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# Christian Institute



of Arts & Sciences

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*School Handbook*

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"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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# Welcome to CIAS!

As we seek God's will every year for the Christian Institute of Arts and Sciences (CIAS), we ask that He direct our steps and decisions. We pray that the coming school year will be a time of growth for both you and your family. The following pages are an introduction to the Christian Institute of Arts & Sciences, as well as an informative resource for your home schooling needs. We look forward to working with you this year and including you in our school family. We encourage you become involved in the local home educating community's cell groups, co-op classes, activities, and field trips. May the peace of the Lord be with you and your children during this school year. Please pray for us, as we pray for each one of you.



## Who We Are

CIAS was established in 1997 as a non-public school with the Florida Department of Education. We soon incorporated as an accredited, non-profit 617 private school, working with families that home-educate their children. CIAS now operates a full-time Campus School as well as the Umbrella School for homeschooled students.

The CIAS school culture is characterized by collaboration and a sense of community. School leadership, staff, and instructional staff partner with parents and students themselves, as stakeholders, to provide students with a learning environment geared for personal growth and success spiritually, academically, socially, and emotionally, and both the staff and parents are accountable for student learning.

In addition to this partnership by the stakeholders, CIAS is further seeking to build a sense of community through support and guidance for families, activities such as senior gatherings, senior workshops, vocational workshops, high school proms, and service teams, which include facilities maintenance, grounds maintenance, and volunteer instruction and assistance, achievement testing, and graduation.

We desire that your education program be successful, both academically and spiritually; we also want to assist those who wish to complete credits and earn high school diplomas. We have homeschool classrooms spread throughout Northwest Florida, with you as the parent/teacher and supervisor of your child(ren). A number of CIAS students also attend our Campus School.

CIAS provides parents with the structured organization and benefits of a school, and at the same time enables them to give their children the benefits of Biblical education. We provide support and counseling to families who want to develop a love of God in their child(ren): obedience to His Word, strong moral character, and an appreciation of physical labor and diligent study habits.

The Scriptures clearly teach that parents are responsible for the education of their children and accountable to Him for their choices. The ministry of teaching by those outside of the home, though a Scriptural and valid ministry, can support but can never assume the parental responsibility of education.

## **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.

## TEACHING & LEARNING PRIORITIES

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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

## **SCRIPTURAL FOUNDATIONS**

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“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



# CIAS PURPOSE STATEMENTS

## VISION STATEMENT

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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

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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

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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. Our role is to facilitate development of a love and fear of 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, summative and formative assessments, and annual standardized 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

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## 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. Purposefully terminating a life before birth is a violation of the sixth of the 10 Commandments.

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 1:6), 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).

# ADVANTAGES OF ENROLLMENT

- No yearly portfolio or evaluation requirements
- No registration with the local county school board
- Curriculum choices
- Child placed at ability/functioning level vs. grade level
- School enrollment verification
- Full high school services
- Individualized study programs for high school students
- Legitimate high school credits and transcripts
- Accredited high school diplomas
- Affordable accountability
- Accredited by Florida Coalition of Christian Private Schools Accreditation (FCCPSA)
- Accredited by National Council for Private School Accreditation (NCPSA)
- Full services of a school administrative office
  - Record keeping & documentation
  - Computerized permanent academic records
  - Transcript services to schools, military, colleges, or universities
- Professional Guidance & Counseling
  - K-12 scope and sequence guidelines
  - Curriculum and academic advice
  - Assistance with curriculum and goal-setting
  - College & test preparation
  - Career guidance
  - Academic projections & goal accountability
  - Support for your schooling program
  - Visits to our school office
  - Assistance...only a phone call away
- Testing Services:
  - Diagnostic and placement testing
  - Nationally approved to administer the Iowa Assessments
  - Nationally approved to receive college entrance exam scores- SAT & ACT
- Resource for discount Accelerated Christian Education Curriculum (PACES/formerly School of Tomorrow)
- Tutoring services available
- Educational therapy services available
- Group classes available (academic, performing fine arts, and physical education)



# ADMISSION PROCEDURES

1. Request an "Enrollment Packet" from the CIAS office.
2. Fill out the appropriate forms that are applicable to your child and turn in this packet to the CIAS office:
  - Student Enrollment form
  - Permission Slip
  - Student Conduct Code (appropriate version)
  - Parent/Teacher's Agreement
  - Medical Records: birth certificate, immunization records, School Entrance Health Examination, etc.
3. Schedule an initial interview consultation with the Principal or a CIAS Administration staff member
4. Schedule an Academic Planning Consultation to formulate an academic plan (Curriculum List) for each student enrolling and a Diploma Plan for each high school student enrolling
5. Respond to contact from the CIAS Data Clerk to receive information regarding the CIAS grade report forms and grade reporting system

Student(s) transferring from another school:

- Cumulative Files from other schools will be requested by CIAS records office
- These should include all medical records, academic records, report cards, & achievement test results

Home schooled student(s): within 30 days

- Mail Letter of Termination to local school board
- Copy of complete and updated Immunization Form or Religious Exemption Form
- Copy of School Entrance Medical Examination report
- Copy of Birth certificate
- Copy of Social Security Card

If transferring from outside the state of Florida: within 30 days

- Follow your local procedures from terminating home schooling in that state
- Submit a copy of Immunization records or Religious Exemption Form
- Submit a copy of doctor's health examination form

If transferring from another school, submit the name and complete address of releasing school for a Release Transfer Request.

Military families from Florida stationed outside the United States or Missionary families overseas:  
Maintain normal enrollment status in accordance with Florida education laws.

## **IMMUNIZATION DOCUMENTATION**

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We must have a current and up-to-date Florida Certificate of Immunization on file for each student enrolled. You may obtain this form from 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.

### **Exemption from Immunization- DOH 681**

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 tenets or practices. Florida Statutes 232.032

## **STUDENT MEDICAL EXAMINATION**

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Within 30 days on enrolment in CIAS, parents/guardians must submit a school-entry medical examination performed within 1 year prior to enrollment for all first year Kindergarten **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.

### **Exemption of 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).

# REGISTRATION FEES & TUITION

**Yearly Registration Fee:** \$100 per student enrolled

**Full Payment Tuition:** Payment scheduled once per year for the entire school year, at the time of enrollment.

Grades K-8	\$150
Grades 9-11	\$200
Grade 12 Seniors	\$300
Graduation Fee <u>or</u> Diploma Fee	\$250/\$100
Transcription of Homeschool High School Credits (per grade level)	\$250

**Semester Payment Tuition:** Payments scheduled two times per year.

Grades K-8	\$100 per student per semester
Grades 9-11	\$125 per student per semester
Grade 12 Seniors	\$175 per student per semester

## **Tuition is not pro-rated**

Full enrollment and tuition is required for a year, regardless of however late in the school year students are enrolled; therefore, tuition is NOT pro-rated. This covers enrollment from August 1 until July 31.

## **Late Payment Fees:**

Late Tuition & Tutoring penalty: \$35

Parents of students enrolled in CIAS agree to pay a \$35 penalty for each student's tuition or tutoring payment that is submitted late.

