
Christian Institute



of Arts & Sciences

CIAS Campus School Handbook



"You shall love the LORD your God with all your heart
and with all your soul and with all your might.
These words, which I am commanding you today, shall be on your heart.
You shall teach them diligently to your sons
and shall talk of them when you sit in your house
and when you walk by the way
and when you lie down and when you rise up."
Deuteronomy 6:5-7 (NASB)

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Table of Contents

WELCOME!	7
NOTICE OF NONDISCRIMINATION POLICY FOR STUDENTS.....	7
CIAS EDUCATIONAL CULTURE	8
SCRIPTURAL FOUNDATIONS.....	8
TEACHING & LEARNING PRIORITIES.....	9
CIAS PURPOSE STATEMENTS	10
VISION STATEMENT.....	10
MISSION STATEMENT.....	10
PHILOSOPHY OF EDUCATION STATEMENT.....	10
STATEMENT OF FAITH.....	11
SCHOOL SPIRIT: WARRIORS	12
WARRIOR GEAR.....	12
WARRIOR SPIRIT EVENTS.....	12
ONLINE PRESENCE & APPS.....	12
ADMISSIONS	13
ADMISSIONS POLICY.....	13
STUDENT PLACEMENT.....	13
ADMISSION PROCEDURES.....	13
IMMUNIZATION CERTIFICATES & DOCUMENTATION.....	15
DH608 Codes.....	15
Exemption From Immunization Certificate- DH681.....	15
SCHOOL ENTRY HEALTH EXAMS.....	15
Scoliosis Screening.....	15
Exemption from School-entry Medical Examination.....	15
TUITION	16
FREQUENTLY ASKED QUESTIONS ABOUT TUITION.....	16
CIAS FEE SCHEDULE.....	17
CAMPUS SCHOOL TUITION POLICIES.....	22
SCHOLARSHIPS	23
ACADEMICS & CURRICULA	25
INTEGRATION OF TECHNOLOGY.....	26
CIAS TESTING POLICY	27
STUDENTS WITH SPECIAL NEEDS (ESE/SPED).....	27
ACCOMMODATIONS.....	27
MODIFICATIONS.....	27
ENGLISH LANGUAGE LEARNERS (ELLs).....	27
TYPICAL ACCOMMODATIONS.....	28
READING & LITERACY PROGRAM.....	29
READING STRATEGIES.....	29
INFORMAL READING INVENTORY.....	29
READING INTERVENTION & TUTORING.....	30
HOMEROOM CLASSROOMS	31
EARLY ELEMENTARY CLASS (EEL).....	31
KINDERGARTEN ADMISSION POLICY.....	31
INCLUSIVE CLASSROOM.....	31
TEACHER TEAM.....	31
SUBJECT AREAS.....	31
UPPER ELEMENTARY CLASS (UEL).....	32
INCLUSIVE CLASSROOM.....	32
TEACHER TEAM.....	32
MIDDLE SCHOOL CLASS (MS).....	32
INCLUSIVE CLASSROOM.....	32
TEACHER TEAM.....	32

HIGH SCHOOL CLASSES (HS).....	32
INCLUSIVE CLASSROOMS.....	32
TEACHER TEAM.....	32
CLASSES.....	33
CIAS Class Schedule for Fall 2024.....	34
CIAS Class Schedule for Spring 2025.....	35
EDUCATIONAL MODELS & THEORIES.....	36
BLOOM’S REVISED TAXONOMY.....	36
GARDINER’S MULTIPLE INTELLIGENCES & LEARNING STYLES.....	36
MASLOW’S HIERARCHY OF HUMAN NEEDS THEORY.....	37
PIAGET’S STAGES OF COGNITIVE DEVELOPMENT THEORY.....	37
RESPONSE TO INTERVENTION (RTI).....	38
CHRISTIAN SOCIAL EMOTIONAL LEARNING (SEL).....	40
CHRISTIAN SEL.....	40
GROWING THE FRUIT OF THE SPIRIT.....	40
LIFE SOCIAL SKILLS.....	40
WHAT IS A GPA?.....	41
Grading & Evaluation Scale.....	41
HONORS & AWARDS INFORMATION.....	42
HONORS CREDIT & STATUS POLICIES.....	42
HONORS AWARDS.....	42
GRADUATING SENIOR AWARDS.....	42
GRADE RECORDS & REPORT CARDS.....	44
GRADE REPORTS.....	44
QUARTERLY ELECTIVE RECORDS.....	44
SEMESTER ELECTIVE REPORTS.....	44
GENERAL POLICIES.....	45
FILE FORMS POLICY.....	45
BREAKFAST POLICY.....	45
SNACK & LUNCH POLICY.....	45
VENDING MACHINE HOURS.....	45
PHYSICAL FITNESS.....	45
PARENT TEACHER CONFERENCE POLICY.....	46
PARENT TEACHER MEETINGS.....	46
LOST AND FOUND POLICY.....	46
TECHNOLOGY DEVICE USE POLICY.....	47
CONSEQUENCES FOR VIOLATING THE TECHNOLOGY DEVICE POLICY.....	47
IN CASE OF EMERGENCY.....	47
TECHNOLOGY USE EXCEPTIONS.....	48
SAFETY & SECURITY POLICIES & PROCEDURES.....	49
ACTIVITY PERMISSION SLIP POLICY.....	49
CAMPUS SCHOOL SAFETY POLICY.....	49
FIRE SAFETY POLICY.....	49
CONTAGIOUS ILLNESS AND RELATED CONDITIONS.....	50
Fever.....	50
Sore Throat/Coughing/Sneezing.....	50
Head Lice.....	50
Ringworm.....	50
Impetigo.....	50
Hand, Foot, & Mouth Disease/Chicken Pox/Measles/Mumps.....	50
ESSENTIAL OIL USE AT CIAS.....	50
FIRST AID & MEDICINE ADMINISTRATION POLICY.....	52
MEDICAL EMERGENCY POLICY.....	52
WEAPON & INCENDIARY DEVICE POLICY.....	52
DROP OFF & PICK-UP POLICIES & PROCEDURES.....	53
Drop-off Time.....	53

Pick-Up Time.....	53
Recognized/Regular Pick-Up Drivers:.....	53
Most regular pick-up drivers will be recognized by supervising school staff.....	53
Unrecognized/Irregular Pick-Up Drivers:.....	53
Early Elementary & Upper Elementary Student Pick-up:.....	53
Middle & High School Students Pick-up:.....	53
EXTENDED BEFORE/AFTER SCHOOL CARE.....	54
ATTENDANCE POLICIES & PROCEDURES.....	55
COMPULSORY SCHOOL ATTENDANCE POLICY.....	55
INSTRUCTIONAL HOURS.....	55
CIAS School Attendance Policy Indicating Net Instructional Hours.....	55
Grade K:.....	55
Grades 1-3:.....	55
Grades 4-12:.....	55
Special Education & Exceptional Student Education (SPED/ESE):.....	55
ATTENDANCE FOR SCHOLARSHIP STUDENTS AT THE CAMPUS SCHOOL.....	56
TRUANCY POLICY.....	56
ABSENCE POLICY: EXCUSED & UNEXCUSED.....	56
TARDY POLICY.....	57
PROMOTION POLICIES & PROCEDURES.....	58
PROMOTION CRITERIA POLICIES.....	58
STUDENT ETIQUETTE CODES.....	60
CAMPUS STUDENT CONDUCT CODE.....	60
GROOMING CODE.....	60
DRESS CODE.....	61
DISCIPLINARY POLICIES.....	62
4-STEP DISCIPLINARY PROCEDURE.....	62
LEVELS OF MISBEHAVIOR.....	63
“3 STRIKES, YOU’RE OUT” EXPULSION POLICY.....	64
“ONE AND DONE” EXPULSION POLICY.....	64
DISCIPLINARY TERMS & DEFINITIONS.....	65
WHAT IS A “ACCEPTABLE PDA”?.....	65
WHAT IS A “BEHAVIOR MANAGEMENT PLAN”?.....	65
WHAT DOES BEING “WRITTEN UP” MEAN?.....	65
WHAT IS A “COME TO JESUS MEETING”?.....	65
WHAT IS AN “INTERVENTION MEETING”?.....	65
WHAT IS ISS?.....	65
WHAT IS OSS?.....	66
WHAT IS A “PLAN OF ACTION CONTRACT”?.....	66
WHAT ARE “STRIKE MISBEHAVIORS”?.....	66
WHAT ARE “UNERASABLE STRIKES”?.....	66
WEAPONS & INCENDIARY DEVICES POLICY.....	68
DEFINITION OF WEAPONS.....	68
DEFINITION OF INCENDIARY DEVICES.....	68
SUBSTANCES POLICIES.....	69
CONTRABAND SUBSTANCES.....	69
DISCIPLINARY & DISMISSAL PROCEDURES.....	70
Inappropriate Misbehaviors & Infractions.....	70
Strike Misbehaviors.....	72
Unerasable Strike Misbehaviors.....	75
APPENDICES.....	79
2025-26 CIAS SCHOOL CALENDAR.....	80
2025-26 CAMPUS SCHOOL SUPPLY LIST K5-1st GRADE EARLY ELEMENTARY CLASS.....	82
2025-26 CAMPUS SCHOOL SUPPLY LIST 2nd-3rd EARLY ELEMENTARY CLASS.....	83
2025-26 CAMPUS SCHOOL SUPPLY LIST 4th-5th UPPER ELEMENTARY CLASS.....	84
2025-26 CAMPUS SCHOOL SUPPLY LIST 6th-8th MIDDLE SCHOOL CLASS.....	85

2025-26 CAMPUS SCHOOL SUPPLY LIST 9th-12th HIGH SCHOOL CLASSES.....	86
Field Trip & Activity Charts.....	87
Class Daily Schedules.....	87
Classroom Rules.....	87
CAMPUS STUDENT CONDUCT CODE: GRADES K-2.....	88
CAMPUS STUDENT CONDUCT CODE: GRADES 3-5.....	90
CAMPUS STUDENT CONDUCT CODE: GRADES 6-8.....	92
CAMPUS STUDENT CONDUCT CODE: GRADES 9-12.....	94
PLAGIARISM PLEDGE.....	96

Christian Institute of Arts & Sciences

WELCOME!

Welcome to the Christian Institute of Arts and Sciences Campus School! For twenty-six years now, CIAS diligently seeks to provide a safe space at our Campus School for both our school staff and students- an encouraging, supportive atmosphere, conducive to the maximum growth of each student in the least restrictive environment possible. Teachers and school staff provide daily individualized support, as well as encouragement, in a positive and nurturing environment.

The CIAS Campus School, a private school with a homeschool model, educates students in Grades K-12 five days per week, Monday through Friday, 9 AM to 3 PM. Students may attend school at the campus with Flex/Hybrid options from 1-5 days per week, depending on family finances, availability of student openings, or type of scholarship funding.

After the evaluation of the Diagnostic and Placement Assessments for new, incoming students is completed, a Curriculum List is carefully selected to support our students' individual learning styles, and individualized guidance helps to keep students on track and encourage them to achieve maximum growth. To this end, students are expected to meet appropriately high standards in all areas of study, as detailed in a student's Curriculum List and/or Diploma Plan. Each student works on the curriculum and school books prescribed for his or her individual learning needs and abilities, so the curriculum choice varies.

For our full-time Campus School students, CIAS offers Response to Intervention. According to the RTI Action Network, "Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs" (Gorski, 2021). Students who need Tier 1-3 interventions will receive small group instruction, one-on-one tutoring, or specialized tutoring and therapy as needed. Generally, the student's Lesson Plan Book is logged with daily schoolwork assignments to be completed during the week. Students who are working at home (because of a variety of reasons, including their homeschool schedule, an illness, a COVID-19 quarantine, or out-of-school disciplinary suspension) are expected to complete their studies at home with parent/guardian supervision or log in Live Online on Google Meet with CIAS Campus School teachers on any and all days that they do not attend school on campus.



The learning environment at CIAS is much like a home school, or a one-room schoolhouse. Students work at tables and desks, and tutors have specific areas in the facilities where they work; students work quietly on their assigned schoolwork unless they are being tutored. Our elementary students learn in a least restrictive classroom environment (LRE) created just for them with their best learning experience in mind.

Continued enrollment is probationary and dependent upon whether students fit into our learning environment smoothly and are compliant with the school policies and procedures. We also provide lesson planning to homeschooling parents who want or need more organization and/or accountability. For students who do not have scholarships, parents provide technology (laptop), school books/curriculum, a lesson plan book, and school supplies.

The administration, teachers, assistant teachers, and staff at CIAS are a dedicated team of passionate educators who seek to provide the best education possible for our students. We regularly complete in-service training and professional development to better ourselves as teachers, mentors, and leaders. We love what we do and are blessed to be a blessing to our students and their families!

NOTICE OF NONDISCRIMINATION POLICY FOR STUDENTS

The Christian Institute of Arts & Sciences admits students of any race, color, national, and ethnic origins. All students are entitled to the rights, privileges, programs, and activities generally made available by the school administration. We believe that all men are made in God's image and hold that discrimination is in violation of the Word of God (Galatians 3:28-29).

CIAS EDUCATIONAL CULTURE

CIAS strives to provide our students with the structured organization and benefits of a school and, at the same time, enable them to reap the benefits of Biblical worldview education. Our school motto, Walk in Truth, is derived from 3 John 4, which states, "I have no greater joy than to hear that my children walk in truth." What is this truth? John 17:17 says, "Thy Word is truth."

As we seek to impart a Christian and biblical worldview to our students, we use curriculum and textbooks which support this goal. While secular curriculum may be inexpensive and more readily available, it ultimately undermines the spiritual truths we attempt to impart to our students on a daily basis. Secular textbooks teach humanism, naturalism, and materialism, all worldviews which are fundamentally opposed to a biblical worldview by their very nature and educational purpose.

Francis A. Schaeffer, Christian theologian and apologist, defined the secular worldview as taught in American public schools, and all material produced for them.

"If you hold this worldview, you must realize there is no source of knowledge except what man can find for himself; all revelation is ruled out. Knowledge never can be certain; and there can be no value system except that which is totally arbitrary. And more serious than the personal arbitrary value system is the fact that it leaves us only with arbitrary law. There is no basis for law. Law becomes only the decision of a small group of people and what they decide at a given moment is for the good of society."

CIAS seeks to provide a nurturing and encouraging environment that encourages personal and spiritual growth for both staff and students, as well as facilitating development of critical thinking and communication skills for CIAS students. CIAS is a safe haven from the onslaught of the world and the devil. A spiritual atmosphere is created with prayer, practical Scriptural applications, and various calming techniques.

SCRIPTURAL FOUNDATIONS

"I have no greater joy than to hear that my children walk in truth."
3 John 4

"Train up a child in the way he should go: and when he is old, he will not depart from it."
Proverbs 22:6, KJV

"You shall love the LORD your God with all your heart and with all your soul and with all your might. These words, which I am commanding you today, shall be on your heart. You shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up."
Deuteronomy 6:5-7, NASB

"The heir, as long as he is a child, does not differ at all from a slave, though he is master of all; but is under guardians and tutors until the time appointed by the father."
Galatians 4:1-2, NKJV

"Let no one look down on your youthfulness, but rather in speech, conduct, love, faith and purity, show yourself an example of those who believe."
1 Timothy 4:12, NASB

"See to it that no one takes you captive through philosophy and empty deception, according to the tradition of men, according to the elementary principles of the world, rather than according to Christ."
Colossians 2:8, NASB

TEACHING & LEARNING PRIORITIES

Learning priorities established by CIAS are based upon the CIAS “Teaching Philosophy Statement: Concepts of Teaching & Learning” and support the ideas in the Vision, Mission, and Philosophy of Education Statements.

This statement will reflect the CIAS conception of teaching and learning, a description of how the teachers at CIAS teach, and justification for why we teach this way. In making this statement, we are reflective and purposeful about our teaching methodology. At the CIAS, we are committed to the following values and beliefs about teaching and learning. Our learning priorities include all of the following:

1. Partnering with parents/guardians in their God-given right and responsibility to provide academic and life skill education to their children, as gifts from God, to prepare them for future responsibility, relationships, ministry, and careers
2. Providing a quality education and various essential services to every CIAS student, in both the Campus and Umbrella Schools, leading towards their future success
3. Providing a safe, nurturing, and dynamic Christ-centered environment for students to learn and grow as whole human beings in the following areas: physical, spiritual, academic, moral, intellectual, psychological/mental, social, and emotional
4. Introducing students to Jesus and the Bible as God’s Word, leading them towards developing both a relationship with God as their Creator and a Christian worldview
5. Providing mentoring and counseling as deemed necessary within our school environment, and making recommendations when the psychological needs of a student are beyond what we can provide
6. Helping students develop community awareness and a heart for outreach, ministry, and service
7. Using quality Bible-based curriculum that supports a Biblical worldview and provides a solid foundation for life for all students
8. Using a variety of carefully selected curricula to best serve CIAS students, catering to their learning styles, challenging their academic strengths, and addressing their weaknesses
9. Creating smaller individualized classrooms and Least Restrictive Environments (LRE’s) to enable and facilitate optimal student progress and growth
10. Providing students with learning differences, disabilities, and diagnoses (special education/exceptional learners) with equitable opportunities to learn with accommodations and/or modifications as necessary for success, without bias
11. Providing Response to Intervention (RTI) support in three tiers to all students as needed: in class, small-group learning and study groups, and one-on-one tutoring
12. Using data collected from diagnostic and placement assessments, as well as and multiple intelligences/learning styles assessments, to give the best foundation to make decisions and recommendations for curricula choices
13. Using data collected from annual nationally-normed assessments to provide the CIAS stakeholders (including, school administration, teaching staff, parents/guardians, and students) with progress information that is vital to our guidance and counseling efforts, academic planning, and moderation of academic success
14. Assigning a weekly Lesson Plan for each individual Campus School student, based on the curricula that has been chosen by stakeholders for the student, best providing accountability, supervision, and monitoring that each CIAS student needs to be academically successful

CIAS PURPOSE STATEMENTS

VISION STATEMENT

Christian Institute of Arts and Sciences' vision is to partner with parents and guardians to prepare their children for future responsibility, ministry, and career. We desire that all graduates leave CIAS equipped with a Biblical worldview, solid academic education, and life skills that will help them to successfully accomplish God's purpose and will for their lives.

MISSION STATEMENT

Christian Institute of Arts and Sciences functions as a private school with an Umbrella School for home schooling families in the local area and beyond, as well as a Campus School serving the local community as a full-time private Christian school with a homeschool model, combining the full services of a private school administration office with the individualized advantages, personal assistance, and accountability needed to make our students' educational experiences a success. CIAS also provides a wide variety of classes both in person and Live-Online School/Google Classroom (academic, fine arts, physical education), subject-specific tutoring lessons and after-school learning labs, educational therapy for special education students (Barton System/NILD), clubs, activities, and field trips to meet the spiritual, academic, physical, social, and emotional needs of our students and their families.

PHILOSOPHY OF EDUCATION STATEMENT

We believe that children are a gift from God to parents and that the education of children is a God-given right and responsibility of parents. Christian parents are commanded by God to instruct their children in the ways of His values, goals, and standards (Proverbs 22:6 and Ephesians 6:4). Education should begin with the foundation of the Bible as the inspired Word of God, the standard of truth in every field of knowledge, and the measure of every moral issue.

Education is the training of a society in the basic values, goals, and standards of that society. Thus our role is to facilitate development of a love and fear for God, obedience to His Word, strong moral character, appreciation of hard work, acquisition of knowledge, and discovery of learning modalities, intelligences, abilities, and life skills. We seek to provide students with a Scripturally sound and academically solid education that will help them to successfully accomplish God's purpose and will for their lives.

With the goal of academic excellence, CIAS administration, staff, and parents/guardians collaborate to develop each student's academic plan after diagnostic and placement assessments, select curriculum, facilitate learning, and monitor success through completion of assignments, testing, projects, and annual nationally-normed achievement testing. Administration, staff, and parents then oversee implementation of the agreed-upon plan and resulting grade reporting and cumulative record development and maintenance. School teaching staff and parents, as adjunct faculty and stakeholders, facilitate instruction effectively for maximum learning success and quantify learning goal achievement, attendance, and other cumulative data.

The CIAS Campus School implements a homeschool model, as well as an integrated classroom model, with general education students and special education students learning together in least-restrictive environment (LRE) classroom settings. Our trained teaching staff serves our exceptional learners (students with learning differences) by facilitating differentiated education with accommodations and modifications, implementing Response to Intervention (RTI) tiers, and utilizing the 2001 Revised Bloom's Taxonomy and Gardiner's Multiple Intelligences. Our team of Reading Specialists organizes and implements a highly functional reading and literacy program on all grade levels.

STATEMENT OF FAITH

Part 1: Preface

Our Statement of Faith includes those truths upon which all true Christians agree. It concerns the person and work of Jesus Christ as revealed in the Holy Scriptures, the Christian Bible. It is the faith once delivered to the saints which distinguishes believers from non-believers (Jude 2, Ephesians 4:5). There are many other precious truths taught in the Bible over which godly men have differed in understanding and interpretation. Therefore, this is not a statement of all that is important to believe, but of all that is essential to believe for Christian fellowship and unity (Romans 15:7).

Part 2: Statement

We believe the Bible, both the Old and New Testaments, to be the inspired, the only infallible, authoritative, inerrant Word of God, our final authority for faith and practice.

We believe that there is one sovereign God, eternally existent in three persons: Father, Son, and Holy Spirit.

We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, and in His miracles. Jesus' substitutionary death satisfied divine justice, and His shed blood paid in full the penalty for sin as evidenced by His bodily resurrection. He ascended to the right hand of the Father and will personally return in power and glory.

We believe that the ministry of the Holy Spirit is to convict men, indwell, guide, instruct, comfort, sanctify, and empower the believer for holy living and evangelism.

We believe that humans are created in the image of God (*imago dei*) as male and female (Genesis 1:27 & 5:2).

We believe in the sanctity of human life and that human life begins at the moment of conception.

We believe that through the sin of Adam and Eve, the first man and woman that God created, humanity fell into sin and is therefore lost. Salvation is by grace through faith in Jesus Christ as Savior and Lord, not as a result of good works. Pardon for sin is freely given at the moment of confession when repentance of sin is made, and Christ is received.

We believe in the bodily resurrection of both the saved and the lost; of the saved unto the resurrection of everlasting life and joy with the Lord in heaven, and of the lost unto judgment and everlasting conscious punishment, separated from God in hell.

We believe in the spiritual unity of believers in our Lord Jesus Christ, and the mutual encouragement of the saints of God.

We believe in the sanctity of marriage, ordained by God between a man and a woman, as a sacred depiction of the relationship between Jesus and His bride, the Church, as described in Scripture (Genesis 2:24, Matthew 19, Mark 10, Ephesians 5 & 6).

We believe in the gifts of the Holy Spirit (listed in Romans 12, 1 Corinthians 12, Ephesians 4, & misc. verses), given generously by God to every believer, to exercise the Spiritual Law of Use according to Matthew 25:14-30. These gifts are to be fanned into flame and used to glorify God (2 Timothy 1:65), fulfill the Great Commission (Matthew 28:16-20), and serve one another (1 Pet. 4:10). We believe that the Lord gives different gifts to different people, according to the grace given to us (Romans 12:6).

SCHOOL SPIRIT: WARRIORS

CIAS celebrates 28 years of ministry and education in the 2024-2025 school year! School administration and staff strives to create a positive, uplifting learning environment where our students respect one another, build each other up, and practice kindness and empathy for their fellow classmates, their community, and the world around them. We want to teach our students to love and glorify God, to love and care about themselves, and to love and care about others so that they can make a difference and shine the light of Jesus into a dark world. We encourage them to follow the Golden Rule, “Do unto others as you would have them do to you.” As Jesus reminded His disciples, “You are the light of the world. A city that is set on a hill cannot be hidden... Let your light so shine before men, that they may see your good works and glorify your Father in heaven” (Matthew 5:14, 16).

WARRIOR GEAR

Spirit gear (Warrior t-shirts & hoodies) is available for purchase in a wide variety of sizes. You can ask your child’s homeroom teacher for an order form.

