children, but never usurping their God-given parental prerogative and responsibility.

We believe that biblical discipline, the encouragement of an obedient child and the correction of a disobedient child, is a critical and necessary part of education. Under no circumstances will the misbehavior of one child be permitted continually to hinder the education of other children.

We believe that fathers are the God-ordained heads of their households. Wherever possible, we desire that each father assume leadership in the education of his children.

We believe that conflict resolution should be accomplished as quickly and as simply as possible. Concerns and grievances should first be addressed directly to the party involved, in order that justice and charity be duly served.

## **Our History**

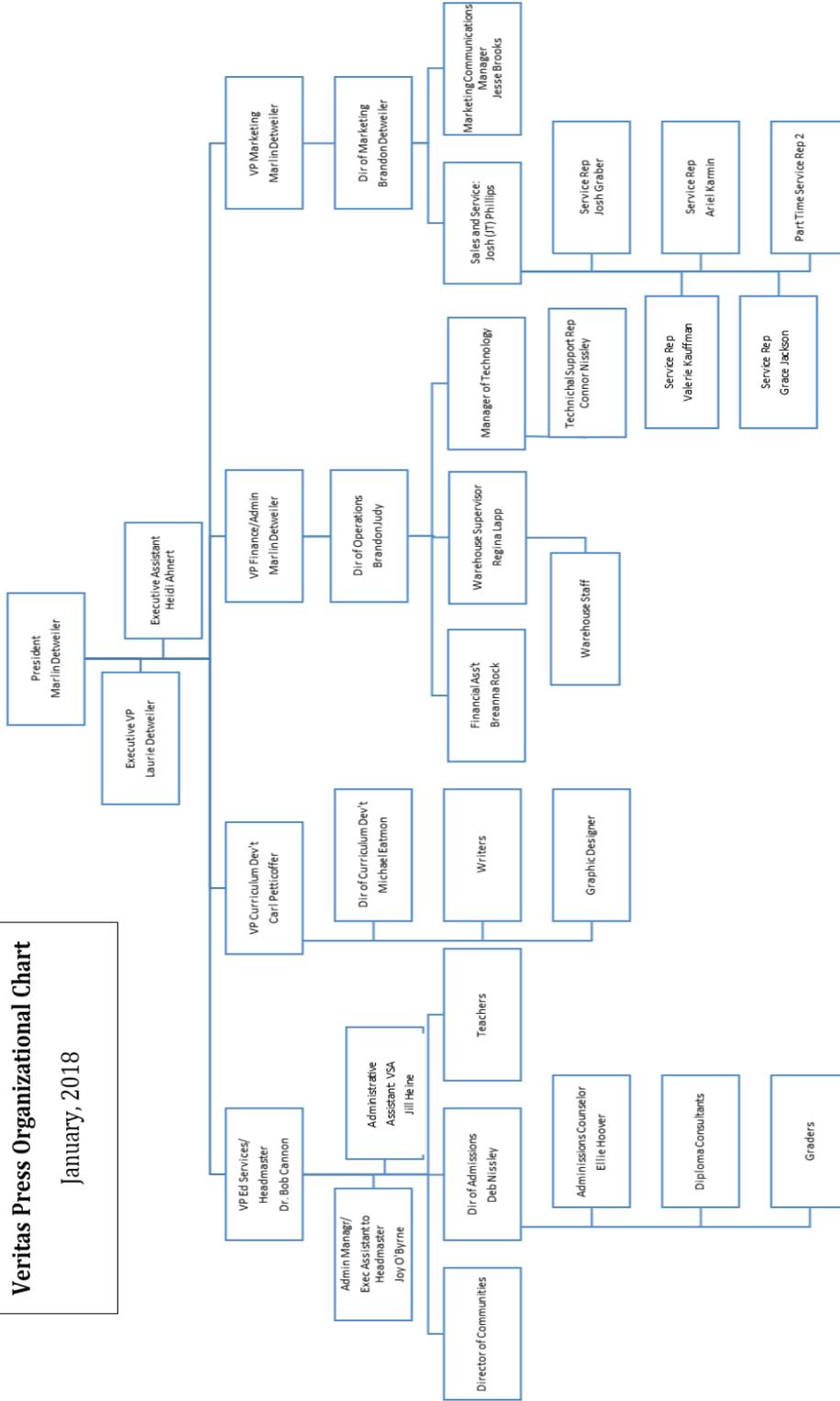
In 2006, Veritas Scholars Academy (VSA) was started with the goal of offering educational services beyond merely selling curricula. In 2007 the first live online classes were offered. At the beginning, there were approximately 32 students in two Live classes. Over the years, VSA has continued to add course offerings which now include over 10,000 students taking courses each year. In 2009, VSA went from simply offering single-enrollment courses to welcoming full-time students working toward a diploma. The K-12 school enrolled students who were accountable to academic standards in line with Veritas's high classical Christian academic standards. While VSA had been accredited for some time, in 2014 it was accredited by the Middle States Association of Colleges and Schools, the same prestigious accreditation earned by the University of Pennsylvania and Princeton University along with many private Christian and preparatory high schools. VSA students take their courses exclusively online, or supplement with home study courses. These home study courses, now called "You Teach" courses, receive evaluation throughout the year to ensure that they meet our academic objectives. When VSA began offering diplomas in 2009, there were 90 participating students. Currently, there are many, many more from all 50 states and many countries throughout the world.

## **Educational Philosophy**

We employ the time-proven method of the Trivium in the education of the student. This method includes three stages. The Grammar stage studies the fundamentals of disciplines in order to build a framework of knowledge on which later information can be hung. Questions of who, what, where, and when are the focus. The Dialectic stage brings the grammar of disciplines into ordered relationships. The goal is to equip students with the thinking skills necessary to recognize sound arguments and ideas and to detect and correct fallacious ones. This stage addresses the questions of “how” and “why”. The Rhetoric stage seeks to produce students who can use language, both written and spoken, to express their thoughts eloquently and persuasively. The goal of the Trivium is to educate students not in what to think, primarily, but in how to think,

# Veritas Press Organizational Chart

**Veritas Press Organizational Chart**  
January, 2018



## **Affiliations/Accreditations**

We are accredited by the Middle States Association of Colleges and Schools. We are a member of the Association of Classical and Christian Schools (ACCS) and an approved curriculum for future NCAA athletes.

## **Classical Education**

In *Recovering the Lost Tools of Learning*, Douglas Wilson describes a Christian Liberal Arts education for students in Kindergarten through 12<sup>th</sup> grade. Much of the education of our American forefathers was based on this model, and over time our educational system has strayed far from it—primarily influenced by *pragmatism* and the idea that education is more about helping someone get a job rather than educating them to be free and able to do anything they want. We will provide a short overview of this paradigm, but we encourage you to read *Recovering the Lost Tools of Learning* for yourself to get a full and detailed account of what we are trying to achieve.

A Christian Liberal Arts education uses the Trivium, which is a Latin word that literally means “three roads” or “three ways.” It refers to the first three subjects or disciplines of the seven Liberal Arts. These three subjects are Grammar, Dialectic or Logic, and Rhetoric, and they each coincide with three stages of child development and learning ability.

