



SCHOLÉ ACADEMY

CLASSICAL ACADEMIC PRESS

STUDENT-PARENT HANDBOOK

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Questions? Contact us at: 866-730-0711 or scholesupport@classicalsubjects.com.

Version 2.2: updated September 3, 2015

1: SCHOLÉ ACADEMY FAQs

SCHOLÉ ACADEMY COURSES

Q. How are the Scholé Academy (SA) courses different from other online courses?

A. Our courses seek to provide “restful learning” following a liturgical pattern (“liturgical learning”). Without sacrificing academic excellence, we do think learning can be free of frenzy and anxiety. We train our teachers to impart virtue to students, wed truth to beauty and seeking to nurture souls while also training minds. Scholé Academy seeks to teach holistically, therefore, leading students to engage truth, goodness and beauty in every art and discipline, while seeking wisdom and mastery. To learn more about the SA learning approach, please see the SA Scholé Learning Philosophy (section 6 of this handbook).

Q. Can I see a sample of an SA teacher teaching an actual online class?

A. We think this is a great idea. Click [here](#) (or visit our website) to see a recorded sample class, or see section 6 of this handbook.

Q. What texts or materials will I need for taking SA courses?

A. Everything you will need to take an SA course is listed on our web page in the course description for each SA course. In almost every case, everything you need is sold here on the Classical Academic Press website.

Q. Are materials included in the purchase of the course?

A. No; materials are sold separately.

Q. How can I be sure my student is ready for a given SA course?

A. Pay careful attention to the course descriptions and any requirements listed. Entry level courses (e.g., Latin for Children Primer A) don’t have specific academic requirements, other than age and on-level reading and learning ability. Please call us at 866-730-0711 if you have any questions about your student’s readiness for a given SA course.

Q. What technology do you use for teaching SA classes online?

A. We are using a cloud-based virtual classroom called Zoom for teaching all of our SA courses, live in “real time.” Zoom is very easy to use and reliable over many kinds of networks, connections, browsers and computers. Teachers using Zoom are able to share a whiteboard (that students can type or write on) as well as PDF displays of actual book pages, PowerPoint slides, videos, audio—virtually anything available on the teacher’s

computer. Each student will be able to login to a course via an internet browser and communicate with the class by means of both video and audio (that teachers can turn off or on). Standard features such a chat box and “hand raising” are also available. To learn more about Zoom and the technological requirements for using it successfully, see [this link](#) from the Zoom site.

Q. What are the hardware and software requirements needed?

A. This is an important question to ensure that you everyone has a smooth, positive experience online. The specific requirements are detailed in section 4 of this handbook.

Q. What is a LMS?

A. LMS stands for Learning Management System. A Learning Management System is software for coordinating educational technology, and it allows us to bring together all aspects of our online school (i.e. enrollment, feedback/grading, tracking, etc.) in one place.

Q. What is your grading policy?

A. While Scholé Academy courses will be “restful,” we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. Often, for disciplines in classical education, learning the concepts introduced will be a necessary and significant component of future success in upper-level classical education. In that sense, attaining mastery is its own reward.

Teachers will often assign the following grades based on students’ level of achievement: *magna cum laude* (with great praise), *cum laude* (with praise), *satis* (sufficient, satisfactory), and *non satis* (not sufficient). Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will be the *magna cum laude* students. Students who do adequate but not praiseworthy work be designated *satis*. *Non satis* means lacking sufficiency or adequacy. These assessments are not mere grading instruments but ways for both the student and the instructor to assess mastery. If students need to complete a college transcript with either a numeric or letter grade, they will need to notify the teacher so that he or she can provide a traditional grade accordingly upon request at the end of the course.

Scholé Academy serves homeschoolers by providing online instruction, but we do not replace parents as the administrators of home schools. As such, the ultimate authority on a student’s grade is his/her parent. If a parent feels the need to modify teacher’s assessment in his/her own records, as the administrator he/she should feel free to do so. However, only students who complete the required work for a

given class at a level deemed satisfactory by the instructor will receive a completion certificate from Scholé Academy.

Q. What if my student needs to miss a class?

A. We do not enforce a strict attendance policy because we understand that scheduling conflicts are difficult to avoid, and we want Scholé courses to accommodate families' needs as much as possible. At the end of the term, we offer completion certificates to students who have completed the material covered and assessments given for that course. Students' absences will not disqualify them from officially completing the course. However, students who cannot attend class are responsible to cover the material they miss in order to fulfill our requirements for course completion.

We do have some students who foresee frequent or regular absences, and we ask that they keep the following in mind. We record sessions regularly and make them available to students who have missed or would like to review the material. Though we will endeavor to have recordings for each and every class, we can't guarantee that we will have recordings 100% of the time (e.g. occasionally we run into technical difficulties). Our teachers are available to their students in class and via email. When students are unable to attend class, they tend to rely more on email communication. If your student will miss regularly, anything you can do to minimize the extra work required of the teacher would be greatly appreciated. As you might expect, teachers can't reteach the material via email. However, our teachers are accessible to their students and provide assistance when needed.

