



VERITAS ONLINE

A C A D E M Y

Parent-Student Handbook

2024-2025

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Veritas Online Academy (VOA)

Veritas Online Academy is an extension of Veritas Classical Academy located in Fullerton, CA, USA. We have been providing classical Christian education for 13 years in person and 5 years online in East Asia and are now bringing our classical Reformational curriculum and some of our current teachers to the rest of the world. With the experience of providing a classical Christian education through the online format, we would like to partner with any parents who are searching for an educational model that is both academically rigorous and Christ-centered in every aspect.

I. The Veritas Vision and Mission

1. Vision

To raise up gospel-culture shapers transformed by the grace and truth of Christ.

The ultimate vision of Veritas is the building up of Christ-centered communities who enjoy and honor God in their worship, work, and leisure. This is accomplished as parents bequeath to their children a Christian worldview and way of life. By bringing together the support of our classical community and local churches that share our vision, we unite the efforts of home, church, and school to the end that parents are enabled, by God's grace, to uphold the requirements of Deuteronomy 6.

2. Mission

The mission of Veritas Classical Academy is to disciple students in delighting in, discerning, and displaying the glory of God in Christ in all areas of life through classical, Christian education.

To disciple a student is to work to build them up to be a follower of Christ, one who loves Christ, obeys Christ and imitates Christ. Discipleship takes the whole person into account, training them to love the Lord our God with all their heart, mind, and strength. At the core of the training is the nourishment of the heart, by which the student learns to delight in the Lord. His mind is trained in logical and moral discernment. Finally, the student is trained to display the glory of God in Christ in how he or she lives and relates to others.

3. Statement of Faith

Veritas asks all online families to either sign the statement of faith or a statement of openness. It is understood that all faculty are Christian and teach from this worldview.

1. We believe the Bible alone to be the word of God, the ultimate and infallible authority for faith and practice.
2. We believe that there is one God eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent.

3. We believe that God created the heavens and the earth, including all life, by a direct, supernatural act, and not by a process of evolution.
4. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
5. We believe that the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and during this age to convict men, regenerate the believing sinner, indwell, guide, instruct, comfort, sanctify, seal, reprove and empower the believer for Godly living and service.
6. We believe that salvation is by grace through faith alone.
7. We believe that faith without works is dead.
8. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life, and they that are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.
10. We believe that the family is ordained by God as the basic unit of His plan for His people. The institution of marriage between one man and one woman as created by God provides the foundation and definition for the family. We believe that the preservation and edification of the family to be an act of obedience to God.
11. We believe in the sanctity of all human life. Life should be protected, nurtured and helped from the moment of conception (when life begins), until death occurs normally.
12. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen 1:26-27.) Rejection of one's biological sex is a rejection of the image of God within that person.
13. We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union as delineated in Scripture. (Gen 2:18-25.) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Cor 6:18; 7:2-5; Heb 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.
14. We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matt 15:18-20; 1 Cor 6:9-10.)
15. We believe that in order to preserve the function and integrity of Veritas as the local Body of Christ, and to provide a biblical role model to the Veritas members and the community, it is imperative that all persons employed by Veritas in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality. (Matt 5:16; Phil 2:14-16; 1 Thess 5:22.)

16. We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21; Rom 10:9-10; 1 Cor 6:9-11.)
17. We believe that every person must be afforded compassion, love, kindness, respect, and dignity. (Mark 12:28-31; Luke 6:31.) Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of Veritas.

II. The Veritas Learning Philosophy: Classical and Christ-Centered

1. Classical Education

Classical Christian education is the biblical appropriation of a time-tested method of teaching called the “trivium” (grammar, logic, rhetoric, as defined below), which has been practiced throughout the ages from ancient times, and which produced some of the greatest leaders of history, including the great founding fathers of America. In the grammar stage, the foundation is laid with an ordered view of all things. In the logic stage, students are taught the rules of proper thinking, learning to analyze, synthesize, and “take every thought captive to obey Christ” (2 Cor. 10:5). At the rhetoric stage, students are taught to express all their learning in a way that reflects the goodness, beauty, and truth of the Father, a process by which they grow to love learning.

The classical model emphasizes learning from the classics of history, literature, and philosophy because it stands on the conviction that the Father has providentially guided history and that the riches of His glory, while culminating in His Son, can be gained from every age. Additionally, classical education emphasizes languages (ancient and modern), grammar, speaking, and writing because word (language) is the Father’s unique gift to mankind through which people can learn the deep things of the Father in Scripture and nature, and gracefully take captive every thought and make it obedient to the Son.

In all its levels, programs, and teaching, VCA emphasizes:

- ❖ **CONTENT:** We train students to appreciate the truth, goodness, and beauty of God’s creation. As God is the truth, all that is true finds its grounding in Him and is therefore worthy of study.
- ❖ **METHODOLOGY:** We emphasize grammar, logic, and rhetoric in all subjects to help students to develop knowledge, discernment and wisdom.
- ❖ **MOTIVATION:** We see each student as an image bearer and a whole person. By encouraging them to pursue God and His truth, we hope to see them develop a love for learning that will last throughout the duration of their lives.
- ❖ **MORALE:** We strive to cultivate wisdom and virtue, founded upon faith and knowledge of the Son, in whom are hidden all the treasures of wisdom and knowledge.

- ❖ SCOPE: Relying on a strong doctrine of common grace, we help the students critically engage with the great literary works. God has scattered His gifts throughout human history, even among Pagans. Our students learn to seek out such riches.
- ❖ SKILL: Our students master foundational skills and concepts in math, reading, writing, grammar, Latin and the arts.
- ❖ COMMUNITY: We provide an orderly and graceful atmosphere conducive to the attainment of the above goals.

The Trivium consists of:

Grammar: The fundamental rules of each subject.

Logic: The ordered relationship of particulars in each subject.

Rhetoric: How the grammar and logic of each subject may be clearly expressed.

2. Christ-Centered

While we affirm the universal scattering of God's gifts of common grace to be a justification for the study of all things good, true, and beautiful, we see in Christ the ultimate revelation of truth and beauty. All of our study reflects this conviction and no truth in any subject finds any grounding other than the centrality of Christ, who is Lord over all. At Veritas, all intellectual pursuit is the pursuit of Christ.

In all its levels, programs, and teaching, VCA seeks to:

- ❖ Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40);
- ❖ Encourage every student to begin and develop his relationship with God the Father through Jesus Christ by the power of the Holy Spirit (Matthew 28:18-20, Matthew 19:13-15);
- ❖ Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17)
- ❖ Teach all subjects from the perspective of the Lordship of Christ in every area of life (Col 3:17; 2 Cor 10:5)
- ❖ Disciple the students, training them in the instruction and the discipline of the Lord, teaching them to obey everything Christ has taught (Eph 6:4; Mt 28:20).