The Grammar stage coincides with the elementary or “grammar” school years. The Logic stage generally corresponds with grades 7 to 9, commonly called Junior High, and the Rhetoric stage with the high school years. Each of the stages fits well with how we believe God has wired children to learn and forms the basis for our teaching methodology.

For example, Grammar School children love to memorize, and it comes easily for them. Think about how many nursery rhymes you remember from your childhood. Young children memorize better than we do as adults, and if that is the case, we have a golden opportunity to fix important information in their memory. And of course there is a wealth of knowledge that fits this description: Books of the Bible, math facts, states and capitals, countries, English grammar facts—the list is endless. We call it “filling the hard drive.”

When students reach Junior High, they are not as good at memorizing, but they develop another skill—they become very able and very willing to argue. They like challenging what they hear. They like to understand how one thing relates to another. For example, how does the War Between the States relate to the War for Independence? Rather than fight back, we embrace this God-given Logic stage and equip them with the tools to argue well.

The final stage, Rhetoric, matches up with high school. These young men and women care about their appearance and how they are perceived by others. During this stage we teach them how to communicate winsomely and persuasively. We want them to take the facts they've learned in the Grammar stage, organize them using Logic, and persuade their audience in such a way that they enjoy the process of being convinced of something—even possibly something they didn't believe previously.

With these skills under their belt, we have seen kids do remarkable things at comparatively young ages. We have students that are able to think clearly, interact with arguments posed by others, and disagree and formulate responses to other worldviews.

## **Options for Taking VSA Courses**

### **Live Online Courses**

Students enrolled in Live courses meet twice per week in real time for an interactive learning experience. Students complete assignments outside of class throughout the week in preparation for live class meetings. Live classes cap at 20 students per section. Live classes are available for all courses required for graduation as are many additional courses on topics of interest to our students.

### **Audit**

A student auditing a class will be enrolled in a separate Audit section of the course. They will have access to archives and course assignment sheet but not any assessments. They will have no teacher contact.

### **Self-Paced (SP)**

There is no class limit for self-paced courses. Student work through material on their computers at their own pace. Courses are initiated when payment is made or shortly thereafter, and students are given one year (12 months) to complete the material.

See Diploma Program section for more options.

## **Veritas Websites**

### [Veritas Press Website](http://www.veritaspress.com)

- <http://www.veritaspress.com>
- Click on Login to navigate to the Learning Management System (Schoology), VSA Account Management, Curriculum Catalog and Diploma Program Website. Each option explained below.

- Catalog of our curriculum offerings. Orders can be placed here.

#### Learning Management System ([Schoology](#))

- <https://resource3.veritaspress.com/theHub/remoteLogin/login.php>
- Access to Live, Independent Study and You Teach Courses

#### Account Management

- [https://vpsa.veritaspress.com/person/sign\\_in](https://vpsa.veritaspress.com/person/sign_in)
- Registering and paying for classes
- Self-Paced courses login.

#### Online Classroom ([Adobe](#) Connect)

- Where Live classes meet
- Students enter the online classroom in Schoology.

## General VSA Information

### Academic Year Calendar

The academic year calendar is available on the Veritas Press website and in the Parent Group in Schoology.

### Terms and Conditions

The Terms and Conditions is available on the Veritas Press website and in the Parent Group in Schoology.

### VSA Pricing

See Appendix A for a full explanation of VSA Pricing.

### VSA Communities

VSA Communities is an initiative with locations throughout the United States, with interest spreading nationally and internationally. VSA Communities are designed to facilitate fellowship and extra-curricular activities and events to provide a holistic, well-rounded experience for our students.

Check the Veritas website <https://www.veritaspress.com/communities> for a listing of active Communities. If there is not a Community in your area, you may email [communities@veritaspress.com](mailto:communities@veritaspress.com) for more information on how to help us start one.

## End of Year Gathering

The end of the Academic Year culminates with the End of Year Gathering. This event takes place in Lancaster, Pennsylvania, the week after the end of the Academic Year. Wednesday is the first day of fun, educational, and community-building activities for VSA families. Events are different every year. We hope you can join us, as we hear from families and students that the “EOYG” is a highlight of students’ VSA experience. It’s a place to meet - sometimes for the very first time - other students, parents, and VSA teachers. It’s truly an event like no other for the VSA student. Check the Academic Year calendar for dates.

## VSA Systems

### Logging On

- Navigate to [VeritasPress.com](https://www.veritaspress.com)
- Click “Login,” and then “School Login” to access Schoology, our Learning Management System.
- The courses the student is assigned to will be displayed in “My Courses” at the top of the page.
- The link to the Adobe classroom is located on the left panel of each course page.

For a full explanation of Schoology and Adobe Connect refer to the VSA Technology Handbook. This can be found in the VSA Parent Group in Schoology or on the Veritas website.

### Best Practices for Students

There are practices that set teachers and students up for the best possible experience in the classroom. When even one aspect is ignored the experience is often compromised.

- Headset – Students should use a headset connected directly to the computer via USB. This eliminates background sounds and noises, recycled audio and computer-generated boost, which can make the sound come through as “metallic” for the students.
- Wired to router – All computers used in classrooms should be wired directly to the router. Connecting directly to the router ensures a consistent connection. Routers have several Ethernet ports on the back so multiple students can be wired simultaneously.

For a full list of system requirements please see [Technology Handbook](#) for VSA System Requirements.

## **Etiquette and Behavior Standards**

Below are guidelines for student behavior.

- Biblical behavior standards will be followed at all times.
- Talking (including instant messaging in any chat box or otherwise) will not be permitted except:
  - when the teacher asks for a response
  - when it can be inferred that it is permitted by the Teacher
  - when it is on topic
- Background noise or music is not permitted.
- Parents are not permitted to log in to a live course session.
- Use the “raise hand” option to request permission to speak in the classroom
- Always use appropriate language (See [Chat Box Guidelines](#)).
- Ask questions via text chat.
- Avoid excessive use of emoticons. (Students tend to be distracted by them).
- Avoid excessive internet slang.
- Please do not text chat with others during class.

## **Chat Box Guidelines**

When meeting together as young Christian scholars, students and teachers are not only interested in what they are learning academically, but also how to become a scholarly community. They not only learn a biblical worldview but also learn how to build Christian community through class behavior. They are pioneers not only in trying to be more faithful to God’s Word in academics, but also in using new technology to forge Christian bonds all around the world. One of their tasks is figuring out how best to use their time in class wisely and to treat each other with love and respect as they do so. The novel thing in VSA online classes is how to properly use the chat box in conjunction with the more traditional verbal communications through the microphones.

There are two extremes in the use of the chat box to avoid. One is the “anything goes, say-whatever-you-feel-like-when-ever-you-feel-like” approach. Students are often tempted to do this or are used to doing this because of the casual “IM” or “email” world that many have grown up in. However, unlike casually texting or emailing friends, a classroom setting is and must be more formal and thoughtful in chat communications in order to have successful classes. The other extreme to avoid is the absolutely rigid “only-formal-responses-to-teacher-questions” approach to the chat box. It is important to avoid both a cold, formal classroom that fails to build community, and one that fails to take advantage of the positive aspects of our new technology.

