



Client Manual



Carmenta Online Latin

Carmenta Online Latin Tutors

Magistri Tutors

Client Manual



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Introduction

This manual has been assembled in an effort to present as clearly as possible a full explanation of the policies and procedures that constitute the foundation of Carmenta Online Latin (the “Company”) and its subsidiaries. The regulations herein apply not only to the Company proper but also to its subdivision, Magistri Tutors, where applicable and unless otherwise noted. The term “tutors” hereafter refers to the tutors of the Company and its subdivisions unless otherwise specifically stated.

This manual endeavors to provide clarity as to the structures and responsibilities of the functional order of operations for the Company. In this sense, this manual is part of the Company’s contract with its workers and clients. Due to legal and regulatory requirements in certain places, pursuant to the contractual nature of the agreement between the Company and its workers and clients, and in view of the obligations the Company has to clients/students, certain sections of the manual are expressed in legal terms and may include specific stipulations or prohibitions. While much of the manual simply communicates good professional practice, in situations where certain procedures must be followed, where legal or contractual requirements must be observed, or where direction must be sought, the manual provides clear instructions regarding procedures and advisable actions.

In order to retain the flexibility needed to administer the Company’s policies and procedures, the Company reserves the right to alter or remove any of the provisions of this manual and to revise or eliminate any policy described herein with or without notice as the Company deems appropriate.

Part One: Institutional Description & Mission

History & Mission

Carmenta Online Latin was founded in 2008 with the goal of providing students living throughout the United States and around the world elite, online instruction in the Latin language. Carmenta maintains a very high standard for the quality and effectiveness of its instructors and curriculum, hiring only top academics in the field of Classics and utilizing textbooks and curriculum strategies built to guide learners to true fluency in Latin.

Carmenta Latin Tutors was created in 2016 as a distinct division of Carmenta Online Latin due to its concentration on tutoring. The faculty consists of an unparalleled collection of Classics tutors that allows students from all over the world to study with the very best of classical academia.

Formed in 2018, Magistri Tutors provides top-quality online tutoring with highly-educated and experienced tutors in a broad range of subjects, including ancient and modern languages, math, science, history, standardized test prep, and more.

Organizational Structure

Founder

The Founder is the highest-ranking member of the organization. All other members of the organization report to the Founder.

Assistant to the Founder

The Assistant to the Founder is the second-highest-ranking official in the organization. The Assistant to the Founder delegates tasks to the administrative team.

Administrators

The administrative team consists of Administrative Associates as well as Tutoring Advisors. The team is assigned tasks by the Founder and the Assistant to the Founder and reports to them on no less than a weekly basis. Members of the team meet with each other regularly and also report to each other as needed.

IT Specialist

The IT Specialist is also a member of the administrative team but has a more specific focus. The IT Specialist is in charge of managing the websites for the Company and its various subdivisions. The IT Specialist reports to the Founder and Assistant to the Founder, and on rare occasions to other administrators.

The term “Administration” is hereafter used to refer collectively to the aforementioned positions.

Tutors

The tutors tutor individual students. This tutoring could be for any number of subjects, including Latin, Ancient Greek, math, science, modern languages, and standardized test prep. Tutoring is managed by the Administration. This management includes, among other things, the setting up of tutors with students, observing the tutor during tutoring, and evaluating that tutor's performance. Tutors report to various members of the Administration.

Part Two: Tutor Rank & Evaluation

Evaluations of individual tutors are conducted on a regular basis, with two large-scale evaluations each year, one each during the fall and spring. Evaluations may be conducted more frequently than this if it is determined that they are necessary. These evaluations are designed to provide clients with an assurance of quality for their money. Evaluation scores are based on such factors as effectiveness, positive student experience, personality, trustworthiness, dependability, and adaptability.

All tutors are classified according to a level-based system. Carmenta/Magistri tutors belong to any one of four different levels, where Level 4 is considered the least advanced, largely for the newest tutors, and Level 1 is the top. All tutors start at Level 4, with the opportunity to advance up the ranks. Advancement is contingent upon a tutor's evaluation score. Tutors are generally withheld from advancing until they have had at least one tutoring student. There may, however, be instances in which no students are present in a given tutor's subject area for which an evaluation in that subject area could be performed. In these instances, in the interest of fairness, evaluations may be performed in a modified

manner (i.e., mock sessions).

Part Three: Institutional Policies & Procedures; Student/Client Enrollment

Age of Students

Tutoring students may be all ages, from very young children to senior citizens.

Curriculum: Latin

Carmenta Wheelock's Latin Course

For students in the 9th grade and up, the *Carmenta Wheelock's Latin Course* is divided into two parts. The first part follows the *Wheelock's Latin* text, while the second part of the course features a selection of real Latin texts by real authors. Any student who completes the entire course should be more than prepared for advanced college work.

The *Carmenta Wheelock's Latin Course* is built upon the principles of the *Carmenta Method for Latin Fluency*, which combines intensive grammar study with consistent conversation in the language.