WARRIOR SPIRIT EVENTS

We host different Warrior Spirit events throughout the year, such as weekly Chapel “Warrior Talks” and several “Spirit Week” celebrations and Pep Rallies, to foster school spirit in our staff and student body.



#cias #ciaswarriors #faithandfamily #walkintruth #fightthegoodfight #thywordistruth #kindnessandrespect
#warriortalks

ONLINE PRESENCE & APPS

Website: www.christianinstitute.com

Facebook: www.facebook.com/ChristianInstituteofArtsandSciences/

Instagram: www.instagram.com/ciaswarriors

GroupMe app (for parent/teacher communication)

ADMISSIONS

ADMISSIONS POLICY

All students are entitled to the rights, privileges, programs, and activities generally made available by the school administration. We believe that all men are made in God's image and hold that discrimination is in violation of the Word of God (Galatians 3:28-29). Therefore, CIAS shall not discriminate on the basis of race, color, national and ethnic origin, or religion.

Any employee or student of the School who discriminates against another employee or student is subject to discipline. Students or employees who believe they have been subjected to harassment or unlawful discrimination based on race, ethnic origin, color, or religion should immediately report their concern to the Principal or her designee. The Principal shall ensure that this policy is understood, abided by, and enforced and shall establish procedures to investigate complaints promptly and take corrective/disciplinary action as necessary.

As outlined in the CIAS Campus Handbook (<https://www.christianinstitute.com/handbooks>), admission is granted to qualified students on a space-available basis at the needed program level. Admission requirements are established for each classroom, subject to staffing and seat availability, with appropriate enrollment caps based on these factors. executive staff review all data to validate the probability of each applicant's ability to succeed in the CIAS program and the School's ability to provide the needed learning support and resources. The application process shall include only information vital to the admission decision.

STUDENT PLACEMENT

Following determination of a vacancy, a records review, including disciplinary records, and an interview with the parent/guardian and student, executive leadership will determine if the student is a good fit for the school and for his/her personal needs. Following conditional admission, the student will then complete an intake academic assessment panel which the Principal will use to make a final determination as to whether the student would benefit from CIAS services and model. If this is validated, the Principal will determine appropriate grade and academic subject levels placement.

ADMISSION PROCEDURES

1. Email or call and talk to a CIAS staff member about CIAS; ask questions!
2. Arrange for a tour of the CIAS Campus School
3. Ask for your child's name to be put on our "Wait List"
4. Request an "Enrollment Packet" from the CIAS office.
5. Fill out the appropriate forms that are applicable to your child and turn in this packet to the CIAS office ASAP:
 - Student Enrollment Form
 - Permission Slip
 - Emergency Information & Medical Release
 - Medication Consent Form
 - Parent Agreement
 - Student Conduct Code (appropriate version)
 - Medical Records: legible copy of birth certificate(s), up-to-date immunization certificates (DH 680/681 with correct Codes), new School Entrance Health Examination, etc.
 - Previous school records: report cards, transcripts, achievement test records, most recent IEP, etc.
6. Schedule an initial interview consultation with the Principal or a CIAS Administration staff member.
7. After acceptance, arrange to have your child complete our Diagnostic and Placement Assessments at the CIAS Campus School.
8. After these assessments are evaluated by CIAS administrative staff, schedule an Academic Planning Consultation with the CIAS Principal to formulate an academic plan (Curriculum List) for each student enrolling and a Diploma Plan for each high school student enrolling.
9. Respond to contact from the CIAS Records Clerk to receive information regarding the CIAS grade reporting system.

Campus School student(s), by the first Friday of the school year:

- Provide adequate contact information about preceding school so that the CIAS records office staff can send a Records Request for Cumulative Files to be forwarded to us
- Submit medical records: a legible copy of birth certificate(s), an up-to-date immunization certificates (DH 680/681 with correct Codes), and a new School Entry Health Exam form (DH3040)

- Provide all academic records: report cards, transcripts, achievement test results, disciplinary reports, etc.

Umbrella School/homeschooled student(s), by the first Friday of the school year:

- Mail Letter of Termination to local school board
- Submit medical records: a legible copy of birth certificate(s), an up-to-date immunization certificates (DH 680/681 with correct Codes), and a new School Entry Health Exam form (DH3040)
- Provide all academic records: portfolio evaluations, report cards, transcripts, achievement test results, etc.

If transferring from outside the State of Florida, by the first Friday of the school year:

- Follow your local procedures for terminating home schooling in that state
- Submit medical records: a legible copy of birth certificate(s), an up-to-date immunization certificates (DH 680/681 with correct Codes), and a new School Entry Health Exam form (DH3040)

Military families from Florida stationed outside the United States or Missionary families overseas:

- Maintain normal enrollment status in accordance with Florida education laws.

IMMUNIZATION CERTIFICATES & DOCUMENTATION

By the first Friday of each school year annually, parents/guardians must submit a current and up-to-date Florida Certificate of Immunization (DH680) for each student enrolled. You may obtain this form from your doctor's office or the local health department office. For a student who is not fully immunized and cannot receive vaccines due to medical contraindication, please submit a permanent medical exemption form.

DH608 Codes

Make sure that your child's DH680's codes are recorded correctly before you submit them to CIAS office:

- **Part A (K-6th) Code 1:** Select this option for children with the required immunizations, entering kindergarten through 6th grade.
- **Part A (7-12th Grade) Code 8:** Select this for children with the required immunizations, entering 7th through 12th grade. Florida SHOTS will verify that the child also meets the requirements for a Code 1 before generating a certified Code 8.
- **Part B:** Select this for children who are up-to-date, but still require one or more immunizations to attend school or daycare. This is a temporary medical exemption and needs an expiration date.
- **Part C (Permanent Medical Exemption):** This is for children who are technically up-to-date, but because they have a permanent medical reason for not receiving one or more specific vaccines. Part C may be issued in conjunction with Part A or Part B. Both Part A and C, or B and C, would be selected if you have a patient with a permanent medical exemption. Rarely, children may have a permanent medical exemption to all vaccines, and in this case, only a Part C is issued.

Exemption From Immunization Certificate- DH681

This form is issued when a parent/guardian files a written objection to immunization stating that the administration of immunizing agents conflicts with his religious tenants or practices. Florida Statutes 232.032

SCHOOL ENTRY HEALTH EXAMS

By the first Friday of each school year, parents/guardians must submit a 2-page "School Entry Health Exam" form (DH3040) performed within 1 year prior to the start date of the Kindergarten school year **or** any other student whose admission to CIAS constitutes that child's initial entrance into a public or non-public school in the State of Florida.

By the first Friday of each school year annually, each CIAS students' parents/guardians must submit a new/updated 2-page "Student Entry Health Exam" form (DH3040); this is to eliminate out-of-compliance health records.

Scoliosis Screening

Students in Grade 6 (and all students in Grades 7-12 if they missed their Grade 6 screening) must be screened for scoliosis, either by their pediatrician/primary care physician (PCP) and recorded/checked on their DH3040, or by a registered nurse at CIAS' annual scoliosis screening date, scheduled in the early fall of the school year (Sep./Oct.). Parents may not opt their children out of scoliosis screening completely.

Exemption from School-entry Medical Examination

If a school entry medical examination conflicts with your religious beliefs, convictions, tenets, or practices, then you must submit an email or letter stating your objections on religious grounds. "Any child shall be exempt from the requirement of a health examination upon written request of the parent or guardian of such child stating objections to such examination on religious grounds" -Florida Statutes Section 232.0315(1).

TUITION

The CIAS Fee Schedule and the Campus School Tuition Policies PDF are both available as PDF's here: <https://www.christianinstitute.com/tuition>

PAYMENT METHODS

We accept VISA, MasterCard, and Discover cards, as well as Paypal. Make checks payable to CIAS. No post-dated checks, please.

RETURNED CHECKS

There is a \$35 service charge on all returned/bounced checks.

LATE FEES

There is a \$35 late fee for all late tuition payments. On-time payments may be paid within the due-date week, as indicated on the Billing Invoice. There is a \$25 late fee for all late grade/attendance reports.

REFUND POLICY

CIAS does not refund any consultation fees, registration or enrollment fees, quarterly or full tuition payments, or testing fees.

WITHDRAWAL POLICY

All outstanding tuition fees for the year must be paid and all required report forms must be delivered to the school office before cumulative files or transcripts will be released to a parent or to another school.

PAYMENTS CAN BE MAILED TO:

CIAS
2007 North 61st Ave.
Pensacola, FL 32506

FREQUENTLY ASKED QUESTIONS ABOUT TUITION

IS TUITION PRORATED?

No. Umbrella School enrollment and tuition is required in full for a year, regardless of however late in the school year students are enrolled; therefore Umbrella School tuition is not prorated. Campus School tuition is pro-rated according to enrollment date.

IS TUITION A CHARITABLE DONATION?

No. We are asked this question often enough to post this notice: Payment of CIAS tuition does not qualify as a charitable donation because it is a contribution from which you benefit.

"You cannot deduct as a charitable contribution amounts you pay as tuition even if you pay them for children to attend parochial schools or qualifying non-profit daycare centers. You also cannot deduct any fixed amount you must pay in addition to, or instead of, tuition to enroll in a private school, even if it is designated as a 'donation.'" -IRS

See IRS Publication 526 here: http://www.irs.gov/publications/p526/ar02.html#en_US_2014_publink1000229696

CIAS FEE SCHEDULE

2024-25 FEE SCHEDULE						
CHRISTIAN INSTITUTE OF ARTS AND SCIENCES						
2007 N. 61ST AVE. PENSACOLA, FL 32506						
SCHOOL #1413						
PUBLISHED, UPDATED ON 11/5/24						
STEP UP FOR STUDENTS TUITION & FEES						
	ONE/DAI LY	WEEK LY	QUARTE RLY	1 SEM/ SEMI-ANNU AL	2 SEM/ ANNUAL	6 WEEKS/ SUMMER
REGISTRATION FEES:					\$ 200	
Enrollment Fee	\$ 100					
Consulation Fees x1	\$ 50					
Consulation Fees x2	\$ 100					
TUITION:						
Campus School Tuition ESE- 5 dpw/36 wks/full-time	\$ 58.33		\$ 2,625.00	\$ 5,250.00	\$ 10,500	
Campus School Tuition GENED- 5 dpw/36 weeks/full-time	\$ 41.67		\$ 1,875.00	\$ 3,750.00	\$ 7,500	
Tutoring/Lesson Planning/Writing Coaching- 1 hr/1 session	\$ 42		\$ 42.00			
Tutoring/Lesson Planning/Writing Coaching- 1 hr/2 sessions	\$ 42		\$ 84.00			
Tutoring/Lesson Planning/Writing Coaching- 1 hr/3 sessions	\$ 42		\$ 126.00			
Tutoring/Lesson Planning/Writing Coaching- 1 hr/4 sessions	\$ 42		\$ 168.00			
Tutoring/Lesson Planning/Writing Coaching- 1 hr/5 sessions	\$ 42		\$ 210.00			
Tutoring/Lesson Planning/Writing Coaching- 1 hr/6 sessions	\$ 42		\$ 252.00			
Tutoring/Lesson Planning/Writing Coaching- 1 hr/7 sessions	\$ 42		\$ 294.00			
Tutoring/Lesson Planning/Writing Coaching- 1 hr/8 sessions	\$ 42		\$ 336.00			
Tutoring/Lesson Planning/Writing Coaching- 1 hr/9 sessions	\$ 42		\$ 378.00			
Activity Fee (Grades K5-5)			\$ 50.00		\$ 200	
Activity Fee (Grades 6-12)			\$ 25.00		\$ 100	
Classes: Academic/Elective/Fine Arts (Grades K5-12)	\$ 375				\$ 2,000	
Science Lab: x1					\$ 75	
Science Labs: x2					\$ 150	
BOOKS FEES:						
Curricula & App Fee - Grades K5-2			\$ 125.00		\$ 500	
Curricula & App Fee - Grades 3-5			\$ 125.00		\$ 500	
Curriculum Fee - Grades 6-8			\$ 137.50		\$ 550	
Curriculum Fee - Grades 9-10			\$ 162.50		\$ 650	
Curriculum Fee - Grades 11-12			\$ 187.50		\$ 750	
Lesson Plan Book	\$ 15					
Jostens Yearbook	\$ 45					
GRADUATION FEES:						
Kindergarten Graduation Fees, including Cap & Gown/Regalia			\$ 25.00		\$ 100	
SENIOR GRADUATION FEES:					\$ 445	
Graduation Fee: Option #1- Walking in Ceremony	\$ 250					

Graduation Fee- Senior Regalia- Activity Cord multi-color x1	\$ 15					
Graduation Fee- Senior Regalia- Activity Cords single color x4	\$ 60					
Graduation Fee- Senior Regalia- Cap & Gown	\$ 45					
Graduation Fee- Senior Regalia- Class Medallion on Neck Ribbon	\$ 15					
Graduation Fee- Senior Regalia- Honor Stole	\$ 30					
Transcript Fees x3	\$ 30					
TECHNOLOGY FEE			\$ 87.50		\$ 350	
TESTING FEES:						
Testing & Assessment Fees- Early Elementary School:			\$ 50.00		\$ 200	
Intake Screening Assessments (Grades K5-2)	\$ 100					
End-Of-Year Learning Objective Assessments (Grades K5-2)	\$ 100					
Testing & Assessment Fees- Upper Elementary School:			\$ 87.50		\$ 350	
Diagnostic Screening & Placements Assessments (Grades 3-5)	\$ 250					
Iowa Assessments (Grades 3-5)	\$ 100					
Testing & Assessment Fees- Middle School:			\$ 87.50		\$ 350	
Diagnostic Screening & Placements Assessments (Grades 6-8)	\$ 250					
Iowa Assessments (Grades 6-8)	\$ 100					
Testing & Assessment Fees- High School:			\$ 87.50		\$ 350	
Diagnostic Screening & Placements Assessments (Grades 9-12)	\$ 250					
Iowa Assessments (Grades 9-12)	\$ 100					
ACT/SAT (Grades 11-12)	\$60-85					
ITEMIZED FEE SCHEDULE - ALL SERVICES & CHARGES						
	ONE/DAI LY	WEEK LY	QUARTE RLY	1 SEM/ SEMI-ANNU AL	2 SEM/ ANNUAL	6 WEEKS/ SUMMER
REGISTRATION FEES:						
Campus School Enrollment Fee					\$ 100	
Campus School Enrollment Fee & Interview/Planning Consultation Fee					\$ 150	
Umbrella School Enrollment Fee & Interview/Planning Consultation Fee					\$ 150	
Consultation Fee x1	\$ 50				\$ 50	
Consultation Fees x2	\$ 50				\$ 100	
Consultation Fees x3	\$ 50				\$ 150	
Consultation Fee- Senior Exit Interview	\$ 50				\$ 50	
TESTING & ASSESSMENT FEES:						
Grades K5-2 - Diagnostic Screening					\$ 100	
Grades K5-2 - End-of-Year Learning Objectives Assessment					\$ 100	
Grades 3-12 - Diagnostic Assessments: Math/English/Social Studies/Science					\$ 150	
Grades 3-12 - Reading Assessments: Roe-Burns/ETC/Barton					\$ 100	
Grades 3-12 - Iowa Assessments w/No Accommodations					\$ 70	
Grades 3-12 - Iowa Assessments w/Timing Accommodations					\$ 100	
Grades 3-12 - Iowa Assessments w/Oral Accommodations					\$ 100	
Grades 3-12 - Iowa Assessments/Outsourced					\$ 100	
Grades 9-12 - ACT w/writing x1	\$ 85				\$ 85	
Grades 9-12 - ACT w/writing x2	\$ 85				\$ 170	
Grades 9-12 - ACT w/out writing x1	\$ 60				\$ 60	

Grades 9-12 - ACT w/out writing x2	\$ 60				\$ 120
Grades 9-12 - SAT x1	\$ 55				\$ 55
Grades 9-12 - SAT x2	\$ 55				\$ 110
Grades 9-12 - CLEP x1	\$ 93				\$ 93
Grades 9-12 - CLEP x2	\$ 93				\$ 186
Grades 9-12 - TABE x1	\$ 20				\$ 20
Grades 9-12 - TABE x2	\$ 20				\$ 40
TUITION FEES:					
Campus School Tuition-					
Campus School Tuition ESE- 5 dpw/36 wks/full-time	\$ 58.33		\$ 2,625.00	\$ 5,250.00	\$ 10,500
Campus School Tuition GENED- 5 dpw/36 weeks/full-time	\$ 41.67		\$ 1,875.00	\$ 3,750.00	\$ 7,500
Campus School Tuition- 4 dpw/36 weeks/part-time	\$ 42	\$ 168	\$ 1,512.00	\$ 3,024.00	\$ 6,048
Campus School Tuition- 3 dpw/36 weeks/part-time	\$ 42	\$ 126	\$ 1,134.00	\$ 2,268.00	\$ 4,536
Campus School Tuition- 2 dpw/36 weeks/part-time	\$ 42	\$ 84	\$ 756.00	\$ 1,512.00	\$ 3,024
Campus School Tuition- 1 dpw/36 weeks/part-time	\$ 42	\$ 42	\$ 378.00	\$ 756.00	\$ 1,512
Umbrella School Tuition-					
Umbrella School Tuition- Grades K-8 (1 payment)					\$ 200
Umbrella School Tuition- Grades K-8 (2-10 payments)					\$ 250
Umbrella School Tuition- Grades 9-11 (1 payment)					\$ 250
Umbrella School Tuition- Grades 9-11 (2-10 payments)					\$ 300
Umbrella School Tuition- Grade 12 (1 payment)					\$ 350
Umbrella School Tuition- Grade 12 (2-10 payments)					\$ 400
TUTORING FEES:					
Tutoring/Lesson Planning/Writing Coaching- 1 hr/1 session	\$ 42		\$ 42.00		
Tutoring/Lesson Planning/Writing Coaching- 1 hr/2 sessions	\$ 42		\$ 84.00		
Tutoring/Lesson Planning/Writing Coaching- 1 hr/3 sessions	\$ 42		\$ 126.00		
Tutoring/Lesson Planning/Writing Coaching- 1 hr/4 sessions	\$ 42		\$ 168.00		
Tutoring/Lesson Planning/Writing Coaching- 1 hr/5 sessions	\$ 42		\$ 210.00		
Tutoring/Lesson Planning/Writing Coaching- 1 hr/1 dpw	\$ 42	\$ 42	\$ 378.00	\$ 756.00	\$ 1,512
Tutoring/Lesson Planning/Writing Coaching- 1 hr/2 dpw	\$ 42	\$ 84	\$ 756.00	\$ 1,512.00	\$ 3,024
Tutoring/Lesson Planning/Writing Coaching- 1 hr/3 dpw	\$ 42	\$ 126	\$ 1,134.00	\$ 2,268.00	\$ 4,536
Tutoring/Lesson Planning/Writing Coaching- 1 hr/4 dpw	\$ 42	\$ 168	\$ 1,512.00	\$ 3,024.00	\$ 6,048
Tutoring- HS Test Prep w/Dr. Mike Bere (Book+4 sessions)					\$ 180
Tutoring- HS Test Prep w/Dr. Mike Bere (Book+8 sessions)					\$ 340
Therapy- Orton-Gillingham/NILD- 1 dpw/36 wks	\$ 50		\$ 450.00	\$ 900.00	\$ 1,800
Tutoring- Orton-Gillingham/Barton System- 4 dpw/36 wks	\$ 20	\$ 80	\$ 720.00	\$ 1,440.00	\$ 2,880
Tutoring- Orton-Gillingham/Barton System- 3 dpw/36 wks	\$ 20	\$ 60	\$ 540.00	\$ 1,080.00	\$ 2,160
Tutoring- Orton-Gillingham/Barton System- 2 dpw/36 wks	\$ 20	\$ 40	\$ 360.00	\$ 720.00	\$ 1,440
Tutoring- Orton-Gillingham/Barton System- 1 dpw/36 wks	\$ 20	\$ 20	\$ 180.00	\$ 360.00	\$ 720
CURRICULUM & BOOK FEES:					
Curricula & App Fee- Early Elementary Grades K5-2					\$ 500
Curricula & App Fee- Upper Elementary Grades 3-5					\$ 500
Curricula Fee- Middle School Grades 6-8					\$ 550
Curricula Fee- High School Grades 9-10					\$ 650
Curricula Fee- High School Grades 11-12					\$ 750
Curriculum Fee- Other A					\$ 100

Curriculum Fee- Other B				\$ 200
Curriculum Fee- Other C				\$ 300
Curriculum Fee- Other D				\$ 400
OTHER FEES FOR CAMPUS SCHOOL STUDENTS:				
Activity Fee Grades K5-5				\$ 200
Activity Fee Grades 6-12				\$ 100
Capital Improvement Fund				\$ 100
Field Trip Fee				\$ 75
Technology Fee				\$ 350
OTHER FEES:				
Classes: Academic/Elective/Fine Arts (Grades 3-12)- 1 semester		\$ 187.50		\$ 375
Classes: Academic/Elective/Fine Arts (Grades 3-12)- 2 semesters				\$ 750
Classes: Academic/Elective/Fine Arts (Grades 3-12)- 3 semesters				\$ 1,125
Classes: Academic/Elective/Fine Arts (Grades 3-12)- 4 semesters				\$ 1,500
Classes: Academic/Elective/Fine Arts (Grades 3-12)- 5 semesters				\$ 1,875
Classes: Academic/Elective/Fine Arts (Grades 3-12)- 6 semesters				\$ 2,250
Classes: Academic/Elective/Fine Arts (Grades 3-12)- 7 semesters				\$ 2,625
Classes: Academic/Elective/Fine Arts (Grades 3-12)- 8 semesters				\$ 3,000
Classes: Academic/Elective/Fine Arts (Grades 3-12)- 9 semesters				\$ 3,375
Classes: Academic/Elective/Fine Arts (Grades 3-12)- 10 semesters				\$ 3,750
Extended School Care (\$5 ph) 1 hpd/1 dpw	\$ 5			\$ 180
Extended School Care (\$5 ph) 1 hpd/2 dpw	\$ 5			\$ 360
Extended School Care (\$5 ph) 1 hpd/3 dpw	\$ 5			\$ 540
Extended School Care (\$5 ph) 1 hpd/4 dpw	\$ 5			\$ 720
Extended School Care (\$5 ph) 1 hpd/5 dpw	\$ 5			\$ 900
Extended School Care (\$5 ph) 2 hpd/1 dpw	\$ 5			\$ 360
Extended School Care (\$5 ph) 2 hpd/2 dpw	\$ 5			\$ 720
Extended School Care (\$5 ph) 2 hpd/3 dpw	\$ 5			\$ 1,082
Extended School Care (\$5 ph) 2 hpd/4 dpw	\$ 5			\$ 1,440
Extended School Care (\$5 ph) 2 hpd/5 dpw	\$ 5			\$ 1,800
Floater Daily rate (no tutoring) 1 dpw/36 wks	\$ 25	\$ 225.00		\$ 900
Floater Daily rate (no tutoring) 2 dpw/36 wks	\$ 25	\$ 450.00		\$ 1,800
Floater Daily rate (no tutoring) 3 dpw/36 wks	\$ 25	\$ 675.00		\$ 2,700
Floater Daily rate (no tutoring) 4 dpw/36 wks	\$ 25	\$ 900.00		\$ 3,600
FLVS Flex Class- 1 semester/term			\$ 375.00	
FLVS Flex Class- 2 semesters/terms				\$ 700
FLVS Flex Class- 3 semesters/terms				\$ 1,125
FLVS Flex Class- 4 semesters/terms				\$ 1,500
FLVS Flex Class- 5 semesters/terms				\$ 1,875
FLVS Flex Class- 6 semesters/terms				\$ 2,250
Kindergarten Graduation Fees: Graduation Participation Fee/Cap & Gown				\$ 100
Senior Graduation Fee: Option #1- Walking in Ceremony				\$ 250
Senior Graduation Fee: Option #2- Diploma Fee/Not Walking				\$ 100
Senior Graduation Fee- Senior Regalia- Activity Cord multi-color per cord	\$ 15			\$ 15

Senior Graduation Fee- Senior Regalia- Activity Cord single color per cord	\$ 15				\$ 15	
Senior Graduation Fee- Senior Regalia- Cap & Gown					\$ 45	
Senior Graduation Fee- Senior Regalia- Class Medallion on Neck Ribbon					\$ 15	
Senior Graduation Fee- Senior Regalia- Honor Stole					\$ 30	
High School Science Lab x1					\$ 75	
High School Science Lab x2					\$ 150	
Lesson Plan Book	\$ 15				\$ 15	
Jostens Yearbook	\$ 45				\$ 45	
Specialized Summer Program- 4 dpw/6 wks	\$ 42					\$ 1,008
Specialized Summer Program- 3 dpw/6 wks	\$ 42					\$ 756
Specialized Summer Program- 2 dpw/6 wks	\$ 42					\$ 504
Specialized Summer Program- 1 dpw/6 wks	\$ 42					\$ 252
Transcription Fee- x1 grade level					\$ 250	
Transcription Fee- x2 grade levels					\$ 500	
Transcription Fee- x3 grade levels					\$ 750	
Transcription Fee- x4 grade levels					\$ 1,000	
Transcript Fee x1	\$ 10				\$ 10	
Transcript Fees x2	\$ 10				\$ 20	
Transcript Fees x3	\$ 10				\$ 30	

CAMPUS SCHOOL TUITION POLICIES

1. Tuition invoice are mailed to parents of CIAS Campus School students on an Excel worksheet.
2. Sometimes, students’ tuition invoices have overages, costs incurred beyond the coverage of their scholarship funding. The Step Up for Students foundation states that parents are responsible to arrange for payments for any overages incurred.
3. If you do not receive your invoice by the first Tuesday of each month, please let us know by sending an e-mail with “*Bookkeeping*” in the subject line to bookkeeper@christianinstitute.com
4. Campus School tuition is to be paid MONTHLY, and is charged according to how many billable Mondays are in a month. For example, this sample August calendar has five (5) Mondays; therefore, this month would be billed for five (5) weeks of tuition.