How does one avoid these extremes? There must be a few hard and fast rules by which the community must abide. They must commit themselves to a few basic principles to learn how to better use the chat box. Finally, there must be some working guidelines based on the principles which will help the community put the principles into action. Working out these principles will be an ongoing process. The more everyone thinks about how best to use technology to further their principles, the better VSA classes will be.

## **Hard and Fast Chat Rules**

- NO ABUSIVE CHAT - No name calling, aggressive assertions or commands, insensitive communications, or the like will be tolerated.
- NO OFF-POINT CHAT - When class discussions are ongoing there should be NO completely off point communications— “how is your dog doing,” “go Yankees,” “I live near Timbuktu where do you live,” etc.—this distracts classmates for no worthwhile reason.

## **Basic Principles**

- All Chat should further twin goals of helping to learn more about the subject and building a scholarly community that cares for one another.
- All Chat should avoid distracting students from concentrating or listening to others or presenting orally.

## **Working Guidelines**

- Avoid chat while a classmate is presenting orally or the teacher is in the middle of a lecture.
- Encourage each other immediately before or after an oral presentation rather than in the middle of the presentation.
- Please use private chat with the teacher, not the public chat, to be excused for any reason
- When returning to the class, please do so quietly, without an announcement like, “Hey, what did I miss guys?” The teacher cannot stop class every time someone returns from the restroom and recap the past five minutes for that one person.
- Hold off on questions about assignments that could be addressed via email. Stick to the discussion at hand and resist the temptation to steer the class away from the current topic.
- If an ON-POINT side chat develops naturally, do not extend it unnecessarily, or if it is important, get everybody involved by requesting to speak via the “raise hand” option and asking the teacher if it can be addressed with everyone.
- In general, THINK BEFORE chatting. As better chat habits develop, good chat etiquette will come more naturally.
- LOL at appropriate jokes or humorous comments is fine, but a couple of lols will do for the whole class. Do not succumb to the feeling that everyone needs to respond every time. Naturally take turns.
- Begin to develop a sense of proportion and appropriate response levels.
- Remember, this is a COMMUNITY working TOGETHER to develop godly habits and to honor one another. When in doubt about it, DON'T chat. When it is clear that one needs to respond, out of love to one another, DO chat.
- Finally, everyone is a sinner and striving to do better. Show mercy to one another and encourage each other to comply with and improve guidelines so everyone can better adhere to the community's principles.

For a full explanation of VSA technology refer to the VSA Technology Handbook found on the Veritas website.

## **Academic Policies and Procedures**

### **Orientation/Start of Classes**

Two weeks prior to the start of classes the Learning Management System (Schoology) will be available for students and parents. It is the responsibility of the student to carefully review course pages and determine what is needed before the first day of each class. The teacher will post a Welcome Archive that students should watch before the first day of class. The Course Assignment Sheet for the first quarter will be posted in the Course Documents folder. It is *imperative* that students look at the Course Assignment Sheet, watch the Welcome Video, and read any messages posted by the teacher to be fully prepared for class. The Technology Handbook is available in the VSA Parent Group, Announcements and Resources, with a full overview of VSA systems.

### **Late Enrollments**

Any student enrolling in a class after the class has met for two weeks will be considered a Late Enrollee. Students are expected to be fully prepared for the material being covered at the time of their admission into the course or shortly thereafter. Late enrollees will work with teachers to determine any necessary makeup work.

### **Classroom Discipline**

While parents are primarily responsible for the discipline / discipling of their children, teachers also play a role. Please keep in mind as corrections and consequences for behavior are considered and administered, it is the first priority of VSA to shepherd children's hearts (Proverbs 4:23).

A teacher may restrict a student in any way the teacher deems advisable to minimize any adverse effect on others. If a student has been addressed by his teacher and continues to act inappropriately, a message will be sent to the student's parents to explain the behavior and to express a teacher's concern for the student and his peers. If the student continues to act inappropriately, a Disciplinary Action Form will be submitted. A copy will be sent to the parent.

## **Academic Dishonesty and Other Disciplinary Challenges**

There are various potential forms of disciplinary challenges in the classroom. While specific examples will not be given here, a general rule of thumb to follow is this: Any instance of a student causing a disruption to the educational environment - the learning that ought to be taking place for that student or others - is grounds for disciplinary action.

Cheating on any assignment is considered academic dishonesty. This includes plagiarism in any form. This also includes student use of solutions manuals or teacher CDs in instances in which curricular support materials have been provided to aid parents in the instruction of their children. Cheating will be dealt with in the following manner:

- If a student is caught cheating, he will receive a zero on the assignment and will be placed on academic probation for the remainder of the school year.
- If the same student is caught cheating again, he will likely be expelled.
- No refunds will be granted for students who are expelled due to cheating.
- A Disciplinary Action Form will be submitted by the student's teacher for any instance of academic dishonesty.

## **Grading Scale**

The following grading scale will apply for all assignments and final grades.  
100% – 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 60% = D; 59% - 50% = E; 49% - 40% = F. All grades are rounded to the nearest whole number.

## **Late Work**

If a student fails to submit any assessment by the due date, it is considered "late."

- Assignments submitted 0-24 hours late will result in a 10% grade reduction.
- Assignments submitted 24-48 hours late will result in a 20% grade reduction.
- Assignments submitted 48-72 hours late will result in a 30% grade reduction.
- Assignments over 72 hours late will not be accepted and the student will receive a zero.
- Student may request an extension from their teacher prior to the due date or in the case of an emergency.

VSA staff loves grace and the opportunity to exercise it, but also desires to instill a sound sense of responsibility in students, hence these expectations pertaining to late work.

## **Exam/Test Retakes**

Any student may retake a failed assessment (except quizzes), but can score no higher than 70% on the retake. Retakes must be submitted within one week of the returned, failed assessment. If the retake is not submitted within one week, the original failing grade will stand. Assessments given a failing grade due to academic dishonesty are

ineligible for a retake. Assessments given a failing grade due to failure to submit within three days of the due date are ineligible for a retake.

## Attendance and Participation

Both attendance and participation are vital parts of this course; therefore, students are required to attend class sessions and participate actively in discussions. Students are expected to view archives of any missed classes, and are responsible for obtaining any notes or assignments.

Students will be given quarterly grades for both participation and attendance:

- Fifteen percent of the final grade will be attributed to *relevant class participation*. This includes raising one's hand, commenting regularly via microphone / webcam, and using the chat box regularly to contribute to the academic conversation.
- Five percent of the final grade will be attributed to *class attendance*. Being present, being on time, and readiness for class are all factors to be considered in the class attendance grade. *Excused* absences will not detrimentally impact attendance grades.

## Class Attendance and Relevant Class Participation Grading Rubric

### Class Attendance Grade (100 Possible Points)

- Students are not marked absent if a Course Waiver Form is submitted.