The guiding text for the *Carmenta Wheelock's Latin Course* is the superbly well-written and well-organized *Wheelock's Latin* by Frederic M. Wheelock and Richard A. LaFleur. Also employed is the *Workbook for Wheelock's Latin* by Paul T. Comeau and Richard A. LaFleur. This book provides extra work for the student in the nuts and bolts of Latin grammar and translation.

The main focus of the beginning of the course is the grammar of the Latin language (see Appendix: *Carmenta Latin Course Syllabus*). Students learn the rules of sentence structure and inflection as they acquire a greater understanding of the grammar and idioms of their native tongue.

About a third of the way through the Course, Latin conversation is introduced, with one hour per week devoted to it exclusively. Students' knowledge of spoken Latin improves gradually over the remainder of the course.

Upon completion of *Wheelock's Latin*, the student reads and translates a series of classical and medieval Latin texts by a variety of authors. (The current selected works are listed in Appendix A of this manual.) Students engage in Latin conversation and the reading of real Latin texts with very little or no use of dictionaries or grammatical references. The student is prompted to learn from context rather than the voluminous commentary and exposition of the typical Latin textbook. Direct engagement with the text compels the student to think in Latin (rather than using the inefficient method of thinking in English and then translating to Latin in the student's head), guiding the student toward a more instinctual and fluent knowledge of the Latin language.

Carmenta Linney's Latin Course

For students in the 7th and 8th grades, or older students who are looking for a course that does not require homework completion (hence less total time each week) and moves at a somewhat slower pace than the Carmenta *Wheelock's Latin* Course, the Carmenta *Linney's Latin* Course is designed to provide a less demanding approach to learning the Latin language. The Course uses as its texts the two excellent books authored by William E. Linney, *Getting Started with Latin* and *Keep Going with Latin*. The Carmenta *Linney's Latin* Course may also be taken as a precursor to the Carmenta *Wheelock's Latin* Course for those students who would ultimately like to pursue the more advanced option, but who may need a more gradual introduction to the language.

Carmenta Lingua Latina Course

For students in the 6th grade or below, the Carmenta *Lingua Latina* Course is specifically tailored to their younger minds. Using Hans Orberg's *Lingua Latina*, students learn the language intuitively through context rather than through grammatical rules. As in the other Carmenta Latin Course options, the approach includes frequent conversation work, which provides students with a solid foundation in the fundamentals of the language while also making Latin fun.

Carmenta Latin Resources Archives

In conjunction with all Carmenta Latin Courses, the Carmenta Latin Resources Archives are replete with material to aid students in their learning of the language. The materials range from visual vocabulary sheets to declension charts and were designed to fill in the gaps that exist in other Latin texts. Tutors are encouraged to familiarize themselves with these materials and make use of them as often as possible. The Archives can be accessed at archives.carmentalatin.com.

Curriculum: Other

Classical Languages

Instruction in grammar and conversation are equally important. The Carmenta approach is a far more efficient way to teach classical languages and by far the best way to guide students to true fluency.

Modern Languages

Students are encouraged to approach modern languages in a dual fashion, focusing equally on conversation and grammar. Too often modern languages are taught with a nearly 100% conversation-based approach, despite the fact that students never attain true fluency without a clear understanding of the language's grammar and its similarities to and differences from English.

Standardized Test Prep

The Carmenta Method is grounded in the premise that the real key to decoding obscure English vocabulary and evaluating complex problems lies in understanding the origins of English, which are very closely connected to the Latin language. It de-emphasizes memorization of vocabulary, instead encouraging students to see each individual word as a puzzle composed of a small number of pieces used in almost infinite combinations. A solid understanding of a few basic rules takes the student far in interpreting any number of unknown words. This approach is also applied to the test's math section, and even to general strategies for taking the test. The tutor trains the student in a short list of essential rules, then shows the student how to apply those rules in many and various circumstances.

Math & Science

The Carmenta Method is also applied to all branches of mathematics and the sciences.

Decisions concerning assignments for tutoring students are worked out on an individual basis through consultation between the student, tutor, and Administration. The Company is flexible regarding curriculum makeup, provided the curriculum decisions are in the best interest of the student and are designed to further academic success.

In-person Tutoring

Students/clients who live in or around the New York City area have the option of requesting in-person tutoring. In-person tutoring may occur at the tutor or student's residence, or at a neutral location relatively near to the tutor or student's residence. Such locations may include libraries, cafes, or school/university offices or buildings if the tutor works at a school or university. In the case of tutoring which occurs at the tutor's residence, prior arrangements must be made to have the student go to the tutor's residence for the sessions; this means that such tutoring will in no way be a walk-in service. An additional per-session fee of \$40 will be charged to the client and paid to the tutor for this service.