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5. All normal tuition fees are due, regardless of any absences, excused or unexcused, at the discretion of CIAS administration. Official school holidays will not be billed (these are posted on the CIAS website on the School Calendar and updated annually).
6. Tuition/tutoring bills are due by the second Tuesday of each month, or within that school week.
7. Payments will be accepted by cash, check, credit card (Visa, Master Card, and Discover), and Paypal on our website: <http://christianinstitute.com>. You must have a Paypal account in order to pay your tuition bill via Paypal.
8. Tuition accounts must be kept current in agreement with school administration.
9. Parents of students enrolled in CIAS agree to pay a \$35 penalty for each monthly payment that is submitted late. A late fee will not be added to a bill if it is paid within the working week of the date in which it is due
10. Tuition may be post-dated for one week after bills are due, but no later. All payments received or checks dated later than one full week after the due date will be considered late.
11. If outstanding tuition is not paid within 30 days of its due date, then student will be disenrolled from CIAS, and tutoring services will be terminated. A student may be re-enrolled again, paying another \$35 Enrollment Fee.
12. Classes may be paid monthly or one time. The biology lab will be billed in one installment.
13. All diagnostic/screening assessments will be billed within the month in which they are administered and evaluated.
14. All ACE Paces, schoolbooks, or Lesson Plan Books (LPB) will be billed within the month in which they are given to students.
15. Iowa Assessments test fees will be due by the first day of the test dates (Monday).
16. There is a \$35 service charge on all bounced checks.

SCHOLARSHIPS

Many Campus School students attend full time (5-days-per-week) at our brick-and-mortar schoolhouse located at 2007 North 61st Avenue in Pensacola, Florida, due in part to the funding of Florida-based School Choice scholarship programs. These include, but are not limited to the following scholarships:

CIAS accepts the Step Up for Students Scholarships and is a direct service provider and PEP Hybrid School.

Step Up for Students

Step Up For Students is a state-approved nonprofit scholarship funding organization (SFO) that administers scholarships for Florida schoolchildren:

- Florida Tax Credit Scholarship (FTC)
- Family Empowerment Scholarship for Educational Options (FES-EO)
- Family Empowerment Scholarship for Students with Unique Abilities (FES-US)
- Hope Scholarship
- PEP Scholarship



Scholarship for Personalized Education Program (PEP) Students

"Florida students who are not full-time private or public school students can access the Personalized Education Program (PEP) through the Florida Tax Credit Scholarship Program. This scholarship provides an education savings account (ESA) to fund the educational needs of eligible students."

Get more information here: <https://www.stepupforstudents.org/scholarships/personalized-education-program/>

Some CIAS Umbrella School services and Campus School services are approved for PEP students, as long as they are not enrolled in our full-time Campus School option. CIAS services must be pre-paid to the school; then you will submit for reimbursement via your ESA account. Please talk about this program with us in person when you visit the school office or call to discuss your options.

PEP Hybrid School Program

CIAS seeks to provide support and services to PEP students. In compliance with the new PEP rules, CIAS cannot provide direct umbrella school covering by enrolling students in our Umbrella School since PEP functions as their legal homeschool covering (the third option being enrolled as a home education student with the local district office). However, students may be enrolled in our PEP Hybrid Program. These students must physically attend the CIAS Campus School (brick and mortar location) two days per week, receiving direct instruction by Campus School teachers and participating in the daily class schedules in their grade-appropriate classrooms. These students are considered to be enrolled in CIAS and will earn accredited high school diplomas.

In collaboration and cooperation between CIAS Administration and the PEP student's parent(s)/guardian(s), both a CIAS Curriculum List and a Student Learning Plan (SLP) will be created to outline the remaining three days of weekly homeschool instruction. The SLP is a customized learning plan developed by parents/guardians and revised annually to guide instruction for their students and to address the services needed to fulfill their academic needs. PEP parents/guardians must complete a SLP for each student prior to funding.

Homeschooling parents/guardians of PEP students must keep detailed Lesson Plans for the remainder of their school subjects, to be recorded in the CIAS Lesson Plan Books. Homeschool instruction provided by parents/guardians for the remaining three days per week will be monitored by CIAS administration in parent/teacher meetings (PTMs) periodically. Iowa Assessments, a state-approved norm-referenced test, will be administered annually to PEP students by CIAS teachers in the spring (during the month of April), which parent(s)/guardian(s) will then submit to their scholarship funding organization (SFO), such as Step Up for Students).

CIAS does not currently accept AAA foundation scholarships.

CIAS Scholarships

CIAS has donor-funded scholarships available for CIAS-issued scholarships, as need may arise. We also make funds available for the Daniel Patrick Jones, Sr. Scholarship.

Tuition Statement

All Campus School parents will be emailed their tuition invoice/bill sometime in late July or early August. Some students will have overages that are not covered by their scholarships, so a payment plan is proposed in this Tuition Statement. The email with the tuition invoice/bill attached asks for a response from parents, agreeing to the tuition invoice/bill and proposed payment plan. The bookkeeper can always be reached by emailing bookkeeper@christianinstitute.com.



ACADEMICS & CURRICULA

There is an unlimited list of excellent curricula and coursework that is now available for private school teachers and homeschooling parents. CIAS utilizes an eclectic approach to choosing curriculum, utilizing a wide variety of curriculum that is differentiated to challenge and address each student's academic needs. The curriculum that CIAS uses is a mixture of mostly Christian and some secular. The list of approved curriculum used at the CIAS Campus School includes, but is not limited to, the following:

- Accelerated Christian Education (ACE)
- Alpha Omega (Lifepacs, Monarch, etc.)
- A Reason for Spelling/Reading/Writing
- Apologia
- Barton Reading & Spelling System
- Bob Jones University Press
- Educators Publishers Services/School Specialty (Explode the Code, Writing Skills, etc.)
- Easy Grammar
- Five in a Row (unit study)
- Florida Virtual School (FLVS Flex)
- Harcourt Brace
- Modern Curriculum Press
- Notgrass
- Pearson
- Rod & Staff Publishers
- Saxon Math
- Scholastic
- Spelling Power
- Teaching Textbooks Math
- Writing With A Purpose

CIAS classroom teachers use Lesson Plan Books customized for CIAS by Datebooks to record the assignments and completed schoolwork for each student on a daily basis, while class teachers create specialized lesson plans for the classes that they teach. CIAS students strive to meet each class' set of Learning Objectives and Standards of Learning (SOL's).

CIAs Campus School teachers also utilize Teachers Pay Teachers and various online printable resources.

See the published *CIAS Scope and Sequence* to see the Learning Objectives and/or Standards of Learning (SOL's) for Grades K5-8, and the comprehensive course code charts for all subject courses/credits for Grades 9-12.

INTEGRATION OF TECHNOLOGY

CIAS has extensively integrated the use of technology devices in our classroom learning environments on a daily basis, including the use of laptops, tablets, iPads, Chromebooks, smart tv's, cell phones, and applications (apps) such as the following:

- Quizlet
- Khan Academy
- YouVersion
- Teach Me
- ABCmouse
- Achievement Academy
- Reading Eggs
- Explode the Code
- Barton System of Reading and Spelling

GOOGLE CLASSROOM

We use the Google Classroom platform for all homeroom classrooms, classes, and labs. All CIAS students are assigned CIAS email addresses and provided log-in information. Our students are regularly encouraged to use the internet and credible online resources for research, to take formative assessments via Google Forms, to join online writing lab sessions or Live-Online classes via Google Meet, and to utilize Google Docs and Slides to create documents, write papers, do collaborative projects with classmates, present speeches, and produce formative assessment projects.

CIAS TESTING POLICY

STUDENTS WITH SPECIAL NEEDS (ESE/SPED)

Some students have special needs that may make it difficult for them to demonstrate their true achievement through the standard testing procedures. Nearly all of these students would have been identified as eligible for special education services and would have an *Individualized Education Program* (IEP), an *Individualized Accommodations Plan* (IAP), or a *Section 504 Plan*. The IEP or other plan ordinarily indicates whether the student should receive testing accommodations during school-system-wide assessments and what the nature of those accommodations should be. If the primary goal of using the *IOWA Assessments* is to obtain information that will have value for planning and implementing instruction, aspects of testing that might provide false readings of a student's achievement should be altered so the best possible information can be obtained. That is the goal of providing testing accommodation to students.

ACCOMMODATIONS

A testing **accommodation**, as the term is used here, refers to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of a student's special needs or limited English language proficiency on the assessment process, so that the student is assessed on an equal footing with all other students. Testing accommodations do not change the *kind* of achievement being measured; they change *how* that achievement is measured. If chosen appropriately, an accommodation will provide neither too much nor too little help to the student who receives it.

MODIFICATIONS

A testing **modification** is a change in the procedures for administering a test that may affect the constructs being measured. For example, reading aloud the Reading test represents a modification. A modification is sometimes necessary when an accommodation is not possible. A testing modification may lead to scores that differ in meaning between students who received the modification and those who did not receive it. Local, school system, or state policy usually determines whether these scores should be interpreted differently.

ENGLISH LANGUAGE LEARNERS (ELLs)

The purpose of using accommodations with English language learners is to be able to measure skills and knowledge related to the curriculum without significant interference from their limited opportunity to learn English and use it during assessment. Local, school system, or state guidelines should be followed when making decisions related to accommodations for ELL students.

TYPICAL ACCOMMODATIONS

The testing accommodations most frequently provided to students with IEPs or Section 504 plans, and accommodations sometimes provided to ELL students are described in detail below:

Read Aloud/Auditory

Students with reading disabilities may need to have parts of tests or some complete tests read to them so their disabilities do not interfere with the measurement of their achievement. This accommodation allows the student to be tested in an environment that is least restrictive. Assessment proctors read as much of the test instructions, directions, questions, reading sections, and answers as needed in a modulated voice that does not indicate the answer in any way under any circumstances.

Tested Off Level

Out-of-level testing should be considered for students who, in most curricular areas, are working at an instructional level different from that of their grade peers. For example, a lower-level test may align better with some students' learning opportunities and experiences than the on-level test for their grade.

Repeated Directions

Directions may be read aloud as many times as necessary to ensure the students understand what they are supposed to do. Exceptions are the individual item scripts in Word Analysis and Listening at Level 9, which should not be repeated or translated. In addition, a test administrator who is fluent in signing or cueing methods used by a student may need to repeat directions or certain portions of the test administration to clarify procedures for the student.

Assistance with the Answer Document

An assistant or proctor may record a student's answers on the answer document if the student is unable to do so because of physical impairment.

Extended Time

Some students may need to have time limits on some tests extended to reduce the effect of a slow work rate on the test performance. Those who use magnifiers, have attention disorders, or need help with word identification are examples. Guidance from the student's IEP should be followed where extended time is appropriate.

Separate Location

A separate room should be made available for students who might be distracted by the pace at which their peers work, who may need extra breaks, or who might be disruptive in a larger group.

Scribing

This accommodation allows the student to be tested in an environment that is least restrictive. The student must indicate the answer that they think best answers the question, after which the assessment proctor may fill in the space in the answer folder that the student indicates with a sharpened #2 pencil.

Test Administered By ELL or SPED Teacher

This accommodation allows the student to be tested in the environment that is most comfortable. Also, it makes other accommodations more readily available if their need was not anticipated at the outset of the test administration.

Other

Accommodations noted in a student's IEP, but not included in this list, may be used (i.e. noise-cancelling headphones, etc.). However, they should be used only if doing so will not alter the nature of the achievement the test is intended to measure.

READING & LITERACY PROGRAM

READING STRATEGIES

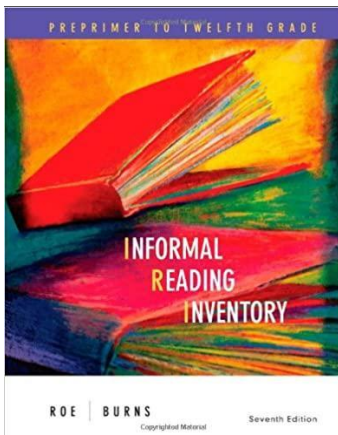
CIAS uses 3 types of reading strategies on a daily basis and in our reading and literature classes to address our students reading and literacy needs.

1. **Guided Reading:** Guided reading is completed during the course of a daily school schedule at CIAS. Teachers guide students (in small groups or whole classrooms) to read and interact with a study guide which integrates multiple levels of Bloom’s Taxonomy. Guided reading texts are chosen by the teacher, and are a little beyond the students’ reading abilities. Guided is “the stepping stone between choice and shared reading. It is the bridge that will lift your students’ ability. Over time, students’ reading levels will advance and the books that they choose for choice reading will become increasingly complex” (Witter & Levin, 2013, p. 13)
2. **Choice Reading:** Lifelong learners read books, and at CIAS, we want to help our students learn to love to read. So we build plenty of time in our school days for our students to read books that they can comfortably read on their own. CIAS students spend time each day reading chapter books of their choice. Students may check these books out of the CIAS library, the West Florida Public Library system, or bring books from home that they wish to read. These books are not necessarily on grade level, nor are they from a particular list of approved titles. They can include popular titles, classic titles, Newberry Medal winners, Caldecott winners, manga, comics, biographies, fiction and nonfiction, etc. Typically, our elementary students spend a minimum of 15-20 minutes a day choice reading, while middle and high school students read a minimum of 30 minutes per day.
3. **Shared Reading:** Students who are engaged in shared reading exercises will, together with their teacher, analyze a text that is on grade level or slightly above, “going from literal to inferential interpretations” (Witter & Levin, 2013, p. 10). Shared reading is an “interactive reading experience in which the readers engage with an expert reader, the teacher” (Witter & Levin, 2013, p. 10). The teachers choose these reading materials, intended to challenge their students. This is considered critical analysis, and teaches students thinking skills. Shared reading may include close reading, as well as assigned independent reading and classroom discussion.

Author James Patterson has said. “The best way to get kids reading more is to give them books they’ll gobble up – and that will make them ask for another...Freedom of choice is a key to getting them motivated and excited.”

Witter, M., & Levin, D. (2013). Reading Without Limits: Teaching Strategies to Build Independent Reading for Life (1st ed.). Jossey-Bass.

INFORMAL READING INVENTORY



CIAS uses the Roe/Burns Informal Reading Inventory (IRI) to assess three areas of reading skill and strength for each student:

1. Reading fluency/decoding
2. Silent Reading Comprehension
3. Oral Reading Comprehension

This IRI is an effective tool to help our teaching staff and administration determine what reading levels our students should be able to function at in guided reading, choice reading, and shared reading.

The Roe/Burns IRI is administered to each newly enrolled incoming student, as well as during the first and last 9 weeks of each school year. It can help teachers “discover the levels of reading materials (students) can read both with and without teacher assistance, the levels at which (students) should not be asked to function, and the levels at which they can

comprehend material that is read to them. It serves as a placement and monitoring tool for teachers” (Roe & Burns, 2006, p. 1). The Roe/Burns IRI reveals three levels of reading for each student:

1. Independent Reading Level
2. Instructional Level
3. Frustration Level

The questions focus on the following reading comprehension skills: main idea, detail, inferences, sequences, cause-and-effect, and vocabulary questions.

Roe, B., & Burns, P. C. (2006). *Informal Reading Inventory: Preprimer to Twelfth Grade* (7th ed.). Wadsworth Publishing.

READING INTERVENTION & TUTORING

When a student with a diagnosis of dyslexia or an IEP for specific learning disability in reading enrolls in CIAS, we take this diagnosis seriously. As part of our RTI intervention, these students are quickly identified and moved into Tier 2 small reading groups, and if needed into reading tutoring or therapy. CIAS utilizes two different dependable and long-respected Orton-Gillingham methods to teach pre-phonemic awareness and phonics, the Barton Reading & Spelling System tutoring and National Institute of Learning Development (NILD) therapy.

Barton System: <https://bartonreading.com/>

NILD: <https://www.nild.org/>



Our resident Reading Specialist is Mrs. Julie B. Jones, the Administrator and Founder of CIAS. She has over 60 years of experience as a classroom and homeschool teacher, tutor, and educational therapist. She provides final evaluation of all Roe/Burns IRI’s as well as conferences with classroom teachers to address reading issues with their students. She is a trained Barton tutor, as well as a nationally certified NILD therapist. She meets with her students 1-3 days per week for 1 ½-hour sessions.

Our Barton tutor is Mrs. Kate Newkirk, who has 45 years of experience in RTI and reading intervention. She meets with her students 4 days per week for 20-30-minute sessions.



Ms. Mary Beth Jones, our Principal, is also a Reading Specialist, and as such, coordinates our reading and literacy program, liaisons between parents and teachers, chooses reading curriculum and methods, and organizes regular IRI assessments for all CIAS who have been identified as needing reading intervention.

Mrs. Lee Hutchinson administers Roe/Burns IRI’s to all newly enrolled incoming students during each summer session.

All CIAS Campus School teachers are trained to administer Roe/Burns IRI’s during both the 1st and 4th quarters of the school year to all students whose reading skills have been identified as needing monitoring.

HOMEROOM CLASSROOMS

CIAS currently has five homeroom classrooms, taught by teacher teams:

- 1 Early Elementary School (K-2nd)- Kingdom Class
- 1 Upper Elementary School (3-5th)- Blue Class
- 1 Middle School (6-8th)- Main Class
- 3 High School (9-12th)- Garage Class, Squad Class & Green Class

Our teacher-to-student ratio is currently 1:8.

STUDENT STATUS TERMINOLOGY

Campus School Student: A student who comes to the Campus School for school. The Campus School teachers do their lesson planning, proctoring, grading, and record keeping.

Umbrella School Student: A student who is homeschooled by their parents at home. Parents do their lesson planning, proctoring, grading, and record keeping.

Campus Flex/Hybrid Student: A student who attends the Campus School part-time and/or Live Online, or attends class(es) at the Campus School and whose Campus School teachers do their lesson planning, proctoring, grading, and record keeping.

Umbrella Flex/Hybrid Student: A student who attends the Campus School as a floater or attends class(es) at the Campus School and whose parents do their lesson planning, test proctoring, grading, and record keeping.

Live-Online Student: A CIAS student who logs into our Google Classroom/Meet learning platform and receives guidance, direction, instruction, and support from a CIAS Campus School teacher on a full-time or part-time basis



EARLY ELEMENTARY CLASS (EEL)

KINDERGARTEN ADMISSION POLICY

CIAS follows the Florida law (Section 1003.21(1)(a)2, Florida Statutes), which specifies that children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year based on rules prescribed by the school board. Therefore, if a child has not reached the age of 5 on or before September 1, he/she will not be admitted.

INCLUSIVE CLASSROOM

CIAS' early elementary (EEL) class, the Kingdom Class, is a multi-grade level classroom for our Kindergarten, 1st, and 2nd grade students. The EEL Classroom seats a total of 15 students. They have a daily class schedule which includes group learning activities, concept learning, station activities, small collaborative group activities, independent schoolwork, and one-on-one tutoring. Many of our students receive RTI interventions at Tiers 1-3 as needed.

TEACHER TEAM

The EEL class either has 2 Co-Teachers + a Teacher's Aide or 1 Teacher + several Teacher's Aides and Student Helpers who assist her/him. A Reading Specialist/Paraprofessional assists them with daily pull-out sessions for various students receiving reading tutoring/therapy.

SUBJECT AREAS

General Curriculum: Explode the Code, Five in a Row (FIAR), ACE Paces, Rod & Staff, Be Wise, Apologia, tablet learning apps, and many more

Phonics: Explode the Code (ETC), an Orton-Gillingham approach

Reading: Leveled readers, Bob Books, etc.

Handwriting/Penmanship: Rod & Staff, Handwriting Without Tears, various others

Activity-based Group Learning: Five in a Row (FIAR), a unit study approach which integrates English language arts (ELA), social studies, history, world studies and geography, science, and art

Concept Learning: Targeted learning that tackles foundational academic concepts in core subject areas, such as math, ELA, etc.

Technology Integration: The Kingdom Class students have daily access to iPad learning apps to supplement their curriculum and learning.

SEL: All day, every day, learning how to be respectful, kind, and thoughtful of others.

UPPER ELEMENTARY CLASS (UEL)

INCLUSIVE CLASSROOM

CIAS' upper elementary (UEL) class, the Blue Class, is a multi-grade level classroom for our 3rd-5th grade students. The UEL homeroom classroom seats a total of 22 students. They have a daily class schedule which includes group learning activities, concept learning, station activities, small collaborative group activities, independent schoolwork, and one-on-one tutoring. Many of our students receive RTI interventions at Tiers 1-3 as needed.

TEACHER TEAM

The UEL class has 2 Co-Teachers + several Teacher's Aides or 1 Teacher + several Teacher's Aides and Student Helpers who assist her/him. A Reading Specialist/Paraprofessional assists them with daily pull-out sessions for various students receiving reading tutoring/therapy.

MIDDLE SCHOOL CLASS (MS)

INCLUSIVE CLASSROOM

CIAS' middle school (MS) class, the Main Class, is a multi-grade level classroom for our 6th-8th grade students. The MS homeroom classroom seats a total of 21 students. They have a daily class schedule which includes group learning activities, independent schoolwork, independent and collaborative projects and learning labs, and one-on-one tutoring. Many of our students receive RTI interventions at Tiers 1-3 as needed.

TEACHER TEAM

The MS class has 2 Co-Teachers, plus a Teacher's Aide. A Reading Specialist/Paraprofessional assists them with daily pull-out sessions for various students receiving reading tutoring/therapy.

HIGH SCHOOL CLASSES (HS)

INCLUSIVE CLASSROOMS

CIAS' three high school (HS) classrooms are named the Garage Class, the Squad Class, and the Ocean Class. They are multi-grade level classrooms for our 9th-12th grade students, and some advanced 8th grade students. Our high school students are grouped according to learning needs, student and teacher personalities, and space available in Least Restrictive Environments classrooms (LRE's), created for our students' ultimate success. The Garage Classroom seats a total of 20+ students, while the Squad Classroom seats 12 students and the Ocean Class seats 8+ students. The high school classrooms follow a daily class schedule which includes group learning activities, independent schoolwork, independent and collaborative projects and learning labs, and one-on-one tutoring. Many of our students receive RTI interventions at Tiers 1-3 as needed.

TEACHER TEAM

The HS classes have several different teacher team patterns, including 2 Co-Teachers and 1 Teacher + a Teacher's Aide. A Reading Specialist/Paraprofessional assists them with daily pull-out sessions for various students receiving reading tutoring/therapy.