SECURING A CLASS SEAT AND PAYING FOR COURSES

Q. When will you charge me for the tuition for a SA course?

A. The fee for the course is due “up front”—you will purchase and register in one transaction. We do offer full refunds up to one week after the class has begun and 90% refunds up to two weeks after the class has begun—for any reason. If for any reason SA is unable to offer the course, you will receive a full refund.

Q. Will I receive confirmation that my student is assured a seat for a given SA course?

A. Yes, you will receive a confirmation email as soon as we process your order. After purchasing the course, you will also be asked to fill out a student information form that will provide the teacher with helpful information. The purchase of the course secures your seat in the course; the student information form enables us to contact you and help prepare you for the course. In any case where SA determines that your student might not be ready for a course, we will issue a complete and immediate refund.

Q. If a course is full, can I get on a waiting list?

A. If a given course is designated “full with waiting list” then you may contact us at 866-730-0711 or scholesupport@classicalsubjects.com indicating your interest. If seats become available, we will notify students on the waiting list in the order in which they requested to be put on the waiting list. In some cases, Scholé Academy may offer an additional section of a course if the course fills up quickly. In these cases, we will notify those on the wait list of the new section when it becomes available for registration. In this case, SA will collect a small deposit from those who wish to enroll in the new section of the class. If enough students (at least five) sign up for a new section, SA will offer the class, and the parents will purchase the class for the tuition of the class minus their deposit. No refund will be offered if a sufficient number of students sign up. If too few students sign up, the deposits will be refunded.

Q. Can I switch to a different course after purchasing a SA course?

A. Yes you can switch, but you must switch no later than two weeks after the first day of class. Please call 866-730-0711 to switch to a different course. If the course that you wish to switch to is full, then we will not be able to accommodate a switch request.

Q. How do I learn about the qualifications of SA teachers?

A. We include biographies of our teachers along with each course description on the SA website. SA recruits and hires experienced teachers who are equipped and trained to teach according to our “scholé” approach. Some teacher biographies are included in section 8 of this handbook.

2: SCHOLÉ ACADEMY COURSE TYPES AND COSTS

Scholé Academy offers several different kinds of courses to meet the needs of various students.

SUMMER COURSES

Kickstart/Review Courses: \$195

These courses are designed to introduce an art or subject over 10 weeks and 20 class periods. These courses can serve as an introduction to the art, or as a review for students wanting to resume study or increase mastery.

Tutorial Courses: \$280

Tutorial courses are designed to provide more individual attention to students wanting to increase mastery of an art. Tutorials are smaller in class size (12 students) and more instructionally-focused, studying fewer things in depth rather than surveying a larger span of learning.

Intensive Courses: \$545

Intensive courses are designed to provide a complete course of study within the span of a summer, therefore requiring more instructional time (four days per week) and more student work outside of class. These courses are well-suited for students who want to dedicate a summer to mastering one level of an art or subject.

For Teachers Courses: \$195

“For Teacher” courses are designed to equip and train teachers to teach an art. In addition to working towards mastery of the art, students (other teachers) will also engage in ongoing discussion about pedagogy, class organization and management, appropriate assignments, assessment and imparting student virtues necessary for the mastery of the art. These courses are taught by experienced masters of a given art.

YEARLONG COURSES

Lower School (Grammar School) Courses: \$545

Scholé Academy offers several lower school courses that run all year from September to May, consisting of 32 weeks of instruction with classes held twice per week.

Upper School (Dialectic and Rhetoric) Courses \$545

Scholé Academy offers yearlong courses for upper school students that run from September through May, consisting of 32 weeks of instruction with classes held twice per week. These courses are junior high and high school level courses, typically the

equivalent of a one-credit course. Note that a few of these courses are also offered as semester-long courses, and consequently these require more outside student work for completion.

SEMESTER-LONG COURSES

Upper School (Dialectic and Rhetoric) Courses: \$295

Scholé Academy offers semester-long courses for upper school students that run from September through January or January through May, consisting of 16 weeks of instruction with classes held twice per week. These courses are junior high and high school level courses that can be taught as single-semester, half-credit courses. Note that these courses are also offered as year long courses that proceed at a slower pace and include a more detailed study.

Nota Bene: These prices do not include the cost of course texts and materials. They do include access to student classroom software and support.

Sometimes SA may post a course offering without a designated teacher and teaching schedule. SA does this when we are planning to offer a course, but have not yet finalized a teacher work agreement. In such cases, those who purchase a class without a designated teacher and schedule are entitled to a refund if such customers decide they would rather not go forward with the class. To receive a refund, such customers must notify SA of their decision within five days of receiving notification of the assigned teacher and schedule.