In the case of tutoring which occurs at the student's residence or at a neutral location, prior arrangements must be made to have the tutor travel to either the student's residence or a previously agreed-upon location; this, too, is not an on-call service. Tutors will only travel a maximum of 45 minutes one way to get to either the student's residence or a neutral site. This time is calculated from wherever the tutor happens to be immediately prior to the scheduled session, and therefore may not necessarily be the tutor's own residence. For example, a tutor may live 30 minutes from a student's residence but plan to be at a building which is only 15 minutes from the student's residence right before the scheduled session; in this case, 15 minutes, not 30, would be the amount of time calculated for the tutor's one-way travel.

If the amount of time is determined to be ten minutes or less for the tutor's one-way travel, an additional \$40 per session fee will be charged to the client and paid to the tutor for this service. If the amount of time is determined to be more than ten minutes for the tutor's one-way travel, an additional \$80 per session fee will be charged to the client and paid to the tutor; tutors, however, will not travel more than 45 minutes one way to reach any location.

All in-person tutoring sessions must be at least one hour in duration. The in-person tutoring option is further restricted to Level 1 and 2 tutors living in or around the New York City area.

Payment & Refunds

Clients are able to choose the total number of hours that they will prepay, with their hourly rate based on their particular choice of pay package (pay-as-you-go, five hours, 10 hours, 15 hours, 20 hours, or 25 hours) as well as the fee level of their chosen tutor. There

are four distinct fee levels for Carmenta/Magistri tutors, with each tutor's fee-level placement based on a combination of factors, including the length of time the tutor has worked for us, the tutor's overall success rate, positive feedback, and administrative evaluations.

When clients first start tutoring, they must purchase at least a five-hour package; once the five hours have run out, the client may then choose any of the pay packages for subsequent purchase. In order for a client to continue tutoring once a pay package has run out, another package must have been purchased before any further sessions can be held.

Emails will be sent to clients as a reminder to purchase a new pay package when the number of remaining hours is scheduled to run out within two weeks. Tutors will also be contacted at this time informing them of the client's number of remaining hours, with the directive that upon exhaustion of the remaining hours no further sessions are to be held unless and until further payment is made.

Students have the option of paying for their chosen tutoring package either through our website by PayPal payment, by direct deposit, or by check. If paying by check, the check must be processed, deposited, and cleared before tutoring can either begin or resume if a payment package has run out. An individual student's payment options and instructions on how to pay are detailed in the initial email from the administrative team as well as in future periodic email payment alerts which take the client quickly and easily through our payment process.

If clients wish to switch to a different tutor of a different level before their current pay package has run out, they will receive a credit and only be required to pay the difference between the amount left over from the current pay package and the price of the new pay package. For example, if a client who has purchased a 15-hour package for a Level 3 tutor (\$3,960) wishes to switch to a Level 2 tutor (\$4,335), and the client has used ten of the 15 hours in that package, the remaining five hours would then be multiplied by the hourly rate for the Level 3 15-hour package ($\$264 \times 5 = \$1,320$); that amount would in turn be subtracted from the price of the new Level 2 package, requiring the client only to pay the difference ($\$4,335 - \$1,320 = \$3,015$). This credit only applies to the first new package purchased; all subsequent packages will be charged at the full rate.

The level package rates for the client will remain the same for the entire time the client works with the tutor even if the tutor's level changes, provided that client and tutor do not stop working with each other at any point for longer than 45 days. For example, if a client is paying the rate for a Level 3 tutor but the tutor is later promoted to Level 2, the

client will continue to pay the Level 3 rate, provided there has not been a break from tutoring for longer than 45 days. If a client has stopped working with a tutor for longer than 45 days and that tutor's level has changed from the time when the client began working with that tutor, the client will be expected to pay the tutor's new rate if there is a desire to work with that tutor again. There is also no guarantee that the tutor will remain available beyond this 45-day period.

The Company reserves the right to change rates at any time; nevertheless, the original level package rate structure for the client will remain in effect for the entire time the client is with the Company, regardless of any increase in rates over the course of time. For example, if a client initially pays \$2,430 for a 15-hour package for a Level 3 tutor but the rate is eventually increased to \$3,960, the client will continue to pay the original rate of \$2,430 (or whichever level package rate the client chooses according to the client's original rate structure). This further extends to clients who may add more students at a later time, i.e. if a client enrolls another student in tutoring after rates have been increased, the client's original level package rate structure will apply to the newly enrolled student as well.

Clients who wish to enroll more than one student in tutoring sessions must enroll and pay for each student individually. In such situations the transfer of already-paid-for tutoring hours from one student to another is not permitted. Additionally, it is the policy of the Company to avoid scheduling sessions with more than one student present at a time, instead preferring individual one-on-one sessions. In certain cases, however, this may not be possible; as such, group sessions may occur but only if all other options for individual sessions have been exhausted. In this case, clients must pay for their choice of tutoring package at a special multi-student rate.

It is the policy of the Company not to provide refunds. Due to strict adherence to this policy, clients are asked to make certain that they are ready to commit the time and energy required of entering into long-term tutoring before signing up.