III. How Do We Train Students to Become Gospel-Culture Shapers?

At VCA, education is more than biblical worldview instruction. It is a matter of discipleship, a training of the heart, head, and hand. A training of faith and obedience. Our goal is for them to discern and experience gospel-culture in a variety of settings, both inside and outside the classroom, and trained with clear objectives at each stage, so that by the time they graduate, they become Veritas Vanguard, who are advancing the kingdom of God at the frontiers of cultural battlegrounds. The following is the arc of the journey that each of our students go through to become gospel-culture shapers.

1. **Stage 1: Wonder.** Each child is made in the image of God and has the longing to know God. Therefore, education begins with filling the imagination of a child with the beauty of God. We want them to delight in the glorious deeds of God. This is accomplished through activities that develop our sense of wonder of God—stories, beauty in nature and art, music, and a spade-ful of affirmation and love.
2. **Stage 2: Worship.** As students delight in the works of God, they become curious and desire to know the source - God himself. As their knowledge of God and his works become deeper and more integrated, it is necessary for them to know God more personally, leading them to worship God voluntarily. A personal relationship with God is cultivated through worship, meditation on God's word, and intentional discipleship.
3. **Stage 3: Critical Thinking.** Once a child's imagination and heart is on fire, his mind is most open and fertile for thinking. He or she has been invited by God to explore his creation. Sometime in the upper primary grade, students ask why, both in the sense of seeking the purpose of life, and how all the complexities of life fit together. They also seek to know the standard of good and evil. These questions need to be answered through training and discernment of good and evil, through socratic discussions, and through debates and much reading and writing.
4. **Stage 4: Biblical Thinking.** As a student grows, so does the complexity of life. With every question raised, more questions are formed. They begin to see that without the grace of God, their minds are unable to properly think. They need a standard by which to measure all things. Such training in biblical thinking is done through Bible and Christian Studies classes and integration of biblical worldview in every class. Students are trained not simply to know the contents of the Bible, but to think biblically in every situation.
5. **Stage 5: Serving and Building the Community.** Knowing the truth is not enough. Truth is learned with the purpose of loving God and our neighbors as ourselves. From Jr kindergarten to 12th grade, students learn what it means to serve and build up one another and to make peace and be reconciled to one another. Through programs such as our House Program, Pietas Program, and After School programs, students learn to experience and create a Christ-centered community and culture.
6. **Stage 6: Transforming the Culture.** The final stage of education at Veritas is training students to understand and engage with the real world with biblical discernment. They are given opportunities to engage with and critique the challenges of the real world, envisioning specific ways to shape the culture through the gospel. This last stage is critically important, for it brings together all their previous training to bear fruit in various "capstone classes" such as the Christian Worldview and Christian Culture classes, Natural Philosophy, and two years of Great Ideas classes, Greece/Italy trip, and Jr/Sr Thesis papers.

IV. Veritas Culture

Culture is the air that we breathe. It is both what we produce, and what shapes us in return. It is a way of life. And education is the passing on of a way of life. So, we need to be intentional about what kind of culture we are intentionally shaping and be shaped by. Here are several distinctive features of this culture.

The Lordship of Christ. Christ is the Lord over every area of culture—family, work, recreation, social and civic life, and every field of knowledge. At Veritas, we believe that we can enjoy God’s grace at its maximum when we seek after the Lordship of Christ in every area of life.

Full of Grace and Truth. Christ came to us full of grace and truth. So, our culture should be full of his grace and truth. In all of our relationships, we should be full of grace and truth. We need to be truthful while being gracious, gracious while being truthful. Only when we set a high biblical standard of truth and be merciful toward one another can we thrive together as a community.

Life Together. Christ has died and risen so that we may be one. Education and learning is just a means to grow to the fullness of God in the body of Christ. Education is a means to learn and experience the depth and width of God’s love within our community. Doing life together, rather than living for myself, is always harder, but with God’s help, we are transformed to deeper levels of love.

Spirit of Wonder and Exploration. God has created the world, and made us in his image so that we could participate in his joy. Education is a means to increase our capacity to wonder and explore God’s creation, to both know him more intimately, and to creatively participate in his joy.

Culture Restoring & Building. Believing in the Lordship of Christ means believing that Christ’s kingdom will increase in specific areas of culture, through the faith and obedience of his people. Through Classical Christian Education, students will be equipped to boldly reclaim and restore areas of culture for Christ, and creatively build the culture for Christ, that is aimed at heaven, but fully engaged at transforming the earth.

V. Departmental Goals

The goals of Reformational classical Christian education are grounded in the sovereignty of God over all areas of study. The following is a condensed version of our departmental goals.

1. Math & Science

- To observe the mathematical and scientific truths of general revelation, thereby awakening our sense of wonder
- To develop skills of computation, conceptualization, problem solving, and critical thinking in order to understand the wisdom of God displayed in the natural world
- To shape culture by our godly stewardship of creation and the fulfillment of the

creation mandate

2. Literature

- To empathize with the human experience through great works of literature in the world and to relish the great story of redemption through the reading of stories
- To discern critically the worldviews in literature from a biblical perspective, and discover redemptive themes in light of the biblical worldview.
- To develop poetic imagination, the ability to imagine a world under the lordship of Christ.

3. Language Arts

- To delight in the gift of language, through which the triune God reveals himself to us, and through which man communicates with God and one another effectively
- To master the tools of language, to think, write, and speak with logical clarity and precision
- To learn to speak with grace, conviction, clarity, and compassion

4. Rhetoric

- To master the art of a good man speaking well.
- To develop one's ethos in relation to speaking well by humbling ourselves before God to hear what he has and is speaking to us through his Word, our conscience, and through other people
- To learn writing and speaking skills and to speak with clarity, grounded in God's Word
- To speak with courage and humility, with gentleness and respect, while giving a reason for the hope that we have in Christ

5. Latin

- To develop critical thinking skills via translation and composition, and develop mental acuity to read closely and contemplate.
- To read classical texts and the Vulgate with fluency with minimal dependence on dictionary, to access the wisdom and virtue of the ancients in its original language
- To contemplate the vast riches of God's providence in the history, literature, and culture of antiquity, in shaping the pillars of Western civilization

6. History

- To remember, and retell the stories of moments in local and global history in which the providential work of God is visible.
- To identify and learn from prominent figures in history, study the facts of history based on primary sources, and evaluate the choices and actions of historical agents in light of God's Word.
- To live in the present, participating in the story of God, in light of the clear purposes of God laid out in the Scriptures, fulfilled in history.

7. Bible/Christian Studies

- To understand the biblical story of God's Redemption with Christ as the focal point.
- Grow into a personal relationship with Christ as Lord and Savior, based on a clear understanding of the gospel.
- Develop Christian worldview and the Lordship of Christ in every area of life, and critically interact with the issues of our times in view of building a Christ-centered culture.

8. Faith and Reason

- To sense the height and depth of God in understanding his nature and the breadth of his vision for a stewarded creation.
- To analyze how the great ideas function within a thinker's overall system of thought, along with the fact that certain ideas presuppose a certain system, and that all ideas are therefore subject to internal critique.
- To develop independence of thought under the Lordship of Christ, and thus the ability to take every thought to obey Christ

9. Fine Arts

- To train our eyes to see the glory of God in nature, his beauty and goodness, and wisdom revealed in the structure, design and patterns.
- For maturing artists, develop one's own creativity and aesthetic patterns based on God's own expression and design.
- Through works of art, depict and illuminate the glory of God in the work of redemption throughout history, both in general history and biblical history.

10. Music

- To use music to align our soul to the presence of God as well as the harmony of his creation
- To use music to express the goodness of God and the joy we have in living in His presence.
- To become skillful music leaders in the worship of God

VI. What Makes VOA Distinctive?

1. Small Classes

With a small class size of 5-15, students will enjoy the discipleship relationship with the teacher as well as a dynamic relationship with classmates. We believe that education is first and foremost the formation of a human being into the fullness of God, and that this cannot be accomplished without the intimate mentor relationship with the teacher.

2. Classical: Wonder, Wisdom, and Critical Thinking

Students will receive a classical education, which develops a sense of wonder, wisdom, and critical thinking skills. We believe that a complete education is one which combines all the wisdom of God's common grace in alignment with the wisdom of God's special grace. In this sense "classical" is a part of the biblical education, referring to the breadth of biblical education while "Christian" refers to the depth of biblical education.

So, to learn classically in this sense means to master all the "tools of learning," which includes the seven liberal arts (trivium, quadrivium), philosophy and theology, fine arts, and the practical

arts, all in view of both enjoying the breadth of Christ's lordship over area of life, and to become useful in creating a Gospel-shaped culture.

3. [Awesome] Teachers

Our teachers are men and women of deep Christian faith, experts in their field, and experienced in classical Christian education. All of our teachers have deep commitments to the Word of God as the infallible standard of their life and faith, to a local evangelical church, and to the discipleship model of education. Many of them have masters degrees in their field. In addition, they receive a rigorous orientation and ongoing training in classical, Christian education. Finally, all of them have various years of experience with teaching classical Christian education through the online platform.

4. Biblical, Christ-Centered Worldview

At Veritas, we teach from the conviction that the ultimate purpose of our lives in general and of education in particular is the glory of the triune God. Our sole infallible authority is the Bible and we believe that all truth finds its source and grounding in God. We believe that progressive education fails because it does not acknowledge God as God. Consequently, each subject is taught as an isolated discipline disconnected from the whole. In opposition to this, the Bible assumes that all knowledge ultimately derives from who God is, what He has done, and what He has said. Therefore, we see the study of each subject as a focused examination of one portion of the great tapestry of truth. None is severed from the whole, and all are held to the governing authority of Scripture.

We believe, and assume in our teaching, that human beings come into this world fallen in Adam, dead in trespasses and sins, and unable to please God without His saving grace. We believe that intellectual neutrality is a myth and that all teaching and learning is either aiding the cause of the devil or furthering the cause of Christ. We assume that our students are regenerate believers, unapologetically establishing all curriculum on the ultimate authority of God's Word. We also strongly believe that God's common grace toward all people enables unbelievers to have wonderful insights that are objectively true and beautiful. We therefore study the works of history's great men and women, knowing that all truth finds its source in God.

We believe that God is the ultimate power in this universe, ruling in His sovereign goodness and might over every aspect of creation, both great and small, living and inanimate, human and non-human, down to the smallest molecule. He has declared the end from the beginning, decreeing the best means to His own ends. While part of His plan, human sin is entirely the fault of human beings. Human beings are free to do as they please, yet God rules over and in all things according to their natures. We do not teach in any class (whether mathematical or philosophical in nature) that this world is governed by chance or that human

beings are ultimately the authors of history. To reason autonomously or to set God's world against Him in our studies is to further the cause of the enemies of God. At Veritas, we see in Christ all the treasures of wisdom and knowledge and we approach every subject in humility, knowing that God is the author of all things.

5. Rhetoric Program

Rhetoric is the art of persuasion. It is well known that the best employees of the most successful tech companies are those who have received an excellent classical education which emphasizes "soft skills" or "people skills," which include communication skills, problem solving skills, relational skills, leadership skills, and these skills are all related to the art and science of rhetoric.

The best training for these soft skills is found in the classical rhetoric program, which is much more robust in theory and practice than those of modern programs. For example, ancient rhetoricians spoke of the three modes of appeal: ethos, logos, and pathos, with a special emphasis on ethos, which has to do with the character of the speaker. Unlike many speech and debate programs today which emphasize only skills, classical Christian education emphasizes training of the ethos, the development of a good character, and the training of communication with grace, conviction, and respect. Thus, an excellent rhetoric program includes the development of a godly character of the speaker.

At Veritas, we emphasize both training in godliness as well as practical training. Each high school student is required to take 4 years of rhetoric, in addition to the 4 years of literature (after mastering the English grammar in the grammar years, and two years of logic in the logic years), which consists of training in thinking, writing, and speaking. Students are also given several opportunities throughout the year to present their speeches in various forms in front of a live audience. Besides presentations in each class, our online program features two annual events where all the students present their speeches to other students in the school.

Awards are given to the top students by a panel of judges. Every year, we have seen students grow significantly not only in their public speaking skills and confidence, but in their socio-emotional and leadership skills as well.

6. Pietas Program

Pietas is a Greek word used by Virgil in Aeneid to describe the necessary connection between one's commitment to one's family, country, and gods, and the building of a new civilization based on wisdom and virtue. Paul employed this word at Mars Hill to describe the Christian's devotion to God (Acts 17:23) and in his letter to Timothy to refer to devotion to family. Thus, at Veritas, our Pietas program seeks to cultivate students' Christian conviction, their appreciation for academic and cultural excellence, and their vision for building up a Christ-centered culture, including every aspect of our social and civic lives.

Pietas Aesthetics Program: These field trips are designed to increase a student's appreciation of the beauty of God, both in nature and in the works of great artists. This includes outdoor trips in nature

or parks, and trips to art museums, musical concerts, and plays.

Pietas Wisdom Program: These field trips are designed to increase a student's appreciation of God's truth and wisdom. They include science and history museums, historic sites, Noah's Ark, DC trip, Catalina Island, and the Grand Tour (Greece/Italy).

Pietas Service Program: These trips are designed to provide students an opportunity to serve those who are in need and to experience the goodness of God through service. They also serve as opportunities to think and share about how the students might help transform such a community in the future. They include any and all forms of serving the needy, both inside and outside of the Veritas community.

VII. Classroom Technology

For our live online courses, we utilize Zoom, an intuitive video conferencing platform. This allows students to participate in real-time, face-to-face sessions with their instructors, enhancing and fostering communication between students and instructors. In addition, instructors can share their screen to display documents or images, use a virtual whiteboard for annotations, and even enable students to present their own work. This seamless technology creates an interactive learning environment, offering students the opportunity to engage with expert instructors and peers while enjoying the convenience of studying from home. Students will be issued a Veritas email account via Gmail.

Teachers utilize EducateTADS & Google Classroom to communicate with their students about class work, upcoming quizzes/tests/projects, grades, etc. Students are expected to check Google Classroom regularly for updates. Teachers will post grades in EducateTADS. From this site, parents and students can view their grades for each class. Report cards are also available through EducateTADS.

Technical Requirements

Laptop or Desktop

Please use a reliable laptop or desktop with a processor with a speed of 1 GHz or better on one of the following operating systems: Mac OS X with Mac OS 10.7 or later; Windows 10, 8, 7, Vista (with SP1 or later) or XP (with SP3 or later). An inexpensive laptop or netbook is preferred, as they enable you to plug an Ethernet cable directly into your computer. Students are only permitted to use phones for the Zoom sessions in cases of emergency. Note: It is *significantly* better to use an Ethernet cable to wire into a router rather than using WiFi, as WiFi signals can be notoriously unreliable based on device, distance to router, and interference from other electronics nearby.

High-Speed Internet Connection

You will also need a reliable high-speed internet connection, ideally through an Ethernet cable directly connected to your computer. While Wi-Fi can work, it may not provide the best performance in terms of bandwidth. A faster internet connection will improve your experience, and we recommend

a minimum download/upload speed of 5/1.5 Mbps. Depending on your location, you may also need to purchase a VPN to access Google Classroom, Google Suite, and Gmail.

Zoom

For our classes, we use Zoom, a web conferencing platform that allows students and instructors to connect face-to-face in real time, no matter where they are in the world. Zoom is free to download and simple to use. Click [here](#) to download Zoom.

Internet Accessibility Issues

If a teacher loses access to the internet and will not be able to conduct class, the teacher will text the Online Program Director or a staff member. If it is possible, the teacher should update Google Classroom; however, contacting the coordinator and local staff is of primary importance. If possible, the teacher can include students (and if applicable, local staff) to inform them. Teachers should provide some form of instructions/sub plan to the local staff/student/parent so that student learning can continue.

If the student loses internet connection, the student or parent should contact the teacher(s) affected, as well as the Online Director (+1(657) 246-3090). The teachers will do their best to provide instructions on how to continue with the lesson, if possible.

In either instance, due to scheduling restrictions, there is not a way to “make up” that lost class. We will do everything we can to ensure that learning continues as smoothly as possible.

Cloud Storage and Remote Access for Instructional Materials

To ensure smooth continuity of instruction, especially in cases where a teacher may unexpectedly miss class due to illness, emergencies, power/signal outages, or technical issues, we strongly recommend that all teachers maintain cloud-based storage for their instructional materials. By storing lesson plans, assignments, and instructional resources in a cloud-based system such as Google Drive, Microsoft OneDrive, or Dropbox, teachers can ensure that their materials remain accessible to the Online Program Director, substitute teachers, and relevant staff even in their absence. This allows for immediate access to lesson content, minimizing disruption to student learning.

The benefits of cloud storage for instruction include:

- **Seamless Transition to Substitute Teachers:** Substitute instructors can access essential lesson materials and assignments immediately, ensuring that student learning is not delayed.
- **Accessibility Across Devices:** Materials stored in the cloud are accessible from multiple devices, ensuring access in case of hardware or internet issues at the teacher's location.
- **Collaboration with Local Staff:** By sharing materials in the cloud, local staff can support student instruction in the teacher's absence, providing continuity in the learning experience.

VIII. Registration

In our first semester of online classes (Spring 2025), we will only offer a part-time load of courses. However, by the Fall of 2025 we intend to offer a full load.

1. Course Selections

Placing students in the proper courses is essential for their success. Therefore, we encourage parents to carefully read the course descriptions. Each course's objectives are aimed at achieving the overall goals of VCA, yet each teacher adds something particular to their own class. Before enrolling in a class, please review the following considerations:

Target Grade Level: If the student's grade does not fall within the listed range but you still believe the course is appropriate, you must obtain approval from Veritas Academy before enrolling. In this case, please reach out to us prior to making your purchase.

Age Requirements: Students must meet the following age criteria on the first day of class:

- 5th/6th Graders: 10–12 years old
- 7th/8th Graders: 12–14 years old
- 9th/10th: 14–16 years old

*Other grades and sections will be added incrementally.

Maturity and Readiness for Sensitive Discussions (7th/8th & 9th/10th): In our Upper School, students may engage in debates on various theological, social, political, and moral topics. In pursuing all truth as followers of Christ, we encourage students to thoughtfully address these issues with maturity and respect for their classmates and instructors. Parents and pastors are encouraged to continue these conversations at home. Each course has specific background knowledge and prerequisite skills. Please review the Scholarship Skills section on the course page for details.

General Skills & Placement: Course pages contain information about required skills such as computer proficiency, reading level, handwriting, and organizational skills. If you have questions about your student's placement after reviewing the details, feel free to contact us at (949) 385-2427 for further assistance.

2. Placement Evaluations

After registering, Veritas Academy administrators and instructors will review the provided enrollment details to ensure proper course placement. In some cases, based on the course or the student's previous history at Veritas Academy, the instructor may require a placement evaluation, which could include any of the following:

- A Zoom meeting with the parent and/or student
- A written exam (Math, Reading, Latin)
- Writing samples
- Information on prior coursework

This placement may take place during the interview, or a test to be taken at home and returned via email, or arranged to be taken with the instructor of the course. Students must complete these evaluations independently, without any help. If accommodations are needed, please seek approval from the instructor beforehand.

Please note that registration is not considered final until the instructor has reviewed and confirmed the student's placement. Veritas Academy reserves the right to deny admission to any student at its sole

discretion.

3. Learning Differences

Due to limited resources, we only accept students with mild learning differences as opposed to severe learning differences (severe forms of Autism Spectrum Disorder or Asperger Syndrome, etc.). If you have questions, please contact the headmaster Dr. David Kim at dkim@veritasclassicalacademy.com.

4. Enrollments and Withdrawals

In order to maintain a strong learning environment, Veritas Academy typically limits class sizes to a maximum of 15 students. Class sizes vary and exceptions can be made, but no class will exceed 18 students.

5. Tuition & Payment Plan

When you are notified of the acceptance of the student, you will also be emailed instructions for a one-time payment of the course. Tuition information is listed on each course page. For Spring 2025 enrollment, tuition payment is due by December 31st. If you prefer to use a payment plan, please email us and we will assist you.

6. Withdrawing from a Class

Each course includes a \$100 deposit as part of the tuition, which is refundable only if 1) a withdrawal is requested by the withdrawal dates according to the policies below, or 2) if the class is not opened due to a lack of enrollment. The withdrawal policy is as follows:

2025 Spring Semester: Feb 3rd - June 6, 2024

- Withdrawals requested before December 31st are eligible for a full refund, including the \$100 deposit.
- Withdrawal requested between December 31 and January 20th will receive a full refund minus the \$100 deposit
- Withdrawals between Jan 20th and the drop/add deadline (February 7th) will receive a 50% refund, minus the deposit.
- For summer courses, a 50% refund will be issued for withdrawals made at least two weeks before the class starts. Withdrawals made within two weeks of the course start date or later will not receive a refund.

2025 Fall Semester: Aug 18-Dec 19, 2025

- Withdrawals requested before May 1 are eligible for a full refund, including the \$100 deposit.
- Withdrawals between May 1 and July 31 will receive a full refund minus the \$100 deposit.
- Withdrawals between August 1 and the drop/add deadline (August 29) will receive a 50% tuition refund, minus the deposit.

For any withdrawal requests after the drop/add deadline, a 50% refund will only be granted if the following conditions are met:

1. Parents must engage in a meaningful conversation with the instructor regarding the withdrawal, explaining significant challenges the student is facing, scheduling conflicts, or other concerns, before the end of the second week of class. If this discussion occurs and the student still withdraws, a 50% refund will be issued.
2. If the conversation takes place after the second week and withdrawal occurs, no refund will be granted. For courses that meet once per week, the drop/add period extends to three weeks.

If a family withdraws a student, regardless of whether they receive a refund, they will no longer have access to any course materials, such as assignments, handouts, recordings, or exercises. The student will be removed from the course's Google Classroom.

To request a withdrawal, parents must email voa@veritasclassicalacademy.com. All withdrawals are final.

Even if a withdrawal is processed without a refund, funds cannot be applied as credit for future services. Students cannot re-enroll in the same course later in the year citing the previous payment. If a family withdraws a student and later wants to re-enroll in the same course within the same academic year, a meeting will be held between the family, the instructor, and the principal to determine the possibility of re-admission and whether any additional fees will apply. If a family withdraws a student but wishes to enroll them in a different course later in the same academic year, they will need to pay the full enrollment fee for the new course.

For students who wish to withdraw from a course to pursue private tutoring, they must first officially withdraw from the course (following the outlined policy) and then purchase tutoring services separately, as course fees cannot be transferred to tutoring.

If a student withdraws before the end of a term, the instructor will generate a Grade Report from Educate TADS, along with a brief explanation of the withdrawal. The Grade Report will reflect only the completed coursework, and the course will be marked as incomplete. These documents will be emailed to the parents and kept as part of the student's record at VCA.

In some cases, withdrawal requests are linked to unresolved issues or grievances from previous years. Veritas Academy reserves the right to deny enrollment until these matters have been satisfactorily resolved with the family.

7. Late Registration and Ongoing Enrollment

Although the official add/drop period concludes after the two weeks of classes, Veritas Academy may permit students to enroll in ongoing courses throughout the academic year. Parents who are interested in late enrollment should check the available courses online, identify the desired course, and reach out directly to the instructor via email to begin the enrollment process. Instructor contact information can be found on our website.

Late enrollments are evaluated on a case-by-case basis and require the instructor's approval. Once the add/drop deadline has passed, instructors have the discretion to consider their courses closed, meaning they may not accept additional students even if there are open seats. The instructor is best positioned to assess the class dynamics and progress. If they determine that a student is not adequately prepared to join the course at a later stage, or if adding a new student might disrupt the established class environment, the instructor may decline the new enrollment.

The process for late enrollment starts with a meeting between the parents and the instructor. If the instructor agrees to consider the enrollment, they will develop a transition plan for the family to review. This plan may include placement evaluations, transition assignments, modified deadlines, and more.

Once an agreement is reached between the parents and instructor regarding the necessary requirements for enrollment, the family will receive a bill for the course. If a student is allowed to join a class after the add/drop period, the enrollment fee will be the full price through the end of the first semester, and 50% of the tuition, plus any applicable fees, for mid-year enrollments or later. We do not charge on a per-diem basis.

Purchases cannot be made through the website after the end of the add/drop period. Families approved for late enrollment must call the main office to process their payment over the phone. Payment is required in full, as payment plans are not available for late enrollments.

Please note: If a family wishes to enroll their student in a year-long class but the student will only begin in the second semester, they may pay for half of the course in advance at 50% of the regular tuition rate. However, priority will be given to those who pay the full amount and start the course before the second semester begins. If the course fills up prior to the start of the second semester, families will receive a full refund, including the \$100 deposit.

All purchases for late enrollment are final, and there is no withdrawal period for these enrollments. If a family finds that the course does not suit their student after enrollment and payment, the student may be withdrawn without a refund. The tuition from the initial purchase cannot be transferred to any other course.

8. Student Auditing a Class

Auditing is allowed on a case-by-case basis, and is contingent upon the approval of the instructor. To audit a course, reach out to us directly. Tuition is 70% of the regular cost.

Student auditors will have access to Canvas classrooms, but exams and assignments are not compulsory. They will only occasionally be invited to participate in class discussions. No grades will be issued.

If a student signs up to audit a course but enrollments reach capacity before the end of the add/drop period, the auditing student will be withdrawn to accommodate a fully participating student. All payments will be refunded.

Should a student start the year as a full-paying participant but later switch to audit status after the add/drop period, no refund will be granted. In such cases, the instructor and the parent can discuss which aspects of the course the student may continue to enjoy and which will be reserved for full participants.

9. Class Cancellations or Changes

On rare occasions, Veritas Academy may need to cancel a class, transfer students to a different section with a new instructor, or replace an instructor. In such cases, the following policies apply:

- If a class is canceled, parents of enrolled students will receive a full refund, including the deposit.
- If a student is reassigned to a different section with a new instructor, parents may withdraw their student and receive a full refund within 10 business days of being notified of the change.
- If an instructor resigns and a replacement is appointed, parents can withdraw from the course and receive a full refund within 10 business days of the notification regarding the new instructor.
- If an instructor takes an extended leave but remains involved in monitoring the course, families will not be allowed to withdraw for a refund. Any concerns should be discussed with the instructor, who will address them promptly.

10. Transfers

Transfers are only allowed before the end of the second week of class and if there is available space in the new section. A transfer is defined as a student moving to another section of the same course with either a new or the same instructor.

If a student wishes to switch to a different course, this will be considered a change in enrollment. In this case, the family must request a withdrawal. Any applicable refund will be issued according to the withdrawal policy outlined above. If space is available and there are active waitlists, families can then enroll in the desired course and section.

After the add/drop period has ended, instructor payments will have been calculated and disbursed. Therefore, if a family wants to change from one course with a specific instructor to another course with a different instructor, they must first withdraw from the original course, which may result in no refund (refer to the withdrawal policy for details), and then re-enroll in the new course (see the “Late Registration and Ongoing Enrollment” section for guidance). After the drop/add deadline, any transfers from one section of a course to another will need to adhere to the change in enrollment guidelines.

Veritas Academy does not permit families to transfer from course enrollment to tutoring

enrollment. If a student needs to withdraw from a course and consider private tutoring, please contact the instructor and the principal. If a family decides to withdraw from a course and pursue private instruction before the end of the add/drop period, the course deposit can be waived, provided the tutoring hours are purchased before the refund is processed for the course. All withdrawal requests will be handled according to the policy mentioned above.

11. Orientation for Parents and Students

One week before a course begins, the instructor will conduct a brief orientation session for parents and students. This session provides a chance for everyone to introduce themselves, test the classroom technology, and confirm that everything is functioning properly for the first day of class. Attendance from both parents and students is mandatory.

The instructor will share details about the orientation session via email in August. If you or your student cannot attend, please reach out to the course instructor to request access to the recording of the session.

IX. Attendance and Participation Policies

1. Class Participation and Webcams

Our classes are live and interactive, encouraging students to engage actively with their instructor and peers during discussions. Students are expected to attend with their videos turned on, fully participating in each session and contributing to the overall class dynamic. Those who do not activate their videos during class will be removed from the Zoom session and marked as absent. We prioritize the security of our online classes; if a participant enters a Zoom classroom without their video on and remains unresponsive, Veritas Academy will remove that individual from the session. However, instructors will use their discretion to accommodate any legitimate technology issues a student may experience.

To foster responsibility and respect, students are required to adhere to specific etiquette, including arriving on time and being prepared for class. Appropriate attire is expected; students should avoid pajamas or revealing clothing. Students should remain muted unless they are speaking to minimize background noise, and they should raise their hands to contribute. Additionally, students should limit visual distractions by either blurring their backgrounds or using a virtual background. Lastly, it is essential for students to turn off unnecessary devices and refrain from multitasking during class.

2. Accountability

Accountability Sheet

Teachers will use either an Accountability Sheet or Google Classroom, or both, to establish a clear

expectation of what is covered in the class, and what is expected from the student's homework for the period of one week. Homework or projects that require more advanced notice will be communicated by the teacher accordingly. This accountability sheet or Google Classroom updates should be available to the student by midnight of every Saturday for the following week. This accountability sheet and/or Google Classroom update will help as a guide for the student as well as for parents to provide support to their students in a timely manner.

In Case a Student Falls Behind

In the event that a student repeatedly falls behind in their lessons, the parent will be asked to meet either with the Online Coordinator or the headmaster, whereupon sources of the problem will be diagnosed and a plan to bring the student to the minimum expectation of the class will be designed. Parents will be expected to work closely with the child until the problem is rectified. If the problem persists, it may lead to the dismissal of the student from the program.

3. Absence Policy and Class Recordings

There may be times, both planned and unplanned, when students need to miss a class. In such instances, we provide a recording of the live session so students can catch up on what they missed. Whenever possible, we ask that students inform their instructor of their absence in advance.

While recordings serve as a useful resource for occasional absences, they do not substitute for regular class participation. Therefore, the following attendance limits apply:

- Yearlong courses meeting four times per week: Maximum of 12 absences
- Yearlong courses meeting three times per week: Maximum of 9 absences
- Yearlong courses meeting two times per week: Maximum of 6 absences
- Yearlong courses meeting once per week: Maximum of 3 absences
- One-semester courses meeting three times per week: Maximum of 5 absences
- One-semester courses meeting two times per week: Maximum of 3 absences
- One-semester courses meeting once per week: Maximum of 2 absences
- Summer term: Absence permissions are handled by the instructor on a case-by-case basis.

For full-time students, the maximum number of absences in any quarter is 6 days. In cases where the student is absent for more than 6 days (for whatever reason) the student may not receive credit for that time period (unless parents have made arrangements to pick-up the class work and assignments from the student's teacher(s) and the student is able to keep-up with the pace of the class through independent study – this type of instance will be evaluated on a case-by-case basis).

Please note that while we strive to provide recordings for all classes, we cannot guarantee their availability at all times due to potential technical difficulties. Our instructors are available to assist students in class, through Canvas messaging, and during office hours. If a student must miss a class, any efforts to reduce the additional workload for the instructor would be appreciated. Instructors cannot reteach material via email, but they are accessible to provide assistance as needed.

If a student's absences approach the maximum allowed, the course instructor will reach out to

the parents to discuss the situation and explore possible solutions. The principal will also be informed of the concern.

If a student reaches or exceeds the maximum number of allowed absences, the instructor and principal will collaborate with the family to address the issue. If the parents are unresponsive or if no resolution is reached, the student's enrollment in the course may be suspended until the matter is resolved. We aim to work compassionately with families to find an appropriate path forward; however, without resolution, the student will be withdrawn from the course without a refund.

4. Special Circumstances

Our students are located around the globe, and natural events may occasionally prevent families from attending classes. Please inform your instructor of any significant damage or displacement caused by natural disasters, and we will be glad to accommodate those affected.

X. Grading Philosophy, Guidelines, and Reporting

1. VOA Grading Philosophy

At Veritas Academy, our grading philosophy reflects our commitment to discipleship, which includes training in skills and knowledge, motivation to reach the highest potential, and a hope for redemption, and incentive to build up one another.

- Training in skills and knowledge that is rubric-based. Rubric-based means that students are given clear standards by which they are given grades, so that they know exactly what they can improve on. These skills and knowledge are built up incrementally with a low-risk point system, through various formative assessments (both formally or informally, and with a quick feedback immediately or within 24 hours), so that students master the “grammar” of the subject as early as possible.
- Motivation to reach the highest potential. The basic skills and knowledge are assigned low points that lead up to a summative test (e.g. unit test, mid-term, or a final), which are valued at a higher point. With this set up, students are motivated to improve through trial and error through the formative tests without much consequences, and are properly rewarded after plenty of trial and error.
- Teacher as an ally, rather than an adversary. Another advantage to this setup is that since students have much room for trial and error until the summative test, students are more likely to see the role of the teacher as a helper or tutor to prepare the student for the summative test, rather than a master that they cannot please.
- Merit-based extra credit. Students may earn merit-based extra credit, for the efforts that they make for improvements, or when they provide genuine assistance to others who are struggling.

2. Grading Guidelines

All academic grading in Veritas Classical Academy will use a criterion-referenced base for

evaluation. The students' work will be evaluated against an objective standard in each class.

In the Logic and Rhetoric stages (7-12), students' grades are increasingly based on class participation, discussion, analysis and growth in writing and speaking, in addition to comprehension and retention of facts.

Generally speaking, a grade of "C" in a given subject means that the student is sufficiently competent in the material in order to advance to the next level or grade. Students earn a grade of "B" if their work reaches a level of proficiency. A grade of "A" is reserved for outstanding or excellent work that exceeds what is necessary to master the subject or material.

Grade point averages (GPAs) will be computed at the end of each quarter. All Co-curriculars, except P.E., will be graded and applied as credits toward graduation requirements and factored into the cumulative GPA. For transfer students, only those classes that were accepted (whether they meet the VOA graduation requirement or not) will be factored into the cumulative GPA. Any non-requirement non-accepted courses may appear on the transcript but not factored into the GPA. The following percentages, grades, and grade points are used school-wide:

Letter grades at the Academy will be awarded according to this table:

<u>% Range</u>	<u>Grade</u>	<u>Grade Point</u>	<u>Meaning</u>
100-93	A	4.0	Student's work leaves such an impression that warrants the instructor's highest compliments.
92 - 90	A-	3.7	
89 - 87	B+	3.3	
86 - 83	B	3.0	Student's work is good and deserves commendation
82 - 80	B-	2.7	
79 - 77	C+	2.3	
76 - 73	C	2.0	Student's work is acceptable.
72 - 70	C-	1.7	
69 - 67	D+	1.3	
66 - 63	D	1.0	
62 - 60	D-	0.7	
59 - 0	F	0.0	Student's work is not satisfactory.
100 -70	P	N/A	Passing (For electives, ind. study, internships)

N/A	I	N/A	Incomplete
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3. Grade Reporting

Progress reports are sent home at mid-quarter. Report cards are sent home with the students at the end of each quarter (except fourth). Teachers are required to notify parents 2-weeks before the end of the grading period (C-DAY) if a student is in danger of receiving a “C” grade for the quarter or the semester. Parents are encouraged to respond by means of e-mail or Remind.

For homeschoolers, although Veritas Academy offers online instruction to homeschoolers, we do not take on the role of homeschool administrators. Ultimately, parents hold the authority over their student’s grades. If a parent feels it necessary to adjust the instructor’s assessment in their records, they are free to do so as the administrator. However, only students who complete the required work for a class at a level deemed satisfactory by the instructor will receive a grade report from Veritas Academy.

For full-time students who are receiving a VOA transcript and diploma, the received grades from VOA will be final.

XI. Student Conduct

1. Academic Probation

For full-time students (receiving Veritas diploma)

Academic probation is a procedure used at Veritas Classical Academy to motivate students. Students are required to maintain a “C” Average (this is 73%-76%) or above any quarter. If a student’s grade average falls below C’s (72 or below) over any quarter, the student will be placed on academic probation.

If a student is placed on an academic probation, a parent-teacher-and/or Headmaster conference will be scheduled. If after the next quarter the student’s grades drop below a C, the Headmaster will determine whether or not to expel the student.

If after the next quarter the student’s grade does not improve to a Satisfactory grade or C- or above, the student in K to 8th grade will not be promoted to the next grade. The students in 9th to 12th grade will have to repeat the subject (see Promotion).

If a student’s grade in a specific subject falls below an Unsatisfactory grade or a C- (69 or below) over any quarter, the student will be placed on an academic subject probation. Any grade below a C- is a “no passing” grade at Veritas.

Whether a student is on an academic probation or not, when a student's grade falls below a C- in the cumulative subjects (Math, Reading, Grammar, Composition) for the primary, and all core subjects for the secondary (Bible, History, Literature, Math, Science, Latin), a weekly progress must be communicated to the parents regarding the specific subject.

For part-time students (not receiving Veritas diploma)

At times, a student's behavior may require academic probation, a change in enrollment status, or withdrawal after a course has begun. Such situations will be approached with compassion and care, and most specifics will be handled on a case-by-case basis. The instructor will consult with the principal when a student's performance suggests the need for academic probation, a change in status, or withdrawal.

In instances of poor performance—such as being ill-suited to the course demands, excessive absences, failure to submit homework, refusal to participate, not turning on video or audio, or exhibiting egregious behavior—the instructor will first communicate with the parents to make them aware of the situation and request their assistance in resolving these concerns.

If the issues persist after this discussion, the principal may need to become more involved. It might be necessary to place the student and family on academic probation. The course instructor will develop an individualized plan to address the specific concerns. Academic probation may involve the following commitments from both parents and students:

Parental Involvement

Parents will take a more active role by maintaining open communication and partnering on the home front in the following ways:

- Encouraging the student to consistently attend classes, arrive on time, stay for the full duration, be adequately prepared, and engage appropriately.
- Regularly checking in with the student to ensure that assignments and homework are completed to the best of their ability.

Student Commitment

- The student will commit to attending all classes punctually, remaining for the entire class, and participating actively.
- The student will agree to submit homework on time, complete assignments in their entirety, and apply their best effort to coursework.
- The student will maintain communication with the instructor, sharing any areas of struggle or feelings of being overwhelmed.

Performance Expectations

- The student and family will strive to achieve satisfactory or higher performance levels and avoid absences and tardiness during this period.

- A reasonable timeframe will be provided for making adjustments and improving grades and performance, with the student to be reevaluated at a specified date.

If academic probation proves successful, the instructor, principal, and parents can discuss which, if any, requirements may be lifted, allowing for continued positive growth.

However, if academic probation does not achieve the desired outcomes, it may be necessary to change the student's status to audit (no refund will be issued) or officially withdraw them from the course. In cases where the student is not demonstrating virtuous behavior, and ongoing issues relate to poor scholarship, willful negligence, pride, or laziness, withdrawal may be deemed necessary. The principal and instructor will collaborate on this decision and communicate it to the parents. The specifics of this process will be handled on a case-by-case basis, in coordination with the principal. Veritas Academy reserves the right to deny enrollment for the following academic year until the administration is satisfied with the terms of reconciliation with the family.

In instances where a diligent and virtuous student faces an unexpected family crisis or a schedule change, the instructor and family may opt to allow the student to continue as an auditor. In this case, the student may attend classes and participate without the obligation to submit assignments or earn grades or credit for the course. However, no refund will be provided despite the change in status.

2. Academic Dishonesty

Plagiarism is the dishonest act of representing someone else's work as one's own. In order to avoid this, students must submit their intellectual and moral lives to God. Sources must be cited if they are quoted or referenced, and unintentional plagiarism in the form of mistaken citations or other such errors must be avoided by the diligent attention of the student.

We recognize that plagiarism is not always the result of sinful intentions. When it is clear to the instructor that an instance of plagiarism is the result of honest but mistaken attempts to properly acknowledge sources, grace will be extended as the student learns the proper methods of citation. Parents ought to prioritize their child's understanding of citation rules. We encourage them to visit OWL at Purdue for aid.

When a student knowingly sins in this area, either by denying proper acknowledgement to sources or through the use of AI, the following steps will be taken:

1. The details of the situation will be fully explored.
2. The parents and the student will be contacted regarding the incident.
3. The instructor will seek to determine the student's motives and whether some kind of misunderstanding may have occurred.

4. If it is clear that the student knowingly and intentionally violated conscience and God's law, the student will be exhorted to genuinely repent of this.
5. Upon proper repentance, the student will be required to redo the assignment without the promise of a grade.
6. If the student repeats this offense, continued enrollment at Veritas will not be guaranteed.
7. During this entire process, the righteousness of the student will be our highest priority. We will seek to bring forgiveness to the truly penitent, consequences to the wilfully sinful, honesty to our academic work, and holiness in the lives of all involved.

3. Expected Classroom Conduct

At Veritas, we seek to engage every subject in a spirit of free inquiry under the authority of Scripture. We require adherence to our Statement of Faith, believing that difficult questions can be most thoroughly and thoughtfully addressed from the assumption of our fundamental unity in Christ.

We do not require all students to agree on everything. We expect that they will seek to stand firmly on that which is biblically foundational, show courtesy to those who disagree on secondary issues, and discuss controversial topics in a spirit of love and with a desire to find truth. Instructors will keep the class focused on the day's material, while aware that profitable comments and questions may further discussions in various directions. We expect students to respect the authority of the instructor in this regard and in all other regards.

At Veritas, we believe and encourage that students can and should grow in their relationship with one another, and become transformed by the grace and truth of Christ. Toward that end, we ask our students and parents to uphold the values of Veritas Culture stated above. Toward that end, we ask our instructors to guide our students in their speech and conduct toward one another. Instructors manage distractions not as a form of punishment or judgment but to create an environment that fosters purposeful and focused learning within the course discipline. If distractions occur, the instructor will guide the class discussion back on track and follow up with the student, their parents, and administrators after class. If a student refuses to cooperate with this redirection, they may be asked to leave class for the day until the follow-up conversation can take place.

4. Conduct Outside the Classroom

As Veritas, by God's grace, seeks to raise up culture-shapers, we hope to see students build relationships and engage with the culture in which we live. We hope to see friendships form and connections made that will edify God's people and build His church. It is, however, the responsibility of parents to ensure the spiritual health of their child's relationships. Though the Veritas environment will be safe and spiritually robust, we cannot monitor all that goes on in a student's social life. Social media and other technologies have only made this more difficult.

Veritas is only an aide to parents seeking to faithfully live out the commands of God for parents. We do not bear final responsibility for the spiritual well-being of the students. By God's power, we will do

all that we can to keep the students safe, but parents must be vigilant, knowing that they will answer to God for their child's character.

XII. Addressing Concerns

At Veritas Classical Academy, we encourage our community of parents, students, and instructors to follow the Matthew 18 Principle, a conflict-resolution approach based on the guidance in Matthew 18:15–17. This passage advises addressing conflicts directly with the person involved, privately pointing out their fault. If the matter remains unresolved, one or two others should be brought in to help establish the facts and provide accountability. If the issue persists, it may be brought before the larger community for resolution.

Parents with concerns about their student or a course are encouraged to contact the instructor directly as soon as the issue arises. If the concern is not resolved or needs further attention, parents are advised to contact the school headmaster. Similarly, instructors are expected to communicate directly with parents or students if they have any concerns. Instructors prioritize keeping open lines of communication with students and their families, as most issues can be quickly resolved when addressed early. Parents are encouraged to schedule a phone or video call with the instructor for all but the most minor concerns, as these methods are far more effective for resolving conflicts than email, which can easily lead to misunderstandings. If a parent has already spoken with the instructor and remains dissatisfied with the outcome, they should feel free to contact the school headmaster, who is happy to address their concerns.

God has given us clear biblical guidelines on how to restore fellowship, whenever anyone has a concern with someone else. It can feel like a daunting task, and it can be stressful. But if we do nothing about it, or if it is wrongly done, it can turn sour. Done in the manner Christ has laid out, we can restore the fellowship, and grow together to the fullness of Christ. Therefore, Veritas urges parents, instructors, and school leaders to demonstrate mutual respect and maintain good partnerships by using proper etiquette and language reflective of Christian virtues outlined in the handbook. In the spirit of Christian charity, all parties are encouraged to communicate in constructive and healthy ways. Veritas Classical Academy reserves the right to withhold future enrollments until reconciliation terms have been fulfilled to the satisfaction of the administration.

XIII. Parent Agreement

Please note: Parents confirm this agreement by enrolling their student in Veritas Classical Academy.

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, and 3) the soul of your child. It is important, therefore, that we clarify what each party (Veritas Classical Academy and the family) expects from the other and to commit to treat one another with respect and charity.

What follows is a general description of what we pledge to provide to the parent or guardian as the paying customer for our courses. This section is followed by a description of what the family pledges to Veritas, including 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.

1. Veritas Classical Academy Responsibilities

- Veritas 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.
- Veritas 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.
- Veritas 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, our teachers will seek to speak to students privately whenever possible. Veritas 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 which 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 headmaster when no resolution has been achieved after conversation between the teacher and parent.
- Veritas 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.

2. Parent and Guardian Responsibilities

Parents and guardians will encourage students to be diligent in the following areas.

- The completion and submission of all assignments (on time) by:
 - coming to class on time
 - participating in class discussions
 - maintaining respectful behavior in class
- Parents will assist students by reviewing homework and 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 students.
- Parents and guardians will encourage respectful behavior of 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 headmaster.
- Parents and guardians will ensure that students engage in the live classes with their videos turned on.
- Parents and guardians will encourage their students to respectfully participate in the courses,

as the instructors design them to include class discussions, projects, peer evaluations, exchange of ideas, and homework submissions, and shared class resources.

- Parents and guardians will maintain good communication with teachers and ensure that students are able to access the learning management system online. Parents and guardians will notify teachers and the administration at info@veritasclassicalacademy.com of any change in email address.
- 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 syllabus which may be distributed by the teachers.
- Parents and guardians will ensure that suitable computer equipment (see hardware and software requirements in the classroom technology section) is available and working so that students can access the online courses and use them well.
- Parents with 2 or more students enrolled in a VOA course may allow 2–3 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. VOA encourages parents to provide one working computer for each student if at all possible.