3: WHAT YOU GET FOR YOUR TUITION DOLLARS

Scholé Academy provides you with experienced and excellent teachers, familiar with and trained in our “restful learning” pedagogy. SA will also provide you with easy-to-use virtual classroom software and the ongoing support you need. Here is what you can expect for learning with SA:

- An experienced, masterful teacher
- Weekly instruction using easy-to-use, reliable classroom software
- Meaningful assessments and feedback that surpass superficial grading
- Mastery instruction—teaching with a goal of mastering an art rather than a focus on “covering material”
- Teacher availability by means of “office hours” and email communication
- Clear course descriptions, guides and class calendars for students and parents
- Superb, tested curricula and resources appropriate for mastering a given art
- Small class sizes to ensure good quality of discussion and student attention

4: HARDWARE AND SOFTWARE REQUIREMENTS

COMPUTER EQUIPMENT AND INTERNET REQUIREMENTS:

You will need a stable, reliable computer that is three years old or less, running with processor with a speed of 1 Ghz or better. You will also need a working web camera, either built into your laptop or externally-mounted on your computer monitor (via USB). You will also need access to high-speed internet, preferably accessible via Ethernet cable right into your computer. Using Wi-Fi may work, but will not guarantee you the optimal use of your bandwidth. The faster your internet the better. We do NOT think that you should rely on an iPad or tablet for delivering your classes. You can buy an inexpensive laptop or netbook that would be a much better solution, enabling you to plug an Ethernet directly into your computer. Here are the specific requirements for your computer:

Operating System: Mac OS X with MacOS 10.6 (Snow Leopard) or later; Windows 8, 7, Vista (with SP1 or later) or XP (with SP3 or later).

Internet Browsers:

Windows Computers: Windows Internet Explorer 7 (and later), Firefox, Chrome, Safari 5 (or later), Opera12 (or later)

Mac Computers: Safari5 (or later), Firefox, Chrome. Chrome has a reputation for enabling better speeds with video streaming.

You can download the latest version of Chrome [here](#).

Processor Requirements: Any 1 Ghz single core processor or better.

External Web Camera: We really like [this one](#) from Logitech, which costs under \$50. It has a microphone and camera, and delivers excellent video quality.

Microphone: You may be able to use the built-in audio that comes with a web camera or your laptop, but you should also secure a headset with microphone (using a USB port) to ensure the best audio quality—especially since you will do most of the talking. [Here](#) is one from Plantronics that would work well (but there are many options online).

Testing Your Internet Speed:

Zoom publishes a recommended internet/bandwidth speed of 1.5Mbps (megabytes per second) for upload and 1.5Mbps for download for good performance with video featuring several people. We recommend that you aim for 3-4 Mbps for both upload and download speed.

You can test your internet speed at [Speedtest.net](https://www.speedtest.net). If your internet upload and download speeds are not at least at 1.5 Mbps, you will need to arrange for an upgrade. Most internet providers offer various packages with different speeds.

You can read the details about speed requirement on the Zoom website [here](#).

Latest version of Flash: Please make sure you have downloaded the latest version of flash [here](#).

Pop-up Blockers: You may need to turn off your pop-up blockers if you have trouble displaying the Zoom window.

Note: You will often get faster speeds by plugging an Ethernet cable directly into your computer rather than using Wi-Fi.

5: JOINING A SA CLASS SESSION

WHAT YOU WILL NEED

In terms of computer equipment, make sure you have the following ready to go:

- A modern computer running with processor at 1 Ghz or better (faster really can help) and a high-speed internet connection (see hardware and software requirements).
- A microphone (with headset) that connects via USB (best for noise reduction). Test the microphone and headset well before your first class to be sure it is working. One good way to test it is to do a Skype call with someone to make sure your computer is using your microphone and headset. Join the class 5-10 minutes early to test and check. Once in the Zoom classroom, click “Settings” to test your camera and microphone.

In order to join a class session, you will need to create a Zoom account. (Zoom is the video conferencing software we use to host Scholé Academy courses.) You can do so by following these steps:

- Visit [Zoom.us/signup](https://zoom.us/signup) or follow [this](#) link.
- Confirm your email address by clicking on the link provided in an email to you from Zoom.
- Follow the provided link and activate your account by providing your name and setting your password.
- Download Zoom video conferencing software (You will be prompted to do so when you start or join your first Zoom meeting, or you can do so manually by following these steps.)
- Go to [Zoom.us/download](https://zoom.us/download) or follow [this](#) link.
- Follow the instructions provided.
- You are now ready for your first Scholé Academy class session!

LOGGING IN TO YOUR CLASS SESSIONS

There are two ways you can log in to an online course with Scholé Academy:

- 1) Launch Zoom, and click “Join.” You will be prompted for a meeting ID number, which we will provide you prior to the class session.
- 2) We are currently working on a new website for Scholé Academy. With this new website, Zoom will be integrated right into your class page, and you will be able to join your class session with the click of a button.

6: SCHOLÉ LEARNING PHILOSOPHY: RESTFUL LEARNING

GENERAL

As our name implies, we at SA value the “restful learning” that is at the root of the word *scholé*. Modern education is largely an education in anxiety, with stress created by students taking up to eight classes at a time. Students are generally numerically-graded weekly by teachers who are often driven to “teach to the test” and who use de-humanizing tests that are “machine readable” (easily quantified data). Students in such a system learn to cram, pass, and forget. By contrast, Scholé teachers create an atmosphere of restful learning by modeling peace, tranquility, love of the subject, and unrushed “slow learning.” The courses facilitate meaningful, deep engagement of fewer books and concepts (comparatively speaking), so that learning becomes memorable, enjoyable and permanent.