Sign-up Process

Every new client is required to fill out a sign-up form upon enrollment. This sign-up form includes questions concerning contact information and other basic information of interest to the Company. The information from this form allows for individual and general curriculum decisions to be made, to keep in contact with students and their parents/guardians, and to keep track of general student trends. All information collected through this form or elsewhere is kept strictly private, and no personal information is ever

shared with any third parties for any reason.

After a client signs up for tutoring through the Company's website sign-up page by completing the sign-up form, the client is then presented with a personalized contract. The client must sign and submit this client contract in order to finalize the sign-up process.

In certain instances concerning minors, the person responsible for payment of tutoring sessions (who originally completed the enrollment process) may change during a student's time with the Company. When this occurs, the original person must inform the Company in writing of this transfer of responsibility and sign a waiver relinquishing all rights to this new individual, provided the original person is not incapable of doing so (e.g., deceased or incapacitated). The new individual must then fill out a new sign-up form and sign a new contract reflecting this change.

Textbooks

If a decision is made to use a tutoring student's current textbook and the tutor does not own or have access to it, the Company will order the textbook free of cost to the tutor; the cost will instead be incurred by the client. In an effort to save money wherever possible, a used copy is generally preferred over a new one.

Tutor Changes

Clients may change to another tutor at any time in the event of frequent or persistent scheduling issues; they may, however, return to the original tutor if circumstances should later allow. If a client should desire to change tutors for any reason other than scheduling, they may do so but cannot then return to the original tutor. Furthermore, clients who change tutors for reasons other than scheduling are restricted to choosing another tutor from the original list of options presented to the client before the sign-up process was finalized.

Part Four: Student/Client Guidelines

Academic Integrity

Students are expected to demonstrate academic honesty. Unless otherwise stated, any assignment is to be the student's own work.

Tutors are prohibited from completing or correcting (before submission) any assignments for their students.

Attendance

If a student is unable to attend a particular tutoring session, the student should notify the tutor in advance. For a student to master the material, it is important that the student attend sessions and complete homework consistently. Irregular attendance frequently means the difference between a rewarding and pleasant learning experience and a stressful and ineffective one.

If a student is more than ten minutes late to a session, the tutor will attempt to contact the student by calling the student's own phone. Should this be unsuccessful, the tutor will leave a voicemail message and send an email to the student. To this end, students should make certain that their phones are properly charged and on their person at the time a scheduled session is to occur. Tutors will only contact parents/guardians in the event of a medical emergency that may occur during a session.

In the event that a technical issue is responsible for the student's absence online at the start of a scheduled session, the tutor may conduct the session over the phone once contact with the student has been established.

Tutoring students who do not notify their tutor (via the individual student-to-tutor designated communication method) of a cancellation more than 24 hours in advance of the scheduled session, or who cannot be reached in the event of lateness will be charged for the missed session as if it had occurred. Parents/guardians should contact the Administration right away if they have any questions or concerns about why a missed session occurred. In the event that two consecutive missed sessions occur, tutoring will be temporarily suspended until confirmation is provided by the client of the next scheduled session. The Administration will contact the client to obtain this confirmation.

Billing

Clients will be charged for the entirety of a scheduled tutoring session unless the tutor decides to end the session early, in which case the client will only be charged for however long the session actually lasts. If a session goes considerably past the allotted time, the client will be charged for the additional minutes accrued. For example, if a session is normally scheduled for an hour but runs for an hour and 15 minutes, then the client will be charged for the extra 15 minutes in addition to the full hour. Extra time is always rounded to the nearest minute. A session that is shortened in the event of a student having to leave before the usual end time will result in the client being charged for the full session.

A tutor may exceed the scheduled time only if both tutor and student mutually agree to the additional time. Tutors are under no obligation to spend more time than is normally reserved for a session. If adding extra time becomes a common occurrence, the tutor and student may wish to revisit the originally established parameters for the tutoring plan and adjust the usual amount of time and/or frequency of sessions accordingly. The Administration will be subsequently informed of any such changes.

If after 15 minutes from the scheduled start of a session the student has not arrived and contact via phone has not been established, the tutor is then free to go. The client will be charged for the entirety of the scheduled session in such cases, even if the student should eventually appear. If, however, the tutor is late to a session for any reason, the client will only be charged for however long the session actually lasts.

If any student fails to come to a tutoring session and has not notified the tutor of a cancellation more than 24 hours prior to the session, the client will be charged for the missed session as if it had occurred, no matter the reason for the failure to notify. Clients should understand that tutors will have blocked off this session time in their own schedules and thus still need to be paid when a session is cancelled with less than 24 hours notice. Notification of a cancellation must be made via the individual student-to-tutor designated communication method; no other forms of notification are acceptable.