100	0–1 absences
75	2 absences
60	3 absences
0	4 or more absences
<b>Every 3 instances of being late to class and/or leaving class early = 1 absence</b>	

### Relevant Class Participation Grade (100 Possible Points)

- Rubric for students attending Live class
- Students are not penalized if an Archive Viewing Report is submitted.

100	<ul style="list-style-type: none"> <li>• Participates very actively and appropriately on a daily basis, raises their hand often to offer answers, comments regularly via microphone, and uses the chat box regularly in constructive ways AND</li> <li>• Submits ALL the required Archive Viewing Reports for missed classes.</li> </ul>
95	<ul style="list-style-type: none"> <li>• Participates actively and appropriately, raises the hand to offer answers and comments somewhat regularly via microphone, and uses the chat box somewhat regularly AND/OR</li> <li>• Submits MOST* of the required Archive Viewing Reports for missed classes.</li> </ul>
90	<ul style="list-style-type: none"> <li>• Participates appropriately every once in awhile, raises the hand to offer answers and comments via microphone, and uses the chat box in constructive ways somewhat regularly AND/OR</li> </ul>

	<ul style="list-style-type: none"> <li>Submits MOST* of the required Archive Viewing Reports for missed classes.</li> </ul>
85	<ul style="list-style-type: none"> <li>Participates sometimes via microphone, comments somewhat regularly using the chat box AND/OR</li> <li>Submits SOME* of the required Archive Viewing Reports for missed classes.</li> </ul>
80	<ul style="list-style-type: none"> <li>Rarely raises the hand to offer comments via microphone and comments sometimes in the chat box AND/OR</li> <li>Submits SOME* of the required Archive Viewing Reports for missed classes.</li> </ul>
75	<ul style="list-style-type: none"> <li>Never comments via microphone, and uses the chat box infrequently AND/OR</li> <li>Submits SOME* of the required Archive Viewing Reports for missed classes.</li> </ul>
0	<ul style="list-style-type: none"> <li>Never contributes to class discussions AND/OR</li> <li>Submits NONE of the required Archive Viewing Reports for missed classes.</li> </ul>

*\* "MOST" and "SOME" are intentionally left to the subject discernment of the teacher, who has a more comprehensive understanding of the student.*

**Relevant Class Participation - Archive Viewing Report Total (100 Possible Points)**

- Rubric for students not attending Live class

100	61-64 Archive Viewing Report Submissions - Academic Year 23-24 Archive Viewing Report Submission - Summer Terms
70	41-60 Archive Viewing Report Submissions - Academic Year 15-22 Archive Viewing Report Submission - Summer Terms
0	0-40 Archive Viewing Report Submissions - Academic Year 0-14 Archive Viewing Report Submission - Summer Terms

Grading rubrics are also located on each course page.

**Educational Accommodations**

All requests for student accommodations must come through Administration. If a child has a learning disability or other documented medical need that impacts his education, VSA would like to be as supportive as possible and provide the parent with reasonable accommodations. If the student has particular needs, the parent must complete the Educational Accommodation Request Form so that administration might consider how to best support the parent, and the child’s learning.

If indeed it is determined that special accommodations are warranted, there are instances in which a nominal fee of \$50 per course will be assessed in an effort to recuperate a portion of the costs our administrative and teaching staff will incur in the process.

The form can be found in the VSA Parent Group in Schoology or on the Veritas Press website.

## **Course Waiver and Archive Viewing Report**

Students are strongly encouraged to be present for all live, online classes. Today's technologies make it feasible to attend classes from practically anywhere in the world, and it is expected that students will make every reasonable effort to be present for class. Attendance in class significantly correlates with academic success!

The Course Waiver Form and Archive Viewing Report are closely related and are factors in Class Attendance and Relevant Class Participation when a student misses a scheduled class. Class Attendance is 5% of the final grade and Relevant Class Participation is 15% of the final grade for all live VSA courses.

The **Course Waiver Form** is to be completed when a student anticipates missing a series of classes. This may occur as a result of illness, vacation, schedule conflicts, time zone restrictions, or other reasons. All students are expected to attend classes, but it is understandable that particular circumstances may make it very difficult to do so. When a student completes the Course Waiver Form, he is marked excused for that day.

When classes are missed, **Archive Viewing Reports** are a factor in students' Relevant Class Participation grades. For each class missed, students are expected to watch the class archive. For each archive viewed, students complete the Archive Viewing Report and give a two – three sentence summary of the material covered in the archive as a measure of accountability. Submitting the Archive Viewing Report for missed classes contributes to a student's Relevant Class Participation grade. Quarterly Relevant Class Participation grades will be determined based upon students' participation when present in class, as well as successful submission of Archive Viewing Reports. *Archive Viewing Reports are only accepted in the quarter of the absence because they are attached to quarterly Relevant Class Participation grades.*

For students who will regularly miss class due to schedule conflicts or time zone restrictions, both Class Attendance and Relevant Class Participation grades will be based on Course Waiver Forms and Archive Viewing Reports, respectively. The Archive Viewing Report Total Rubric will be used for grading. Grading rubrics are below.

*All course work missed due to an absence should be submitted within one week of the end of the time of the absence. Any exceptions to extended assignment deadlines must be submitted to the teacher for approval in advance of any deadlines.*

The form can be found in the VSA Parent Group in Schoology, on each course page.

## **Homework Philosophy and Guidelines**

Fulfilling the goals of a classical education does not necessitate assigning several hours of homework each night, nor is this practice desirable. Teachers should have a specific purpose in mind when homework is assigned. In the online environment that meets only twice per week there are expectations for reading and work to be done outside of class, but within a reasonable time for each course. Please refer to the online course listing for anticipated homework hours.

### **Extra Credit**

Consistent with classical pedagogy, VSA does not permit extra credit in any of its courses.

### **Written Assignment Standards**

- All written assignments that will be the teacher shall be typed in Microsoft Word or a program that Word can read and edit.
- Unless directed otherwise by teacher, the body of uploaded assignments shall:
  - be typed in Times New Roman type font, 12 points (There will be obvious exceptions to this, such as in Math or Art).
  - have the title centered across the top of the page
  - be double-spaced.

### **Course Assignments Sheet**

Each course will have a quarterly Course Assignment Sheet that will be shared among all sections of the course. Students should always refer to the Course Assignment Sheet for homework and assessment due dates.

Prior to the first day of class, students are expected to check the Course Assignment Sheet for each course to ensure they are prepared for the first day of class.

### **“Save Your Grade” Day**

While it is an expectation that teachers will continually monitor student grades and have regular contact with students and parents when problems are noticed, one day each quarter will be designated as “Save Your Grade” Day. It will normally fall two to three weeks before the end of the quarter. The purpose of the Day is to notify parents of any student in danger of receiving an *F* at the quarter’s end.

The dates can be found in the VSA Calendar and on the Veritas Press website.