CLASSES

CIAS offers a wide variety of academic, fine arts, and elective classes from year-to-year. The current list of classes being offered are posted on the CIAS website here: <https://tboomerj7.wixsite.com/christianinstitute/class-info>

The following classes are being offered currently:

Academic Classes: Automatic Registration

Middle School Grade Reading Class (guided reading class/Part of Daily Schedule/full year)

9th Grade Reading Class (guided reading class/Part of Daily Schedule/full year)

10th Grade World Literature (10th/full year)

American Literature (11-12th/full year)

American Sign Language 1 & 2 (9-12th/full year)

Astronomy (9-12th/full year/Google Classroom)

British Literature (11-12th/full year)

Economics (11-12th/fall semester)

Dave Ramsey's Foundations in Personal Finance (12th only/spring semester)

Biology Dissection Lab (9-12th/2 Fridays in March)

U.S. Government (11-12th/fall semester)

Writing 1 Paragraph (High school/half year)

Writing 2 Essay (High school/full year)

Writing 3 Research (High school/half year)

Physical Education: Automatic Registration

Physical Education

Free Play/Recess

Performing Fine Arts/Visual Arts: Automatic & Optional Registration

Early Elementary- Automatic Registration

2-D Art

3-D Art

Music

Upper Elementary- Automatic Registration

2-D Art

3-D Art

Music

Middle School- Optional Registration

2-D Art

3-D Art

Conversational Spanish

Music/Choir/Interpretive Drama

High School- Optional Registration

2-D Art

3-D Art

CIAS Class Schedule for Fall 2024

	Monday	Tuesday	Wednesday	Thursday	Friday (Elementary School)	Friday (Middle School)	Friday (High School)
9:00		Chapel 9:00-9:45					HS Career Expl. & Decn. Mkg. 9:00-10:15 (Squad)
9:30	Barton Reading					EEL 2-D Art / UEL Music 9:30-10:30	
10:00			Barton Reading	Barton Reading			HS Economics 10:30- 12:00 (Garage)
10:30					UEL 2-D Art / EEL Music 10:30-11:30		
11:00			Barton Reading				
11:30							
12:00							
12:30						MS 2-D Art 12:00-1:00	HS PE 12:00-12:30
1:00							HS Art 2 (Squad?) 1:00-2:00
1:30	HS PE 1:15-1:45 / HS World Literature (Squad) 1:30-3:00	HS PE 1:15 -1:45 / HS American Literature (Garage) 1:30-3:00	HS PE 1:15 - 1:45 / HS Physical Science w/Lab (Squad) 1:30-3:00	HS PE 1:15- 1:45 / HS Writing 2 (Garage) 1:30-3:00			
2:00							
2:30							
3:00							

EEL: 2-D Art & Discover Music

UEL: 2-D Art & Explore Music

MS: 2-D Art, Conversational Spanish 2

HS: 2-D Art (Levels 1 & 2), Literature 9, World Literature, American Literature, Writing 2, Physical Science w/Lab, Economics, Career Exploration & Decision Making

CIAS Class Schedule for Spring 2025

	Monday	Tuesday	Wednesday	Thursday	Friday (Elementary School)	Friday (Middle School)	Friday (High School)		
9:00							HS Dave Ramsey's Personal Finance (Squad) 9:00-10:30		
9:30	Barton Reading	Chapel 9:00-9:45	Barton Reading	Barton Reading	EEL 2-D Art / UEL Music 9:30-10:30	MS Spanish 9:30-10:00			
10:00		Barton Reading			Barton Reading	Barton Reading	UEL 2-D Art / EEL Music 10:30-11:30		
10:30									
11:00									
11:30									
12:00									
12:30	HS Literature 9 (Squad) 12:30-1:30	HS Literature 9 (Squad) 12:30-1:30	HS Literature 9 (Squad) 12:30-1:30	HS Literature 9 (Squad) 12:30-1:30		MS 2-D Art 12:00-1:00	HS PE 12:00-12:30		
1:00							HS Art 2 (Squad?) 1:00-2:00		
1:30	HS PE 1:15- 1:45 / HS World Literature (Squad) 1:30-3:00	HS PE 1:15 -1:45 / HS American Literature (Garage) 1:30-3:00	HS PE 1:15 - 1:45 / HS Physical Science w/Lab (Squad) 1:30-3:00	HS PE 1:15- 1:45 / HS Writing 2 (Garage) 1:30-3:00					
2:00									
2:30									
3:00									

EEL: 2-D Art & Music

UEL: 2-D Art & Music

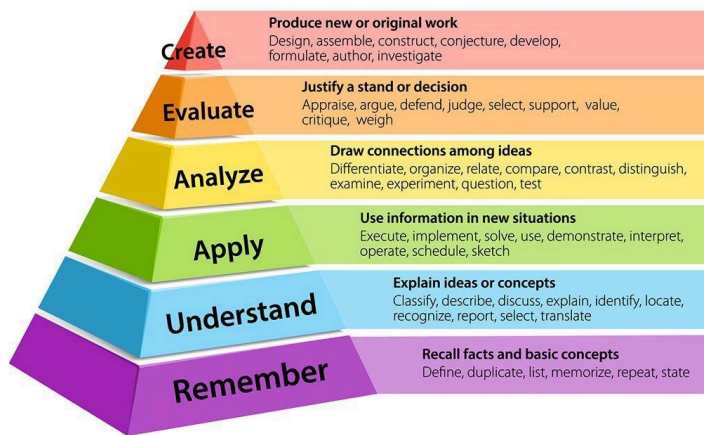
MS: 2-D Art, Music, Music/Choir

HS: 2-D Art (Levels 1 & 2), Literature 9, World Literature, American Literature, Writing 2, Physical Science w/Lab, Dave Ramsey's Personal Finance

EDUCATIONAL MODELS & THEORIES

BLOOM'S REVISED TAXONOMY

When planning CIAS classroom and class instruction, teachers utilize Bloom's taxonomy and Gardener's theory of Multiple Intelligences in order to ensure that their instruction is engaging and meaningful.



Bloom's Taxonomy was updated in 2001 to integrate technology and flip the paradigm and update terminology. The goal of the CIAS school program is to engage students at multiple levels of learning, not just depending on students' rote memory skills to remember, but also move up the levels of learning experiences to include understanding, applying, analyzing, evaluating, and creating.

For more information about Bloom's Taxonomy:
"What is Bloom's Digital Taxonomy?"

<https://www.youtube.com/watch?v=fqgTBwEIPzU>

GARDINER'S MULTIPLE INTELLIGENCES & LEARNING STYLES

Gardiner's theory of Multiple Intelligences describe different ways that people, ad students in particular, learn and/or interact with their world. Most students utilize more than one of these:

- Auditory-Musical
- Bodily-Kinesthetic
- Interpersonal
- Intrapersonal
- Logical-Mathematical
- Linguistic (language)
- Naturalist
- Visual-Spatial

At CIAS, we do our best to identify our students' learning styles & intelligences, as it helps us to provide the best education model for them.

For more information about Multiple Intelligences & Learning Styles:

"8 Intelligences - Theory of Multiple Intelligences Explained - Dr. Howard Gardner" by Practical Psychology

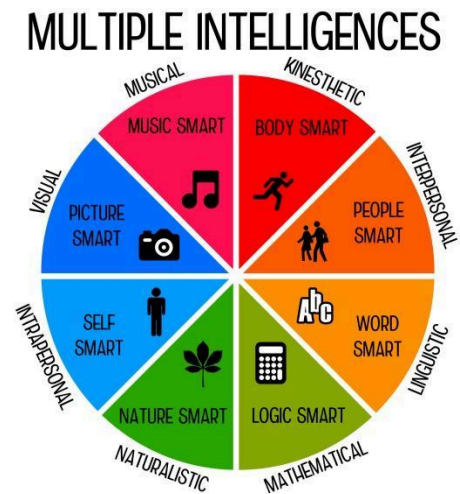
<https://www.youtube.com/watch?v=s2EdujrM0vA&t=1s>

"The 9 Types of Intelligence - What's Yours?" by The Art of Personal Growth

<https://www.youtube.com/watch?v=ZDsbur594QA>

"Learning Styles & Multiple Intelligences: Theory Integration"

<https://www.youtube.com/watch?v=FVg9n0l0Gf0>



MASLOW'S HIERARCHY OF HUMAN NEEDS THEORY

At CIAS we seek to address “the first things first.” In our school’s foundation, we recognize that Jesus is the cornerstone of our lives, and He commands us as teachers, shepherds, and caretakers of children to care for His children, His sheep, just like He would. So in that spirit, if a student comes to school and they have not eaten breakfast, we will provide that. Or if they come to school and do not have enough to eat or drink, we can provide that. If they need a change of clothes, we will seek to solve that. If a student needs to talk instead of being instructed, we seek to recognize that and provide them the opportunity to do so.

Abraham Maslow, an American psychologist, studied positive human qualities in the lives of exemplary people, and in 1954 created the Hierarchy of Human Needs to express his theories. This list of descriptions is not comprehensive, but expresses our application of the Hierarchy here in the Christian environment of CIAS.

BASIC NEEDS

Physiological Needs:

Breathing, food, water, shelter, clothing, rest/sleep, place/space to use the restroom

Safety and Security:

Body autonomy and safety of family, health, employment, resources, and property

PSYCHOLOGICAL NEEDS:

Love and Belonging:

Family, friendship, intimacy, achieving deeper relationships, and sense of connection

Esteem Needs:

Self-esteem, confidence, recognition, honor, achievement, accomplishment, respect of others, respect by others, and the need to be an unique individual (created in the image of God)

SELF-FULFILLMENT NEEDS:

Self-Actualization:

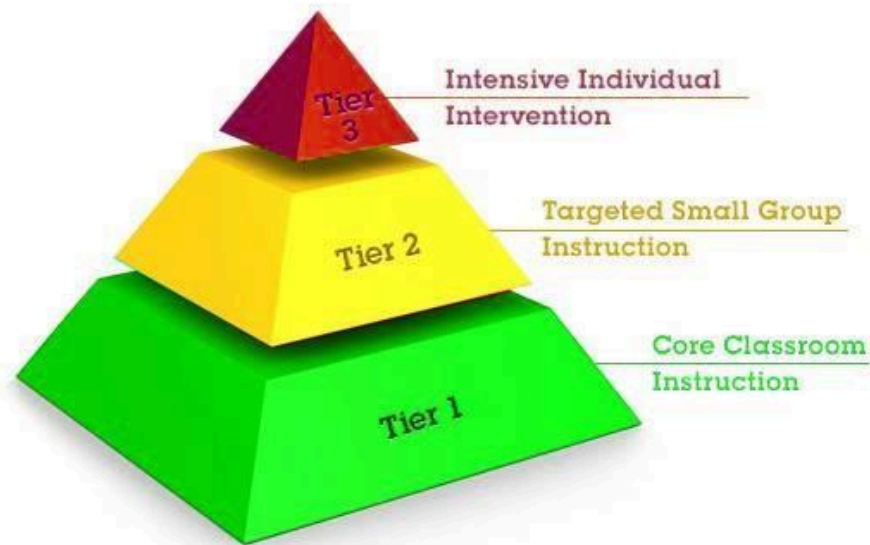
Morality, creativity, spontaneity, acceptance of one’s self, problem solving, lack of prejudice, acceptance of facts, find purpose in life, find meaning of life, and develop inner potential



PIAGET'S STAGES OF COGNITIVE DEVELOPMENT THEORY

Developing...

RESPONSE TO INTERVENTION (RTI)



RTI (Response To Intervention) 3 Tiers of Support

CIAS implements an organized Response to Intervention (RTI) approach to identifying and supporting our students who have learning and behavior needs. The following information is from the RTI Action Network and the National Center for Learning Disabilities; it can be found here: <http://www.rtinetwork.org/learn/what/whatisrti>

“Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

1. High-quality, scientifically based classroom instruction. All students receive high-quality, research-based instruction in the general education classroom.
2. Ongoing student assessment. Universal screening and progress monitoring provide information about a student’s learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students’ instructional needs are based on multiple data points taken in context over time.
3. Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
4. Parent involvement. Schools implementing RTI provide parents information about their child’s progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Though there is no single, thoroughly researched and widely practiced “model” of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.”

Gorski, D. (2021). *What is Response to Intervention (RTI)?* RTI Action Network. The National Center for Learning Disabilities. <http://www.rtinetwork.org/learn/what/whatisrti>

CHRISTIAN SOCIAL EMOTIONAL LEARNING (SEL)

CHRISTIAN SEL

Developing...

See Google Classroom: CIAS Staff Resources & Professional Development

GROWING THE FRUIT OF THE SPIRIT

Developing...

Galatians 5:22-23

See Google Classroom: CIAS Staff Resources & Professional Development

LIFE SOCIAL SKILLS

Developing...

WHAT IS A GPA?

The grade point average required for graduation from CIAS is a minimum of 2.0. This applies to all diploma programs. CIAS uses weighted (1.0-5.6) and unweighted (1.0-4.0) GPA scales. All Dual Enrollment (DE) classes and Honors courses are worth 1 extra grade point on the weighted GPA scale.

Grading & Evaluation Scale

CIAS holds high standards and requirements for all enrolled families. We realize that each home and family is unique and will meet these standards in a variety of ways.

Kindergarten & Grades 1-2 Progress Rating Key:

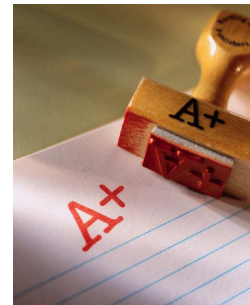
- A: Mastery/Excellent/Always
- B: Partial Mastery/Good/Almost Always
- C: Progressing/Satisfactory/Sometimes
- N: Emerging/Not Yet/Not Consistently

All **Elementary & Middle School Grades** must use test grade percentages for tested material and either letter grades or numerical grades for any untested material.

All **High School Grades** must use test grade percentages for accuracy of transcripts and letter grades for any untested material.

ACADEMIC GRADE SCALE:

A+	98-100%	4.3 GPA, Weighted	Excellent
A	94-97%	4.0 GPA, Weighted	
A-	90-93%	3.7 GPA, Weighted	
B+	87-89%	3.3 GPA, Weighted	Good
B	84-86%	3.0 GPA, Weighted	
B-	80-83%	2.7 GPA, Weighted	
C+	77-79%	2.3 GPA, Weighted	Average
C	74-76%	2.0 GPA, Weighted	
C-	70-73%	1.7 GPA, Weighted	
D	60-69%	1.0 GPA, Unweighted	Below Average/Not an acceptable grade
F	59%-below	0.0 GPA	Failing/Not an acceptable grade



PERSONAL GROWTH, CITIZENSHIP, AND CHARACTER EVALUATION GRADING SCALE:

- E Excellent
- S Satisfactory
- N Needs Improvement
- U Unsatisfactory

HONORS & AWARDS INFORMATION

HONORS CREDIT & STATUS POLICIES

Explanation of Honors Student vs. Honors Credit:

Honors credit- Completion of 100% of a course, on or above grade level (for approved curriculum only)

Honors student- Completion of 2 core subject courses at or above grade level with Honors Credit - Math, English Language Arts (ELA), Social Studies/History, or Science

Honors student- Completion of 80% of work in 2 core subject courses above grade level

If a student is an Honor Student and receives a grade of D or F in a class/course, they will lose their Honor Student status for the next/following school year. Example- If a 10th grade Honors Student receives a D in a class, then they cannot be 11th grade Honor Student during the next school year

Students can still take Honors credit classes, even if they lose their Honor Student status.

Some curriculum cannot be considered Honors due to lack of academic rigor and/or lower learning objectives and SOL's.

HONORS AWARDS

CIAS recognizes students throughout each school year in a number of ways, including awards, distinctions, and recognitions at the annual spring Awards Ceremony and Arts Expo. These are also documented on report cards and transcripts. These recognitions vary with the activities and involvements of the students, and may include, but are not limited to, music, dance, theater and sports accomplishments, academic successes, and recognition/awards for special projects, i.e., National History Week.

A and A/B Honor Roll Award

The A/B Honor Roll Award is given to CIAS students who made mostly A's and B's during a school year; only two C grades are allowed per school year. Umbrella School students may receive A or A/B Honor Roll recognition on their Report Cards and Transcripts. Campus School students may also receive A or A/B Honor Roll recognition on their Report Cards and Transcripts; these Campus School students will be honored with certificates at the spring annual Award Ceremony.

Academic Excellence Award

The Academic Excellence Award is given to CIAS Campus School students who have achieved the highest level of discipline, academic accomplishment, and model behavior of all our Campus School students during this school year. Many of these students finished their grade-level schoolwork by Spring Break and began their next grade level courses in the 4th quarter. These Campus School students will be honored with certificates and trophies at the spring annual Award Ceremony.

GRADUATING SENIOR AWARDS

CIAS offers awards to the graduating class of high school seniors each spring during the Graduation Commencement Ceremony:

Honors: Cum Laude, Magna Cum Laude, and Summa Cum Laude Honor Roll

This award/certificate/trophy is awarded to all seniors who maintained a 3.5, 3.8, or 4.0 unweighted GPA throughout the four years of high school. These seniors wear a stole during their graduation ceremony.

Qualifications:

1. Must make a 3.5 or higher unweighted GPA
2. Must take Honors and/or Dual Enrollment classes

Principal's Award

This award/certificate/trophy is awarded to seniors who have persevered in their academics, demonstrated a servant's spirit, served the Lord in his/her church, local community, and school (CIAS) throughout the four years of high school.

Academic Excellence Award

This award/certificate/trophy is awarded to seniors who have achieved the highest level of discipline, academic accomplishment, and model behavior of all our Campus School students throughout the four years of high school.

Christian Character Award

This award/certificate/trophy is awarded to seniors who have worked diligently on his/her academics, shown a faithful spirit in acquiring knowledge, overcome adversity, modeled a Christ-like character, and ministered the love of Jesus to his/her fellow students.

Salutatorian

The Salutatorian is chosen based upon the following criteria:

1. Earned second-highest unweighted GPA of the graduating senior class
2. Stayed on the Summa or Magna Cum Laude Honor Roll throughout high school
3. Taken rigorous and challenging academic courses with assessments
4. Taken dual enrollment courses at a local college or university*
5. Taken at least one ACT and/or SAT and/or made the second-highest score
6. Completed a minimum of 100 hours of Volunteer Community Service
7. Maintained excellent citizenship throughout high school
8. Willing to give a speech presentation during the spring graduation ceremony
9. Plans to attend a college or university following high school*

Valedictorian

The Valedictorian is chosen based upon the following criteria:

1. Earned highest unweighted GPA of the graduating senior class
2. Stayed on the Summa or Magna Cum Laude Honor Roll throughout high school
3. Taken rigorous and challenging academic courses with assessments
4. Taken dual enrollment courses at a local college or university*
5. Taken at least one ACT and/or SAT and/or made the highest score
6. Completed a minimum of 100 hours of Volunteer Community Service
7. Maintained excellent citizenship throughout high school
8. Willing to prepare and give a speech during the spring graduation ceremony
9. Plans to attend a college or university following high school*

Disclaimers:

*Optional, as applicable as a whole to each graduating class' achievements and accomplishments

All final decisions about awards, honors status, Sal, & Val are the responsibility of the CIAS Principal and Administrative Staff.

All waivers for various requirements are approved as needed and by the prerogative of the CIAS Principal and Administrative Staff.

GRADE RECORDS & REPORT CARDS

GRADE REPORTS

CIAS Campus School teachers are responsible to administer and proctor quizzes, exams, Checkups, Self Tests, and tests to all full-time CIAS Campus School students. Umbrella School and Hybrid students may or may not complete their assessments at the Campus School, depending on what their parents have requested. CIAS teachers keep attendance records on all days that a student is scheduled to attend the CIAS Campus School. Parents are responsible to keep records and submit reports of all other school work completed, as well as Attendance records for homeschool days if applicable. The CIAS Data Clerk or office staff send out email reminders each quarter. Computerized report cards are sent out after the end of each 9-week quarter after reports are turned in or are recorded. If you need a report card or transcript for a specific purpose, please request it from the school office two weeks in advance. There is a \$5 fee for transcripts.

Fax to: 850-458-5132

E-mail as PDF attachments to:

nogratrjoy@christianinstitute.com

Hand-deliver to your child's teacher or to the school office

Mail to: CIAS

2007 North 61st Ave.

Pensacola, FL 32506

See the CIAS School Calendar for the Current Reporting Schedule

QUARTERLY ELECTIVE RECORDS

Parents are responsible for recording and reporting hours spent in Performing Fine Arts (PFA), Physical Fitness (PE), Work Experience/On-the-Job-Training (OJT) and Community Service activities completed outside of the CIAS Campus School program. It should all be recorded on CIAS report forms and turned in every quarter, once every 9 weeks, twice a semester, and 4-5 times a year.

SEMESTER ELECTIVE REPORTS

Semester Reports with instructor evaluations for Music, Art, Drama, and Physical Education should be turned in once a semester. You must have your instructor/teacher/coach complete and sign the form. This covers a wide variety of activities such as private music lessons, drama, theater, band, fine arts classes, taekwondo, BBJ, karate, organized team sports, Movement Academy, and any other PE classes.

GENERAL POLICIES

FILE FORMS POLICY

Please turn in all the required registration, enrollment, permission, and medical forms that we need for your child's Cumulative File within **2 weeks of enrollment**. The deadline is the week of Labor Day in September. If you are contacted by the CIAS office staff and notified to submit forms, please do so immediately. You can find all of these PDF forms online: <http://tboomerj7.wixsite.com/christianinstitute/reproducible-forms>

BREAKFAST POLICY

CIAS does not provide breakfast for students. Please send your child to school with a full tummy. There have been many scientific studies completed to prove that the human brain needs glucose and carbohydrates in order to function properly, and in the case of your child, study and learn. Please provide them with healthy breakfasts, such as Cheerios, milk and fruit, before sending them to school.



SNACK & LUNCH POLICY

Students enjoy a 30-minute lunchtime in a staggered class schedule each day. Classroom teachers are responsible for the supervision and safety of their students during lunchtime. CIAS does not provide lunch for students. Students should/must provide their own lunch foods, drinks, and snacks. Students are allowed to purchase snacks and drinks from the Vending Machine during limited periods of time during the school day. Most classrooms contain refrigerators for cold storage as needed, as well as microwaves to heat food and coffee pots. A toaster, stove/oven, and large fridge/freezer are located in the school's kitchen and may be made available for use with adult supervision *if the Middle School Classroom is not in class/session*.

Appropriate **SNACK FOODS** for elementary school grades (K-5) include, but are not limited to, yogurt, applesauce, cheese sticks, Lunchables, sandwiches, snack crackers, fruit bars, granola bars, fruit, fresh vegetables & dip, etc.

Appropriate **LUNCH FOODS** for all students include, but are not limited to, sandwiches, left-over meals, frozen meals, Cup-o-Noodles, soups (pre-heated, in thermos), pizza, pizza pockets, yogurt, fresh vegetables & dip, and fruit. Drinks can include Electrolyte drinks, water, sugar-free drinks, etc.

DOORDASH: Parents must order Doordash before the school day begins. It must be delivered by the start of their child's classroom lunch break in order to not interrupt learning/classes.

VENDING MACHINE HOURS

Students Vending machine hours on Mon-Thurs

8:15-8:50 AM

12:00-12:30 PM

3:00-3:20 PM

Vending machine hours on Fri

8:15-8:50 AM

12:00-12:30 PM

PHYSICAL FITNESS

CIAS implemented an organized PE program, in addition to recess and free play, in the 2021-22 school year, four days a week (Mon-Thurs) under the direction of homeroom teachers and a PE coach and assistants. Students are also encouraged to get exercise during their free play time before and after school hours (prior to 8:45 AM and after 3:00 PM). Many

students enjoy shooting hoops or walking the track, while others swing on the swings or hammocks, enjoy the fresh air, or sit outside on the patio or in the picnic table areas to socialize.

PARENT TEACHER CONFERENCE POLICY

The teachers and tutors make efforts to inform parents of their child's academic progress and/or difficulties via Lesson Plan Book messages, phone calls, e-mails, etc. If at any time the administration deems it necessary to arrange a Parent/Teacher Conference during the school year, we ask that at least one parent/guardian be in attendance. If at any time during the school year, a parent/guardian would like to meet with us for a review meeting, please arrange an appointment.