In instances where a student fails to come to a scheduled session without having given at least 24 hours notice but requests to reschedule the session for later that same day, the tutor is under no obligation to accommodate such a request should it present a hardship. Nevertheless, should a same-day rescheduled session occur, the client will be charged for both the missed session and the rescheduled session. If this should become a common occurrence, the tutor and student may wish to revisit the scheduled session times and

adjust them accordingly in order to avoid this situation.

Though not common, clients may also be charged for any time which tutors spend on preparation work for tutoring sessions, provided the student/client has agreed to the terms of such an arrangement. This is included in the amount charged to the client at the end of each billing period.

Complaints about Tutors/Administrators

Students/clients having complaints regarding a tutor's handling of a situation, presentation, or professional demeanor should contact the Assistant to the Founder who will then refer the matter to the administrative team. It is the policy of the Company to wait 24 hours before taking action in such situations; this, however, may be adjusted based on the circumstances of the complaint and/or the complainant. Following this period, if the initial complaint has been made by email, a member of the administrative team will attempt to speak directly with the complainant by phone or Skype. The administrator will then speak to the tutor. If at all possible, a meeting will be arranged over Skype between the parties in an attempt to resolve the issue. This also allows the tutor an opportunity to address the matter directly with the student/client, possibly eliminating any misunderstandings which may have contributed to the problem. If the student/client does not agree to a meeting, the administrator will advise the tutor of the details and will then subsequently inform the student/client of the results of this meeting. The Administration will then meet again to discuss the matter. Tutors will be presumed to have acted appropriately unless otherwise determined in accordance with these guidelines. Final decisions are at the discretion of the Founder. (For cases involving sexual harassment, please refer to "Sexual Harassment".)

It is expected that in bringing grievances, students or their parents/guardians will comport themselves in a manner reflective of the proper decorum for handling such situations. Disrespectful, abusive, or threatening behavior will not be tolerated, and will place the student/client subject to expulsion.

Conduct

The Company works very hard to create an enjoyable, productive, and civil learning environment. To this end, it is requested that all students do their best to be polite towards tutors and administrators. Harassment, sexual or otherwise, is never tolerated. If any problems, disputes, or hostilities should arise, students should notify the Administration as soon as possible. Carmenta tutoring is meant to be fun and productive for all involved.

The Company asks that all students be supportive and assist in realizing this goal.

Disabilities, Students with

In accordance with the Americans with Disabilities Act of 1990, the Company endeavors to provide educational opportunities and reasonable academic accommodations for the needs of students with disabilities. The goal of the Company is to provide reasonable accommodations in assisting students with their educational needs.

Services for students with learning disabilities, other neurologically based disorders, and those disabled by chronic illnesses that impact learning are offered whenever possible. If any such students wish to be provided with the appropriate accommodations commensurate with their disability, they must disclose this information to the administrative team, as well as provide appropriate documentation consistent with the request. The administrative team will then inform the tutor of the situation.

Discrimination & Harassment

It is the policy of the Company never to discriminate against any worker, student/client, or applicant for work on any basis prohibited by law to include race, ethnicity, ancestry, national origin, color, sex, age, religion, gender identity, sexual orientation, veteran status, or disability. It is also the policy of the Company that all workers and students should be able to enjoy and work in an educational environment free of harassment of any kind. As such, harassment based on any of the previously named personal characteristics will not be tolerated, where harassment is defined as any conduct that denigrates or shows hostility or aversion toward an individual for the purposes of creating an intimidating, hostile, or offensive environment, or unreasonably interfering with an individual's work or academic performance.

Anyone believing they have been the victim of discrimination or harassment pursuant to this policy should contact the Assistant to the Founder at once. They are protected by law and this policy from retaliation. (For cases involving sexual harassment, please refer to "Sexual Harassment".)

Emergencies & Disasters

In the event of emergencies or disasters impacting the Company, either natural or man-made, the Company reserves the right to suspend operations partially or completely as it deems fit in accordance with guidance from federal or state authorities.

Examples of such events meeting the criteria for these provisions may include but are not limited to geological disasters (avalanches, landslides, earthquakes, sinkholes, volcanic eruptions); hydrological disasters (floods, limnic eruptions, tsunamis); meteorological disasters (blizzards, cyclones, tropical cyclones, hurricanes, typhoons, thunderstorms, hailstorms, tornadoes, wildfires); space disasters (asteroid impacts, meteor strikes, airburst, solar flares); biological disasters (epidemic diseases, plant or animal contagions, insect or other animal plagues, infestations); and anthropogenic disasters (power failures, building collapses, chemical attacks, bombings, the outbreak of nuclear or biological warfare, cyberattacks, civil disorder/riots, explosions, fires, and industrial hazards).

Expulsion

The Company reserves the right to expel any student/client at any time for reasons including but not limited to: disrespectful, abusive, or threatening behavior; harassment of any kind; serious misrepresentation or falsification of information; or failure to fulfill any of the responsibilities set out in this manual.

Grading & Assessments

The Company does not give grades to students. The responsibility for any grading will be incumbent upon the student's school. Any parent/guardian who wishes to have a student receive a grade for tutoring must themselves make arrangements with the student's school. The Company will oblige any requests for information from the school regarding the student's tutoring and progress in the subject.