Late Quarterly Grade & Attendance Report penalty: \$25

If we do not receive your quarterly report within the week of the due date, you will be contacted by e-mail, letter, or phone call, and sent a \$25 billing for each child enrolled. If you have not responded within a reasonable amount of time (2-3 weeks) of our contact, your student(s) will be disenrolled from CIAS without refund of previous payments. All tuition must be paid in full at time of disenrollment, or records will not be released. Re-enrollment procedures would follow established enrollment guidelines.

## **Credit Cards Accepted:**

We accept VISA, MasterCard, and Discover.

## **No post-dated checks, please.**

## **Bounced Checks:**

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

## **Make checks payable to CIAS.**

Mail or Deliver to: CIAS

2007 North 61<sup>st</sup> Avenue

Pensacola, FL 32506

# INFORMATION & POLICIES

## SCHOOL DEMOGRAPHICS

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CHRISTIAN INSTITUTE OF ARTS AND SCIENCES, INC.

2007 North 61<sup>st</sup> Ave.  
Pensacola, FL 32506  
Phone: (850) 457-4058  
Fax: (850) 458-5132  
E-mail: [nogratrjoy@christianinstitute.com](mailto:nogratrjoy@christianinstitute.com)

Owner/Administrator: Julie B. Jones  
Principal/Counselor: Mary Beth Jones  
Vice-Principal: Tricia Jones  
Senior Administrative Assistant/Counselor: Lee Hutchinson  
Administrative Assistant/Counselor: Julie Evans  
Records Clerk: Lori Gaugh

## BOARD OF DIRECTORS

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CIAS is directed by an advising board of directors as a 501(c)(3) non-profit organization.

Currently, the Board of Directors consists of the following persons:

Julie B. Jones	Owner	
Mary E. Jones	President/Chairwoman/CEO	
Patricia A. Jones	Vice-President/CFO	
Rev. Michael E. Collins	Director	
Jana Roland		Director
Celena "Lee" Hutchinson	Director	
Gina Beauchamp	Director	

The CIAS Board, as filed with the Florida Department of State for Florida Statutes 617 incorporation purposes, is as follows:

Julie B. Jones	President/Director
Mary E. Jones	Vic-President/Secretary
Patricia A. Jones	Treasurer/Director

## ACCREDITATION

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CIAS is fully accredited by Florida Coalition of Christian Private School Accreditation (FCCPSA). [www.fccpsa.org](http://www.fccpsa.org)



FCCPSA is an association of Christian leaders, private school administrators, and homeschool advocate lawyers whose primary focus is providing informative leadership and oversight to Christian private homeschools. FCCPSA has set up an administrative network throughout the state of Florida to strengthen and aid schools in accomplishing their ultimate goal: the building of godly families.

CIAS is also regionally accredited by National Council for Private School (NCPSA). [www.ncpsa.org](http://www.ncpsa.org)



Accreditation

CIAS is not currently SACS accredited, but is working towards second-party accreditation through AdvancEd and FCCPSA.

## **ONLINE PRESENCE**

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[www.christianinstitute.com](http://www.christianinstitute.com)

[www.facebook.com/ChristianInstituteofArtsandSciences/](https://www.facebook.com/ChristianInstituteofArtsandSciences/)

[www.instagram.com/ciaswarriors](https://www.instagram.com/ciaswarriors)

## **POLICY NOTICE**

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CIAS retains all rights to waive or change a policy during the school year. If the school does in fact revise a policy, a copy of the new policy may be posted on the CIAS website, on the CIAS Facebook page, and in CIAS Facebook groups, or it may be emailed to CIAS parents.

## **HOME SCHOOLING INFORMATION**

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We are not associated with any local home school leagues or learning co-ops, but recommend that you join as a member of one if you are in the local area. They provide ample opportunities for field trips and socialization with other home schooling families. West Florida Home Education Support League (WFHESL) [www.wfhesl.org](http://www.wfhesl.org)

We highly recommend that our homeschooling families become members of the Home School Legal Defense Association (HSLDA). Find out more about HSLDA by contacting them at [www.hsllda.org](http://www.hsllda.org)

## **FLORIDA COMPULSORY EDUCATION LAWS**

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The Christian Institute of Arts & Sciences upholds the compulsory school attendance laws of the state of Florida, as stated in Florida Statutes §232.01. This includes any child having "attained the age of six years by February 1...but have not attained the age of sixteen years." All CIAS teachers/parents agree to provide adult supervision for students up to and including the age of 15 during normal school hours during the school year, knowing that failure to do so constitutes child neglect under the afore mentioned laws.

## **INQUIRIES OF TRUANCY, DCF, & STATE OFFICERS**

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Certain precautionary measures should be taken by teacher/parents to safe-guarding of their home school. Using discretion, do not allow your children to play out of doors during school hours, answer telephone calls or talk on the telephone, answer door bells, or indulge in non-educational internet activities. If a truancy officer, DCF agent, or any other state official should ever approach you or your students, please have them contact the school office immediately for enrollment verification. Be very nice and polite, but under no circumstances should you allow them into your home without a legitimate search warrant. If difficulties persist, continue to insist on referring them to the CIAS office.

## **CHANGE OF MAILING & E-MAIL ADDRESSES**

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Parents are responsible for notifying the school office immediately of any change of address or telephone number (home). It is imperative that we have this information in case of emergency. Also, since we send out the quarterly report reminders by e-mail, we request that you keep us updated with your current e-mail address.

## **GRADE REPORT CARDS**

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For Umbrella School students, computerized report cards are sent out once a semester after two quarterly reports are turned in. For Campus School students, report cards are generated four times per school year, once per quarter. If you need a Report Card for a specific purpose (insurance, etc.), please request one from the school office two weeks in advance.

## **COPIES OF TESTS POLICY**

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CIAS administration reserves the right to require any CIAS student to turn in copies of tests and exams at any time the administration deems it necessary, including but not limited to if inconsistency in academic achievement is evident or cheating/grade ballooning is suspected. This might occur in the event that CIAS deems it necessary to validate the grade reports for any student's schoolwork.



## **KEEPING A TEACHER'S PLAN BOOK & RECORDS**

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Every student should have a lesson plan book, recording the schoolwork that they have completed. Keeping proper lesson plans makes recording grades and attendance much easier. This can also be used as personal accountability for completion of their schoolwork assignments. *As required by state law, all home-educated students must keep 2 YEARS of schoolwork and tests.*

## **ACHIEVEMENT TESTING & ASSESSMENT POLICY**

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In addition to regular academic testing in each course, achievement testing is mandatory every year for all CIAS students, grades 3-12, and is optional for grades K-2. This would include, but is not limited to, the Stanford Achievement Test, Iowa Assessments, California Achievement Test (CAT E – special circumstances), Terra Nova, PERT, ACT, or SAT. Results are communicated to parents through interpretive reports and consultations, where progress is discussed and recommendations may be made. Portfolios and evaluations are done for students in grades K-2.

Achievement tests are administered for several reasons and purposes:

- To monitor academic progress from year to year
- To diagnose any learning gaps that may occur from a curricula or educational approach/methodology
- To verify test results in comparison with GPA

Testing may be required for any new students who have not been given an achievement test during the previous school year. Students who do not make appropriate progress in a two-year period may not be promoted to the next grade. Graduating seniors completing an Academic or College Preparatory Diploma program should score into the Grade Equivalent tenth grade, near or at the fiftieth percentile, to graduate with a high school diploma. College Preparatory diploma earners may take at least one of the following: ACT or SAT.

CIAS administers the Iowa Assessments annually. The Iowa Assessments are an achievement test battery, providing a comprehensive assessment of student progress in basic skills and an objective measure of students' progress in a high school curriculum. Occasionally we need to refer a student to outside testing and evaluation services for diagnosis and measurement at FDLRS, the ECSD Hall Center, pediatric neuropsychologists, neuropsychologists, or school or clinical psychologists in the local area. List available on the CIAS website here: <http://tboomerj7.wixsite.com/christianinstitute/gifted-learning-disabilities>

## **TEST REVIEW CONSULTATIONS**

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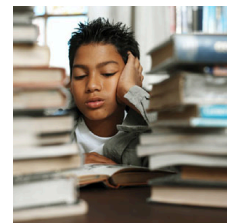
After the students' annual achievement test results come back to the school in late spring, we email and let parents know so that they can pick them up. Parents are encouraged by this email to call the school office to schedule Test Review Consultations during the summer to review the test results for each CIAS student. During these Test Review Consultations, the previous year's achievement test results are compared to the current results in order to provide longitudinal spectrum of academic gains or losses in individual tested subjects. Often this Test Review Consultation is combined with an Academic Planning Consultation.

## **TUTORING**

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Do your students need tutoring in a particular subject? We have over thirty years of experience in teaching, home education, tutoring & testing. For high school students, we offer tutorials in the following subjects:

- Language arts & English grammar
- Reading comprehension & phonics
- Composition & essay writing
- Mathematics
- Pre-Algebra, Algebra I & II, Geometry, Pre-Calculus
- Florida Virtual School classes



Limited time slots are available. Rates are \$35 for 1-hour tutorial lessons. If we are not able to accommodate your student, we can make recommendations for several other tutoring services in the surrounding area.

## **STUDENT CONDUCT CODE**

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All CIAS students should exemplify the nature of Jesus Christ in all they say and do. CIAS stands unabashedly for Jesus Christ. We make no apologies for living zealous and fervent lives for our God. He says that we are to be in the world but not of it. That is, even though we live in this world, we are not to be participants in its sinful seduction by having a worldly mindset evident in our beliefs,

appearance, conversation, entertainment, music, and pastimes. James 4:4 says, "Friendship with the world is enmity against God." Both Luke 9:25 and Matthew 16:26 say, "What does it profit a man if he gain the whole world and lose his own soul?" Also see I Corinthians 8-10, Romans 14, and Leviticus 19:28. *All CIAS students must read and sign a grade-appropriate Student Conduct Code upon enrollment.*

## **HOMESCHOOL DAILY SCHEDULE**

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We recommend that CIAS students begin their school day promptly at the same time each day. The informal setting of the home may tempt parents to allow the students to procrastinate or be lax in starting their school day. Home educating families have found the following schedule to be advantageous to learning in the home:

1. Begin the day by sharing some inspirational thoughts with the children. A brief discussion of the corresponding Proverb (one chapter for each day of the month) or a daily devotional could be used.
2. Begin each day with a brief time of prayer. Prayer is essential for the development of godly character and a growing relationship with Christ.
3. Provide an explanation of assignments and special instructions is needed each day. The student should be accountable for direction given by the parent. Goals help maintain a balance in academics and develop character in the child.

Remember that no two children are alike. For one child, English may be easier than all other subjects and take less time than normally allocated; for another, math may be the least difficult subject; and for a third, all academic studies may seem difficult. Allow each child to be an individual and help each one develop his own individuality.

Maintain as peaceful and orderly an atmosphere as possible. Do not allow the student to become careless through poor work habits at home. Your high expectations for your children in every area encourage greater learning. Parents are required to take precautions in terms of test security and the structure of the home environment in order to protect students from the unnecessary temptation of cheating. Cheating is taking information from some source other than the student's own mind and presenting it as if it came from his own thinking. It is a serious offense and involves the components of stealing and lying.

## **UMBRELLA SCHOOL PROBATION & ENROLLMENT TERMINATION POLICY**

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CIAS reserves the privilege of setting and maintaining its own standards for conduct and enrollment. CIAS retains the right to disenroll/expel any student who violates the standards set down in the handbook and Student Conduct Code, as defined by the administration. Probation is defined as a set time, agreed upon by both CIAS Administration and the student's parents, wherein said student performs a disciplinary exercise, completes a set amount of schoolwork, or exhibits appropriate improved behavior as delineated in a joint meeting of administration, parents, and student. Expelling a student is a serious matter and is taken with prayerful consideration at CIAS. Causes for probation and/or expulsion include but are not limited to the following reasons:

1. Not abiding by CIAS Student Conduct Codes
2. Not completing and/or turning in schoolwork or taking tests.
3. Cheating on tests or lying.
4. Not completing enough schoolwork during a school year because of absence of parental or adult authority, family schedule, or lack of personal discipline.
5. Not attending 180 days of school during the months of August to July.
6. Breaking the law, getting arrested, getting reported to the police/DCF, or running away

Please be advised that engaging in these compromising activities may terminate a student's enrollment, and the school may request a withdrawal of any student at any time. The CIAS administrators have a heartfelt concern and commitment 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. In the light of these goals, a student's lifestyle is an important consideration.

## **WITHDRAWAL/TRANSFER OF CREDITS**

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Should you withdraw your child from CIAS for any reason, immediately inform the school office of your intent. 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. We must receive TWO (2) WEEKS prior notice before release of file and/or transcripts.

Since CIAS is not yet SACS accredited, we inform all enrolling high school students that not all CIAS high school credits transfer at face value into public school credits. Transferring credits must be subject to a validation process conducted by the county's Director of Secondary Education and the receiving school principal. This may include the submitting of a portfolio and request for high school credit and/or the completion of course final examinations, according to a 09/30/02 memorandum from the Escambia County School District. Florida Statute 6A-1.09941 also states that validation of credit can also be based on performance in classes at the receiving school, including maintenance of a GPA of 2.0.

## **CUMULATIVE FILE RELEASE/TRANSFER OF RECORDS POLICY**

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All cumulative school file records are confidential and will only be released upon *written request* of the parent/legal guardian and/or another school official (administration/records clerk) upon the full payment of any outstanding bill/invoice at CIAS.

## **REFUND POLICY**

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

## **ACADEMIC & BEHAVIORAL REFERRAL POLICY**

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As CIAS staff and parent-teachers work one-on-one with students on a daily basis, they may encounter learning and behavioral difficulties that present. These difficulties may also be identified through evaluation of diagnostic and achievement testing results. As students are observed, curriculum is evaluated, and/or concerns are expressed by parents, the CIAS administration and/or parents or parent-teachers may initiate scheduling of a consultation to discuss the concerns.

At this point, CIAS may recommend that all persons concerned moved forward to pursue testing and evaluation utilizing the following steps:

1. CIAS administration will produce referral documents such as, but not limited to, a testing referral letter, the Vanderbilt ADHD Diagnostic Rating Scales, etc.
2. The students' parents research their insurance policy to see if psychological services are included or if outside referral is needed. Some children's doctors also provide referral for testing and evaluation.
3. The parents make an appointment for an initial interview with the selected psychologist, to be followed by testing dates and finally, evaluation and parental consultation.
4. The parents sign a confidential waiver for the evaluation results to be sent to the CIAS office and/or hand deliver a copy to CIAS.
5. CIAS administration meets with the parents to discuss the evaluation results and makes appropriate plans for accommodations and modifications to the students' academic program.
6. These changes are implemented either at the CIAS Campus School or in the Home-based School programs.
7. Evaluation of accommodations and modifications success are monitored throughout the school year and annually revisited.

## **CURRICULUM CHOICE POLICY**

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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. 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).

To provide learning with an equitable opportunity for achievement, CIAS staff administers a learning styles inventory and diagnostic and placement assessments in the following areas: mathematics, English grammar, and reading comprehension. For home-based students, review of previous achievement results may be considered.

Utilizing this data and considering the scope and sequence flow, the staff works with parents to carefully select individualized, quality curriculum for all students which also addresses students' learning styles/intelligences, their cognitive abilities, and any learning differences or considerations. This individualized approach, combined with one-on-one access to teachers, parents, and/or tutors, provides an optimal opportunity for students' successful mastery of content.

Christian private school teachers and homeschooling parents can use an almost unlimited list of excellent and high quality curricula and coursework. CIAS utilizes an eclectic approach to choosing curriculum, utilizing a wide variety of curriculum that is differentiated to challenge our students academically and address each student's academic needs. The curriculum that CIAS uses is a mixture of mostly Christian and some secular. Curricula that are acceptable have been chosen based on the following criteria:

- Publisher's reputation
- Academic and scholastic excellence
- Alignment with CIAS' Christian values and educational philosophy

We do not advocate the "unschooling" methodology or use of secular religion/pagan curricula.

CIAS administration reserves the right to suggest curriculum change or require tutoring lessons if an enrolled student has not made adequate progress as revealed by achievement testing.

The list of approved curricula includes, but is not limited to, the following sources:

### **CURRICULUM RESOURCES:**

Accelerated Christian Education (ACE)

Alpha Omega (Lifepacs, Switched-on-Schoolhouse, etc.)

Apologia: <https://www.apologia.com/>

Barton Reading & Spelling System

Educators Publishers Services/School Specialty (Explode the Code, Writing Skills, etc.)

Five in a Row (a Charlotte Mason method of unit study)

Florida Virtual School (FLVS Flex)

Harcourt Brace

Kayes Logic of English Manuscript

Modern Curriculum Press

Mr. D's Math (Dennis DiNoia): <https://mrdmath.com/>

My Father's World: <https://www.mfwbooks.com/>

Mystery of History

Nicole the Math Lady (video lessons for Saxon Math): <https://nicolethemathlady.com/saxon-math/>

Notgrass History: <https://shop.notgrass.com/>

Pearson

Rod & Staff Publishers

Saxon Math

Scholastic

Sonlight

Spelling Power

Teaching Textbooks Math

Teaching Saxon (Art Reed): <https://teachingsaxon.com/>  
The Good and the Beautiful: <https://www.goodandbeautiful.com/>  
Writing With A Purpose

**Catholic Curricula:**

Catholic Heritage Curricula: <https://www.chcweb.com/catalog/>  
Kolbe Academy: <https://www.kolbe.org/>  
Loyola Press: <https://www.loyolapress.com/>  
St. Mary's Press: [https://www.smp.org/category/Catholic-Homeschool-Curriculum-and-Products/?per\\_page=all](https://www.smp.org/category/Catholic-Homeschool-Curriculum-and-Products/?per_page=all)  
Mother of divine Grace School Curriculum: <https://modg.org/curriculum>  
Seton Home Study School: <https://www.setonhome.org/>  
Mega Catholic Homeschooling Curriculum List: <https://www.heartofamother.net/curriculum/>  
Catholic Homeschooling Curriculum and Resources: <https://www.homeschool.com/articles/catholic-homeschooling/>

**EDUCATIONAL & CURRICULUM RESOURCES:**

<http://www.christianbooks.com>  
<http://www.rainbowresources.com>  
<https://www.learningresources.com/>

# ATTENDANCE & PROMOTION POLICIES & PROCEDURES

## **NUMBER OF SCHOOL DAYS REQUIRED**

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School should consist of 180 days per year and/or completion of the curriculum for one school year, in accordance with Florida state laws. Schooling constitutes any education or learning experience your child has in the following categories: academic curriculum (textbooks, unit studies, paces, or wisdom booklets); expanded studies such as field trips, family learning activities, unit study projects, library times, instrumental music lessons, physical education & sports activities, character training, extra-curricular activities, educational movies and literature, etc.; and domestic and vocational skill training

Suggested hours of instruction or learning activities for grades K:	3 hours per day for 5-day week
Suggested hours of instruction or learning activities for grades 1-3:	4 hours per day for 5-day week
Suggested hours of instruction or learning activities for grades 4-12:	5+ hours per day for 5-day week

## **PROMOTION CRITERIA POLICIES**

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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” on p. 22 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 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 4-5<sup>th</sup> National Stanine/45-55<sup>th</sup> 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.*

# GIFTED & LEARNING DISABILITY INFORMATION

## TESTING & EVALUATION

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We seek to provide the least restrictive environment (LRE's) possible for each CIAS student's education. In order for various accommodations and/or modifications to be made to a student's academic program and assessment/testing, testing and evaluation needs to be completed by a certified and qualified pediatric or school psychologist or by a neuropsychologist. If your pediatrician recommends that your child be tested, often your insurance plan will cover the cost of the testing and evaluation. We recommend several doctors in the area and have worked extensively over the years with two in particular: Dr. Karen Hagerott, Dr. Ali Kizilbash, and Dr. Joseph A. Cox. If your insurance plan does not include one of these doctors and offers others, we may or may not have previously worked in conjunction with them in the diagnosis and treatment of our students.

## FDLRS/ECSD

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<https://www.fdlrsemeraldcoast.org/>

The Florida Diagnostic and Learning Resources System (FDLRS) is a discretionary project of the Florida Department of Education (FLDOE) Bureau of Exceptional Education and Student Services (BEES). BEES directly supports the FLDOE's Guiding Principles and Strategic Initiatives.

Eighteen FDLRS Associate Centers, serving Florida's sixty-seven school districts, provide data-driven instructional and technical support services for the purpose of improving academic and behavioral outcomes for students with disabilities and for students identified as gifted. FDLRS Emerald Coast serves Escambia, Okaloosa, and Santa Rosa counties. The four central functions of each FDLRS Associate Center are:

- Child Find screening at Escambia County School District/J. E. Hall Center, Room 149, Pensacola, FL, (850) 469-5423
- Parent Services
- Human Resource Development (HRD)
- and Technology

Angie Esco is the Escambia County School District Educational Resource Teacher/ESE Department. You may contact her directly at (850) 430-7471 or [AEsco@ecsdf.us](mailto:AEsco@ecsdf.us). Her roles and responsibilities for private schools are:

- primary point of contact for parents of students in non-public school setting who are seeking information for Child Find evaluations
- primary point of contact for parents of students in non-public school setting seeking information to instate or reinstate ESE services as a non-public school student
- attend ESE process meeting as the Local Education Association Representative (LEA)
- assist the program specialist in the implementation of service provisions and documentation requirements
- assist the program specialist in monitoring service implementation to non-public students receiving ESE services by contract.

## IEP & 504 PLANS

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Both Individualized Education Programs (IEPs) and 504 plans can offer formal help for public school K–12 students with learning and attention issues. An IEP is a plan for a child's special education experience at school, while a 504 Plan is a plan for how a child will have access to learning at school. If your student has already been tested and evaluated, and you have participated in the creation of a public school IEP or 504 at any time during their schooling (no matter how far back it was created), then CIAS asks that you bring a copy of it to your initial interview consultation. CIAS policy is to honor the accommodations and modifications delineated in these plans in an effort to provide the least restrictive environment possible for each.

## GIFTED

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After a student has been tested and has been labeled as gifted by a psychologist, appropriate accommodations may/can be made for his/her gifted abilities. This is accomplished during consultations with students and their parents after assessments results are reported. For example, a gifted student may complete more than one year's curriculum within a school year and be promoted to the next grade





# 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 (1.0-4.3) and unweighted (1.0-4.0) GPA scales. As of summer 2006, all Dual Enrollment classes and Honors courses are worth 1 extra grade points.

## 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.

All **Kindergarten, Elementary School, & Middle 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, Weighted	Below Average
F	59%-below		Failing/Not an acceptable grade/Retake

### PERSONAL GROWTH, CITIZENSHIP, AND CHARACTER EVALUATION GRADING SCALE:

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

**HIGH SCHOOL CREDITS:** If a CIAS high school student completes a minimum of 80% of their curriculum/coursework, they may receive regular credit. If a student completes 100% of their curriculum/coursework, they may receive an honors credit (with a few exceptions).

# QUARTERLY REPORTS & ATTENDANCE RECORDS

## **Attendance Report**

The Attendance Report is a record and tally of the days that the student was engaged in schoolwork or learning activities.

## **Test Score Record Form**

Submit the Test Record Reporting Form to record any quizzes or tests completed by students during the quarter.

## **Various Other Reporting Forms**

Depending on the need for documentation, CIAS provides various other reporting forms that are required and/or appropriate to submit, depending on grade level and activity.

## **Late Fee**

Families enrolled in CIAS agree to pay a \$25 fee per quarter for submitting each student's late report without prior arrangement with the school office. The reports must be received by the CIAS office by the leniency date posted online on the CIAS School calendar.

The CIAS School Calendar is posted online here: <https://tboomerj7.wixsite.com/christianinstitute/school-calendar>

**Fax:** 850-458-5132

**E-mail:** as a Word doc or PDF attachment to: [nogratrjoy@christianinstitute.com](mailto:nogratrjoy@christianinstitute.com)

**Mail:** CIAS  
2007 North 61<sup>st</sup> Avenue  
Pensacola, FL 32506

**Hand-deliver to the following:**  
CIAS school office



# HONORS & AWARDS INFORMATION

## HONORS CREDIT & STATUS POLICIES

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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

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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, theatre 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 grade is 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

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CIAS offers six awards to the graduating class of high school seniors each spring during the Graduation Commencement Ceremony: Honor Roll, Principal's Award, Academic Excellence Award, Christian Character Award, Salutatorian, and Valedictorian.

### **Cum Laude, Magna Cum Laude, and Summa Cum Laude Honor Roll**

These awards/certificates/trophies are awarded to graduating seniors who maintained a 3.5, 3.8, or 4.0 GPA throughout the 3-4 years of high school.

### **Principal's Award**

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

### **Academic Excellence Award**

This award/certificate/trophy is awarded to graduating 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 graduating 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:

- Stayed on the Summa Cum Laude Honor Roll throughout high school (straight A's)
- Earned the second-highest unweighted GPA (3.8+) and weighted (4.0+) GPA of the graduating senior class
- Taken at least one ACT and/or SAT and made high scores
- Completed a minimum of 100 hours of Volunteer Community Service
- May have dual enrolled at a local college or university
- Must agree to participate in and give an address during the graduation commencement ceremony

### **Valedictorian**

The Valedictorian is chosen based upon the following criteria:

- Stayed on the Summa Cum Laude Honor Roll throughout high school (straight A's)
- Earned the highest unweighted GPA (3.9+) and weighted (4.0+) GPA of the graduating senior class
- Taken at least one ACT and/or SAT and made high scores
- Completed a minimum of 100 hours of Volunteer Community Service
- May have dual enrolled at a local college or university
- Must agree to participate in and give a speech during the graduation commencement ceremony

# ELEMENTARY SCHOOL & MIDDLE SCHOOL



## PERFORMING FINE ARTS

The Fine Arts are a very important part of the personal discipline and the emotional, spiritual, and social development of your child(ren). We encourage you to motivate your child(ren) to get involved in fine arts activities that are stimulating to the wonderful and creative left brain!

### MUSIC LESSONS & BAND

**ADD INFO ABOUT CIAS CAMPUS MUSIC CLASSES**

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#### **Kindermusik:**

Music adventures for Newborn through age 7

[www.kindermusik.com](http://www.kindermusik.com)

#### **Voice:**

Deb Robertson- will give lessons in your home, cell 723-3836

#### **Piano:**

Deb Robertson- will give lessons in your home, cell 723-3836

#### **Guitar:**

Blue's Angel, call 850-457-7557

Cori Jones-White- cell 850-380-6011. e-mail [dixiefiddler71@aol.com](mailto:dixiefiddler71@aol.com) or see [www.dixiefiddler.com](http://www.dixiefiddler.com)



#### **Violin/Viola/Cello:**

Cori Jones-White- string instructor; teaches traditional, Suzuki, classical, Celtic, and bluegrass fiddling methods; accepts early beginners (3 & 4 y/o) & older students; cell 850-380-6011. e-mail [dixiefiddler71@aol.com](mailto:dixiefiddler71@aol.com) or see [www.dixiefiddler.com](http://www.dixiefiddler.com)

#### **West Florida Home Education Music Association (The Homeschool Band):**

Find out information about WFHEMA online at <http://www.homeschoolband.com/>

## ART

**ADD INFO ABOUT CIAS CAMPUS Art CLASSES**

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**How Great Thou Art Publications:** a Christian art curriculum constructed to be used in the independent learning environment

**Choose Art-** for Grades 2-7, School of Tomorrow

A Beka has an art curriculum for Grades 1-6

**Developing Motor Skills in Art-** for Grades 1 & 2, Coloring, cutting, tracing, folding, drawing, painting

Rod & Staff Publishers

*Art With a Purpose* Grades 1-8

From basic coloring skills and shading to advanced drawing, painting, pen and ink, and calligraphy

Rod & Staff Publishers or Christian Light Publications.

## **THEATER**

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**ADD INFO ABOUT LOCAL THEATER OPPORTUNITIES FOR HOMESCHOOLERS**

# KINDERGARTEN

## **CURRICULUM LIST**

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At the beginning of the school year, submit a **Curriculum List**, recording the subjects your kindergarten student is covering, the grade level, and the source or publisher.

## **QUARTERLY GRADE REPORTS**

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Parents/teachers of kindergarten students should send in a **Quarterly Grade Report** and **Attendance Record** every three months.

## **ATTENDANCE**

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Suggested hours of instruction or learning activities for Kindergarten students: 3 hours per day for 5-day week.

## **SKILLS & ACCOMPLISHMENTS FOR KINDERGARTEN**

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Please see the Kindergarten Learning Objectives *in the CIAS Early Elementary Handbook* and the *CIAS Scope and Sequence*.

## **END-OF-THE-YEAR ASSESSMENT FOR KINDERGARTEN LEARNING OBJECTIVES**

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Every CIAS Kindergarten graduate must be assessed by a CIAS staff and/or parent using the “End-of-the-Year Assessment for Kindergarten Learning Objectives” towards the end of the spring semester or summer after graduation to record their progress in kindergarten abilities and accomplishments.

## **APPROPRIATE LEARNING ACTIVITIES**

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Kindergarten is the first year of organized studies for a child. A good Pre-School and Kindergarten program should include all of the following:

- 1) Memorization of God's Word! We have seen so many children learn better when they are memorizing portions from the Bible.
- 2) Music & Art: Exposure to the performing fine arts: gymnastics, ballet, and dance is imperative to the formation of their brain cells and memory capacity.
- 3) Scholastic achievement: they should master numbers, colors, shapes, phonics, and basic reading.
- 4) Personal skills and hygiene: they should be introduced to developing good work habits, citizenship, basic health & safety, personal grooming, and social etiquette.
- 5) Discover and explore the wonders of God's creation with your little one (field trips, hands-on learning)!





# ELEMENTARY SCHOOL

## CURRICULUM LIST

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At the beginning of the school year, submit a **Curriculum List**, recording the subjects your elementary student is covering, the grade level, and the source or publisher.

## QUARTERLY GRADE REPORTS

---

Parents/teachers of elementary students should send in a **Grade Report, Reading Book List, Literature Book List, and Attendance Record** every three months.

## SEMESTER REPORTS

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Parents/teachers of elementary students should send in reports for music, art, PE, citizenship, and all non-tested subject areas twice per school year after 2<sup>nd</sup> and 4<sup>th</sup> quarters are finished.

## ATTENDANCE

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Suggested hours of instruction or learning activities for Grades 1-3 students: 4 hours per day for 5-day week.

Suggested hours of instruction or learning activities for Grades 4-5 students: 5 hours per day for 5-day week.

## SKILL & ACCOMPLISHMENT LISTS FOR ELEMENTARY STUDENTS

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Please see the *CIAS Scope and Sequence* for Learning Objectives for Grades 1-5.

## END-OF-THE-YEAR ASSESSMENT FOR GRADE 1-2 LEARNING OBJECTIVES

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Every CIAS student in Grades 1-2 must be assessed by a CIAS staff and/or parent using the “End-of-the-Year Assessment for 1<sup>st</sup>/2<sup>nd</sup> Grade Learning Objectives” towards the end of the spring semester or summer after graduation to record their progress in Grade 1-2 academic abilities and accomplishments.

## IOWA ASSESSMENTS FOR GRADES 3-5

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Every CIAS student in Grades 3-5 must take an Iowa Assessments (or another national normed achievement test measurement) towards the end of the spring semester to document their progress in Grade 3-5 academic abilities and accomplishments.

## APPROPRIATE LEARNING ACTIVITIES

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Elementary school consists of grades 1-5. A well-rounded elementary education program should include all of the following:

- Memorization of God's Word! We have seen so many children learn better when they are memorizing portions from the Bible.
- Exposure to the aesthetic: the study of music, art, gymnastics, ballet, and dance is imperative to the formation of brain cells and memory capacity.
- Physical fitness: Your students should have as much exposure to the outside world around them as possible. Sunshine and physical exercise helps them to grow into strong people.
- Scholastic achievement: They should study English grammar, composition & creative writing, handwriting & penmanship, mathematics, social studies, history, science, health, and geography & map skills.
- Reading & literature: Take your children to the library or add to your own collection of classics, novels, and biographies. Reading expands the mind and helps a child to see the world from an intelligent and godly perspective.
- Personal skills and hygiene: they should be introduced to developing good work habits, citizenship, basic health & safety, personal grooming, and social etiquette.
- Unit studies and group learning activities are a great way to expand the educational horizons of your children in their elementary years.
- Club memberships: 4H, Boy Scouts, Girl Scouts, Keepers at Home, Defenders of the Faith, AWANA, Master Clubs, Missionettes, Royal Rangers, Royal Ambassadors, and Pioneers Clubs are some of the many activities available.





This is our always incomplete book list, based on many years of our own avid readers and the hundreds of books they have read. Books made into movies are marked with an asterisk (\*).



## Elementary School Reading List

*A Treasure of Child's Literature*  
*Egermeier's Bible Story Book*  
*The Children's Bible in 365 Stories*  
*Bible Nurture and Reader* series pub. by Rod & Staff  
*Little Visits With God* by Allan H. Jahsmann  
*James Herriot's Treasury for Children*  
*Aesop's Fables*  
*Favorite Poems Old and New*  
*Heroes of America- Illustrated Lives* series  
*Childhood of Famous Americans* series  
 Illustrated biographies by Ingrid & Edgar d'Aulaire  
*The Door in the Wall* by Marguerite de Angeli  
*Sounder* by William Howard Armstrong  
*Mr. Popper's Penguins* by Richard Atwater  
*The Indian in the Cupboard* by Lynne Reid Banks  
*Peter Pan* by James Matthew Barrie \*  
*The Book of Virtues* by Bill Bennet  
*The Velveteen Rabbit* by Margery Williams Bianco\*  
*Twenty and Ten* by Claire H. Bishop  
*Caddie Woodlawn* by Carol Ryrie Brink \*  
*Magical Mellons* by Carol Ryrie Brink  
*Squanto, Friend of Pilgrims* by Clyde R. Bulla  
*John Billington, Friend of Squanto* by Clyde R. Bulla  
*A Lion to Guard Us* by Clyde R. Bulla  
*Riding The Pony Express* by Clyde R. Bulla  
*The Viking Adventure* by Clyde R. Bulla  
*Pocahontas and the Strangers* by Clyde R. Bulla  
*The Sword in the Tree* by Clyde R. Bulla  
*Pictorial Pilgrim's Progress* by John Bunyan, pub. by Moody Press  
*The Secret Garden* by Francis Hodgson Burnett \*  
*Little Lord Fauntleroy* by Francis Hodgson Burnett \*  
*The Little Princess* by Francis Hodgson Burnett \*  
*Alice in Wonderland* by Lewis Carroll \*  
*Pinocchio* by Carlo Collodi\*  
*The Courage of Sarah Noble* by Alice Dalgliesh  
*The Thanksgiving Story* by Alice Dalgliesh  
*The Black Stallion* by Walter Farley \*  
*The Elsie Dinsmore* series by Martha Finley  
*The Martha* series by Martha Finley  
*The Whipping Boy* (Prince Brat) by Sid Fleischman \*  
*The Cabin Faced West* by Jean Fritz  
*The Ivan* series by Myrna Grant  
*Pocahontas- True Princess* by Mari Hanes  
*The Exiled Prince* (Biblical fiction- Daniel) by Elizabeth R. Hanford  
*The Fugitive King* (Biblical fiction- David) by Elizabeth R. Hanford  
*The Favorite Uncle Remus & Brer Rabbit stories* by Joel Chandler Harris  
*Little One, Maid of Israel* by Bill Harvey  
*Vinegar Boy* by Alberta Hawse

*Justin Morgan Had a Horse*  
 by Marguerite Henry

*Misty of Chincoteague* by Marguerite Henry  
*Stormy, Misty's Foal* by Marguerite Henry  
*Sea Star, Orphan of Chincoteague* by Marguerite Henry  
*White Stallion of Lipizza* by Marguerite Henry \*  
*King of the Wind* by Marguerite Henry  
*Mustang, Spirit of the West* by Marguerite Henry  
 the *Sugar Creek Gang* series by Paul Hutchins  
*Hero Tales & the Trailblazer* series (fictionalized missionary stories) by Dave & Neta Jackson  
*Betsy & Tacy* by Lucy Maud Lovelace  
*Little House on Rocky Ridge* by MacBride  
*Sarah, Plain and Tall* by Patricia MacLachlan \*  
*Skylark* by Patricia MacLachlan \*  
*Journey* by Patricia MacLachlan \*  
*Baby* by Patricia MacLachlan \*  
*Complete Tales of Winnie the Pooh* by A. A. Milne \*  
*A Christmas Surprise* by Ruth N. Moore  
*Distant Thunder* by Ruth N. Moore  
*The Railway Children* by Edith Nesbit  
*The Borrowers* by Mary Norton  
*Toby Tyler* by James Otis  
*Amelia Bedelia* by Peggy Parish  
*Pollyanna* by Eleanor H. Porter \*  
*Pollyanna Grows up* by Eleanor H. Porter  
*Least of All* by Carol Purdy  
*Grandma's Attic* series by Anita Richardson  
*The Best Christmas Pageant Ever* by Barbara Robinson \*  
*Black Beauty* by Anna Sewell \*  
*Heidi* by Johann Spyri \*  
*Star of Light* by Patricia St. John  
*Rainbow Garden* by Patricia St. John  
*Tanglewood Secret* by Patricia St. John \*  
*Treasures of the Snow* by Patricia St. John \*  
*Three Go Searching* by Patricia St. John  
*Secret of the Forth Candle* by Patricia St. John  
 the *Mandy* series by Lois Sheppard  
*Sign of the Beaver* by Elizabeth George Spear  
*The Witch of Blackbird Pond* by Elizabeth George Spear  
*A Child's Garden of Verses* by Robert Louis Stevenson  
*River of Fire* by Betty Wilson Story  
*Five Little Peppers and How They Grew* by Margaret Sydney  
*What Would Jesus Do?* by Mack Thomas  
*Wind in the Willows* by E.B. White  
*Charlotte's Web* by E.B. White \*  
*Stuart Little* by E.B. White \*  
*The Trumpet of the Swan* by E. B. White  
*Rebecca of Sunnybrook Farm* by Kate Douglas Wiggin\*  
*Mother Carey's Chickens* by Kate Douglas Wiggin \* (Movie is Disney's "Summer Magic")

*Little House on the Prairie* books by Laura I. Wilder

**Biographies of famous Christians-**

*Christian Heroes: Then and Now* series

*Young Reader's Christian Library* series

*Trailblazer* series by Dave & Neta Jackson

*The Sowers* series published by Mott Media

*Ink on His Fingers* by Louise A. Vernon

*A Heart Strangely Warmed* by Louise A. Vernon

*The Man Who laid the Egg* by Louise A. Vernon

*Thunderstorm in Church* by Louise A. Vernon

*Night Preacher* by Louise A. Vernon

*The Bible Smuggler* by Louise A. Vernon

*The Beggar's Bible* by Louise A. Vernon

*The Secret Church* by Louise A. Vernon

*Key to the Prison* by Louise A. Vernon

*The King's Book (the story of the KJV)* by Louise A. Vernon

**Bob Jones University Press**

**Journey Books:**

**Red Level, ages 2-6**

*Roses on Bake Street* by Eileen Berry

*Grandpa's Gizmos* by John Menken

*The Spelling Window* by Gloria Repp

*Wait and See* by Dawn L. Watkins

*Chickadee Winter* by Dawn L. Watkins

**Orange Level, ages 6-7**

*Escape* by Mona Dunkel

*On Yonder Mountain* by Milly Howard

*A Question of Yams* by Gloria Repp

*Pulling Together* by Dawn L. Watkins

**Yellow Level, ages 7-9**

*Captive Treasure* by Milly Howard

*Mystery of Pelican Cove* by Milly Howard

*Treasure of Pelican Cove* by Milly Howard

*These Are My People* by Milly Howard

*On Yonder Mountain* by Milly Howard

*Sarah Whitcher's Story* by Elizabeth Yates

**Green Level, ages 9-12**

the *Arbi Jenkins* series by Hambrick

*Brave the Wild Trail* by Milly Howard

the *Derwood* series by Jerri Massi

*The Secret of the Golden Cowry* by Gloria Repp

*Sheriff at Waterstop* by Andy Thompson

*Renegade in the Hills* by Andy Thompson

*Jenny Wren* by Dawn L. Watkins

*Carolina's Courage* by Elizabeth Yates

*Mountain Born* by Elizabeth Yates

*The Next Fine Day* by Elizabeth Yates

# MIDDLE SCHOOL

## CURRICULUM LIST

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At the beginning of the school year, submit a **Curriculum List**, recording the subjects your middle school student is covering, the grade level, and the source or publisher.

## QUARTERLY GRADE REPORTS

---

Parents/teachers of elementary students should send in a **Grade Report, Reading Book List, Literature Book List, and Attendance Record** every three months.

## SEMESTER REPORTS

---

Parents/teachers of elementary students should send in reports for music, art, PE, citizenship, and all non-tested subject areas twice per school year after 2<sup>nd</sup> and 4<sup>th</sup> quarters are finished.

## ATTENDANCE

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Suggested hours of instruction or learning activities for Grades 6-8 students: 5 hours per day for 5-day week.

## SKILL & ACCOMPLISHMENT LISTS FOR MIDDLE SCHOOL STUDENTS

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Please see the *CIAS Scope and Sequence* for Learning Objectives for Grades 6-8

## IOWA ASSESSMENTS FOR GRADES 6-8

---

Every CIAS student in Grades 6-8 must take an Iowa Assessments (or another national normed achievement test measurement) towards the end of the spring semester to document their progress in Grade 6-8 academic abilities and accomplishments.

## APPROPRIATE LEARNING OBJECTIVES

---

Middle school consists of grades 6-8. A well-rounded middle school education program should include all of the following:

- Memorization of God's Word! We have seen so many children learn better when they are memorizing portions from the Bible.
- Exposure to the aesthetic: the study of music, art, gymnastics, ballet, and dance is imperative to the formation of your student's brain cells and memory capacity.
- Physical fitness: Your students should have as much exposure to the outside world around them as possible. Sunshine and physical exercise helps them to grow into strong people.
- Scholastic achievement: They should study English grammar, composition & creative writing, reading & literature, handwriting & penmanship, mathematics, social studies, history, science, health, and geography & map skills.
- Personal skills and hygiene: they should be developing good work habits, citizenship, basic health & safety, personal grooming, and social etiquette.
- Club memberships: 4H, Boy Scouts, Girl Scouts, Keepers at Home, Defenders of the Faith, Awana, Missionettes, Royal Rangers, Royal Ambassadors, and Pioneers Clubs are some of the many activities available.
- Study skills are a much-needed and yet much-neglected component of high school learning. Middle school is the best time to introduce your children to the consistent studying for memorization, learning practical study skills, and combating test-taking phobia.

## FLORIDA STATE HISTORY

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Every student enrolled in school must complete a Florida State History course during middle or high school. There are several courses that we have used and liked:

- *Florida State History*, published by Accelerated Christian Education. It is a one-semester course and consists of six Paces with answer keys available. You can order it through CIAS.
- *Florida State History*, produced by Switched-on Schoolhouse. It is a computer CD-based course. You can order it from Alpha Omega Publications at 1.800.622.3070.

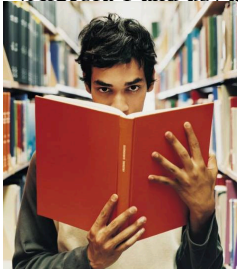
There are also many unit-study style state history studies that are suitable to fulfill this class.



## COMPLETING HIGH SCHOOL CREDITS IN MIDDLE SCHOOL

Eligible middle school students are permitted to start earning high school credit for completing high school-level courses upon approval from CIAS administration. This would include, but is not limited to courses in foreign language, language arts, mathematics (Algebra 1 and up) and science (Integrated Science, Earth Space Science and up).

This is our always incomplete book list, based on many years of our own avid readers and the hundreds of books they have read. Books made into movies are marked with an asterisk (\*).



# Middle School Reading List

the *Danny Orlis* series by Bernard Palmer  
*Girl of the Limberlost* by Gene Stratton Porter \*

*Favorite Poems Old and New*  
*The Inheritance* by Louisa May Alcott\*  
*Little Women* by Louisa May Alcott \*  
*Little Men* by Louisa May Alcott \*  
*Jo's Boys* by Louisa May Alcott  
*An Old Fashioned Girl* by Louisa May Alcott  
*Eight Cousins* by Louisa May Alcott  
*Rose in Bloom* by Louisa May Alcott  
*A Garland for Girls* by Louisa May Alcott  
*Jack and Jill* by Louisa May Alcott  
*Under the Lilac* by Louisa May Alcott  
the *Pansy* series:  
*Ester Reid Asleep & Awake* by Isabella Alden  
*Julia Reid* by Isabella Alden  
*Ester Reid Yet Speaking* by Isabella Alden  
*Dog Jack* by Florence W. Biros  
*Little Pilgrim's Progress* by John Bunyan & Helen L. Taylor  
*The Incredible Journey* by Sheila Burnford \*  
*Landing of the Pilgrims* by Jamea Daugherty  
*Hans Brinker* by Mary Mapes Dodge \*  
*The House of Sixty Fathers* by Meindert DeJong  
*The Wheel on the School* by Meindert DeJong  
*Johnny Tremain* by Esther Forbes \*  
*The Diary of a Young Girl* by Anne Frank  
*Early Thunder* by Jean Fritz  
*Traitor: The Case of Benedict Arnold* by Jean Fritz  
*Old Yeller* Fred Gipson \*  
*Savage Sam* by Fred Gipson \*  
*Ivan and the Daring Escape* by Myrna Grant  
*Rifles for Watie* by Harold Keith  
*The Trumpeter of Krakow* by Eric Philbrook Kelly  
*When Hitler Stole Pink Rabbit* by Kerr  
*Carry On, Mr. Bowditch* by Jean Lee Latham  
*Strawberry Girl* by Lois Lenski  
*The Lion, The Witch, & The Wardrobe* by C. S. Lewis\*  
*The Magician's Nephew* by C. S. Lewis \*  
*Number the Stars* by Lois Lowry  
*Don't Check Your Brains at the Door* by Josh McDowell  
*Little Britches* series by Ralph Moody  
the *Anne of Green Gables* series by Lucy M. Montgomery \*  
*Chronicles of Avonlea* by Lucy Maud Montgomery  
*Along the Shore* by Lucy Maud Montgomery  
*Island of the Blue Dolphins* by Scott O'Dell  
*Streams to the River, River to the Sea* by Scott O'Dell

*Freckles* by Gene Stratton Porter  
*Where the Red Fern Grows* by Wilson Rawls \*  
*Robert E. Lee* by Lee Roddy  
*The Runaway* by Patricia St. John  
*Twice Freed* by Patricia St. John  
*The Bronze Bow* by Elizabeth George Speare  
*Calico Captive* by Elizabeth George Speare  
*My Indian Boyhood* by Luther Standing Bear  
*Treasure Island* by Robert Louis Stevenson \*  
*Dr. Jekyll and Mr. Hyde* by Robert Loius Stevenson \*  
*The Adventures of Tom Sawyer* by Mark Twain  
*The Adventures of Huckleberry Finn* by Mark Twain  
*The Prince and the Pauper* by Mark Twain \*  
*Daddy Long Legs* by Jean Webster \*  
*Rebecca of Sunnybrook Farm* by Kate Douglas Wiggin & Eric Wiggin (Christian version) \*  
*Amos Fortune, Free Man* by Elizabeth Yates

### Bob Jones University Press Journey Books: Blue Level, ages 12 & up

*With Daring Faith* by R. Davis  
*The Foundling* by Linda Hayner  
*In Search of Honor* by Donna Hess  
*A Father's Promise* by Donna Lynn Hess  
*Dust of the Earth* by Donna Lynn Hess  
*The Hawk That Dare Not Hunt by Day* by Scott O'Dell  
*Men of Iron* by Howard Pyle  
*Nothing Daunted- the story of Isobel Kuhn* by Gloria Repp  
*Morning Star of the Reformation* by Andy Thompson  
*Zoli's Legacy I & II* by Dawn L. Watkins  
*The Theft* by Elizabeth Yates  
*Sound Friendships* by Elizabeth Yates

*The Journeyman*  
by  
Elizabeth  
Yates  
*Hue & Cry*  
by







# WRITTEN BOOK REPORT INFORMATION

The written book report should include the following three parts: the introduction, the body, and the conclusion. A book report should be 1 1/2 to 2 pages long.

## THE INTRODUCTION

1. The first introductory sentence should include the book title, the author, and the subject or theme of the book.
2. Then you should make your reader interested in the book that you are writing about by recording an interesting statement or exciting event in the book.
3. Your introductory paragraph should also include a statement about something in the book that impressed you. This might include a moral lesson or principle or something you learned.
4. The Introduction should be at least five sentences.

## THE BODY

1. Begin the body of your book report with a very short synopsis or summary of the book. This section will contain only the main ideas, events, morals, or points in the book and should only be several sentences long.
  - For a fiction book, you will write a summary of the story plot.
  - For a biography, you will record the most important things that happened in the person's life.
  - For a nonfiction book, you will write a summary of the book content.
2. Now you can write at least three paragraphs to explain the opinion you stated in the introduction, using incidents, details, and quotes from the book. Make sure you do not copy word-for-word what the book says (except direct quotations), since that would be plagiarism.

## THE CONCLUSION

1. Begin your conclusion by restating your opinion of the book. Do not use the exact same wording; be creative in expressing yourself.
2. Expand your thoughts about the book. Your evaluation may be favorable or unfavorable, since there may be something that you did not like or appreciate in the book.



**“I have no greater joy  
than to hear that my children  
walk in truth.”**

**III John 4**