PARENT TEACHER MEETINGS

During the summer months, the Campus School teacher teams contact parents/guardians to arrange for Parent Teacher Meetings (PTM's) to review academic plans for the coming school year based on guidance and counseling meetings that they have had with school administration (CIAS Principal, Reading Specialist, etc.). Parents/guardians of elementary and middle school students will receive printed copies of their child's General Curriculum List, while parents/guardians of high school students will be given a printed copy of their child's up-to-date Diploma Plan. Teachers will attempt to set PTMs up via text and/or GroupMe app DM's.

LOST AND FOUND POLICY

Lost and found items left at the CIAS Campus School are generally collected for a short time. If it is an item of value, it will be placed in the school office. Students who have lost an item should check with their teacher(s) to see if their possessions have been found and stored in a safe place. It is suggested that schoolbooks, coats, clothing, lunch boxes, and other items are labeled in the event that they are lost.

Students should also "police" their schoolbooks and school supplies, to make sure that no one else takes them home accidentally. Plastic bowls and lunch containers left at CIAS will be discarded regularly. Items not picked up in a reasonable amount of time will be thrown away or donated to a charitable organization. CIAS is not responsible for any items lost or stolen.

TECHNOLOGY DEVICE USE POLICY

1. No wireless communication and/or technology device will be allowed during the school day, designated as 8:50 AM-3:00 PM. We prefer that students not bring them to school at all.
2. Such technology devices include but are not limited to the following: cell phones, smart watches, wireless earbuds or headphones, wireless earbuds, tablets, and gaming devices (Switch, Gameboy, 3DS, etc.).
3. If such technology devices are brought to school, they will be turned off and placed in a classroom lockbox at 8:50 AM. These technology devices will be returned to students when school lets out at 3:00 PM.
4. The school and its staff are not responsible for any damage to or thefts of a student's cell phone/technology device(s). If they bring such devices to school, students must properly secure and put away their own cell phones/devices before and after school.
5. Elementary age students should have access to iPads or tablets in their classroom. Use and access to these is limited and based upon the lesson plans for their classroom. These iPads and tablets may be used during extended/after school care with a teacher's permission and supervision.
6. Most middle and high school students begin the school year with a school-issued Chromebook/laptop computer and a cord to be used for learning purposes only, including but not limited to accessing their online Teaching Textbook math curricula, online Townsend Press vocabulary curriculum, Google Classroom assignments, Quizlet, typing written assignments, typing spelling words, journaling, learning apps, etc.
7. No students are allowed to use Chromebooks or laptops technology devices to access unauthorized or banned apps such as YouTube, Spotify, etc.
8. If the computer or cord becomes lost or broken, it is the student's parent/guardian's responsibility to replace it quickly.
9. If the computer or cord is left at home, parents/guardians will be notified by a teacher to bring them to the school ASAP.



CONSEQUENCES FOR VIOLATING THE TECHNOLOGY DEVICE POLICY

Students will be subject to disciplinary action if they do not comply with the cell phone policy.

- **1st Offense:** The student's device will be locked up for the remainder of the day, and it will be banned for coming to school for one day. The student will write Bible verses about submitting to authority/obedience. The student may lose outside social/play time.
- **2nd Offense:** The student's device will be locked up for the remainder of the day, and it will be banned for coming to school for one week (5 days). The student will receive 1 day of OSS, to be served the following day; they will be expected to complete their schoolwork assignments on this OSS day at home.
- **3rd and Subsequent Offenses:** The student's device will be locked up for the remainder of the day, and it will be banned from coming to school for the rest of the quarter (9-weeks). The student will receive 2 days of OSS. The student will receive 2 days of OSS, to be started the following day; they will be expected to complete their schoolwork assignments on these OSS days at home. An Intervention Meeting will be set up with their parents/guardians and the CIAS Principal.
- The school administration reserves the right to adjust these consequences on a case-by-case basis.

IN CASE OF EMERGENCY

- ***If there is an emergency and you need to contact your child quickly, please text or call THEIR TEACHER and/or the SCHOOL OFFICE for immediate contact.*** In the case of an emergency, all parents have been given the cell phone number(s) of their children's homeroom teacher team, as well as the office cell phone and land line phone numbers in case emergency contact needs to be made.
- If a student needs to contact a parent/guardian for emergency purposes, the student may ask permission from the teachers to use the office phone.
- Urgency of the emergency will be determined by the teachers and school administration

TECHNOLOGY USE EXCEPTIONS

Students will be allowed to use their cell phones for the following:

Field trips

Party days & Pep Rallies

Activities & Special Events at/away from school

De-escalation of anxiety or other behaviors, on a case-by-case basis

SAFETY & SECURITY POLICIES & PROCEDURES

ACTIVITY PERMISSION SLIP POLICY

Every student must have a current school year Permission Slip on file before they will be allowed to participate in any CIAS activities, parties, or field trips.

Names of people who are allowed to pick up or drive your student must be listed on the appropriate form which should be signed and submitted to the school office. We will ask to check Driver's Licenses against the names recorded on this Permission Slip and ask all non-family members to sign students out in the office. Anyone who comes to pick up a CIAS student whose name is not on the permission slip will not be allowed to do so.

CAMPUS SCHOOL SAFETY POLICY

For safety purposes, students should not leave the schoolhouse facility or property without getting permission from a teacher. This includes going outside to do schoolwork or study in the outside patios and study areas set up for such purposes.

Students are banned from climbing the school yard trees. Older students are not to swing or play on the younger students' playground equipment. Students are not to destroy the garden boxes or plants therein. The classes of grade-grouped students (EEL, UEL, MS, & HS) can access the outdoors during appropriate assigned times for lunch break, recess, free-play, and Physical education, and before/after school, according to the established schedule.

All visitors are required to sign in to the school office, providing photo ID. Students may not invite unauthorized outsiders and strangers to the school campus or inside the school at any time for any reason. If a suspicious driver pulls into the school's parking area, students should immediately be ushered/moved into the school building for safety purposes.

CIAS staff and teachers have access to 5 panic button devices as part of our safety alarm services. These panic alarms immediately alert local law enforcement to come to the school facility. We will also call law enforcement.

FIRE SAFETY POLICY

The CIAS schoolhouse has a commercial fire alarm system, as well as fire extinguishers installed in main rooms. In compliance with fire code safety, fire drills are run at monthly intervals throughout the entire building and other facilities utilized by the school. Fire Evacuation Route notices are posted by the doors in all enclosed rooms in the CIAS schoolhouse. In case of emergency, students are instructed in evacuation routes.



CONTAGIOUS ILLNESS AND RELATED CONDITIONS

Students and staff members should not come to school until released by a doctor/physician if they are dealing with any condition or illness that might have the potential to be communicated to others. When a teacher becomes aware of any student's potentially contagious illness or condition, that teacher is responsible for informing office staff of the concern. The office staff will then email parents in the affected classroom(s) to notify them of the possibility of exposure and recommend that they take necessary preventive precautions (Email Subject: "Notice of Health Issue: X"). Next the teacher team will inform parents in the GroupMe app classroom groups to read their email notice. Note: In compliance with legislation, care must be taken to ensure the privacy of any student and family.

Fever

Students or staff with a fever may not come to school. If a fever is identified at school, as determined by the school office, they will be sent home to prevent contagion. They may not return until they are fever-free for 24 hours.

Sore Throat/Coughing/Sneezing

Students who actively exhibit symptoms that enhance contagion, such as a sore throat, coughing, or active sneezing not explained by an allergy history, should not return to school until the possibility of contagion has passed or they are released by a physician and get a medical release form/doctor's note to turn in to the school office.

Head Lice

Students or staff with head lice or nits are not allowed to return to school until they are lice- and nit-free. Teachers can send work home for a student to complete or may, if possible, log in remotely, to prevent falling behind. If schoolwork is completed, the student will be counted as present; otherwise, only the first day of absence due to head lice or nits will be excused. Additional days of absence due to head lice or nits without completion of schoolwork that was sent home will be unexcused absences.

Ringworm

Ringworm is a highly contagious common skin infection, presenting as an itchy, red circular rash. Students with Ringworm symptoms may not return to school until after treatment has begun. They need to see a doctor/physician for Ringworm treatment and get a medical release form/doctor's note to turn in to the school office. Ringworm that has been appropriately treated for at least 48 hours is considered to be not contagious. They may return to school after starting treatment (over 48 hours) but must avoid any activities that involve skin-to-skin contact (during PE, playtime, recess, etc.).

Impetigo

Impetigo is a highly contagious bacterial (strep & staph) infection of the skin, presenting as red, itchy sores with yellow scabs. Students with Impetigo sores may not return to school until 48 hours after oral/topical treatment has begun. They need to see a doctor/physician and get a medical release form/doctor's note to turn in to the school office. Most students with Impetigo are no longer contagious after 48 hours of treatment, or once the sores have dried/healed. They may return to school after 48 hours, but should avoid any activities that involve skin-to-skin contact (during PE, playtime, recess, etc.).

Hand, Foot, & Mouth Disease/Chicken Pox/Measles/Mumps

Students with a rash that has not been identified and deemed not contagious, or with other potentially contagious infections, such as but not limited to Hand, Foot, and Mouth Disease, Measles, Mumps, or Chicken Pox, may not come to school until they are checked and released by a physician, as evidenced by a medical release form/doctor's note to turn in to the school office.

ESSENTIAL OIL USE AT CIAS

The CIAS staff and administration utilizes plant-based essential oils by diffusing, aromatherapy, and direct application. We use essential oil products from Young Living and DoTerra. Thieves oil blend and a citrus oil blend are diffused in all classrooms daily as a rule. Essential oils can be used to relieve the following ailments and support optimal function for our teachers, staff, and students: attention issues, hyperactivity, grounding, headaches, anxiety, stress, breathing issues,

digestion issues, period pain, etc. Students are welcome to use any of the essential oils that we keep in storage containers in the school classrooms, kitchen, office, etc. Some of our all-natural cleaning products are Thieves or OnGuard products.

FIRST AID & MEDICINE ADMINISTRATION POLICY

Several CIAS staff members are certified in First Aid, CPR, and AED operation. CIAS keeps a current First Aid kit on the premises for the administration of minimal First Aid in case of minor emergencies.

A Medication Consent Form must be on file for each CIAS Campus School student. It is CIAS policy not to dispense medications (prescribed or over-the-counter) to students while they are on campus at CIAS; however, medications may be given in school if failure to take the medication would jeopardize the student's health or prevent a child from attending school.

If a student requires a non-prescription analgesic or allergy relief medicine routinely, the medicine may be administered by trained office staff if it is provided in the original container and the parent provides both written permission and written frequency and dosage information. If a student is taking doctor-prescribed medications or treatments, such as but not limited to insulin or Glucagon, chronic headache relief, cramping/period relief, EpiPen, or ADD/ADHD medications, a doctor's authorization note with complete dosage and full administration instructions, as well as the parent's release form, must be on file and the medication administration must be logged on the appropriate Medicine Dispensation Record form. The medication will be kept in a locked cabinet. Any unclear and/or undocumented medicine needs must be referred to the parents immediately.

MEDICAL EMERGENCY POLICY

An Emergency Information and Medical Release form must be on file for each CIAS Campus School student. In the event of illness or a medical emergency, CIAS staff or faculty will make every effort to contact the parent(s) of that student. In the event that a parent cannot be reached, permission is granted for CIAS staff or faculty to make decisions to contact Emergency Medical Services (EMS).

WEAPON & INCENDIARY DEVICE POLICY

All weapons, or instruments that can be used as a weapon, and incendiary (fire-making) devices are banned from the CIAS campus School and from any school events, activities, and/or field trips. This includes, but is not limited to the following:

- knives of any kind
- blades (switchblade, etc.)
- slingshots
- guns
- matches
- lighters (cigarette, etc.)

All such contraband brought onto the school campus or to an event/activity/field trip will be confiscated by CIAS administration and will not be returned to students.

DROP OFF & PICK-UP POLICIES & PROCEDURES

Drop-off Time

Drop off: starting at 8:15 AM and by 8:30 AM

High school students must be dropped off at their classrooms.

Students must be in their classrooms by 8:50 AM; the school day starts promptly at 9 AM.

All students should be dropped off at school by 8:30 AM so that they can settle into their classroom and socialize with friends. Each classroom has a set daily schedule, so early morning routines are observed in each classroom Mon-Fri. Chapel Devotion is held outside on the basketball court on every good-weather Tuesday (and sometimes other days, such as Thursdays) from 9-9:30 AM.

For safety and security purposes, most/all outside classroom doors will be locked at 9:15 AM. If students arrive after this time, they will knock on their classroom's outside door for admittance.

Pick-Up Time

Pick up: between 3:00-3:30 PM

No unauthorized people are allowed to pick CIAS students up from school for any reason. Parents/guardians must come in to the school office to update their child's Permission Slip to add drivers to their list. *Texting a student's teacher does not constitute official permission for an unauthorized driver to pick-up a student from school.*

Recognized/Regular Pick-Up Drivers:

Most regular pick-up drivers will be recognized by supervising school staff.

Unrecognized/Irregular Pick-Up Drivers:

An unrecognized or irregular pick-up driver will be asked to stay in their vehicle and/or park and give their name and the same(s) of the students that they are picking up to the CIAS staff (supervising student pick-up), who will then communicate with the office staff to confirm the name of the drivers being listed on/not on the student's Permission Slip.

If the office staff confirms that the unrecognized pick-up driver's name is on the Permission Slip, they will then be asked to enter the school office and provide proof of identity in the form of a photo ID, which the office staff will check against the list of approved pick-up people from the Permission Slip list on file for that student.

If the pick-up driver's name is not on the Permission Slip list, they will not be allowed to pick up the student or remove them from the school campus, no exceptions.

Official student pick-up is between 3:00-3:30 PM. To orchestrate student pick-up efficiently and effectively, a CIAS staff member with a walkie-talkie will serve as front gate monitor during the student pick-up time period and will notify the rest of the teaching staff on duty (all of which have walkie-talkies during the period of Student Pick-up) of a student's approved ride arrival. Drivers should follow the traffic signs and flow of cars/vehicles in the driveway and parking areas to keep traffic moving smoothly.

Early Elementary & Upper Elementary Student Pick-up:

For further security for our younger students, our Early Elementary and Upper Elementary classes in Grades K-5 will need a parent/guardian to make contact with their child's teacher by text to inform them that they have arrived for pickup and come to one of the 2 single gates to pick their child(ren) up.

1. Students are no longer allowed to go outside the fence gates and into the parking lot without a parent/guardian escort.
2. Older sibling escorts are not permissible any longer.

Middle & High School Students Pick-up:

For further security for our older students during school hours, no CIAS students in Grades 6-12 are allowed outside the fenced area of the school yard, in parking areas, or crossing the street without a staff or parent/guardian escort, except for the following:

- Students walking in a group to/from classes/classrooms,
- Students going to/from Barton tutoring,

- Students getting medication for the school office, or
- Students going to/from their car into their classrooms.

1. Students should not leave the school building to go outside to a car/vehicle before letting a teacher or staff member know that their ride has arrived to pick them up.
2. Students may not leave the school premises without pre-arranged permission.
3. Students may not walk in the neighborhood without being accompanied by a CIAS staff member.
4. If a parent or other designated driver arrives to pick up a CIAS student early, your child's teacher should be notified by text prior to pick-up.
5. Car-pooling by adult drivers (teachers/parents/guardians) is often necessary for school field trips, activities, etc.

EXTENDED BEFORE/AFTER SCHOOL CARE

As of the 2024-25 school year, SUFS scholarships no longer cover "Extended Before/After School Care." Therefore, parent/guardians must pay for this service

Drop off may start as early as 8:00 AM; if a parent needs to drop off their child off at CIAS prior to 8:00 AM, they must make special arrangements with CIAS Vice-Principal to do so, so that building alarms can be shut off prior to entry.

If a child needs to be at CIAS after 3:30 PM, you must make arrangements with your child's teacher or the Vice Principal to make sure that they are placed in Extended Care to be supervised. The after-school care supervising staff will keep records of students who are left at school after 3:30 PM for billing purposes.

Extended After-school care charges begin at 3:35 PM (see Fee Schedule). No CIAS students should be left at the school past 3:45 PM, unless their parents have made direct contact with the CIAS Vice-Principal or their child's teacher to make arrangements for this; this information should be shared in the staff text group. **After 4:00 PM, there are no teachers available to supervise students outside, since this is their daily prep/wrap-up time, so students should be picked up by then.** There are no staff members typically at school after 5:00 PM, so no student should be left after then, unless special arrangements have been made with and permission has been granted by the CIAS Vice-Principal.

Extended Before/After School Care Charges:

\$5 per hour for a max of \$150 per month

See the Fee Schedule published on the CIAS website here: <https://tboomerj7.wixsite.com/christianinstitute/tuition>

ATTENDANCE POLICIES & PROCEDURES

COMPULSORY SCHOOL ATTENDANCE POLICY

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district.

INSTRUCTIONAL HOURS

CIAS School Attendance Policy Indicating Net Instructional Hours

CIAS operates for 180 teaching days per school year. "Attendance at a private school satisfies the compulsory school attendance law if the child maintains regular attendance during the school term of either 180 actual school days or a minimum of 170 actual school days and the hourly equivalent of 180 actual school days." A school day, as per 1011.60(2) Florida Statutes, is defined as the following:

Grade K:

9 AM-1 PM

3 net instructional hours/attendance documented per day, 15 hours per week, 540 hours per school year.
School day to include lunch, recess/free play, PE, art, music, etc.

Grades 1-3:

9 AM-3 PM

4 net instructional hours/attendance documented per day, 20 hours per week, 720 hours per school year.
School day to include lunch, recess/free play, PE, art, music, etc.

Grades 4-12:

9 AM-3 PM

5 net instructional hours/attendance documented per day, 25 hours per week, 900 hours per school year.
School day to include all academic & fine arts classes, PE, art, music, etc.

Special Education & Exceptional Student Education (SPED/ESE):

The length and content of school days should be adjusted as needed or required for Exceptional Education (EE) students, according to accommodations and modifications to school program as recorded in their ESE paperwork (including, but not limited to, their IEP, 504, Curriculum List, enrollment paperwork, diagnosis documentation, doctor or psychologist evaluations, etc.).

Florida Administrative Code (FAC) 6A-1.09512:

Equivalent Minimum School Term for Compulsory Attendance Purposes.

Any child of compulsory school attendance age, who is enrolled in a non-public school pursuant to Section 1002.42, F.S., shall be deemed to be in compliance with the compulsory attendance requirements of Section 1003.21(1)(a), F.S., provided the child maintains regular attendance during the entire school term of either:

- (1) One hundred eighty (180) actual school days determined as prescribed by Section 1011.60(2), F.S., or
- (2) A minimum of one hundred seventy (170) actual school days and the hourly equivalent of one hundred eighty (180) actual school days, determined as prescribed below:

- (a) Kindergarten: Five hundred forty (540) net instructional hours.
- (b) Grades 1-3: Seven hundred twenty (720) net instructional hours.
- (c) Grades 4-12: Nine hundred (900) net instructional hours.

Rulemaking Authority 1001.02, 1011.60(2) FS. Law Implemented 1002.42, 1003.21, 1011.60 FS. History—New 4-21-80, Formerly 6A-1.9512.

ATTENDANCE FOR SCHOLARSHIP STUDENTS AT THE CAMPUS SCHOOL

Private schools that accept public scholarship students are required to satisfy the requirements for each student to maintain direct student contact with teachers under section 1002.421, Florida Statutes, as well as satisfying the daily and instructional hours set forth in Rule 6a-1.09512, Florida Administrative Code.

Absences Add Up!

If a student misses just 2 days a month, they will miss 10% of the school year. Over the course of the thirteen years of school in grades K 5-12, that student will miss 234 days of school, which is equal to 1 1/3 years of school by the time he/she graduates from high school! Please help us to help your student be successful in school by attending school regularly, being on time, and limiting early pick-ups.

TRUANCY POLICY

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance. Only five absent attendance days in a row are allowed during a semester, except under special circumstances (i.e. prolonged illness, surgery, etc.). Doctor's notes or receipts are required for all special circumstance medical absences.

Florida law (Section 1003.26, Florida Statutes) specifies steps for enforcement of regular school attendance. It is the responsibility of each school to enforce school attendance of all enrolled children who are subject to compulsory school age requirements. The responsibility includes:

- Develop policies and procedures to ensure that schools respond in a timely manner to each unexcused absence, or absence for which the reason is unknown.
- Contact the home for every unexcused absence or absence for which the reason is unknown, to obtain parent justification for the absence.
- Evaluate each justification and, based on district policy, determine whether the absence is excused or unexcused; if excused, allow the student to make up assigned work without academic penalty.
- Track excused and unexcused absences.
- Schedule a meeting with certain identified parents to discuss their child's attendance.
- Implement prevention and intervention strategies to address truancy and attendance issues as required for drivers' licenses and related requirements for habitual truants.

ABSENCE POLICY: EXCUSED & UNEXCUSED

CIAS attendance policy requires that students have LESS THAN 15 excused/unexcused combined absences within a 90-day semester. Please notify the school as far as you can in advance (on the previous day) if your child is going to be absent from school.

Parents/guardians have 3 days from the date of an absence/tardy check-in/early pickup to provide an excuse. All parents/guardians must fill out an **Absence Verification Form (AVF)** via Google Form online to provide an excused absence for the following:

- all absences
- check-ins/tardy
- check-outs/early

Failure to complete and submit this form will result in the absence being marked unexcused. Teachers will send parents/guardians the link to the new AVF via GroupMe groups/DM's and/or text. Parents/guardians must have a Gmail email address to access the AVF. Provide evidence for AVF with a doctor's note, if applicable. Exceptions to this policy are only permitted/allowed by the CIAS Principal.

Excused Absences include, but are not limited to the following:

- Personal or family sickness such as colds, flu, COVID, chicken pox, acute bronchitis, pneumonia, etc. (involving contagion, fever, vomiting, etc.)
- Active case of impetigo, foot and mouth disease, ringworm, or head lice (during contagious stage/treatment)
- Doctor or eye appointment (bring a doctor's note/slip to document)
- Dentist or orthodontist appointments (bring a doctor's note/slip to document)
- Therapy/counselor appointments (inform your child's teacher ahead of time of your regular appointment schedule)
- Family emergencies (death in the family, etc.)
- Planned family vacations (let your child's teacher know ahead of time for lesson-planning purposes)
- Acts of God
- Natural disasters or inclement weather (hurricanes/tropical storms, tornadoes, flash floods, snow/ice/hail, unsafe driving conditions, etc.)
- Student's birthday if it falls on a M-F

Unexcused Absences include, but are not limited to the following:

- Slept in late
- Moody and/or hormonal behavior
- Being in a period (special circumstances may apply)
- Staying home because of allergies
- Sickness that is not contagious such as chronic bronchitis, (no fever, no vomiting)
- No ride to school/no plans made to arrange a ride
- Morning "hangover" from staying up too late, insomnia, gaming all night, etc.
- Family fun events

1. If a student has a doctor or therapy appointment and arrives at school late, he/she will be recorded as tardy.
2. If a student does schoolwork on a weekend day (Saturday/Sunday) for any reason, then he/she can be recorded as attending school on that day by their homeroom teacher on the next week's Attendance Chart.
3. Even if you let your child's homeroom teacher know that they will be tardy or absent from school ahead of time, they may not be excused from attendance. All excused attendance criteria must be met, according to the bulleted list above.
4. Regardless of excused absences, all normal tuition fees are still due. The only school days exempt from tuition fees during the two-semester school year are established federal/school holidays (listed in this Handbook and on the CIAS website), Fall Break (Mid-October), Thanksgiving break (one week), Christmas break (two weeks) and Spring Break (in March). All other absences will be considered unexcused.