### **Quarterly Grading and Comments**

VSA has dynamic grading, which means that grades are updated as soon as the teacher grades an assignment or exam. The grade that is displayed is the current

grade and parents can print a report of student progress at any time. Teachers will provide scheduled comments on student progress four times per year at the quarter points. A report of their current grade can be printed at any time. An official Report Card can be printed at the end of the academic year and the end of Summer B term which covers both Summer A and Summer B terms. Report Cards will not be emailed to parents. Diploma students will receive a transcript at the end of each academic year.

The dates can be found in the VSA Calendar and on the Veritas Press website.

Teachers are expected to grade and return all assignments to students within 48 hours, except for papers greater than two pages in length.

## **Diploma Program**

### **Additional Options for taking VSA Courses**

#### **Independent Study (IS)**

Independent Study classes are recommended when a student needs to meet specific graduation requirements and cannot take the class during the normal class parameters. These classes are also considered for students in different time zones and/or with other schedule constraints.

A teacher is assigned to a student studying via independent study. The teacher will develop a schedule, but evaluations are the same as the live class. The schedule will define course expectations, when assignments are due, and when class archives need to be viewed. The independent study need not be confined to the live online timeframe, but it must be completed within twelve months. The teacher will grade work, answer questions, and provide feedback. The student will be responsible to do the work according to the scheduled deadlines and turn in required assignments for a grade. The final class grade is included in the student's GPA.

[Independent Study Information Sheet](#)

#### **You Teach Courses (YTD)**

In a You Teach Diploma course a parent teaches the student at home. The courses must use VSA-approved curriculum and lesson plans (Grammar only). Students are encouraged to use all the teaching support materials available with the curriculum, such

as DVDs and Teacher's Manuals. A parent may choose to hire someone, for example a tutor or co-op, to assist in the teaching of the course. However, the responsibility of the course lies entirely with the parent.

You Teach Diploma courses are in the Learning Management System (Schoology). Grades are recorded in the VSA grade book and included in the yearly GPA on the transcript.

- **You Teach Grammar School Course**

You Teach Grammar courses have a quarterly review of representative work. The representative work includes worksheets, tests and quizzes from the curriculum. Courses completed satisfactorily will be shown on the yearly report card with a grade of *Pass* or *Fail*.

- **You Teach Secondary Course**

A You Teach Diploma (YTD) course is a course completed principally under the supervision of a parent. The course must be completed during the regular school year – September to May. Requirements for YTD courses are similar to requirements for Live courses. All courses use the approved VSA curriculum. A parent *may* choose to hire someone, for example a tutor or co-op, to assist in the teaching of the course, but ordinarily parents oversee their children's learning themselves.

Assessments are taken as online graded or teacher graded exams, quizzes, and midterm and final exams. No teaching or tutoring by VSA is included; however, comments and recommendations may be given as appropriate. Students are encouraged to use all the teaching support materials available with the curriculum, such as DVDs and Teacher's Manuals. Grades are recorded in the VSA grade book and included in the yearly GPA on the transcript.

Following is a list of those Secondary courses that can be taken as YTD:

- Grammar and Writing Transition
- Algebra I Saxon
- Algebra II Saxon
- Geometry Saxon
- Business Math
- General Science
- Physical Science
- Biology
- Anatomy and Physiology
- Health

[Grammar YTD Information Sheet](#)  
[Secondary YTD Information Sheet](#)

### **External Course**

Student may take a course at an external, approved institution for elective credit. No more than three academic electives can be taken in grades 9 through 12.

All external, elective courses must be submitted for approval. The review process is initiated at the student's yearly consultation. A final decision will be made by the Headmaster. To be approved, the course needs to meet the following basic requirements:

- Taken at an accredited school
- High school or college level course
- Official transcript must document the course

External courses taken during grades 9 through 12 will have a grade listed on the VSA transcript. The grade will not be factored into the VSA GPA.

Students who need physical education credit requirement for their state may consider a local physical fitness program. The program can be instruction in a specific sport or a general physical fitness program. Training should be led by a certified trainer. The trainer-led instruction should be at least 48 hours and practice or activity for 48 hours totaling 96 hours (or 24 hours instruction and 24 hours practice totaling 48 hours for .5 credit course). The course will be listed on the transcript as a pass/fail course earning non-academic credit. Physical Education (PE) will only be listed on the transcript for one year. All PE external course requests must have a syllabus or written description of the program and qualifications of the trainer.

All external courses must be completed by August 1 to be listed in the academic year for which they were started.

[External Course Information Sheet](#)

### **Honors Courses**

Upper secondary (grades 9 through 12) *online and self-paced* courses are considered Honors courses. The rigor of the classical teaching method qualifies these courses as Honors. Honors courses are classes that use rigorous curriculum in a more in-depth study than the courses offered at other schools.

Participating in honors-level classes helps demonstrate to colleges the academic ability of the student. Because honors classes are more difficult than non-honors classes, the grades earned in honors courses are given extra grade points. The honors scale is: A= 5 points, B= 4 points, and C= 3 points.

<b>Subject</b>	<b>Honor Courses</b>
<b>English</b>	Creative Writing, English Composition II, Fiction Writing Workshop, Novels of Jane Austen, Poetry, Shakespearean Literature, Science Fiction-A Christian Perspective
<b>History</b>	World Ancient History I & II; World Medieval History I & II; U.S., British & Modern History I & II, U.S. History, Western Civilizations
<b>Language</b>	Latin II & III, Spanish I, II, & III, Greek I & II, French I, II & III, German I & II
<b>Literature</b>	World Ancient Literature I & II; World Medieval Literature I & II; U.S., British & Modern Literature I & II
<b>Math*</b>	Algebra II, Pre-Calculus, Calculus I, Calculus II, Statistics, Business Math
<b>Religion</b>	Doctrine & Theology I, II, III, IV, V, VI
<b>Rhetoric</b>	Logic II, Rhetoric I, Rhetoric II, Senior Thesis
<b>Science</b>	Biology, Chemistry, Physics I, Physics II, Organic Chemistry, Anatomy & Physiology, Marine Biology
<b>Electives</b>	Film & Worldview, U.S. Government, Economics, Psychology, Journalism, Philosophy

*\*When both Primary and Secondary Omnibus courses are taken in the same year, 3 credits in History, Literature and Theology are shown on the transcript. Omnibus I, II, III, IV, V or VI may be taken in the 9<sup>th</sup> through 12<sup>th</sup> grades.*

### **Dual Enrollment**

In a Dual Enrollment course VSA students are enrolled simultaneously in a VSA live course and a Cairn University ([www.Cairn.edu](http://www.Cairn.edu)) course. After successful completion of the course, the student will receive credit from both VSA and Cairn University. There are no additional outside academic requirements for students to attain to receive dual credits. The VSA curriculum and instructor pedagogy and credentials have been evaluated and approved by Cairn University administration. Dual Enrollment fees do apply.

Current Dual Enrollment Courses are:

- Advanced Chemistry/Organic Chemistry
- Calculus I & II
- Economics
- Fiction Writing
- Film & Worldview
- French III
- Greek I & II
- Latin Readings
- Marine Biology
- Omnibus IV
- Omnibus V
- Omnibus VI
- Physics II
- Psychology
- Rhetoric II
- Senior Thesis
- Spanish III
- Statistics
- US Government

Students who complete the course with a grade of 70% or above will receive an official transcript from Cairn University documenting college course credit.