This means that even online, Scholé teachers will work to create engaged discussion and learning, and seek to build relationships with and among students. Scholé teachers will create a class “liturgy” of welcome/greeting/prayer (intentional but unrushed); positive presentation/lecture/review; discussion/debate/engagement with text and ideas; and conclusion/blessing/benediction/dismissal. Scholé Academy online classes are distinctive for their passionate teachers whose own love for their art is contagious.

The teachers lead memorable, meaningful discussions that make students “become alive” to the art, content, and possibilities for further study of the truth, beauty, and goodness the art contains. Scholé teachers should be master Socratic teachers (or fast approaching mastery), even online.

As part of their training and orientation, all SA teachers have read the following prior to teaching a Scholé Academy course.

- ["The Liberal Arts Tradition: The Philosophy of Christian Classical Education"](#) by Kevin Clark and Ravi Jain
- ["Scholé in The Scripture: Choosing What Is Better"](#) by Christopher Perrin
- ["Desiring a Kingdom School"](#) by Christopher Perrin
- Video seminar: [The Liturgical Classroom and Virtue Formation](#) by Jenny Rallens

SA teachers seek ways to apply “restful learning” insights and practices to an online environment. SA teachers intend to enhance and improve their ability to do this and we welcome parental feedback and ideas about how we can better embody *scholé*—online.

STUDENT VIRTUES

SA employs two key pedagogies that set it apart from other online schools. First, it emphasizes the development of the student/educational virtues; second, it employs a pattern of “liturgical learning.” In fact, liturgical learning is an important part of developing student virtues. While it is beyond the scope of this essay to fully develop the student virtues and how to cultivate them, the student virtues should nevertheless be briefly described.

Augustine described education as essentially teaching students to “love that which is lovely,” following on Plato’s idea that affections and taste must be cultivated. The classical and Christian tradition have emphasized that it is critical to model for students the love for the true, good, and beautiful, and by various means to cultivate and stir up a love for them. C.S. Lewis makes this case persuasively in his little book *The Abolition of Man*. He tells us that we need to cultivate not only minds but also chests (the visceral, affective part of us), especially since presently our modern schools neglect the cultivation of affections, rendering us as “men without chests.” He comments that modern students are not so much “jungles to be cut” as “deserts that need to be irrigated.”

Even the word “student” suggests this. The word “student” is derived from the Latin word *studium* which mean, “zeal,” “fondness,” and “affection.” Thus, etymologically considered, a student is someone who is zealous and eager for truth, goodness, and beauty—that is, for knowledge. Is it not true that there are many students who are not really students? Until we have a child before us who is seeking and zealous for knowledge, we really don’t have a student before us; instead we have someone who we must force to do academic work, usually by means of the carrot and the stick. Such a “student” will be generally uncooperative and resistant (even if passively so), and will quickly forget what he is forced to “learn.” Teaching such “students” is no fun at all. By contrast, once a child becomes eager to learn, to know, is in fact “in love” with math, history, language or logic—then teaching is a joy.

So great teachers know instinctively that they must cultivate this *studium*, this zeal, in their students. Naturally parents play the most vital role in this, but a partnership with parents is required for success. So what are the key student virtues that we need to cultivate? What are the corresponding vices that we must overcome?

Virtues

- **Love:** Love is a master virtue that fuels and empowers the other student virtues and leads to them. Paul teaches in 1 Cor. 13 that even if we speak in the tongues of angels (high linguistic achievement!) and fathom all mysteries (surpassing the learning of a genius) but have not love, our achievement will be worth nothing. Students are called by God (and thus should be called by us) to “love the lovely” and to glory in God himself and his revealed mind in nature, Scripture and ourselves. Knowing of God’s goodness in the world, and his goodness toward us, we can live out of love and gratitude in all we do, including our study and seeking the true, good, and beautiful in all our academic work. We can always say to our students therefore, “Choose joy.”
- **Humility:** Humility is another master virtue that leads to other virtues. We cultivate humility by taking students to the heights, showing them greatness. In the presence of greatness and height, students become conscious of their own slender resources, and will then not take on anything beyond their power, but learn to rejoice what is given them in their measure. Humility will also lead to gratitude—gratitude even for those friends whose gifts and capacities surpass our own. Sertillanges writes, “In face of other’s superiority, there is only one

honorable attitude, to be glad of it, and then it becomes our own joy, our own good fortune.”

- **Patience:** Bearing difficulties well, enduring the hardship and “suffering” that does come occasionally (and sometimes regularly) as part of learning new skills and acquiring new knowledge.
- **Constancy:** Keeping steading at task, remaining focused and diligent. This virtue enables students push away even “good” distractions that would inhibit learning and mastery.
- **Perseverance:** Similar to constancy, but this virtue requires a willful spirit to do what must be done, and even to love what must be done (reminding us that love is a master virtue). Students will be motivated and inspired to persevere by the vision of mastery, capacity and wisdom that teachers lay before their eyes. Small wins and slowly increasing capacity will also kindle perseverance, constancy, and patience.
- **Temperance/Studiousness:** Students need to avoid excessive negligence (laziness) and excessive curiosity and ambition (vain ambition and overreach). To master an art, students must walk the wise, proven path, starting at the beginning and mastering each step. To leap ahead (even when they can to some degree) does damage to the necessary discipline of mastering an art. Sertillanges says, “if you want to see things grow big, plant small,” and go to the sea by way of the streams and rivers—it is folly to go jump in the sea. Recall as well the tortoise and the hare. Students also must balance or temper their studies with other academic work and with their other responsibilities and human being (good exercise, prayer, worship, family living and contributions, etc.).