TARDY POLICY

Tardy attendance includes, but is not limited to the following: Arriving at school/in the classroom after 9:15 AM

Parents/guardians have 3 days from the date of an absence/tardy check-in/early pickup to provide an excuse. All parents/guardians must fill out an Absence Verification Form (AVF) via Google Form online to provide an excused absence for the following:

- all absences
- check-ins/tardy
- check-outs/early

Failure to complete and submit this form will result in the absence being marked unexcused. Teachers will send parents/guardians the link to the new AVF via GroupMe groups/DM's and/or text. Parents/guardians must have a Gmail email address to access the AVF. Provide evidence for AVF with a doctor's note, if applicable. Exceptions to this policy are only permitted/allowed by the CIAS Principal.

PROMOTION POLICIES & PROCEDURES

PROMOTION CRITERIA POLICIES

If a CIAS student has completed the number of school days required, they typically should have completed, or almost completed, their curriculum for the school year.

HONORS STUDENTS

100% CURRICULUM COMPLETION POLICY

CIAS holds to a 100% completion policy for enrolled students who are honors students, or for GENED or SPED/ESE students who want honors credit for a course; 100% of a curriculum must be completed by a student, earning a passing grade, in order for him/her to be promoted to the next grade level in that subject or to receive full credit (high school). Once satisfactory progress is proven by production of formative and/or summative assessment grades, promotion may occur from one grade level to the next. This typically happens towards the end of the school year or summer, but may occur earlier in the school year if a student is motivated, working at an accelerated pace, or is compacting high school into less than four years. See “HONORS CREDIT & STATUS POLICIES” for more information.

GENED STUDENTS:

80% CURRICULUM COMPLETION POLICY

CIAS holds to an 80% completion policy for enrolled students who are general education (GENED) students; 80% of a curriculum must be completed by a student, earning a passing grade, in order for him/her to be promoted to the next grade level in that subject or to receive full credit (high school). Once satisfactory progress is proven by production of formative and/or summative assessment grades, promotion may occur from one grade level to the next. This typically happens towards the end of the school year or summer, but may occur earlier in the school year if a student is motivated, working at an accelerated pace, or is compacting high school into less than four years.

SPED/ESE STUDENTS:

75% CURRICULUM COMPLETION POLICY

CIAS holds to a 75% completion minimum policy for students who are Special Education/Exceptional Student Education (SPED/ESE) students; 75% of a curriculum must be completed by a student, earning a passing grade, in order for him/her to be promoted to the next grade level in that subject or to receive full credit (high school). Once satisfactory progress is proven by production of formative and/or summative assessment grades, promotion may occur from one grade level to the next. This typically happens towards the end of the school year or summer.

ACHIEVEMENT TESTING POLICIES

CIAS requires the annual administration of nationally-normed achievement assessments for all students in grades 3-10, and End-of-the-School-Year Evaluations grades K5-2. Before they graduate with a high school diploma from CIAS, students must typically pass the Level 16/Grade 10 Iowa Assessments, or an equivalent testing measurement, within the 4-5th National Stanine/45-55th National Percentile. This requirement is subject to enforcement or leniency by CIAS administration due to a variety of factors, including but not limited to, the presence of developmental delays, specific learning disabilities, or others contributing or hindering factors.

Any students who do not make appropriate progress in a two-year period may or may not be promoted to the next grade, upon school administration discretion.

ALL graduating seniors completing an Academic or College Preparatory Diploma program must score into the fiftieth percentile on the 10th grade achievement test (Level 16) in order to graduate and receive their diploma, upon school administration discretion.

All promotion policies are subject to change, as per the discernment and direction of the CIAS Principal as final decision-maker.

STUDENT ETIQUETTE CODES

CAMPUS STUDENT CONDUCT CODE

Enrollment in the CIAS campus school is probationary and dependent upon whether students fit into the learning environment smoothly. The behavior code for all CIAS campus students is to exemplify the nature of Jesus Christ in all they say and do. See I Corinthians 8-10, Romans 14, and Leviticus 19:28. *Students must read and sign at least one (1) Student Conduct Code Form (4 Appendices of this Handbook), and it must be in their Cumulative File within 5 days of their enrollment in CIAS.*

GROOMING CODE

The CIAS Board votes on these items and makes the decisions about the CIAS Grooming Code. This code centers around your (our students') need to be undistracted by what you wear, how you accessorize, etc., when you come to school. The main points of being here at CIAS is to get the best education that you can get in the least restrictive environment academically, to feel loved by the school staff and by Jesus, and to be comfortable in our safe environment, free of distractions and drama as much as possible. There are some items mentioned in this code that have never been allowed at CIAS, while other items have been changed/revoked over the years (i.e. girls being required to wear skirts was revoked prior to 2014-15, no unnatural coloring of hair prior was revoked prior to 2021-22, etc.).

Please be respectful of the Grooming Code. The school staff and administration does not need to waste time repetitively correcting you for infractions in this area. It is a waste of both our and your time, so do not try to negotiate changes.

Hair Policy:

Boys/Males: Colored hair is permitted. No man buns or hair spouts/pony tails. No shaved heads unless medically necessary. Haircuts to be out of boys' faces; this means that hair should not hang into or cover the eyes & ears, nor should it touch the shirt collar.

Girls/Females: Colored hair is permitted. No shaved heads unless medically necessary.

Makeup Policy:

Boys/Males: No makeup, nail paint/polish

Girls/Females: May wear makeup and nail polish

Tattoo Policy:

Tattoos are permitted; however, CIAS students should not get new/fresh tattoos during the Aug-May school year.

Piercing Policy:

Boys/Males: No earrings or ear jewelry, clip-ons, nose rings, visible body piercings, etc.

Girls/Females: May wear 1 nose/facial piercing and up to 3 pairs of earrings.

Prohibited/Banned Grooming Styles/Effects:

Satanic, Wiccan, punk, Gothic

DRESS CODE

BOYS/MALES

Wear modest clothing covering main/private parts of the body. You may wear t-shirts, sportswear, and hoodies with appropriate images and writing.

1. No all-white wife-beater-style tanks
2. No low-rider pants
3. No pants/shorts that are tight in the crotch or “leave nothing to the imagination”
4. No short-shorts, athletic or otherwise
5. No underwear showing

GIRLS/FEMALES

Wear modest clothing covering main/private parts of the body. You may wear t-shirts, athleisure wear, sportswear, and hoodies with appropriate images and writing.

1. No see-through clothing
2. No cut off shirts, showing midriff or underwear top
3. No short shorts or mini-skirts; shorts should be finger-tip length and cover past the bottom area.
4. No underwear showing
5. Leggings/jeggings/skinny jeans can be layered clothing under dresses, skirts, or shorts
6. Dresses and skirts should be mid-thigh in length (no shorter) and can be worn over leggings/skinny jeans or shorts
7. Dresses and skirts that are knee length or longer when standing may be worn without leggings/skinny jeans

Prohibited/Banned Clothing Items:

Clothing with depictions of violence/guns, smoking/vaping, drug-related items, offensive images, culturally/politically inappropriate images, misogynistic/sexist images, and/or unclothed/naked//pornographic images are not permitted. This includes, but is not limited to the following icons and style brands:

Playboy (porn)

I Love Hot Moms

Selena (chest-revealing images)

Che Guevara

Bob Marley

Marilyn Monroe (not a role model)

Betty Boop (chest-revealing images)

Family Guy

Kappa (naked figures)

DISCIPLINARY POLICIES

4-STEP DISCIPLINARY PROCEDURE

Schoolwide, CIAS teachers implement a 4-step discipline procedure when they encounter student misbehavior. This procedure can escalate quickly or it can stretch out throughout a day. The main idea is to give students the opportunity to redirect their behavior before Step #4 and OSS is warranted.

Steps/Description	Staff's Response	Expected Student Response
Step #1: Redirect the student's misbehavior verbally	School staff calmly speak to the student, reminding them to redirect their behavior and/or communication choices. Staff should ask the student if negative circumstances are going on (trouble at home, abuse at home, drama at school, a monthly period, a bad mood, melancholy, depression, etc.). Pray with the student and minister to them in the spirit of being an instrument of God's peace .	Student de-escalates, calms him/herself, and redirects/changes his/her behavior or communication and cooperates.
Step #2: Remove the student from the classroom for seclusion	<p>If the situation continues with the student exerting little effort to redirect his/her behavior and/or de-escalate, school staff calmly requests that the student be guided to leave the classroom to seclude them for a minute per age year (maximum of 15 minutes). This removes their audience, especially if they are dopamine-seeking.</p> <p>Seclusion can be accomplished in a patio space, an outdoor classroom space, on the patio tables outside the front office door, in the main office, in Principal Mary Beth Jones' office, in the Barton Room, in Mrs. Jones' Classroom, etc.</p>	<p>Student de-escalates, calms him/herself, and redirects/changes his/her behavior or communication and cooperates, as a result of being secluded. This can also include an apology, if needed.</p> <p>The student may need to stay secluded in an alternate space in order to prevent escalation to Step #3. Seclusion time can be for 1 minute per age year, or more minutes as needed (Ex. 5 years old = 5 minutes)..</p>
Step #3: Text/arrange a phone call to parents/guardians	If the situation persists, school staff should text the student's parent(s)/guardian(s) to inform them that a phone call with their child is needed. If the first parent/guardian on the Emergency Contact List is unresponsive, then call the second and third within a reasonable amount of time (2-3 minutes), as needed. Then follow up with the parent(s)/guardian(s) to facilitate a phone call. This may or may not be done in a private space, depending on the situation and circumstances.	<p>Student de-escalates, calms him/herself, and redirects/changes his/her behavior or communication and cooperates, as a result of speaking with their parent(s)/guardian(s).</p> <p>The student may need to stay secluded in an alternate space in order to prevent escalation to Step #. Seclusion time can be for 1 minute per age year, or more minutes as needed (Ex. 5 years old = 5 minutes).</p>
Step #4: Contact parent/guardian for pick-up/OSS	<p>If the situation is not resolved, school staff should text the student's parent(s)/guardian(s) to inform them that their child needs to be picked up ASAP and will be secluded outside of their classroom because their misbehavior has continued. The student will be secluded while they wait to be picked up.</p> <p>Seclusion can be accomplished in a patio space, outdoor classroom space, the patio tables outside the front office door, the main office, Principal Mary Beth Jones' office, the Barton Room, Mrs. Jones' Classroom, etc.</p>	<p>Disciplinary steps will be taken, as per the CIAS Disciplinary Policies and procedures as published in the <i>CIAS Campus School Handbook</i>.</p> <p>This may include, but is not limited to, copying Bible verses that apply to the situation, writing an apology letter, writing an essay, and/or having some level of ISS (restrictive behaviors in spaces/places at school, shadowing a teacher, etc.) or OSS (sent home for a specific time period- rest of day, next day, several days, a week, etc.).</p>

LEVELS OF MISBEHAVIOR

LEVEL 1	Level 1 behavior is misbehavior that is easily redirected by a teacher, including verbal correction. The students respond to redirect their behavior and make better behavior choices. The incident or behavior is not repeated.
LEVEL 2	<p>Level 2 behavior is misbehavior that requires multiple redirections by a teacher, including verbal correction, intervention, and separation. A student’s misbehavior may escalate from Level 2 quickly, so de-escalation techniques are to be implemented by school staff. An Incident Report may be recorded into a student’s permanent records/file.</p> <p>If a student requires redirection multiple times before adjusting their choices/behaviors, they can be put in time out, copy appropriate and applicable Bible verses a certain number of times, or be sent home early (a mild OSS). Time out consists of 1 minute for each year of life (11-year old = 11 minutes), during which time the student must calm/quiet themselves down. Students may copy Bible verses that apply to their particular situation or infraction, etc. If a student is behind in their schoolwork, they may be assigned weekend homework to complete.</p>
LEVEL 3	<p>Level 3 behavior is misbehavior that warrants the intervention of school administration, whether in the form of spending time in the Principal’s office to just “cool down,” or by being sent to the Principal’s office to de-escalate emotional behaviors. Parents are notified about Level 3 behaviors. Disciplinary decisions are sometimes made by a Disciplinary Committee that is convened to address the misbehavior situation/incident. An Incident Report is recorded into a student’s permanent records/file.</p> <p>Being sent to the Principal’s office is often referred to at CIAS as a “Come to Jesus Meeting.” Students may have to sit and wait until the Principal or Vice-Principal is available, however long that may be. Some Level 3 offenses incur ISS or OSS. Sometimes a Level 3 infraction requires an apology, whether verbal or written. Once a student reaches Level 3, parents will be texted or called and informed of the behavior issue as soon as possible. They may be asked to speak with their child or to come and pick them up to remove them from the Campus School for the rest of the day.</p>
LEVEL 4	Level 4 behavior is misbehavior that warrants a Parent/Administration Intervention Meeting and can result in various lengths of In-School-Suspension (ISS). ISS is done at CIAS; it is a type of shadowing program that includes restriction of privileges. Disciplinary decisions are always made by a Disciplinary Committee that is convened to address the misbehavior situation/incident. An Incident Report is recorded into a student’s permanent records/file.
LEVEL 5	<p>Level 5 behaviors are misbehaviors that warrant a Parent/Administration Intervention meeting and can result in various lengths of ISS as well as various lengths of Out-of-School Suspension (OSS). OSS is done at home, away from CIAS. Sometimes law enforcement is called as a result of Level 5 verbal and physical threats. Disciplinary decisions are always made by a Disciplinary Committee that is convened to address the misbehavior situation/incident. An Incident Report is recorded into a student’s permanent records/file.</p> <p>An Intervention meeting will be convened for parent(s)/guardian(s) to come in and meet with CIAS admin. As a result of the Intervention meeting, a Behavior Management Plan (BMP) will be created, established, and signed, and the student must agree to follow it.</p> <p>Sometimes a length of ISS is an appropriate Level 5 punishment, and sometimes a length of OSS is an appropriate Level 5 punishment.</p>
LEVEL 6	Level 6 behaviors are misbehaviors that warrant expulsion from the CIAS Campus School or from CIAS all-together. Sometimes law enforcement is called as a result of Level 5-6 verbal and physical threats. Disciplinary decisions are always made by a Disciplinary Committee that is convened to address the misbehavior situation/incident. An Incident Report is recorded into a student’s permanent records/file.

“3 STRIKES, YOU’RE OUT” EXPULSION POLICY

If a student received 3 behavior strikes for Level 5-6 misbehaviors, he/she may/will be expelled from the CIAS Campus School. This includes three Strikes within one school year, or three “Un-erasable Strikes” over the course of a student’s enrollment in CIAS.

In some instances or circumstances, the student may be allowed to remain enrolled in the CIAS Umbrella School in a supervised homeschool program, but they will remain under permanent Out-of-School Suspension (OSS) for the remainder of the school year or their time of enrollment in CIAS.

Expelling a student is a serious matter and is done with prayerful consideration. CIAS, as a private institution, reserves the privilege of setting and maintaining standards for conduct, dress, and enrollment. CIAS maintains the right to refuse to enroll or the right to expel any student who violates the standards set down in the handbook and Student Conduct Code, as defined by the school administration in this Manual.

Please be advised that continued engagement in these activities will lead to termination of a student's enrollment at CIAS, and the school may dismiss any student at any time. The administrators of CIAS have a heartfelt concern, commitment, and love for the students and families that we serve, and we present this guideline in the spirit of love. However, there is an additional commitment to the body of Christ and ultimately to the Lord Jesus Christ to be considered. CIAS has as its foundation the goals of presenting a Christ-like model to the community. In the light of these goals, a student's lifestyle is an important consideration.

See lists of Erasable Strike Behaviors and Unerasable Strike Behaviors on pp. 66-67 of this Handbook.

“ONE AND DONE” EXPULSION POLICY

CIAS’s “One and Done” expulsion policy applies to students whose behavior choices violate their Student Conduct Code by participating in one or more of the following behaviors, resulting in their being expelled from the CIAS Campus School, and depending on the disciplinary decisions of a Disciplinary Committee, resulting in their being expelled from CIAS entirely.

See list of One and Done Strike Behaviors on p. 67 of this Handbook.

DISCIPLINARY TERMS & DEFINITIONS

WHAT IS A “ACCEPTABLE PDA”?

PDA is “public displays of affection” shared between students who are dating or in a romantic relationship.

ACCEPTABLE PDA that is permitted at school is limited to the following:

1. Students in grades 6-12 only
2. Holding Hands
3. Side hugs
4. Shoulder hugs
5. Light touches, such as touching faces, hair, arms, etc.

UNACCEPTABLE PDA includes, but is not limited to, the following:

1. Kissing
2. Petting
3. Necking
4. Making out
5. Touching body parts under clothes (torso, legs, private parts, etc.)

WHAT IS A “BEHAVIOR MANAGEMENT PLAN”?

A Behavior Management Plan (BMP) is a plan of action, written and designed by CIAS staff and admin, to help a student to control their behavior and choices. It typically provides a student with a list of “I will/I will not” statements to agree to and/or work towards.

WHAT DOES BEING “WRITTEN UP” MEAN?

When a student chooses to misbehave, and incidents do or situations happen as a result, the school staff who observed and/or witnessed it will write a record of it in our “Disciplinary Records.” This record is a running Google Sheet with records of misbehavior of Student Conduct Code violations “written up.” Whether the records become a part of a student’s permanent disciplinary records/school file or not depends on the level of misbehavior.

WHAT IS A “COME TO JESUS MEETING”?

A “Come to Jesus Meeting” is what we call a meeting held in the Principal’s office by a school admin. It is a type of intervention meeting between a student, the Principal or Vice Principal, and sometimes an involved/informed teacher. The purpose of a CTJM can be anything from an attitude check, a counseling and prayer time, or a meeting to discuss academic progress (or lack of).

WHAT IS AN “INTERVENTION MEETING”?

An Intervention Meeting is a meeting called or scheduled by CIAS admin or staff, or requested by a student’s parent(s)/guardian(s) to meet with a student and/or their parent(s)/guardian(s) for the purpose of establishing a behavior intervention or clarifying/“clearing the air” on an issue.

WHAT IS ISS?

ISS is In-School Suspension. ISS is done at CIAS; it is a type of shadowing program that includes restriction of privileges. When a student is put in ISS, he/she must shadow school staff members or teachers for an agreed upon length of time. This means that they are to always be in a room or outside area where a teacher or supervising personnel is present, and

some of their privileges are revoked, such as freeplay time, socialization before/after school time, etc.. CIAS staff is to be aware of an ISS student's whereabouts at all times. After the length of ISS time is completed (may vary from 1 day to the end of a school year), as the CIAS administration deems advisable, they can be trusted to re-enter the general student population unsupervised.

WHAT IS OSS?

OSS is Out-of-School Suspension. OSS is defined as temporary termination of attendance at the CIAS Campus School for offenses listed on the behavior/incident chart. OSS will include a set time, decided upon by a Disciplinary Committee and agreed upon by both CIAS Administration and the student's parents, wherein said student performs a disciplinary exercise, copies applicable Bible verses, completes a set amount of schoolwork, performs mandatory community service, writes an essay or letter of apology, or exhibits appropriate improved behavior as delineated in the joint meeting of administration, parents, and student(s). After the length of OSS time is completed (may vary from a week, 2 weeks, a month, or the rest of a school year), they can be trusted to re-enter the general student population unsupervised.

WHAT IS A "PLAN OF ACTION CONTRACT"?

A Plan of Action Contract is a plan of action, written and designed by CIAS staff and admin, to help a student to catch up on their schoolwork if they have fallen behind or have incomplete school work assignments.

WHAT ARE "STRIKE MISBEHAVIORS"?

Strike misbehaviors are behaviors that are Level 5-6 misbehaviors, earning a student suspension of either kind (ISS or OSS) and leading towards expulsion from CIAS. These can be chronic misbehaviors or behaviors that are categorized as unacceptable and prohibited.

Most Strike misbehaviors do not follow students from school year to school year for the duration of their enrollment in CIAS and are "erased" or expunged at the end of each school year.

WHAT ARE "UNERASABLE STRIKES"?

There are 7 "Unerasable Strike Behaviors" that follow students from school year to school year for the duration of their enrollment in CIAS and are not "erased" or expunged at the end of each school year.

If a student accumulates three these Un-erasable Strikes over the course of enrollment in CIAS, they will automatically be expelled. These seven are marked in RED on the charts on the following pages.

1) Getting expelled from a class

Due to chronic misbehavior and/or multiple incidents of ignoring chances to redirect misbehavior.

2) Being chronically disruptive in a homeroom classroom

Causing a teacher to "recuse" themselves from teaching that student.

3) Bringing, threatening to bring, and/or using weapons on school grounds,

Including but not limited to the entire list of weapons listed in the CIAS Campus School Handbook.

4) Assault and/or Battery, with the intent to inflict bodily harm or to retaliate

Threatening to and/or physically contacting or touching or injuring any classmate, another student, or a school staff member. Threats may include but are not limited to using body or body language to indicate a physical threat (i.e. invading a person's physical space with the intent to inflict bodily harm or physically threaten them, gestures, etc.) Contact may include but is not limited to holding down, hitting, punching, kicking, throwing items or substances (such as rocks, sticks, water, food, chemicals, etc.). *This is also a "One and Done" expellable offence.*

5) Bringing substances on school grounds or to school events with the intent to distribute or sell

This includes, but is not limited to, the following banned substances: alcohol, vapes, cigarettes, drugs/pills, weed/pot/marijuana/edibles, alcohol, etc. This includes selling banned substances to classmates on the school property or at school events off property (including but not limited to activities, field trips, ceremonies, testing events, etc.). *This is also a "One and Done" expellable offence.*

6) Engaging in sexual behaviors on school property or at school events

This includes, but is not limited to the following: foreplay, manual stimulation/fingering, any type of oral sex, dry humping/genital rubbing, any type of penetrative intercourse, and/or use of objects for penetrative purposes. *This is also a "One and Done" expellable offence.*

7) Violating the terms of an established Behavior Management Contract, ISS or OOS.

WHAT ARE "ONE AND DONE STRIKES"?

There are 4 "One and Done Strike Behaviors" that are expellable offences and will result in a student's being expelled from the CIAS Campus School and/or from CIAS altogether.

3) Bringing, threatening to bring, and/or using weapons on school grounds,

Including but not limited to the entire list of weapons listed in the CIAS Campus School Handbook.

1) Assault and/or Battery, with the intent to inflict bodily harm or to retaliate:

Threatening to and/or physically contacting or touching or injuring any classmate, another student, or a school staff member. Threats may include but are not limited to using body or body language to indicate a physical threat (i.e. invading a person's physical space with the intent to inflict bodily harm or physically threaten them, gestures, etc.) Contact may include but is not limited to holding down, hitting, punching, kicking, throwing items or substances (such as rocks, sticks, water, food, chemicals, etc.). *This is also a "Unerasable Strike Behavior."*

2) Bringing substances on school grounds or to school events with the intent to distribute or sell

This includes, but is not limited to, the following banned substances: alcohol, vapes, cigarettes, drugs/pills, weed/pot/marijuana/edibles, alcohol, etc. This includes selling banned substances to classmates on the school property or at school events off property (including but not limited to activities, field trips, ceremonies, testing events, etc.). *This is also a "Unerasable Strike Behavior."*

3) Engaging in sexual behaviors on school property or at school events

This includes, but is not limited to the following: foreplay, manual stimulation/fingering, any type of oral sex, dry humping/genital rubbing, any type of penetrative intercourse, and/or use of objects for penetrative purposes. *This is also a "Unerasable Strike Behavior."*

4) Getting arrested for breaking the law

WEAPONS & INCENDIARY DEVICES POLICY

DEFINITION OF WEAPONS

Weapons are considered to be “something used to injure, defeat, or destroy; a means of contending against another” (“Weapon”). Weapons include, but are not limited to the following:

- knives of any kind
- blades (switchblade, etc.)
- slingshots
- guns

DEFINITION OF INCENDIARY DEVICES

Incendiary devices are considered to be “a substance or weapon (such as a bomb) used to start fires” (“Incendiary”). Incendiary devices includes, but is not limited to the following:

- matches
- lighters (cigarette, etc.)

WEAPONS & INCENDIARY DEVICES CONTRABAND POLICY

All weapons, or instruments that can be used as a weapon, and incendiary (fire-making) devices are considered contraband. This means that all such items are banned from the CIAS campus School and from any/all school events, activities, and/or field trips. Students are prohibited from leaving weapons and unloaded, secured guns in their locked cars/vehicles when on school campus.