Student must submit enrollment forms by Mid-May for 2018 summer courses and by October 31 for 2018-2019 Sept - May courses.

[Dual Enrollment Information Sheet](#)

### **Advanced Placement (AP) Courses**

VSA has three courses approved by College Board as AP courses: Latin Readings, Calculus I, Calculus II. The VSA transcript indicates these courses as AP. Additionally, students can take any of the AP tests and the AP test scores will be recorded on the transcript. Students can also have their scores sent to specific colleges. Students should check with the colleges to which they are applying to determine how the AP test will benefit them.

[Advanced Placement Information Sheet](#)

For Diploma students, all courses should be completed by the end of the academic year (May 31). A student may choose to begin a You Teach or self-paced courses on June 1st (the first day of the academic school year) to take advantage of a full 12 months to complete the course. Course Extensions are at the discretion of the headmaster.

## **Diploma Course Registration**

When registering for courses online, take advantage of pinning courses. Pinning courses is like 'tacking' them to a board to get an idea of what the student's schedule would look like. Pinning courses allows a parent to choose all of the student's courses and then register them all at once so the registrations do not "time out". Pinned courses are NOT registered courses, nor do they save the student a seat in the class.

Consultants register Premium Diploma students for all their courses. Parents of Classic Diploma students will need to register for Live and Self-Paced courses.

## **Independent Study, You Teach or External Courses (Diploma Only Courses)**

Independent Study, You Teach or External courses will be registered by the consultant for both Premium and Classic students. Confirmation of registration will be provided to the parent following the consultation. In the case of an External course, the parent will be given a form to complete to provide the information needed for course approval.

## **Book Orders**

Premium families will have a quote emailed to them within approximately two weeks of the consultation. If the family does not want to purchase the items right away, the quote will be put on hold until they purchase. The consultant will review the quote with the family.

Classic families should contact Service Staff for their book order. They should have the list of courses and how the courses are being taken with them when they call. They must tell the staff member that the order is for a Diploma student. The book kits are sometimes different.

## **Diploma Admission and Enrollment**

### **Admissions**

An applicant becomes a student of the school if he or she is accepted following the admissions process. Applications for the current school year are accepted on an ongoing basis. For the upcoming school year, new applications are accepted beginning in November, following the State of the School address. The Admissions Counselor (AC) works with the family through the admissions process.

1. Prospective parent completes the online application.
2. The AC reviews the information in the application and calls the applying family within 48 hours to answer questions and inform them of the next step(s). Usually this includes placement tests and/or request of additional documentation. Parent is sent the *Parent/Student Handbook*, *Terms and Conditions* and *Pricing Summary* links for them to review and ask questions in their next meeting.
3. Student takes placement tests and parent submits any additional documentation.
4. AC reviews placement test results and documentation. Decision is made on grade placement and for secondary students, the transfer of course credits.
5. AC meets with parent(s) to discuss placement of the student and course transfers, and answers any questions.
6. Acceptance Letter is sent to parents to confirm grade placement and transfer credit.
7. Student is ready to enroll for the upcoming academic year.

### **Enrollment**

Enrollment is when a new or existing student signs up for an academic year as a full-time student in the school. A student is enrolled for the year when the yearly enrollment fee has been paid. Enrollment entitles a student to a yearly consultation and guidance throughout the year. Premium students are assigned to one consultant for the year. Classic students will meet with a consultant for the yearly consultation and then work with other Service and Diploma staff.

**Enrollment Period: November - October**

**Academic Year: June - May**

- Enrollment entitles the **student** to involvement in student life during the academic year.
- Enrollment entitles the **parent** to a yearly consultation and counsel during the enrollment period.

### **Consultation Scheduling and Course Registrations Timeline**

<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar - Oct</b>
State of the School Address	4 - Course Listing Viewable	8 - Course Registrations Begin	1 - Early Registration	Registration Continues

Begin contacting families for re-enrollment /consultation scheduling	4 - Consultations Begin	Premium Consultations done BEFORE Jan 8, register first. Remaining Premium registrations on first come, first serve	5-Non-diplo ma existing students 7-New Students	Consultants and Diploma staff provide guidance and support
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Existing Premium and Classic students must re-enroll by August 15 for the upcoming academic year to remain in the Diploma Program. Students not re-enrolled in the Diploma Program who wish to be re-instated must re-apply, and are not guaranteed admission.

Existing Premium students not re-enrolled by January 1 of the new enrollment period will transition to Classic level service for the remainder of the current academic year until they re-enroll at the Premium level for the upcoming academic year. Existing Premium students enrolling for their senior year will have Premium service until they graduate in May.

### **Enrollment: New Student**

1. The yearly student enrollment fee is paid.
2. A consultant is chosen for the family. In most situations, all the students of the family have the same consultant.
3. A yearly consultation is scheduled to take place after the tech session. A consultation confirmation email will be sent with a link to the consultation room. A short video introducing your consultant will be included in the email.

### **Re-Enrollment: Existing Student**

1. State of the School Address in mid-November introduces the upcoming enrollment period.
2. Consultants contact their existing families to process the re-enrollments for their students and schedule their yearly consultation. As much as possible, the consultant will remain the same through the academic years of the student.
3. Enrollment fee is collected.
4. A consultation confirmation email will be sent with a link to the consultation room.

### **Annual Consultation**

A consultation is when a consultant meets with a family to prepare for the upcoming academic year. During consultations, the consultant assists parents in the development of their student's *Course Plan*. A *Course Plan* is the list of courses for the upcoming academic year that meets VSA requirements and parents' academic goals for the student. The *Course Plan* also lays out future courses looking towards graduation.

The consultation will take place in an Adobe Connect meeting room. Below is the general flow of a consultation. Some of the steps are skipped in the consultation for an existing family.

- **Step 1: Introduction**

Before the consultation, the consultant reviews the academic information for the student. As they converse with parents, they learn more about the student and family that will help them advise on the best options for the student. Some questions that can be asked of first time families: Where do you live? Is there a community group in your area? Why did you choose a classical Christian school? What are you looking for in the school? The better the consultant understands the student, the better they will be able to counsel the student.

- **Step 2: Academic Review**

How is the current year going? What are the current successes this year? What are the current challenges this year? The goal of the consultation is to plan courses for next year by evaluating the current year and revisiting goals. For secondary students, there is the discussion of goals and college planning.

The diploma level for the secondary student will need to be determined. The diploma level chosen for the student should fall in line with the goals and academic abilities of the student.

- The Standard diploma level is typical and attainable for most students—especially if they have had some exposure to classical education.
- The Honors level is a challenging track including all the typical classical courses, including Logic I & II, Rhetoric I & II, Senior Thesis, and all six years of Omnibus. In the areas of Math and Science, Calculus I and Advanced Chemistry or Physics II are required.
- Highest Honors level is by invitation only. All the Honors courses are required for Highest Honors as well as Calculus II and both Physics II and Advanced Chemistry. Honors and Highest Honors students have special notation of Honors on their transcript and diploma. The other Diploma levels are not noted. Honors and Highest Honors students also wear a distinguishing stole at graduation.
- The Associate level should only be considered if the student has a unique situation. Associate students require the flexibility the Associate track offers because of extracurricular commitments, the desire to focus on one particular subject, or late entrance into the program.

VSA policy requires the student to have diploma level decided by the beginning of Grade 10. Changes to the Diploma level after this point are by Headmaster approval only.

- **Step 3: Review of Requirements**  
Using the Overview charts for either Grammar or Secondary (Exhibit A and B), the consultant will discuss the prerequisite and core courses that need to be taken in each discipline.
- **Step 4: Course Plan**  
Consultants will work with parents to map out courses through sixth grade for a grammar student and through graduation for the secondary student. Only a review of the course plan is done after the first year the student enters the Diploma Program.
- **Step 5: Course Options**  
The course options have been outlined above. The family determines for the upcoming year the way the student's courses will be taken.

Other issues and concerns may be addressed in the consultation, but these are the cores steps. If the student is Premium, the following services are provided: course scheduling and registration and book ordering.

## **Standardized Testing**

Standardized test results are one piece of information that helps teachers and parents understand how well children are learning. To obtain an accurate picture of a student, standardized test results should be evaluated along with report cards, teachers' observations and comments, and parental observations. Test results are only one piece of a broader picture. Students enrolled in the diploma program are required to take the CTP4 tests on a yearly basis in grades 3-9. See the Academic Year School calendar for dates. The subtests are divided between the two testing dates.

## **State Requirements**

VSA diploma students are considered enrolled with an accredited private school. State schooling requirements are unique state by state, and in some cases, school district by school district. Parents should be aware of their school district's requirements. If a state does not recognize VSA as a private school, the family will need to register as a homeschooler with the state. When a student needs to register as a homeschool, they are able to submit our yearly grade reports as documentation for the state.

As early as ninth grade, parents and students should begin investigating state schools and scholarships to determine their interest. If they plan to pursue a state school or

scholarship, they should be sure to know what requirements need to be met. The following typically applies:

- Student desires to apply for homeschool scholarships, would need to be registered as homeschooler to apply
- Student desires to apply for state aid or scholarships, would need to be registered with the state in order to apply
- Student desires to apply for state-sponsored college or university scholarship, would need to verify with the specific school. Schools will typically waive state graduation requirements if a student has our accredited transcript. In the case that they do not, student can work with consultants to create course plans to meet the state's required courses. Typical courses required by state systems that are *not* required by VSA are Physical Education, Art, U.S. Government, and Economics.

### **Transcript Grade Information**

*Only Diploma Students receive transcripts.*

<b>%</b>	<b>Grade</b>	<b>Grade Point Not Honors</b>	<b>Grade Point Honors</b>	<b>Meaning</b>
100-90	A	4.0	5.0	Excellent
89-80	B	3.0	4.0	Surpassing
79-70	C	2.0	3.0	Satisfactory
69-0	F	0.0	0.0	Unsatisfactory, no credit granted
	P			Satisfactory, met requirements of course

Courses dropped by students within the first six weeks will not be recorded in a student's record. Beyond this time and until the end of the first semester, withdrawn courses will be recorded as a Withdrawal. Courses dropped in the second semester will be assigned either a Withdrawal/Passing or Withdrawal/Failing grade on the transcript. No partial academic credit is given to Withdrawn courses.

### Course Distinctions on Transcripts

- H Honors
- DE Dual Enrollment
- AP Advanced Placement
- T Transfer

### Grade Point Average (GPA) Calculation for Transcripts

External course grades are not included in the GPA calculation.

- Determine the grade points assigned to the grade of the course.
- Multiply the grade points of the course by the number of credit(s) for that course.
- Add up the total grade points for every course to determine a total grade point sum. Add up the total number of credits for every course to determine a total credit sum.
- Divide the total grade point sum by the total credit sum.

### Omnibus Calculation for Transcript

Omnibus courses include Primary and Secondary courses. Both courses must be taken to receive full credit for the course. Here is how credit is granted for the courses:

Course Taken	Grade
Primary & Secondary Courses, same Omnibus level, taken in same calendar year.	A Grade is figured using the following algorithm:  (Grade earned in the Primary course multiplied by .6) + (Grade earned in the Secondary course multiplied by .4)  The number received is the grade used for the History, Literature and Theology courses shown on the transcript. Both courses must be 70% or above to receive a passing grade for all three credits
Either Primary or Secondary and no coordinating course in same calendar year.	One Literature credit, with grade from the course.

These are the courses reflected on the Transcript when both the Primary and Secondary courses are taken within twelve months.

	History	Religion	Literature
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Omnibus I	World Ancient History I	Doctrine & Theology I	World Ancient Literature I
Omnibus II	World Medieval History I	Doctrine and Theology II	World Medieval Literature I
Omnibus III	U.S., British & Modern History I	Doctrine & Theology III	U.S., British & Modern Literature I
Omnibus IV	World Ancient History II	Doctrine & Theology IV	World Ancient Literature II
Omnibus V	World Medieval History II	Doctrine and Theology V	World Medieval Literature II
Omnibus VI	U.S., British & Modern History II	Doctrine & Theology VI	U.S., British & Modern Literature II

### **Honor Roll Program**

The purpose of the Honor Roll is to recognize students' academic achievement, encourage students to challenge themselves, and reward students for their success. All courses (including Self Paced) must be completed by end of May. Course extensions disqualify a student from the Honor Roll.

Honor Roll status will be determined at the end of each academic year. Students who achieve Honor Roll status will have their names listed in the *VP Epistula* in August. The official results would be determined and noted on grade reports which are finalized and mailed during the summer and transcripts.

### **Contract Amendment**

VSA reserves the right to make practical changes to the Parent/Student Handbook throughout the year, and any such changes will be notated in this section of the Handbook.



## 2018-2019 Academic Year Calendar

June 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**June**  
4 First Day - Summer A

July 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**July**  
4 Independence Day - No Classes  
6 Summer A Classes Meet on Friday (this week only)  
13 Final Day - Summer A  
16 First Day - Summer B  
27 Summer A Grading & Comments Available

August 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**August**  
24 Final Day - Summer B

September 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**September**  
4 First Day - First Quarter  
7 Mon/Wed Classes Meet on Friday (this week only)  
7 Summer B Grading & Comments Available

October 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**October**  
26 Final Day - First Quarter  
29 First Day - Second Quarter

November 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**November**  
9 First Quarter Grading & Comments Available  
19-23 Thanksgiving Break - No Classes

December 2018						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**December**  
24-28 Christmas Break - No Classes

January 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**January**  
31-4 Christmas Break - No Classes  
11 Final Day - Second Quarter  
11-18 Midterm Exams - No Classes  
21 First Day - Third Quarter  
25 Second Quarter Grading & Comments Available

February 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**February**  
1 Registration Opens - Diploma Students  
4 Registration Opens - Returning Students  
6 Registration Opens - New Students

March 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**March**  
15 Final Day - Third Quarter  
18 First Day - Fourth Quarter

April 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**April**  
6 Third Quarter Grading & Comments Available  
15-19 Holy Week - No Classes

May 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**May**  
17 Final Day - Fourth Quarter  
17-24 Final Exams - No Classes  
29-2 End of Year Gathering  
31 Graduation  
7 Final Grading & Comments Available

## Appendix B - 2018-2019 Pricing

	Price	OPTION 1 Paid-in-Full Discount Price <sup>1</sup>	OPTION 2 Payment Plan <sup>2</sup>	
			Deposit <sup>3</sup>	Balance
Live Courses				
- Grammar	\$599	\$579	\$95	\$504
- Secondary	\$649	\$629	\$95	\$554
- Secondary: Senior Thesis/Rhetoric	\$849	\$829	\$95	\$754
- Secondary: Independent Study*	\$695	\$675	\$95	\$600
- Secondary: Chemistry, Biology, Advanced/Organic Chemistry**	\$699	\$679	\$95	\$604
- Summer Sessions***	\$499	N/A	N/A	N/A
Audit Courses ( <i>Not approved for diploma students.</i> )				
- Grammar	\$459	\$439	\$95	\$364
- Secondary	\$499	\$479	\$95	\$404
- Summer	\$389	\$369	\$95	\$294
Self-Paced Courses				
- Grammar Bible	\$179			
- Grammar History	\$199	N/A	N/A	N/A
- Secondary Omnibus Primary	\$295			
- Secondary Omnibus Secondary	\$295			
You Teach Diploma Courses (YTD)				
- Grammar You Teach Diploma*	\$0	N/A	N/A	N/A
- Secondary You Teach Diploma*	\$349	\$329	\$95	\$254
- Secondary You Teach Diploma* .5 credit	\$175	N/A	\$95	\$80
Clubs (no credit)	\$75	N/A	N/A	\$75
AP Prep Course (no credit)	\$150	NA	N/A	\$150

Books and other required materials are in addition to the published course costs.

## Supplemental Fees

Diploma Placement Test Fee*	\$25 Grammar / \$50 Secondary
Diploma Enrollment Fee* - Classic - Premium	\$199 Grammar / \$299 Secondary \$499 Grammar / \$549 Secondary
Diploma Transcript Fee (Past Years - 9th-12th)*	\$250 per year
Secondary External Course*	\$35
Dual Enrollment Fee*	\$340 per course (\$680 for Calculus I)
CTP4 Testing Fee (Grades 3-9)*	\$50 per year
Educational Accommodations	Varies, \$50 per course
Rewards Club <sup>4</sup>	\$59 per year
Grammar Lesson Plans	\$79 per student/set
Course Transfer Fee	\$15 (Free for Premium Diploma students)

\*Available only to Diploma students

\*\*Includes \$50 lab fee

\*\*\*There is no payment plan or pre-pay discount for summer courses. Balance is due no later than two weeks prior to the first day of class.

### Paid-in-Full Discount Price<sup>1</sup>

- \$20 discount per course. Does not apply to extracurriculars.
- Available on phone orders placed between January 1 and July 31 only.
- Requires entire payment for course(s) to be made at one time, with one credit card charge (including non-refundable deposit).

### Payment Plan<sup>2</sup>

- Available on phone or online orders placed between January 1 and July 31.
- Requires a \$95 deposit for each course at the time of registration, to hold the seat.
- Payments are charged monthly, on the first of each month, using the credit card on file.
- The remaining balance is paid over nine months beginning April 1 and ending December 1. Credit cards will be charged in equal installments on the first of every month until the balance is paid in full.
- For registrations on or after April 1, balances after paying the deposit will be paid on the first day of the remaining months in the amount of  $1/n$  times the outstanding balance with  $n$  being the number of months through and including December.
- If a course is added or dropped during the period of the payment plan, the per-month payment will adjust accordingly to the formula  $1/n$  times the outstanding balance.
- Any credit on an account will be applied to the account's balance before the upcoming

month's payment plan charge is determined.

- Attempts to charge credit card will be made beginning on the first of the month, then two business days later, and then two business days after that, until the charge is accepted. In the event that three attempts at charging credit card are unsuccessful, student(s) will be removed from all online courses until the monthly balance owed is paid in full, including a \$25 service charge to reinstate student(s).
- Applicable discounts from the Rewards Club will be applied to the final payment of payment plan.

### **Deposit<sup>3</sup>**

- A nonrefundable deposit of \$95 is due at the time of registration. The course deposit holds a spot in the registered class and covers administrative costs associated with the registration process.

### **Rewards Club<sup>4</sup>**

- Only available on phone orders.
- Program benefits are not retroactive. Rewards Club must be enrolled and paid before registering for courses.
- Benefits:
  - \$20 coupon toward next curriculum purchase.
  - \$5 credit toward future orders for every \$100 spent on book purchases.
  - Free shipping on orders of \$100 or more (continental US only).
  - Discounted live course packages (for an individual student, buy four courses to get \$100 off) when enrolling the same student in four courses at the same time.
  - Buy two Self-Paced courses and get third one of equal or lesser value free.
- Applicable discounts will be applied to the final payment of payment plan.

### **Course Refund Policy**

- Live, You Teach Diploma and External course fees are refundable as follows:
  - Withdrawals prior to the start of term - full refund to the original payment method, less deposits.
  - Withdrawals within the first two weeks of term (within the first week for summer term) - full refund as course credit, less deposits.
  - Withdrawals after the first two weeks of term and before December 1st (or the first business day following) - 50% refund as course credit, less deposits.
  - Withdrawals after December 1st - no refunds.
  - If a student enrolls after December 1st - full refund as course credit, less deposits, if drop occurs within two weeks of registering for the course.
- Credit created during the current calendar year expires the 1st of the year after the next calendar year. Example: 2016 credit will expire on January 1st, 2018. No cash refunds will be provided.
- Waitlist deposits on Live courses are nonrefundable unless:
  - We are unable to offer a seat in the waitlist section and do not offer another section of the course on the same day and times by two weeks after the start of the course. The deposit would be credited to the original payment method.

- The student takes a different section of the same course from us during the same year. The deposit would be applied to the registered course.
- Self-Paced course fees are refundable only within 60 days from the date of purchase.

### **Diploma Program Refund Policy**

- Application Fee is non-refundable.
- 50% credit of the enrollment fee is given if withdrawal from the program occurs within three days of the consultation.

### **VSA Scholarship Funds**

- A Scholarship Application is sent to the families in early March. The scholarship application is due early May. Recipients are notified early - mid June and scholarship money applied in August.
- Scholarship funds cannot be applied toward course deposits.
- Funds will be applied to the current balance of the course. If the family paid in full a refund is issued.
- Scholarships are awarded per course. If a family were awarded \$100 for two live courses, for example, and only register for one, the family would only receive a \$50 scholarship.