Vices

- **Pride:** Drives students to love their opinion and thoughts such that they cannot learn from others or discern the broader wisdom from other minds that would inform them.
- **Envy:** Agitates the mind by refusing to honor the gifts and capacities of others; hinders students from learning from other honorable and able students.
- **Sloth/Laziness:** Where the good gifts and capacities of students go to die.
- **Sensuality:** Indulgence in sensuality (not only of the sexual variety) creates lethargy, befogs the imagination, dulls the intelligence, and scatters the memory; sensuality distracts from learning.
- **Irritation/Impatience:** Irritation and impatience repels exhortation, direction, and constructive criticism and thus leads students to less mastery and increased error.
- **Excessive Ambition** (a form of intemperance): leads students to leap ahead of their capacity without true mastery and integration (often out of pride), which ultimately slows down learning and leads to patchy, non-integrated understanding.

All of these vices comprise a student's ability to attend, to judge/assess and therefore to truly know. All of these vices also tend to come together and lead to one another—they are interconnected.

Teaching the Virtues

These virtues are not so much taught as they are cultivated and modeled. We should make students aware of these virtues and we should in fact occasionally teach them directly. However, it is very important that students begin to hunger for these virtues themselves and cry out to God for them. This seems to be the point of Proverbs 2—if a student won't cry aloud for wisdom and seek it as hidden treasure, he won't ever get it. Therefore (among other things we do), we must exhort our students to ask God for virtue and wisdom—a prayer he delights to answer (James 1).

ONLINE CLASS “SCHOLÉ” TEMPLATE: LITURGICAL PATTERN

This pattern or template is intended as a guide that is not “followed to the letter” but nonetheless should shape the “learning liturgy” of SA classes to distinguish them as “scholē” courses. It is this learning template and approach that sets us apart in the world of online teaching. We think that it is one faithful application of the classical tradition, and that it differentiates us from the other online schools on the web. Our SA teachers embrace and love this approach so that our students will too. Here is general pattern that guides SA course presentations:

- **Welcome/Greeting:** 3 minutes (students greeted by beautiful image(s) and music, possibly with an inspirational quotation or key question; 3 minutes of contemplation before official start)
- **Grateful Acknowledgement:** 2 minutes (of the art, one another, the opportunity study some aspect of God's creation, mind, nature, humanity)
- **Confess What We Need:** 2 minutes (disposition, frame of mind, virtue; heart that seeks and calls out for wisdom; a written confession can be read and/or prayer offered) Key Scripture: Proverbs 2:1-7
- **Teach/Present/Discuss:** 50-60 minutes (traditional lesson, led by the teacher, ensuring that all students are engaged and participating)
- **Confess What We Know/Have Learned:** 2 minutes (Summary and review taking the form of “creedal” confession that edifies)
- **Expression of Thanksgiving:** 2-3 minutes (Led by teacher or mature student, but giving opportunity for all students to express gratitude to God, teacher, other students)
- **Benediction/Dismissal:** 1 minute (prepared benediction written by teacher or from traditional sources).
- **Processional:** 3 minutes (return to beautiful music and images, students free to leave immediately or remain for quiet contemplation).

As we seek to recover and renew the “scholē” tradition of education, we know that we will misstep and veer from this path—after all we don’t know the path nearly as well as we would like. Still, we believe that finding and walking that path will be enriching to students, parents, and teachers. Please join us on the journey.

SCHOLÉ ACADEMY PARENT AGREEMENT

Please note: Parents confirm this agreement by enrolling their students in a Scholé Academy course. This agreement is posted on our website and included in the Student-Parent Handbook, which has been distributed to each student.

"In the essentials unity, in the non-essentials liberty, in all things charity." —Augustine

Teaching children is a noble activity but also one that can create anxiety. After all, to hire someone to teach your child touches upon and impacts 1) your money 2) your faith and life philosophy 3) the soul of your child. It is important, therefore, that we clarify what each party (Scholé Academy and the paying parent) expects from the another and to commit to treat one another with respect and charity.

What follows is a general description of what we (Scholé Academy or SA) pledge to provide to the parent or guardian as the paying customer for our SA courses. There is also a section that describes what the customer pledges to SA, the various logistical and financial responsibilities, and student requirements. We look forward to a successful partnership, serving each other for the education of the next generation.

SCHOLÉ ACADEMY RESPONSIBILITIES

- SA will provide qualified teachers to teach students to excellent academic standards, also seeking to cultivate noble affection and virtues in the souls and minds of students. SA teachers will follow the “scholé approach” of restful learning in a congenial online atmosphere.
- SA teachers will provide meaningful assessments to help students and parents gauge the academic progress of students and to help ensure they are on the path to mastery.
- SA teachers will neither upbraid nor humiliate students, but they will seek to guide, mentor and correct students (including their class behavior) in accordance with Christian love and wisdom. When a sensitive issue arises, or an offense or grievance, SA teachers will seek to speak to students privately whenever possible. SA expects that the vast majority of discipline and behavior issues will be handled by means of meaningful conversation with the teacher and student. Discipline and behavior issues that are not resolved by conversation with teacher and student will be brought next to the parent or guardian’s attention. Discipline and behavior issues will only be brought to the SA director when no resolution has been achieved after conversation between the teacher and parent.

- SA will provide high-standard virtual classroom software and learning management system software, and offer general support and guidance in order that parents and students can use these tools well.

PARENT AND GUARDIAN RESPONSIBILITIES

- Parents and guardians will encourage students to be diligent in the completion of all assignments (on time), in coming to class on time, in participating in class discussions, and in maintaining respectful behavior in class. Outside of class, parents and guardians will seek to reinforce and compliment the “restful learning” approach of SA. Parents will assist students by reviewing homework, proofreading written assignments, and helping students stay organized, on task and on pace. Parents will review the annual Academic Calendar to ensure that students are prepared ahead of time for coming classes.
- Parents and guardians will trust the assessments of qualified teachers who are masters of their art and will generally refrain from challenging the assessments of teachers. Parents and guardians will, however, seek to understand the academic progress of students and engage teachers with questions when they need clarity and guidance in order to help their children/students.
- Parents and guardians will encourage respectful behavior or students in class and in all communications with other students and the teacher.
- Parents and guardians will bring any offense or grievance privately to the teacher for resolution. Only after a discussion with the teacher fails to bring resolution will an offense or grievance be brought to the attention of the SA director.

FINANCIAL RESPONSIBILITIES

- Parents and guardians will pay course tuition prior to the first class of a given SA course. Payment for courses will be made online on the Scholé Academy website. Tuition fees for a given course are listed on the Scholé Academy website.
- If a given course is designated “full with waiting list” then you may contact us at 866-730-0711 or scholesupport@classicalsubjects.com indicating your interest. If seats become available, we will notify students on the waiting list in the order in which they requested to be put on the waiting list. In some cases, Scholé Academy may offer an additional section of a course if the course fills up quickly. In these cases, we will notify those on the wait list of the new section when it becomes available for registration. In this case, SA will collect a small deposit from those who wish to enroll in the new section of the class. If enough students (at least five) sign up for a new section, SA will offer the class, and the parents will purchase the class for the tuition of the class minus their deposit. No refund will be offered if a sufficient number of students sign up. If too few students sign up, the deposits will be refunded.
- Withdrawing from a class: SA will offer a 100% refund for students withdrawing from a class within the first week of class (after class has started)—for any

reason. SA will offer a 90% refund for students withdrawing from a class within the first two weeks of a class—for any reason.

LOGISTICAL RESPONSIBILITIES

- Parents and guardians will maintain good communication with SA teachers and ensure that students are able to access the learning management system online. Parents and guardians will notify teachers and the SA administration at scholesupport@classicalsubjects.com) of any change in email address or phone number.
- Parents and guardians will ensure that students make up any missed classes by viewing class recordings (distributed by the instructor) and completing any missed assignments. They will also help students follow the course description and map that may be distributed by SA teachers.
- Parents and guardians will ensure that suitable computer equipment (see hardware and software requirements, section 3) is available and working so that students can access the online courses and use them well.
- Transferring or switching classes: Parents or guardians may arrange to switch classes providing space is available in the class desired and upon approval of the SA Director. Transfers are permitted within the first two weeks from the first class period. Transfers are approved by contacting the SA Director at scholesupport@classicalsubjects.com.
- Late enrollment: Registration is closed after the first week of classes. The tuition price for late enrolling students will remain the same as for students enrolling before the class begins. Parents or guardians wishing to enroll late should contact the SA Director at scholesupport@classicalsubjects.com.
- Class cancellations or changes: Rarely, SA may have to cancel a class or move students to a new section of a class (with a different teacher). A full refund will be given to parents of a student whose class has been cancelled. If a student has been moved to a new section of a class (with a different teacher), parents will be permitted to withdraw from the course and receive a full refund if parents withdraw within four weeks of receiving notice of the move to a new section.
- Auditing a class: Students may audit a SA class by paying 70% of the tuition fee. Auditors are not responsible to take any examinations or complete any assignments. Teachers will not assess any written work of auditors. Auditors may not participate in class discussion except when asked to by the teacher (who controls the audio of all students). Those wishing to audit a class should contact the SA Director at scholesupport@classicalsubjects.com.