All contraband items listed above that are brought by students onto the school campus or to an event/activity/field trip will be confiscated by CIAS administration and will not be returned to students. Parent(s)/guardian(s) will be contacted by text or phone and will be expected to come to the school office to retrieve any contraband items that the school administration does not permanently confiscate.

SECURITY OFFICERS POLICY

Currently, CIAS does not employ a security officer present on campus. We do employ security officers on occasion at CIAS events such as graduations and ceremonies.

TEACHER CARRY OR WEAPON POSSESSION POLICY

CIAS school staff currently do not carry secured weapons on their person on campus, including but not limited to guns and knives, due to liability issues related to insurance policies. CIAS staff are permitted to carry mace spray on or around their person in a secured location. CIAS school staff are permitted to keep unloaded, secured weapons in their locked cars when on campus.

School personnel are allowed to carry secured weapons on their person on school property in the state of Florida. This is allowed in Florida schools due to the law signed by Florida Gov. Ron DeSantis on May 9, 2019, that allows teachers to receive weapons training and carry a secured firearm on school property. State law also allows citizens to keep unloaded, secured guns in their locked vehicles.

Citations:

“Incendiary.” Merriam-Webster Dictionary, 5 Apr. 2024, www.merriam-webster.com/dictionary/incendiary.

“Weapon.” Merriam-Webster Dictionary, 3 Apr. 2024, www.merriam-webster.com/dictionary/weapon.

SUBSTANCES POLICIES

CONTRABAND SUBSTANCES

Substances that are considered contraband are banned from being present on the CIAS Campus School include, but are not limited to, the following:

- Vapes/vape pens
- Cigarettes,
- Drugs/pills
- Weed/pot/marijuana/edibles/bongs
- Alcohol

If CIAS staff suspects, receives a tip (from a student, parent, teacher, other staff member, concerned party, etc.), or is informed about the presence of a contraband substance being present at school, this is the procedure that CIAS staff and administration will follow to keep our students and school safe and substance-free:

1. A random/general bag/backpack search or a hoodie and/or pocket inspection may be conducted for a group or class of students. Visual inspections may occur, as well as gloved inspections, depending on the situation. A member of school administration will always be present during these inspections.
2. A specific bag/backpack or hoodie and/or pockets inspection may be conducted for a particular student or group of students. Visual inspections may occur, as well as gloved inspections depending on the situation. A member of school administration will always be present during these inspections.
3. Students' parents/guardians are informed of the inspection within that school day in a timely manner, typically via the GroupMe app and/or individually by text.
4. *If contraband is not found*, no further action will be taken, and parents will be informed of this via the GroupMe parent/teacher group.
5. *If contraband is found*, pictures are taken of the item(s) and a "Come to Jesus Meeting" will be held with the Principal in the Principal's Office on the same day.
6. The contraband is confiscated. Students may or may not receive their items back, at the discretion of the Principal.
7. Students are typically given 1 ½ hours after they have access to their cell phone to inform their parent(s)/guardian(s) themselves about any contraband that is seen or found on them, in their clothing, or in their possession/bag/backpack.
8. A CIAS staff member, typically their teacher, will then contact their parents by text to inform them of the details of the incident or situation.
9. A Disciplinary Committee (DC) will be convened to make disciplinary decisions regarding the incident to determine consequences according to the "Disciplinary & Dismissal Procedures."
10. Parent(s)/guardian(s) will be informed of the disciplinary decision(s) made by the DC in a timely manner.
11. Disciplinary consequences for bringing substances onto the CIAS campus may include but are not limited to any of the following:
 - a. Losing the privilege of wearing a hoodie to school
 - b. Losing the privilege of bringing a bag or backpack to school
 - c. Receiving a **Strike** on their Behavior record if he/she has brought substances on school grounds with and/or without the intent to use
 - d. Receiving an **Unerasable Strike** on their behavior record if he/she has brought substances on school grounds with the intent to distribute
 - e. Writing an Apology Letter to the School Staff & Administration
 - f. Copying Bible verses that apply to the situation
 - g. ISS (In-School Suspension- shadowing a teacher, losing freetime/social time before/during/after school)
 - h. OSS (Out-of-School Suspension)
 - i. Taking anti-substance use classes or attending a sobriety program
 - j. Therapy or counseling
 - k. Expulsion

DISCIPLINARY & DISMISSAL PROCEDURES

All infractions and violations of the Student Conduct Code will be met with disciplinary measures implemented by CIAS administration and/or staff. Disciplinary measures are implemented at 6 levels of discipline.

Inappropriate Misbehaviors & Infractions

Infractions/Behaviors/Incidents:	Level #:	Discipline:
Being rude or mean to other students	1-4	1- Redirection 2- Copy applicable Scripture Parent is notified 3- Sent to Principal's office /Parent is notified/ISS for 1-5 days
Breaking the Dress Code	1-5	1- Redirection/Parent notified 2- Copy applicable Scripture Parent is notified 3- Sent to Principal's office /Parent is notified/OSS for 1-5 days
Breaking the Grooming Code	1-5	1- Redirection/Parent notified Strike 2- Copy applicable Scripture Parent is notified Strike 3- Sent to Principal's office /Parent is notified/OSS for 1-5 days
Cussing/swearing in general	1-6	1- Redirection 2- Copy applicable Scripture/Parent notified 3- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student/parents/a Behavior Modification Plan is created and established/OSS for 1-5 days
Disobeying teachers or school staff	1-4	1- Redirection 2- Copy applicable Scripture/Parent notified 3- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student/parents/a Behavior Modification Plan is created and established/OSS for 1-5 days
Getting up from seat and wandering around without permission	1-4	1- Redirection 2- Time out/Copy applicable Scripture/Parent notified 3- Sent to Principal's office/Parent is notified/ISS for 1-5 days
Grumbling & complaining	1-2	1- Redirection 2- Copy applicable Scripture 3- Push-ups (5 at a time)
Having cell phone out/texting during school time without a teacher's permission	1-2	1-Redirection 2- Cell phone is put in lock-box for the rest of the school day/Parent is notified 3- Cell phone is prohibited to be brought to school for 1 week
Lying to teachers/tutors	2-5	1- Copy applicable Scripture/Parent notified

		2- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student & parents/a Behavior Modification Plan is created and established/ISS or OSS for 1-14 days
Negativity towards anyone and anything (self, teachers, schoolwork, a particular task or project, etc.)	2-4	1- Redirection/ Push-ups (5 at a time) 2- Push-ups (5 at a time)/Copy applicable Scripture/Parent notified 3- Sent to Principal's office /Parent is notified/ISS
Rough-housing/wrestling or fighting without intent to do bodily harm or retaliate	1-5	1- Redirection 2- Copy applicable Scripture/parent is notified 3- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student & parents/a Behavior Modification Plan is created and established/ISS or OSS for 1-30 days
Stealing from the Vending machine	2-5	1- Copy applicable Scriptures/Time out/Parent notified 2- Sent to Principal's office /Copy applicable Scriptures/Parent is notified 3- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student & parents/a Behavior Modification Plan is created and established/ISS or OSS for 1-30 days
Stealing other students' food, snacks, and/or drinks	2-5	1- Copy applicable Scriptures/Time out/Parent notified 2- Sent to Principal's office /Copy applicable Scriptures/Parent is notified 3- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student & parents/a Behavior Modification Plan is created and established/ISS or OSS for 1-30 days
Talking during school hours	1-4	1- Redirection 2- Copy applicable Scriptures/Time out/Parent notified 3- Sent to Principal's office/ Parent is notified/ISS for 1-5 days
Wearing banned clothing with depictions of violence/guns, smoking/vaping, drug-related items, offensive images, culturally/politically inappropriate images, misogynistic/sexist images, and/or unclothed/naked//pornographic images are not permitted. This includes, but is not limited to the icons and style brands listed in previous pages in this Handbook	1-4	1- Redirection/item of clothing is turned inside out or banned 2- Parent notified 3- Sent to Principal's office/ Parent is notified to pick student up

Strike Misbehaviors

Aiding and facilitating other students' disobedient behavior towards teachers and/or parents- Strike Behavior	5-6	1- Copy applicable Scripture/Parent is notified 2- Sent to Principal's office/Parent notified 3- Intervention/ Establishment of a Behavior Modification Plan/OSS for 1-5 days May result in expulsion
Anger outbursts and unmanaged behavior problems (continual/chronic)- Strike Behavior	5-6	1- Redirection & time out (1 minute per year old) 2- Copy applicable Scripture/Parent is notified 3- Sent to Principal's office /Parent is notified/OSS for 1-5 days/Intervention Meeting is convened with Student/Parents/ a Behavior Modification Plan is created & established/ Student earns a Strike May result in expulsion
Breaking the law, getting arrested, getting reported to the police/DHS, or running away- Strike Behavior	5-6	Copy applicable Scripture, Make restitution, Perform mandatory community service, Establishment of a Behavior Modification Plan, OSS (# of days TBD) May result in expulsion
Bringing substances on school grounds, including but not limited to the following: vapes, cigarettes, drugs/pills, weed/pot/marijuana/edibles, alcohol, etc. <i>with and/or without the intent to use</i> - Strike Behavior	6	1- Sent to Principal's office /Copy applicable Scriptures/Parent is notified/OSS for 1-5 days 2- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student & parents/a Behavior Modification Plan is created and established/ISS or OSS for 1-30 days/Student earns a Strike May result in expulsion
Bullying behavior to other students- Strike Behavior	5-6	1- Redirection/Parent notified 2- Copy applicable Scripture/Parent is notified 3- Sent to Principal's office /Parent is notified/Intervention meeting is convened for student/parents/a Behavior Modification Plan is created and established/OSS for 1-5 days/Student earns a Strike May result in expulsion
Bullying behavior to teacher/teaching staff member- Strike Behavior	5-6	1- Sent to Principal's office /Parent is notified/ OSS for 1-5 days/Student earns a Strike 2- Intervention/ Establishment of a Behavior Modification Plan/OSS for 6-30 days)/Student earns a Strike May result in expulsion
Cheating on a test or assessment- Strike Behavior	5-6	1- Copy applicable Scripture/Re-study & retake assessment/Parent is notified /OSS for 1 day 2- Redo entire unit or Pace/Parent is notified /OSS for 5 days/Student earns a Strike

		3- Copy applicable Scripture/Receive a grade of F/Parent is notified /Intervention meeting is convened for student/parents/a Behavior Modification Plan is created and established/OSS for 5 days May result in expulsion
Chronic incomplete schoolwork assignments- Strike Behavior	5-6	1- Redirection 2- Copy applicable Scripture/Parent notified 3- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student & parents/a Behavior Modification Plan is created and established/OSS for 1-5 days May result in expulsion
Cussing/swearing at a teacher or school staff- Strike Behavior	5-6	1- Copy applicable Scripture/Parent is notified 2- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student/parents/a Behavior Modification Plan is created and established/OSS for 5 days/Student earns a Strike May result in expulsion
Disrespecting or sassing teachers, tutors, or administration- Strike Behavior	5-6	1- Copy applicable Scripture/Parent notified 2- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student/parents/a Behavior Modification Plan is created and established/OSS for 5 days/Student earns a Strike May result in expulsion
Encouraging or facilitating other CIAS students to be disobedient to parents, school rules, or the Student Conduct Code- Strike Behavior	5-6	1- Copy applicable Scripture/Parent is notified 2- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student & parents/a Behavior Modification Plan is created and established/OSS for 1-5 days May result in expulsion
Gossiping and stirring up trouble among other CIAS students- Strike Behavior	5-6	1- Redirection 2- Copy applicable Scripture/Parent notified 3- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student & parents/a Behavior Modification Plan is created and established/OSS for 5 days/Student earns a Strike May result in expulsion
Leaving the school campus during school hours- Strike Behavior	3-6	

		<p>1- Sent to Principal's office /Parent is notified/ISS for 1-5 days</p> <p>2- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student & parents/a Behavior Modification Plan is created and established/OSS for 1-5 days</p> <p>May result in expulsion</p>
More than 15 absences in attendance during one semester, except under special circumstances- Strike Behavior	4-6	<p>1- Parent notified/homework and homeschool assignments are assigned for evenings and weekends</p> <p>2- Parent notified/ISS</p> <p>3- Parent notified/OSS</p> <p>May result in expulsion</p>
Not abiding by CIAS rules and the Student Conduct Code- Strike Behavior	1-6	<p>1- Redirection</p> <p>2- Copy applicable Scripture/Parent notified</p> <p>3- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student & parents/a Behavior Modification Plan is created and established/OSS for 1-30 days/Student earns a Strike</p> <p>May result in expulsion</p>
Not completing adequate (approx. 180) number of school days during August to May- Strike Behavior	4-6	<p>1- Parent notified/ homework and homeschool assignments are assigned for evenings and weekends</p> <p>2- Parent notified/ISS</p> <p>3- Parent notified/OSS/Assignment of mandatory summer school</p> <p>May result in expulsion</p>
Not completing assigned schoolwork or taking assigned tests by assigned due dates- Strike Behavior	4-6	<p>1- Parent notified/ homework and homeschool assignments are assigned for evenings and weekends</p> <p>2- Parent notified/ISS</p> <p>3- Parent notified/OSS/Assignment of mandatory summer school</p> <p>Will result in docked grades</p> <p>May result in expulsion</p>
Not completing enough schoolwork during a school year because of absence of parental or adult authority, family schedule, or lack of personal discipline- Strike Behavior	4-6	<p>1- Parent notified/ homework and homeschool assignments are assigned for evenings and weekends</p> <p>2- Parent notified/ISS</p> <p>3- Parent notified/OSS/Assignment of mandatory summer school</p> <p>May result in expulsion</p>
Public displays of affection (PDA) with other CIAS students off/on campus: kissing, petting, necking, clothed grinding, etc. - Strike Behavior	2-6	<p>1- Copy applicable Scripture/parent is notified</p> <p>2- Sent to Principal's office/Parent is notified /Intervention meeting is convened for student & parents/a Behavior Modification Plan is created and established/ISS or OSS for 1-30 days/Student earns a Strike</p> <p>May result in expulsion</p>
Threatening to hit/strike a teacher/teaching staff member- Strike Behavior	5	

		<p>1- Sent to Principal's office /Parent is notified/ OSS for 1-5 days/Student earns a Strike</p> <p>2- Intervention/ Establishment of a Behavior Modification Plan/OSS for 6-30 days)/Student earns a Strike</p>
Threatening to hit or strike another classmate/student- Strike Behavior	5	<p>1- Sent to Principal's office /Parent is notified/ OSS for 1-5 days/Student earns a Strike</p> <p>2- Intervention/ Establishment of a Behavior Modification Plan/OSS for 6-30 days)/Student earns a Strike</p>
Threatening to harm or damage the school or school property (in person or online/social media- Strike Behavior	5	<p>1- Sent to Principal's office /Parent is notified/ OSS for 1-5 days/Student earns a Strike</p> <p>2- Intervention/ Establishment of a Behavior Modification Plan/OSS for 6-30 days)/Student earns a Strike</p>

Unerasable Strike Misbehaviors

<p>Assault and/or Battery: Threatening to and/or physically contacting or touching or injuring any classmate, another student, or a school staff member. Threats may include but are not limited to using body or body language to indicate a physical threat (i.e. invading a person's physical space with the intent to inflict bodily harm or physically threaten them, gestures, etc.) Contact may include but is not limited to holding down, hitting, punching, kicking, throwing items or substances (such as rocks, sticks, water, food, chemicals, etc.) <i>with the intent to inflict bodily harm or to retaliate.</i></p> <p>UNERASABLE STRIKE BEHAVIOR</p>	5-6	<p><i>Assault and/or battery most likely will result in expulsion from CIAS.</i></p> <p>1- Student will be sent to Principal's office, and the Emergency Contact parent/guardian will be notified with an SOS for immediate pick-up.</p> <p>2- OSS is implemented until and for as long as it takes for a Disciplinary Committee to be convened and a disciplinary decision is formalized to determine discipline or expulsion</p> <p>3- Intervention meeting is convened for student & parents</p> <p>4- IF student is allowed to stay enrolled in CIAS, a Behavior Modification Plan will be created and established for ongoing ISS or OSS, therapy will be required (conflict resolution counseling, anger management counseling, etc.), community service may be required, and any other requirement that the DC deems is required for continued enrollment/attendance.</p> <p>5- Student earns a Unerasable Strike, a "One and Done"</p>
<p>Being chronically disruptive in a homeroom classroom, causing a teacher to have to "recuse" themselves from teaching that student.</p> <p>UNERASABLE STRIKE BEHAVIOR</p>	5-6	<p><i>This violation may result in immediate expulsion from CIAS.</i></p> <p>1- Student will be sent to Principal's office, and the Emergency Contact parent/guardian will be notified with an SOS for immediate pick-up.</p> <p>2- OSS is implemented until and for as long as it takes for a Disciplinary Committee to be convened and a</p>

		<p>disciplinary decision is formalized to determine discipline or expulsion 3- Intervention meeting is convened for student & parents 4- IF student is allowed to stay enrolled in CIAS, a Behavior Modification Plan will be created and established for ongoing ISS or OSS, therapy will be required (conflict resolution counseling, anger management counseling, etc.), community service may be required, and any other requirement that the DC deems is required for continued enrollment/attendance. 5- Student earns a Unerasable Strike, a “One and Done”</p>
<p>Bringing substances on school grounds, including but not limited to the following: vapes, cigarettes, drugs/pills, pot/marijuana/edibles, alcohol, etc. <i>with the intent to distribute.</i> UNERASABLE STRIKE BEHAVIOR</p>	6	<p><i>Bringing substances on school grounds with the intent to distribute will result in immediate expulsion from CIAS.</i> 1- Student will be sent to Principal’s office, and the Emergency Contact parent/guardian will be notified with an SOS for immediate pick-up. 2- OSS is implemented until and for as long as it takes for a Disciplinary Committee to be convened and a disciplinary decision is formalized to determine discipline or expulsion 3- Intervention meeting is convened for student & parents 4- IF student is allowed to stay enrolled in CIAS, a Behavior Modification Plan will be created and established for ongoing ISS or OSS, therapy will be required (sobriety program, group therapy, substance abuse counseling, etc.), community service may be required, and any other requirement that the DC deems is required for continued enrollment/attendance. 5- Student earns a Unerasable Strike, a “One and Done”</p>
<p>Bringing, threatening to bring, and/or using weapons on school grounds, including but not limited to the entire list of weapons listed in the CIAS Campus School Handbook. UNERASABLE STRIKE BEHAVIOR</p>	6	<p><i>This violation may result in immediate expulsion from CIAS.</i> 1- Student will be sent to Principal’s office, and the Emergency Contact parent/guardian will be notified with an SOS for immediate pick-up. 2- OSS is implemented until and for as long as it takes for a Disciplinary Committee to be convened and a disciplinary decision is formalized to determine discipline or expulsion 3- Intervention meeting is convened for student & parents 4- IF student is allowed to stay enrolled in CIAS, a Behavior Modification Plan will be created and established for ongoing ISS or OSS, therapy will be required (conflict resolution counseling, anger management counseling, etc.), community service may</p>

		<p>be required, and any other requirement that the DC deems is required for continued enrollment/attendance.</p> <p>5- Student earns a Unerasable Strike, maybe a “One and Done”</p>
<p>Getting expelled from a class due to chronic misbehavior and/or ignoring chances to redirect misbehavior.</p> <p>UNERASABLE STRIKE BEHAVIOR</p>	6	<p><i>This violation may result in immediate expulsion from CIAS.</i></p> <p>1- Student will be sent to Principal’s office, and the Emergency Contact parent/guardian will be notified with an SOS for immediate pick-up.</p> <p>2- OSS is implemented until and for as long as it takes for a Disciplinary Committee to be convened and a disciplinary decision is formalized to determine discipline or expulsion</p> <p>3- Intervention meeting is convened for student & parents</p> <p>4- IF student is allowed to stay enrolled in CIAS, a Behavior Modification Plan will be created and established for ongoing ISS or OSS, therapy will be required (conflict resolution counseling, anger management counseling, etc.), community service may be required, and any other requirement that the DC deems is required for continued enrollment/attendance.</p> <p>5- Student earns a Unerasable Strike.</p>
<p>Sexual activity on school grounds (not including PDA), including but not limited to the following: sexual acts with hands/fingers/lips/body parts such as groping, oral sex, etc.</p> <p>UNERASABLE STRIKE BEHAVIOR</p>	6	<p><i>This violation will result in immediate expulsion from CIAS.</i></p> <p>1- Student will be sent to Principal’s office, and the Emergency Contact parent/guardian will be notified with an SOS for immediate pick-up.</p> <p>2- OSS is implemented until and for as long as it takes for a Disciplinary Committee to be convened and a disciplinary decision is formalized to determine discipline or expulsion</p> <p>3- Intervention meeting is convened for student & parents</p> <p>4- IF student is allowed to stay enrolled in CIAS, a Behavior Modification Plan will be created and established for ongoing ISS or OSS, therapy will be required (conflict resolution counseling, anger management counseling, etc.), community service may be required, and any other requirement that the DC deems is required for continued enrollment/attendance.</p> <p>5- Student earns a Unerasable Strike, a “One and Done”</p>
<p>Violating the terms of an established Behavior Management Contract, ISS or OOS.</p> <p>UNERASABLE STRIKE BEHAVIOR</p>	5-6	<p><i>This violation may result in immediate expulsion from CIAS.</i></p> <p>1- Student will be sent to Principal’s office, and the Emergency Contact parent/guardian will be notified with an SOS for immediate pick-up.</p>

	<p>2- OSS is implemented until and for as long as it takes for a Disciplinary Committee to be convened and a disciplinary decision is formalized to determine discipline or expulsion</p> <p>3- Intervention meeting is convened for student & parents</p> <p>4- IF student is allowed to stay enrolled in CIAS, a Behavior Modification Plan will be created and established for ongoing ISS or OSS, therapy will be required (conflict resolution counseling, anger management counseling, etc.), community service may be required, and any other requirement that the DC deems is required for continued enrollment/attendance.</p> <p>5- Student earns a Unerasable Strike.</p>
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APPENDICES

2025-26 CIAS SCHOOL CALENDAR

Back-to-School Orientation at Charity Chapel (for all Campus School Students & Parents/Guardians)	Tuesday, August 5, 2025 at 6 PM
Campus School Open House at CIAS : EEL @ 10 AM, UEL @ 11 AM, MS @ 12 PM, & HS @ 1 PM	Wednesday, August 6
First Day Back-to-School Fall 2025	Monday, August 11
First Warrior Talk Chapel w/Principal Mary Beth Jones	Tuesday, August 12 @ 9 AM
Activity: ECSD Mounted Unit Demonstration	Tuesday, August 26 @ 10:30 AM
<i>September: Hispanic Heritage Month</i>	
Labor Day Holiday- CIAS Closed	Monday, September 1
Teacher Planning Day #1/Homeschool Day	Wednesday, September 17
Activity: See You At the Pole 2025	Thursday, September 25
End of 1st Quarter/ 9 weeks	Friday, October 10
Teacher Planning Day #2/Homeschool Day	Friday, October 10
Columbus Day Holiday/Indigenous Peoples' Day- CIAS Closed	Monday, October 13
1st Quarter Reports Due	Friday, October 24
FCCPSA Administrator's Annual Private School Workshop in Titusville, FL	Thursday-Friday, October 23-24
Activity; Warrior Spirit Week	Monday-Friday, October 27-31
<i>November: National American Indian Heritage Month</i>	
Daylight Savings Time/Fall Back	Sunday, November 2
<i>Florida Holocaust Remembrance Week</i>	<i>Monday-Friday, November 10-14</i>
Teacher Planning Day #3/Homeschool Day	Monday, November 10
Veteran's Day Holiday- CIAS Closed	Tuesday, November 11
Thanksgiving Holiday/Fall Break- CIAS Closed	Monday-Friday, November 24-28
<i>National Special Education Day</i>	<i>Tuesday, December 2</i>
Activity: Annual Christmas Party	Friday, December 19 (early release)
Christmas & New Years Holiday/Winter Break- CIAS Closed	2 Weeks: December 22, 2025-January 5, 2026
Teacher Planning Day #4/No School	Monday, January 5, 2026
Back-to-School Spring 2026	Tuesday, January 6
End of 2nd Quarter/19 weeks	Friday, January 9
Martin Luther King Jr. Holiday- CIAS Closed	Monday, January 19
2nd Quarter Reports Due	Friday, January 23
<i>February- Black History Month</i>	
Activity: Valentine's Day Parties	Thursday, February 13
President's Day Holiday- CIAS Closed	Monday, February 16
Teacher Planning Day #5/Homeschool Day	Tuesday, February 17
Activity: Read Across America Week /Dr. Suess' Birthday	Monday-Friday, March 2-6, 2026
Daylight Savings Time/Spring Forward	Sunday, March 8
End of 3rd Quarter/28 weeks	Friday, March 13
Spring Break Holiday- CIAS Closed	Monday-Friday, March 16-20