Clients may also have the option of requesting periodic assessments in the form of practice tests.

Homework

The presence or absence and size of any homework assignments will depend on the curriculum plan worked out ahead of time between the student, tutor, and Tutoring Advisor. If homework has been prescribed as part of a tutoring plan but the student fails to do the assignments, the Administration may decide to integrate those assignments into the tutoring sessions themselves. This change in approach will be implemented without consultation with the client.

Length of Tutoring Sessions

The length of individual tutoring sessions is determined ahead of time by the student, tutor, and Tutoring Advisor. Sessions may be any length, though durations of 30 minutes, 45 minutes, one hour, or 90 minutes are typical.

Policy Changes

The Company reserves the right to modify the policies outlined herein at any time and without advance notice. Please be assured that this will occur only if a change in policy is deemed beneficial to all interested parties. Manuals will undergo review by the Administration every three months.

Privacy & Discretion

All tutors are strictly prohibited from sharing or disseminating outside the organization any personally identifying information about any student, or with any other tutors in the organization unless they share the same student. They may only share relevant information with the Administration, who themselves are bound by confidentiality agreements not to divulge any student information outside the organization. It is the policy of the Company never to share a student's personal information with third parties for any purpose without the express written consent of the student and/or parent/guardian.

Recording of Tutoring Sessions

All tutoring sessions and the material in the format presented in those sessions are the property of the Company. No tutor or student may make a recording of a session unless they have obtained permission to do so. If permission to record a tutoring session is granted, the recording is only to be used for personal educational purposes and is not to be copied, shared with others, or disseminated in any format.

Sexual Harassment

It is the Company's policy to maintain a work and educational atmosphere free of any pressures on workers and students relating to sexual harassment. In accordance with applicable federal and state laws, the Company endorses the objective that workers and students be free of situations where sexual considerations form the basis for business or educational decisions.

Sexual harassment may be defined as any unwelcome sexual advances, requests for sexual favors, and other physical, visual, or verbal behavior of a sexual nature wherein: compliance with such conduct is made either explicitly or implicitly a term or condition of an individual's work or education; compliance or the failure thereof with such conduct by an individual is used as the basis for work or academic decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's academic or professional performance or creates an intimidating, hostile, or demeaning work or learning environment.

Examples of potentially sexually harassing behaviors include but are not limited to the following:

- Unwelcome sexual advances, sexual innuendo, or requests for sexual favors by phone, by electronic message or photo, written words or images, and social media postings
- Unwelcome behavior of a sexual nature by a worker directed towards a student or colleague
- A person in a position of authority suggesting that an educational or employment benefit will result from compliance with some unwelcome behavior of a sexual nature or will be denied for refusal to engage therewith
- Repeated sexual remarks, offensive stories, remarks about sexual activity or experiences, sexual innuendos or other suggestive comments unwanted or unwelcome by another
- Displaying or showing pictures, cartoons, memes, or other printed materials of a sexual nature in a working or educational environment in which there is insufficient professional or academic relevance
- Exposing the private parts of one's body to another person in real-time, recorded video, or still picture format

Sexual harassment will not be tolerated. Any administrators, tutors, or students who engage in such conduct will be subject to the full range of the Company's disciplinary policies. Anyone alleging to have been a victim of such treatment should submit a formal complaint to the Administration for immediate resolution. Such persons are protected by law and this policy from any retaliation.

Sexual & Romantic Relations between Tutors/Administrators, Students

The Company endeavors to maintain an educational environment in which all students and workers interrelate in appropriate professional and pedagogic ways. As a result, administrators and tutors are strictly forbidden from having romantic or sexual

relationships with students, even if they do not exercise direct authority over them. In addition to the potential for abuse of power in such relationships, sexual and romantic relationships between tutors/administrators and students place the tutor/administrator in an unethical and unprofessional conflict of interest, and hence are unacceptable. While it is acknowledged that the student may be a full and willing participant in such a relationship, both the responsibility for adhering to this policy and the consequences for violating it fall solely upon the tutor/administrator in such situations. The sanction imposed for violation of this policy will depend upon the facts and circumstances of the situation, including whether the relationship was voluntarily reported, and may range from a reprimand to termination. As many of the Company's students are under the legal age of consent, this policy is superseded in such instances by applicable state and/or federal laws; in those instances where students are of legal age, this policy shall serve as the sole determinant.

Skype

The Company's live audio/video platform is provided by Skype. Before participating in a session utilizing Skype for the first time, students should go to [Skype.com](https://www.skype.com) to download Skype onto their computers or devices. Students should verify ahead of time that there will not be any problems downloading Skype. Once Skype is downloaded, it remains on the user's computer or device unless the user removes it. Before each session, students open Skype on their computers and wait for the tutor's call, which serves to mark the beginning of the session.

The Administration will create a special Skype call for each tutoring student featuring the tutor, the student, and the Carmenta Skype account. This call created by the Administration must be used for every tutoring session between the student and tutor. Since this call is used by the Administration to monitor the occurrence and frequency of sessions as well as billable hours to both clients and tutors, only this call may be used—students/clients are therefore not permitted to create their own Skype calls for tutoring sessions. In addition, students/clients should not use this call or the chat box contained therein as a mode of communication with the Administration, but should instead use email, phone calls, or direct text for this purpose.

In the event that a technical issue prevents a session from being conducted over Skype, the tutor may instead conduct the session over the phone once contact with the student has been established.

Substitutes

Tutors may at times be unable to attend a tutoring session. In individual instances, the tutor and student should attempt to schedule a make-up session; if, however, a make-up session cannot be scheduled, the session will be skipped.

If a tutor's absence will be for five or fewer sessions, the sessions will be skipped except in special circumstances. If the tutor's absence will be for more than five sessions, the Administration may arrange for a substitute tutor to cover the scheduled sessions while the regular tutor is away. If possible, this substitute will be taken from the original list of tutor options that were presented to the client during the sign-up process. In such situations clients will be notified of the Administration's choice of substitute tutor requesting their permission to proceed with the selection. If clients should fail to respond to this notification, the Administration will proceed with the selection independent of any input from the client.

Use of Company Name & Trademark

No student/client may use their standing within the Company or the Company's name, trademarks, seal, emblem, insignia, or facilities in any print, video, or electronic announcement, advertising or promotional material, publication, correspondence, or commercial which could in any way be construed as implying Company endorsement of any product, project, or service. Any exceptions to the general prohibition on use of the Company's name or student/client standing may be granted solely at the discretion of the Administration.

Appendix: Carmenta Latin Course Syllabus

Carmenta *Wheelock's Latin* Course Curriculum

Semester Length:

54 class sessions - 54 hours (19 weeks total)

Course Summary

Latin 1A Class

Chapters 1-10 of *Wheelock* includes:

Chapter 1. Verbs; First and Second Conjugations: Present Infinitive, Indicative, and Imperative Active; Translating

Chapter 2. Nouns and Cases; First Declension; Agreement of Adjectives; Syntax

Chapter 3. Second Declension: Masculine Nouns and Adjectives; Apposition; Word

Chapter 4. Second Declension Neuters; Adjectives; Present Indicative of Sum; Predicate Nouns and Adjectives; Substantive Adjectives

Chapter 5. First and Second Conjugations: Future and Imperfect; Adjectives in -er

Chapter 6. Sum: Future and Imperfect Indicative; Possum: Present, Future, and Imperfect Indicative; Complementary Infinitive

Chapter 7. Third Declension Nouns

Chapter 8. Third Conjugation: Present Infinitive, Present, Future, and Imperfect Indicative, Imperative

Chapter 9. Demonstratives Hic, Ille, Iste; Special -ius Adjectives

Chapter 10. Fourth Conjugation and -io Verbs of the Third

Latin 1B Class

Chapters 11-20 of *Wheelock* includes:

Chapter 11. Personal Pronouns Ego, Tu, and Is; Demonstratives Is and Idem

Chapter 12. Perfect Active System of All Verbs

Chapter 13. Reflexive Pronouns and Possessives; Intensive Pronoun

Chapter 14. I-Stem Nouns of the Third Declension; Ablatives of Means, Accompaniment, and Manner

Chapter 15. Numerals; Genitive of the Whole; Genitive and Ablative with Cardinal Numerals; Ablative of Time

Chapter 16. Third Declension Adjectives

Chapter 17. The Relative Pronoun

Chapter 18. First and Second Conjugations: Passive Voice of the Present System; Ablative of Agent

Chapter 19. Perfect Passive System of All Verbs; Interrogative Pronouns and Adjectives

Chapter 20. Fourth Declension; Ablatives of Place from Which and Separation

Latin 2A Class

Chapters 21-27 of *Wheelock* includes:

Chapter 21. Third and Fourth Conjugations: Passive Voice of the Present System

Chapter 22. Fifth Declension; Ablative of Place Where; Summary of Ablative Uses

Chapter 23. Participles

Chapter 24. Ablative Absolute; Passive Periphrastic; Dative of Agent

Chapter 25. Infinitives; Indirect Statement

Chapter 26. Comparison of Adjectives; Declension of Comparatives; Ablative of Comparison

Chapter 27. Special and Irregular Comparison of Adjectives

One additional weekly Latin Conversation class.

Latin 2B Class

Chapters 28-34 of *Wheelock* includes:

Chapter 28. Subjunctive Mood; Present Subjunctive; Jussive and Purpose Clauses

Chapter 29. Imperfect Subjunctive; Present and Imperfect; Subjunctive of Sum and Possum; Result Clauses

Chapter 30. Perfect and Pluperfect Subjunctive; Indirect Questions; Sequence of Tenses

Chapter 31. Cum Clauses; Fero

Chapter 32. Formation and Comparison of Adverbs; Volo, Malo, Nolo; Proviso Clauses

Chapter 33. Conditions

Chapter 34. Deponent Verbs; Ablative with Special Deponents

One additional weekly Latin Conversation class.

Latin 3A Class

Chapters 35-40 of *Wheelock* includes:

Chapter 35. Dative with Adjectives; Dative with Special Verbs; Dative with Compounds

Chapter 36. Jussive Noun Clauses; Fio

Chapter 37. Conjugation of Eo; Constructions of Place and Time

Chapter 38. Relative Clauses of Characteristic; Dative of Reference; Supines

Chapter 39. Gerund and Gerundive

Chapter 40. -Ne, Num, and Nonne in Direct Questions; Fear Clauses; Genitive and Ablative of Description

One weekly Latin Conversation class.

Latin 3B Class

The individual assignments correspond to individual class periods.

Vulgate, Genesis

<http://www.drbo.org/lvb/>

8 total classes/assignments

15 lines per homework assignment. Go continually from the beginning of the book.

Isidore of Seville, *Historia de Regibus Gothorum, Wandalorum, et Suevorum*

<https://www.thelatinlibrary.com/isidore/historia.shtml>

8 total classes/assignments

A section of text around the length of the first two paragraphs in the Prologus per homework assignment. Go continually from the beginning of the text.

Bede, *Historia ecclesiastica gentis Anglorum*

<http://www.thelatinlibrary.com/bede.html>

8 total classes/assignments

A section of text around the length of the first paragraph in the Praefatio per homework assignment. Go continually from the beginning of the text.

Eutropius, *Breviarium historiae Romanae*

<http://www.thelatinlibrary.com/eutropius.html>

8 total classes/assignments

4 paragraphs per homework assignment. Go continually from the beginning of the text.

One weekly Latin Conversation class.

Latin 4A Class

The individual assignments correspond to individual class periods.

Suetonius, *De Vitis Caesarum, Divus Julius*

<https://www.thelatinlibrary.com/suetonius/suet.caesar.html>

8 total classes/assignments

A section of text around the length of Paragraph 1 per homework assignment. Go continually from the beginning of the text.

Catullus, selected poems

<https://www.thelatinlibrary.com/catullus.shtml>

8 total classes/assignments

One poem per homework assignment, except for the last assignment, which has Poems 72 and 83.

Poem 1

Poem 2

Poem 3

Poem 5

Poem 7

Poem 8

Poem 13

Poems 72, 83

Caesar, *De Bello Civili*, Liber I

<http://www.thelatinlibrary.com/caesar/civil/bc1.shtml>

8 total classes/assignments

One paragraph per homework assignment, starting with Paragraph 1. Cover Paragraphs 1-8.

Livy, *Ab Urbe Condita*, Liber I

<https://www.thelatinlibrary.com/livy/liv.1.shtml>

8 total classes/assignments

One section per homework assignment, starting with Section 1. Cover Sections 1-8.

One weekly Latin Conversation class.

Latin 4B Class

The individual assignments correspond to individual class periods.

Tacitus, *Annales*, Book I

<https://www.thelatinlibrary.com/tacitus/tac.ann1.shtml>

8 total classes/assignments

One or two paragraphs per homework assignment, starting with Paragraph 1.

Paragraph 1 and 2

Paragraph 3

Paragraph 4 and 5

Paragraph 6 and 7

Paragraph 8 and 9

Paragraph 10

Paragraph 11 and 12

Paragraph 13 and 14

Ovid, *Metamorphoses*, Book I

<https://www.thelatinlibrary.com/ovid/ovid.met1.shtml>

8 total classes/assignments

Twenty lines per homework assignment, starting with line 1. Cover lines 1-160.

Vergil, *Eclogues*, 1st and 2nd Eclogues

<https://www.thelatinlibrary.com/vergil/ec1.shtml>

8 total classes/assignments

1st Eclogue, Paragraph 1 and 2

1st Eclogue, Paragraph 3 and 4

1st Eclogue, Paragraph 5, 6, and 7

1st Eclogue, Paragraph 8 and 9

1st Eclogue, Paragraph 10 and 11

1st Eclogue, Paragraph 12; 2nd Eclogue, Paragraph 1 and 2

2nd Eclogue, Paragraph 3 and 4

2nd Eclogue, Paragraph 5, 6, and 7

Apuleius, *Metamorphoses/The Golden Ass*, Book I

<https://www.thelatinlibrary.com/apuleius/apuleius1.shtml>

8 total classes/assignments

One or two paragraphs per homework assignment, starting with Paragraph 1.

Paragraph 1 and 2

Paragraph 3 and 4

Paragraph 5 and 6

Paragraph 7

Paragraph 8 and 9

Paragraph 10 and 11

Paragraph 12 and 13

Paragraph 14, 15, and 16

One weekly Latin Conversation class.