GENERAL REQUIREMENTS FOR SA STUDENTS

- Students enrolling in SA courses should be able to write and communicate at their grade level. SA teachers are not equipped to teach students with severe learning disabilities.
- Students enrolling in SA lower school courses should be at least eight (8) years of age before the first day of class but not older than thirteen (13) by the first day of class.
- Students enrolling in SA upper school courses should be at least twelve (12) years of age before the first day of class, unless specified otherwise in the course listing on the SA website.
- Students enrolling in a SA course must have all of the required texts and materials required in the course listing on the SA website.
- Parents with two or more students enrolled in a SA course may allow two-three students to use one computer, but must be responsible to ensure that audio and video will work well with the configuration. If the configuration will not work well, parents will be required to provide one working computer for each student. SA encourages parents to provide one working computer for each student if at all possible.
- Parents and guardians will provide computer equipment according to the standards set forth in the SA technological requirements (see Hardware and Software Requirements, attached).
Students enrolling in a SA course must have adequate computer keyboarding skills to interact during a given course. Students must also be able (sometimes with parental guidance) to interact with the SA Learning Management System (LMS) and post assignments (when required) to it. Teacher-student and teacher-parent communication will be via the LMS and email. Parents and students are expected to check and receive email communications via the LMS on a daily basis, except for weekend and holidays.

SA STATEMENT OF FAITH

Scholé Academy subscribes to the Nicene Creed:

We believe in one God,
the Father, the Almighty,
maker of heaven and earth,
of all that is, seen and unseen.
We believe in one Lord, Jesus Christ,
the only son of God,

eternally begotten of the Father,
God from God, Light from Light,
true God from true God,
begotten, not made,
of one being with the Father.
Through him all things were made.
For us and for our salvation
he came down from heaven:
by the power of the Holy Spirit
he became incarnate from the Virgin Mary,
and was made man.
For our sake he was crucified under Pontius Pilate;
he suffered death and was buried.
On the third day he rose again
in accordance with the Scriptures;
he ascended into heaven
and is seated at the right hand of the Father.
He will come again in glory
to judge the living and the dead,
and his kingdom will have no end.
We believe in the Holy Spirit, the Lord, the giver of life,
who proceeds from the Father [and the Son].
With the Father and the Son
he is worshipped and glorified.
He has spoken through the Prophets.
We believe in one holy catholic and apostolic Church.
We acknowledge one baptism for the forgiveness of sins.
We look for the resurrection of the dead,
and the life of the world to come. AMEN.

8: SCHOLÉ ACADEMY FACULTY

Study with these experienced classical educators! You may click on the included links to learn more about specific courses.



Christopher Perrin (M.Div., Ph.D.) is the 2015-16 director of Scholé Academy. Dr. Perrin is an author, consultant and speaker, who specializes in classical education. He is committed to the national renewal of the liberal arts tradition. He co-founded and serves full time as the CEO/publisher at Classical Academic Press, a classical education curriculum, media, and consulting company. Christopher serves as a consultant to charter, public, private, and Christian schools across the country. He is the board vice president of the Society for Classical Learning and the director of the Alcuin Fellowship of classical educators. He has published numerous articles and lectures that are widely used throughout the United States and the English-speaking world.

Christopher received his B.A. in history from the University of South Carolina and his M.Div. and Ph.D. in apologetics from Westminster Theological Seminary. He was also a special student in literature at St. John's College in Annapolis. He has taught at Messiah College and Chesapeake Theological Seminary and served as the founding headmaster of a classical school in Harrisburg, PA, for ten years. He is the author of the books [An Introduction to Classical Education: A Guide for Parents](#), [The Greek Alphabet Code Cracker](#), [Greek for Children](#), and co-author of the [Latin for Children](#) series published by Classical Academic Press. Christopher has a passion for classical education and is a lover of goodness, truth, and beauty wherever it is found. Dr. Perrin is teaching a semester-long course at Scholé Academy, [Scholé for Schools and Homeschools](#), in the Fall 2015 term.



Joelle Hodge (B.A., Pol. Sc.) Joelle Hodge has taught logic for several years at a classical school in Harrisburg, PA (15 year logic-teaching experience); and has co-authored two logic books, *The Art of Argument: An Introduction to the Informal Fallacies* and *The Discovery of Deduction: An Introduction to Formal Logic*, both published by Classical Academic Press. Joelle holds a B.A. in Political Science from Messiah College in Grantham, Pennsylvania. Joelle teaches several course for Scholé Academy including: [The Art of Argument \(Informal Logic\)](#), [The Discovery of Deduction \(Formal Logic\)](#), [Rhetoric I](#), and [Rhetoric II](#). She also provides private consultant and family tutoring services for an international family living abroad.



Gaylan DuBose (M. A., Classics) graduated with high honors from The University of North Texas in 1964. His major was English and his minors were Latin and history. He received a Master of Arts in Classics from the University of Minnesota, to which he had received a fellowship in 1970. He retired from teaching in May 2010 after 47 years in the classroom. During his career, he was chosen as teacher of the year twice at Travis High School and once at Westwood High School. Since retiring he has continued to tutor individual students in Latin and Greek and works also with elementary school students, tutoring them in reading and mathematics. He also volunteers at the Austin Public Library and is the choir director, organist, and minister of music at St. Augustine Orthodox Church in Pflugerville, Texas. He lives in Austin, Texas with his two wonderful dogs, Tacita and Chico. Gaylan teaches all five courses from the Latin Alive! series: [Latin Alive 1](#), [Latin Alive 2](#), [Latin Alive 3](#), [Latin Alive 4](#), and [Latin Alive 5](#).



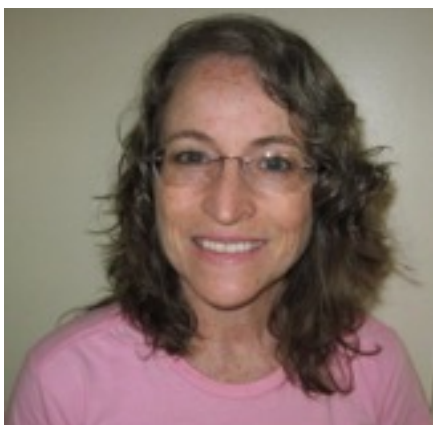
Paul Weinhold (Ph.D., English, cand.) is a master teacher with a decade of classroom experience. He has taught students at all levels—middle school, high school, community college, and university. He has managed a university writing center, and he is an expert in English literature, composition, and rhetoric. Over the years, Mr. Weinhold has assigned, read, edited, and improved thousands upon thousands of essays, applications, cover letters, and personal statements—and now he’s excited to help you with yours! Paul offers his services as a personal writing tutor (reviewing student writing with a 24-hour turnaround) in both the [fall](#) and [spring](#) semesters.



Shelly Johnson is a doctoral student of philosophy at the University of Kentucky with a specialty in social and political philosophy. She teaches logic and introductory philosophy courses at UK. Before returning to graduate school, Shelly taught middle and high school for sixteen years, twelve of which were in a classical school in Lexington, KY. She originally earned a degree in secondary English education from Malone University and later an MEd from Covenant College and an Masters in philosophy from the University of Kentucky. She lives in Lexington with her husband John and her cat Jax and enjoys reading, writing, juggling, hula-hooping, and watching movies. At Scholé Academy, Mrs. Johnson teaches [The Argument Builder Course](#) on her text of the same name, published by Classical Academic Press.



Zoë Endicott (B.A., English) received a classical education, having attended a classical school in Harrisburg, PA from grades 1-12. She received a B.A. in English literature from Grove City College and is a graduate student studying counseling at Villanova University. Zoë has written a small book about her experience of classical education entitled [*A Student's Guide to Classical Education*](#). She has enjoyed writing all her life and is the recipient of a national prize in poetry for her book of poems, *Horse Pull*. Zoë was also a state finalist in the Pennsylvania Poetry Out Loud competition in 2009. She looks forward to tutoring students to become able writers and lovers of language. Mrs. Endicott teaches three levels of Writing and Rhetoric (Year 1: [*Fable and Narrative I*](#), Year 2: [*Narrative II and Chreia & Proverbs*](#), and Year 3: [*Refutation & Confirmation and Commonplace*](#)) for Scholé Academy).



Margaret Weaver holds a B. S. in Elementary Education from Lock Haven University. She has been tutoring students for the past 19 years and has been working with homeschoolers for the past ten years as a teacher, consultant, course of study coordinator, and evaluator. She is currently in her tenth year as a homeschool mom. Mrs. Weaver was a Latin and Greek student with the Lancaster Center for Classical Studies under the tutelage of Peter and Laurie Brown. She is currently reading and translating of Virgil's *Aeneid*. She also teaches Latin to upper school students in the Scholé Homeschool Co-op Group that she helps coordinate: *Scholé of Williamsport*. Mrs. Weaver teaches Latin for Children: [*Primer A*](#), [*Primer B*](#), and [*Primer C*](#) for Scholé Academy. She hopes to bring her love of learning to the live, online Scholé Academy classroom as she guides her students on their Latin journey!

9: 2015-2016 ACADEMIC CALENDAR

BY SESSION:

YEARLONG COURSES

Lower School (Grammar School) Courses: 32 weeks, 64 classes*, classes meeting twice per week.

Upper School (Jr. High, High School) Courses: 32 weeks, 64 classes*, classes meeting twice per week.

- Start Date: Tuesday, September 8
- End Date: Friday, May 20

FALL SEMESTER COURSES

Upper School (Jr. High, High School) Courses: 16 weeks, 32 classes*, classes meeting twice per week.

- Start Date: Tuesday, September 8
- End Date: Friday, January 22

SPRING SEMESTER COURSES

Upper School (Jr. High, High School) Courses: 16 weeks, 32 classes*, classes meeting twice per week.

- Start Date: Monday, January 25
- End Date: Friday, May 20

BY DATE:

- September 8: First day of Yearlong courses and Fall Semester courses
- November 23-27: Thanksgiving holiday (no classes)
- December 21-January 8: Christmas and New Years holidays (no classes)
- January 22: Last day of Fall Semester courses
- January 25: First day of Spring Semester courses
- March 21-25: Holy Week/Easter holiday (no classes)
- May 20: Last day of Yearlong courses and Spring Semester courses

HOLIDAYS (NO CLASSES SCHEDULED):

- Monday, November 23 - Friday, November 27 (Thanksgiving)
- Monday, December 21 - Friday, January 8 (Christmas and New Year's)
- Monday, March 21 - Friday, March 25 (Holy Week/Easter)

*Classes that fall on national holidays beyond the scheduled school holidays (e.g. Labor Day) will be cancelled or rescheduled at the instructor's discretion.