Iowa Assessments Prep & Practice	Monday-Wednesday, March 30-April 1
Activity: Easter/Holy Week Celebration	Monday-Friday, March 30-April 3
<i>April: National Autism Awareness Month</i>	
Spring Staff Appreciation Luncheon	Date TBA
Good Friday Holiday- CIAS Closed	Friday, April 3
3rd Quarter Reports Due	Friday, April 3
Iowa Assessments (Grades 3-10) & EOY Assessments (Grades K-2)	Monday-Friday, April 6-10
Activity: Earth Day Schoolyard Cleanup & Garden Planting	Wednesday, April 22
<i>Teacher Planning Day #6/Homeschool Day</i>	<i>Friday, April 24</i>
Spring Awards Night & Fine Arts Expo & Concert	Friday, April 24 @ 6 PM
Kindergarten Graduation	Friday, April 24 @ 6 PM
<i>May: Asian American and Pacific Islander Heritage Month</i>	
<i>May: Mental Health Awareness Month</i>	
Activity: Cinco de Mayo Taco Parties	Tuesday, May 5
Activity: National Day of Prayer 2026	Thursday, May 7
<i>Teacher Planning Day #7/Homeschool Day</i>	<i>Thursday, May 14</i>
Activity: End-of-School Party	Friday, May 15 (early release)
Finals Week	Monday-Thursday, May 18-21
Middle School & High School: Last Day of School	Wednesday, May 20
Elementary School: Last Day of School	Thursday, May 21
High School Graduation Set-up & Rehearsal	Thursday, May 21
High School Graduation Commencement Ceremony	Friday, May 22 @ 6 PM
End of 4th Quarter (37 weeks)	Friday, May 22
Summer Holiday- CIAS Closed	2 weeks: May 25-June 5
4th Quarter Reports Due	Friday, June 12
Summer School (6 weeks)	Monday-Thursday, June 8-July 16
Summer Reports Due	Friday, July 31
The CIAS School Calendar and the CIAS School Google Calendar is published online on the school's website.	
Other Events that will/may be added to the CIAS School Calendar:	
Campus School Field Trips- 6 homeroom classrooms	
Campus School Activities- 6 homeroom classrooms	
Warrior Spirit Days/Weeks/Pep Rallies	
Pensacola High School Homeschool Prom	



Christian Institute of Arts & Sciences

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2025-26 CAMPUS SCHOOL SUPPLY LIST K5-1st GRADE EARLY ELEMENTARY CLASS

- Backpack*
- Lunch Box*
- Reusable Water Bottle w/Lid*
- Pencil Box*
- [1 Ticonderoga My First Short Triangular Wood-Cased Pencils, #2 HB Soft, With Erasers, Yellow, 12 Count](#)
- [1 Pentel 4-pack Hi-Polymer Erasers](#)
- [1 2-pack Primary Creative Story Journals \(9.75x7.5"\)](#)
- [1 6-pack Crayola Erasable Highlighters](#)
- [2 10-pack Cra-Z-Art Washable Markers](#)
- [1 Crayola Jumbo Crayon Set, 8 Ct](#)
- [1 Elmer's Disappearing Purple School Glue Sticks](#)
- [1 5-inch Blunt-tip Kids Scissors](#)
- [1 Expo Low Odor Dry Erase Markers Bullet Tip Assorted Colors 4 Count](#)
- [1 Kindermat Brand Nap Mat-1" Thick](#)
- [Toddler Nap Mat with Removable Pillow and Plush Blanket](#) or small Blanket and small pillow
- [1 32 fl. oz. Bottle Liquid Hand Soap](#) Amazon Clear (Triclosan-free)
- 1 pack [Tru-Ray Construction Paper- 50 sheet pack, assorted](#)
- 2 Reams of [Copy Paper](#)
- 1 pkg. [Dixie Medium Paper Plates \(microwave safe\)](#)
- 1 pkg. [Glad 24-count Plastic Silverware/Cutlery](#)
- 1 pack of Paper Towels
- 1 pack of Angel Soft Toilet Tissue
- 2-pack of Kleenex Tissue Boxes

Label all supplies marked with an * with your child's name and bring them to Open House on August 6th!





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2025-26 CAMPUS SCHOOL SUPPLY LIST 2nd-3rd EARLY ELEMENTARY CLASS

- Backpack*
- Lunch Box*
- Reusable Water Bottle w/Lid*
- Pencil Box*
- 1 [M&G 12-pack Triangular Grip Correction Pencils](#)
- 1 pack [Stylo Pencil Grips 3-pack](#)
- 2 [Pentel 10-pack Hi-Polymer White Cap Erasers](#)
- 1 [Pentel 4-pack Hi-Polymer Erasers](#)
- 1 [2-pack Primary Creative Story Journals \(9.75x7.5"\)](#)
- 1 [6-pack Crayola Erasable Highlighters](#)
- 2 [10-pack Cra-Z-Art Washable Markers](#)
- 1 [6-pack Sharpie Permanent Marker Variety pack](#)
- 1 [32 fl. oz. Bottle Liquid Hand Soap Amazon Clear \(Triclosan-free\)](#)
- 1 pack [Tru-Ray Construction Paper- 50 sheet pack, assorted](#)
- 1 pack [ArtSkills Colored Card Stock Paper - 50 sheet pack](#)
- 1 pkg. [Dixie Medium Paper Plates \(microwave safe\)](#)
- 1 pkg. [Glad 24-count Plastic Silverware/Cutlery](#)
- 1 pkg. [Ziplock Small Baggies \(4 assorted sizes\)](#)
- 1 pack of Paper Towels
- 1 pack of Angel Soft Toilet Tissue
- 2-pack of Kleenex Tissue Boxes

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2025-26 CAMPUS SCHOOL SUPPLY LIST 4th-5th UPPER ELEMENTARY CLASS

- Backpack*
- Lunch Box*
- Spill-proof (Thermal) Water Bottle w/Lid*
- Pencil Box*
- Head Phones
- 1 box of [48-Count Ticonderoga Wood Pencils](#)
- Optional [15-Count Erasable Gel Pens](#)
- Optional [24-Count Bic Mechanical Pencils 0.7 mm](#)
- 1 [Pentel 4-pack Hi-Polymer Erasers](#)
- 1 set [5-Count Bic Highlighters](#)
- 1 [PK 20-Count Washable Fine Tip Markers](#)
- 1 [24-Pk Crayola Crayons](#)
- 1 [Elmer's Disappearing Purple School Glue Sticks](#)
- 1 [Fiskers Scissors](#)
- 1 [4-Count Expo Low Odor Dry Erase Markers](#)
- 1 Ream of [Copy Paper](#)
- 4 [Wide Rule Notebooks](#) (any color)
- 4 [Pocket Folders with Prongs](#) (any color)
- 1 set [5-Tab Divider Tabs](#)
- 1 set [300-Count 3x5 Index Cards](#)
- 1 [12" Plastic Ruler](#)
- 2 [\(1.5"\) 3-Ring Binders With Clear View Cover](#)
- 1 pack of Paper Towels
- 1 pack of Angel Soft Toilet Tissue
- 2-pack of Kleenex Tissue Boxes

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2025-26 CAMPUS SCHOOL SUPPLY LIST 6th-8th MIDDLE SCHOOL CLASS

- [School Bin](#) needs to be **12-7/8" x 10-1/8" x 7"**
- Personal [drink container with lid](#)
- [Wireless earphones](#) for math lectures
- 12 [Ticonderoga pencils](#) OR [erasable pens](#), according to the student's preference
- 1 pack [pencil top erasers](#)
- [Pencil box](#)
- 1 [Pink Pearl Eraser](#)
- [Set of Highlighters](#), according to the student's preference
- 7-8th Graders- Scientific Calculator: [Texas Instruments TI-30xIIS](#)
- [Three 3-prong folders](#) for writing/literature/ASL classes
- 2 [College-Ruled notebooks](#) for Bible journal & math scratchwork
- [Scratch tablet](#) OR [notebook](#) for math work
- 2 reams of [copy paper](#)
- 1 multi-pack of [Paper Towels](#)
- 1 multi-pack of [Angel Soft Toilet Tissue](#)
- 2-pack of [Facial Tissue boxes](#)
- 1 multi-pack of [disinfectant wipes](#)
- Paper [plates](#) and [bowls](#) (microwaveable for lunch)
- Chromebook Laptop: ASUS CX15 15.6" Chromebook @ [Walmart](#) or Acer Chromebook 15.6" @ [Best Buy](#)

Bring School Supplies to Open House on August 6th!





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2025-26 CAMPUS SCHOOL SUPPLY LIST 9th-12th HIGH SCHOOL CLASSES

- 1 Refillable water bottle
- 1 Scientific Calculator: [Texas Instruments TI-30XIIS](#)
- [Wireless Bluetooth Headphones](#) (for math lecture and class assignment use)
- Noise-canceling headphones/earplugs (if needed)
- Pencil box
- 36-48 mechanical pencils with 0.7-0.9 mm lead or [Ticonderoga #2 pencils](#)
- 1 Pack of 10 erasable pens (pens must be erasable to use for schoolwork)
- Set of Highlighters, according to your student's preferences
- 2 Packs of pencil top erasers
- 2 [Pink Pearl erasers](#)
- 1" [3-Ring Binder With Clear View Cover](#) (World Literature Class only)
- 1 pack of 15-tab dividers
- 2 spiral notebooks (for math notes and classes)
- English/metric ruler, if needed for math
- Compass and protractor (if taking Geometry)
- 1 ream of [copy paper](#)
- 1 pack of 3 Paper Towels
- 1 multi-pack of 2-ply Toilet Tissue
- 2-packs of Kleenex Tissue Boxes
- Paper plates/bowls (microwaveable, for your students' lunch)
- Hand sanitizer
- Chromebook Laptop: ASUS CX15 15.6" Chromebook @ [Walmart](#) or Acer Chromebook 15.6" @ [Best Buy](#)

Bring School Supplies to Open House on August 6th!



Field Trip & Activity Charts

EEL-A
EEL-B
UEL
MS
HS- Garage
HS- Ocean

Class Daily Schedules

EEL-A
EEL-B
UEL
MS
HS- Garage
HS- Ocean

Classroom Rules

EEL-A
EEL-B
UEL
MS
HS- Garage
HS- Ocean

CHRISTIAN INSTITUTE OF ARTS & SCIENCES



CAMPUS STUDENT CONDUCT CODE: GRADES K-2

All students who attend the CIAS Campus School should live like Jesus wants them to live and represent Him to others. Even though we live in this world, we are not to participate in behavior that does not please the Lord because He loves us, and we love Him and want to obey Him in all things. This obedience affects our beliefs, appearance, conversation, entertainment, music, and pastimes

Schoolwork:

1. I will complete the schoolwork that is assigned to me by my teacher.
2. I will complete the homework that I am assigned to do by my teacher.

Student Conduct:

3. I will be kind to others.
4. I will obey my teacher and school staff.
5. I will follow the CIAS Student Conduct Code and make good choices for my behavior.
6. I will follow the clothing rules of the CIAS Dress Code
7. I will make good choices for my behavior.
8. I will be respectful, or obey the school rules
9. I will not encourage my fellow classmates to break school rules
10. I will be quiet during school hours and use my inside voice when permitted to talk.
11. I will be respectful of my classmates' personal spaces.
12. I will not wander around without permission.
13. I will not say bad words or use bad language; I will not misuse the Lord's name (ex: Oh, my God!).
14. I will not tease or belittle my classmates.
15. I will not tease a person about how God made them.
16. I will not be mean to my classmates.
17. I will not say hurtful words about anyone.
18. I will not gossip about teachers or other students, talking about them behind their backs.
19. I will not write and pass unkind or mean notes, nor ask other classmates to pass notes.
20. I will not touch my classmates inappropriately or rough house (ex: hitting, slapping)
21. I will not fight with other students.
22. I will not hit or touch another person with the intent of hurting them.
23. I will not show anyone my private parts.
24. I will not be dishonest; I will not lie. I will not cheat on tests.
25. I will not steal snacks or drinks.

School Property:

26. I will not touch anything on the teachers' desks or open drawers in the desk without the teacher's permission.
27. I will not damage school property (tables, chairs, shelves, etc.)
28. I will not throw objects across the room or at the ceiling.
29. I will not write on desks, walls, reading or reference books, posters, etc.

I have read and understand the above CIAS Student Conduct Code and solemnly promise, with the Lord's help, to abide by the life-guidelines stated. I also acknowledge that failure to keep the above Student Conduct Code will result in disciplinary measures and can/will terminate my enrollment at CIAS.

Signed _____ Printed _____
Student's Name

Signed _____ Printed _____
Parent's Name

Signed _____ Printed _____
Teacher's Name

On this day, _____

Please read, sign, and return to the CIAS office within 5 days of enrollment in the CIAS Campus School. Thank you!

CHRISTIAN INSTITUTE OF ARTS & SCIENCES



CAMPUS STUDENT CONDUCT CODE: GRADES 3-5

All students who attend the CIAS Campus School should live like Jesus wants them to live and represent Him to others. Even though we live in this world, we are not to participate in behavior that does not please the Lord because He loves us, and we love Him and want to obey Him in all things. This obedience affects our beliefs, appearance, conversation, entertainment, music, and pastimes

Schoolwork:

1. I will complete the schoolwork that is assigned to me by my teacher.
2. I will complete the homework that I am assigned to do by my teacher.

Student Conduct:

3. I will be kind to others
4. I will obey my teacher and school staff.
5. I will follow the CIAS Student Conduct Code and make good choices for my behavior.
6. I will follow the clothing rules of the CIAS Dress Code
7. I will make good choices for my behavior.
8. I will be respectful, or obey the school rules
9. I will not encourage my fellow classmates to break the school rules
10. I will be quiet during school hours and use my inside voice when permitted to talk.
11. I will be respectful of my classmates' personal spaces.
12. I will not wander around without permission.
13. I will not say bad words or use bad language; I will not misuse the Lord's name (ex: Oh, my God!).
14. I will not tease or belittle my classmates.
15. I will not tease a person about how God made them.
16. I will not be mean to my classmates.
17. I will not gossip about teachers or other students, talking about them behind their backs.
18. I will not write and pass unkind or mean notes, nor ask other classmates to pass notes.
19. I will not touch my classmates inappropriately or rough house (ex: hitting, slapping)
20. I will not fight with other students.
21. I will not hit or touch another person with the intent of hurting them.
22. I will not show anyone my private parts.
23. I will not be dishonest; I will not lie. I will not cheat on tests.
24. I will not steal snacks or drinks.
25. I will not get body piercings or tattoos, nor will I hurt/cut myself on purpose.
Male students: I will not get my ears or any other part of my body pierced while enrolled in CIAS.
Female students: I will not get more than two sets of ear piercings while enrolled in CIAS.

School Property:

26. I will not touch anything on the teachers' desks or open drawers in the desk without the teacher's permission.
27. I will not damage school property (tables, chairs, shelves, etc.)
28. I will not throw objects across the room or at the ceiling.
29. I will not write on desks, walls, reading or reference books, posters, etc.

I have read and understand the above CIAS Student Conduct Code and solemnly promise, with the Lord's help, to abide by the life-guidelines stated. I also acknowledge that failure to keep the above Student Conduct Code will result in disciplinary measures and can/will terminate my enrollment at CIAS.

Signed _____ Printed _____
Student's Name

Signed _____ Printed _____
Parent's Name

Signed _____ Printed _____
Teacher's Name

On this day, _____

Please read, sign, and return to the CIAS office within 5 days of enrollment in the CIAS Campus School. Thank you!

CHRISTIAN INSTITUTE OF ARTS & SCIENCES



CAMPUS STUDENT CONDUCT CODE: GRADES 6-8

All students who attend the CIAS Campus School should live like Jesus wants them to live and represent Him to others. Even though we live in this world, we are not to participate in behavior that does not please the Lord because He loves us, and we love Him and want to obey Him in all things. This obedience affects our beliefs, appearance, conversation, entertainment, music, and pastimes.

Schoolwork:

1. I will complete the schoolwork that is assigned to me by my teacher in my Lesson Plan Book (LPB).
2. I will complete the homework that I am assigned to do by my teacher.

Student Conduct:

3. I will be kind to my classmates and teachers.
4. I will obey the CIAS Student Conduct Code.
5. I will obey the CIAS Dress Code
6. I will not be a rebel; this would include refraining from insolence, disrespect, passive disobedience, outright disobedience, and disregard to school rules or instructions of school teachers and/or administration.
7. I will not encourage or facilitate other CIAS students to be disobedient to parents, school rules, or the Student Conduct Code.
8. I will be quiet during school hours and use my inside voice when in conversation with my teachers.
9. I will not disturb others and wander around without permission during school time.
10. I will not use bad language; I will not misuse the Lord's name (i.e. "Oh, my God!")
11. I will not tease with the intention of making fun of or hurting another person; I will not tease a person about unchangeable features.
12. I will not be mean; I will not say unkind comments about anyone.
13. I will not gossip about teachers or other students, stirring up trouble among other CIAS students.
14. I will not indulge in inappropriate touching or rough housing, however innocent my intentions.
15. I will not fight with other students.
16. I will not hit or touch another person with the intent of hurting or inflicting bodily harm to them.
17. I will not be dishonest; I will not lie, cheat on tests, or steal from anyone.
18. I will not steal snacks or drinks from the school.
19. I will not write and pass unkind, inappropriate, or suggestive notes, nor ask other students to pass notes.
20. I will not behave suggestively or show anyone my private parts.
21. I will not engage in public displays of affection (PDA) with my boyfriend/girlfriend while on campus.
22. I will not engage in sexual activity, immorality, or sexual experimentation, on or off campus.
23. I will not look at pornography in any form (cell phone, internet, magazines, movies, etc.) while on campus.
24. I will not listen to ungodly and inappropriate music or watch indecent movies while on campus.
25. I will not participate in séances, dabble in witchcraft or the occult, nor indulge in either satanic or Goth lifestyle.
26. I will not vape, smoke cigarettes or pot, nor use alcohol, tobacco, or drugs on or off campus.
27. I will not bring to or obtain at school the following contraband items: vapes, cigarettes, weed/pot, alcohol, tobacco products, pills/drugs, and other related items.
28. I will not break the law, get arrested, get reported to the police/CPS, or run away.
29. I will not get body piercings or tattoos during the school year.
Male students: I will not wear earrings or get body piercings during the school year.
Female students: I will not wear more than two sets of ear piercings during the school year.

School Property:

30. I will not disturb anything on the teachers' desks or open drawers in the desk without the teacher's permission.
31. I will not damage school property (tables, chairs, shelves, etc.)
32. I will not throw objects across the room or at the ceiling.
33. I will not write on desks, walls, reading or reference books, posters, etc.

I have read and understand the above CIAS Student Conduct Code and solemnly promise, with the Lord's help, to abide by the life-guidelines stated. I also acknowledge that failure to keep the above Student Conduct Code will result in disciplinary measures and can/will terminate my enrollment at CIAS.

Signed _____ Printed _____
Student's Name

Signed _____ Printed _____
Parent's Name

Signed _____ Printed _____
Teacher's Name

On this day, _____

Please read, sign, and return to the CIAS office within 5 days of enrollment in the Campus School. Thank you!

CHRISTIAN INSTITUTE OF ARTS & SCIENCES



CAMPUS STUDENT CONDUCT CODE: GRADES 9-12

All students who attend the CIAS Campus School should live like Jesus wants them to live and represent Him to others. Even though we live in this world, we are not to participate in behavior that does not please the Lord because He loves us, and we love Him and want to obey Him in all things. This obedience affects our beliefs, appearance, conversation, entertainment, music, and pastimes. "Friendship with the world is enmity against God" (James 4:4). "What does it profit a man if he gain the whole world and lose his own soul?" (Luke 9:25).

Schoolwork:

1. I will complete the schoolwork that is assigned to me by my teacher in my Lesson Plan Book (LPB).
2. I will complete the homework that I am assigned to do by my teacher.

Student Conduct:

3. I will be kind to my classmates and teachers.
4. I will obey the CIAS Student Conduct Code.
5. I will obey the CIAS Dress Code.
6. I will not be a rebel; this would include refraining from insolence, disrespect, passive disobedience, outright disobedience, and disregard to school rules or instructions of school teachers and/or administration.
7. I will not encourage or facilitate other CIAS students to be disobedient to parents, school rules, or the Student Conduct Code.
8. I will be quiet during school hours and use my inside voice when in conversation with my teachers.
9. I will not disturb others and wander around without permission during school time.
10. I will not use bad language; I will not misuse the Lord's name (i.e. "Oh, my God!")
11. I will not tease with the intention of making fun of or hurting another person; I will not tease a person about unchangeable features.
12. I will not be mean; I will not say unkind comments about anyone.
13. I will not gossip about teachers or other students, stirring up trouble among other CIAS students.
14. I will not indulge in inappropriate touching or rough housing, however innocent my intentions.
15. I will not fight with other students.
16. I will not hit or touch another person with the intent of hurting or inflicting bodily harm to them.
17. I will not be dishonest; I will not lie, cheat on tests, or steal from anyone.
18. I will not steal snacks or drinks from the school.
19. I will not write and pass unkind, inappropriate, or suggestive notes, nor ask other students to pass notes.
20. I will not behave suggestively or show anyone my private parts.
21. I will not engage in public displays of affection (PDA) with my boyfriend/girlfriend while on campus.
22. I will not engage in sexual activity, immorality, or sexual experimentation, on or off campus.
23. I will not look at pornography in any form (cell phone, internet, magazines, movies, etc.) while on campus.
24. I will not listen to ungodly and inappropriate music or watch indecent movies while on campus.
25. I will not participate in séances, dabble in witchcraft or the occult, nor indulge in either satanic or Goth lifestyle.
26. I will not vape, smoke cigarettes or pot, nor use alcohol, tobacco, or drugs on or off campus.
27. I will not bring to or obtain at school the following contraband items: vapes, cigarettes, weed/pot, alcohol, tobacco products, pills/drugs, and other related items.
28. I will not break the law, get arrested, get reported to the police/CPS, or run away.
29. I will not get body piercings or tattoos during the school year.
Male students: I will not wear earrings or get body piercings during the school year.
Female students: I will not wear more than two sets of ear piercings during the school year.

School Property:

30. I will not disturb anything on the teachers' desks or open drawers in the desk without the teacher's permission.
31. I will not damage school property (tables, chairs, shelves, etc.)
32. I will not throw objects across the room or at the ceiling.
33. I will not write on desks, walls, reading or reference books, posters, etc.

I have read and understand the above CIAS Student Conduct Code and solemnly promise, with the Lord's help, to abide by the life-guidelines stated. I also acknowledge that failure to keep the above Student Conduct Code will result in disciplinary measures and can/will terminate my enrollment at CIAS.

Signed _____ Printed _____
Student's Name

Signed _____ Printed _____
Parent's Name

Signed _____ Printed _____
Teacher's Name

On this day, _____

Please read, sign, and return to the CIAS office within 5 days of enrollment in the Campus School. Thank you!

CHRISTIAN INSTITUTE OF ARTS & SCIENCES



PLAGIARISM PLEDGE

I certify that this written assignment/report/essay is my own work, based on my original thoughts and personal study and/or research. Using appropriate citations, I have acknowledged all material and sources used in its preparation, whether they be internet articles, books, reports, research, lecture notes, interviews, videos, and/or any other kind of document, electronic, or personal communication.

I also certify that this assignment/report/essay has not previously submitted for assessment (grade) in any other class at CIAS, except when special permission is granted by my class teacher, and that I have not copied in part or whole or otherwise plagiarized the work of other students and/or persons.

Date:

Signature: