



Classical Studies of Indianapolis

Handbook



CSIndy Parent Handbook Policy Table of Contents

CSIndy Parent Handbook Policy Table of Contents	2
Community Code of Conduct and Student Behavior.....	4
Honorable Behavior Specific to Students	4
Community Code of Conduct Covenant	4
Disciplinary Procedure	4
Bullying.....	5
Parent and Student Class Expectations	5
Parent Expectations	5
Student Studies & General Classroom Expectations: Grammar School.....	7
“High Five” & “J.O.Y.”	7
Student Studies & General Classroom Expectations: Dialectic & Rhetoric.....	7
Study Hall.....	8
School Day Details.....	8
Calendars and Schedules	8
Closures and Delays	8
Class Day Cancellation / Virtual School Day.....	8
Facility Use	9
Student Arrival	9
Identification.....	9
Student Dismissal.....	9
Student Attendance	10
Tardy Policy	10
Student Health and Well-Being	10
Student Illness.....	10
Preventative Measures	11
Student Allergies.....	11
Administration of Medication.....	11
Student Possession of Weapons.....	12
Cold Weather / Outdoor Activity Policy.....	12
Transportation and Student Drivers	12
Transportation	12
Student Drivers	12
Unattended Students in the Parking Lot.....	12
Volunteer Agreement and Guideline.....	12
Volunteerism.....	12
Volunteers and Childcare.....	13
Volunteer Guidelines and Expectations.....	13
Dress Code	14
PreK Dress Code.....	14
Grammar School	14
Dialectic School.....	15
Rhetoric High School.....	16
Technology Use Policy	17
Canvas.....	17

Any and all content distributed during a classroom day OR retrieved from the CSI on-line collaboration tool is intended for private, CSI community use only. Distribution of the material outside the CSI community may result in copyright violation. CSI reserves the right to disallow on-line access to the CSI community in the case of gross misuse.



Canvas Accessibility by Parents	17
Canvas Accessibility by Students	17
E-mail	17
Members List	17
Electronic Devices & Phones.....	17
Students and Internet Access	17
Parent Responsibilities.....	18
Consequences / Exclusions	18
Technology Use Policy Consent Form.....	19
Standards for Submitted Written Work (Dialectic & Above)	20
Guidelines and Grading Scales for Student Evaluation and Feedback	21
Lower Grammar School	21
Upper Grammar School	21
Dialectic School	21
Rhetoric School	21
Late Work / Make-Up Work.....	21
Lost Work Related to Technology Failure	21
Dialectic and High School Grading Scale	22
Transcripts and Grades	22
High School Credit and the Dialectic School Student.....	23
Academic Modifications and Adjustments	24
Course of Study Adjustment	24
Discipline Regarding Academic Dishonesty	25
Plagiarism.....	25
Cheating	25
Upper Grammar Discipline	25
Dialectic and Rhetoric Discipline.....	25
High School Credit and the Dialectic School Student	27
APPENDIX A: Biblical References	28
Definition - Regarding the CSIndy position on the Role of Co-Teacher	28
Definition - Regarding the CSIndy position on Parent’s role as the lead teacher	28
Code of Conduct	28
Behavior Specific to Lying	30
Behavior Specific to Gossip, Words, and the Abuse of Public Prayer	30
Call to Discipline.....	30
APPENDIX B: IN DoE MEMO pertaining to HS Credit before 9th Grade.....	31



CLASSICAL STUDIES OF INDIANAPOLIS

Community Code of Conduct and Student Behavior

All members of the CSIndy community should be familiar with the *Code of Conduct* for the CSIndy Community.

CSIndy as a community seeks to honor the Lord through our speech, actions, and conflict resolution. We ask that all families and staff follow the spirit and guidelines set forth in Matthew 18 when dealing with conflict resolution.

In addition, it should be clearly understood that the elements of the *Community Code of Conduct* and *Student Behavior* are predicated on CS Indy's *Principles* (Mission, Vision, and Core Values) and *Doctrinal Statement*.

Honorable Behavior Specific to Students

The behavior of CSIndy students should be Christ-honoring, respectful and encouraging. Older students should model this behavior among peers and younger students who look to older students as role models.

Community Code of Conduct Covenant

Our family recognizes that it is our responsibility to encourage and direct the exhibition of traits to a student of character as defined in the *CSIndy Code of Conduct*. These expectations include:

- Seek to be a peacemaker (Romans 12:18; Ephesians 4, 2 Timothy 2:22)
- Respect, acknowledgement and adhere to guidelines set by CSIndy
- Respect for adults and elders (1 Peter 5:5)
- Respect toward others, including peers, in the spirit of Christian unity
- Demonstration of a willingness to help others, (Colossians 3:23-24; Galatians 6:9-10)
- Demonstration of a readiness to learn (Proverbs 1:1-7) and the Christian work ethic
- Demonstration of self-control (2 Timothy 1:7; 2 Peter 1:5-9) and avoid a spirit of rebellion
- The setting of a good example for the younger children
- Distinctions specifically related to ladies and gentlemen
- Avoiding the transgressions of lying (Proverbs 12:22; Colossians 3:9-10), and the use and abuse of words (Ephesians 4:29; Colossians 3:8)

As a parent, I recognize it is **my responsibility to train my student** and encourage those traits noted above within the home as part of preparation for a CSIndy day as well as within the community. It is also an expectation that I, as a willing participant, will **demonstrate the same** both inside and outside the CSIndy community. Upon enrollment and elected participation in the CSIndy community, I recognize that I have willingly submitted myself as a partner with CSIndy as it relates to CSIndy discipline, with the intent of training up the student and maintaining unity within the community of through biblical reconciliation and restoration.

Disciplinary Procedure

Proverbs 15:32, "Those who disregard discipline despise themselves, but the one who heeds correction gains understanding."

In the case of persistent, rebellious behavior discipline steps may occur.

- First infraction: teacher approaches student (Matthew 18:15)
- Second infraction: teacher approaches student and Team Lead, notifying the parent (Matthew 18:16)
- Third infraction: teacher, Team Lead, Head of School, parent and student will conference (Matthew 18:16-17)



Significant disregard of the CSIndy *Community Code of Conduct* may result in contact with member(s) of the Discipline Committee for redirection. In such a case, the Discipline Committee will rely on scripture throughout the evaluative and disciplinary process (2 *Timothy 3:16-17*). Failure to respond and/or a demonstrated unwillingness may result in forced expulsion (1 *Corinthians 5*).

When disciplining students of any age, it is the policy of Classical Studies of Indianapolis to choose positive reinforcement and encouraging methods whenever possible. In addition, the recognition of age-appropriate and “foolish vs childish” behaviors as they apply to any given age will be considered. Age-appropriate discipline strategies including re-direction, limiting of choices, and encouragement upon responsive redirection. Discipline tools may include a ‘time out’, inclusion / exclusion in an activity, loss/gain of a privilege, positive motivators (privilege, tokens, stickers, etc.). Other tools and resources include the incorporation of “J.O.Y.” in the classroom, the “High Five”, and the application of a “theme verse” for the program during any given year.

CSIndy reserves the right to remove a child from a classroom if he or she is putting other children at risk or a gross distraction to the classroom environment. CSIndy will strive to approach students with gentle, but firm voices of discipline and truth, being respectful of the child at all times. While correction of a child in front of others is permissible; admonishment of a child should be in private. CSIndy implements a strict policy prohibiting any form of corporal punishment - regardless of a parent’s instructions or wishes to discipline in a physical manner.

In the case of persistent, rebellious behavior and/or academic non-compliance, a conference will be called which may include the student, parents, coordinator, and teacher. At that time, a behavior contract may be written. Failure to comply with contract will result in a second conference which may include a member of the CSIndy Board as necessary. Repeated unwillingness to progress per an individual character plan may result in forced expulsion. For critical issues, CSIndy reserves the right to expel a student at any time.

Bullying

Bullying is the verbal, social, or physical abuse rooted in selfishness and an attempt to demonstrate or create the perception of power or one over another. It is the consistent reflection of attitudes and behaviors that are inconsistent with Christ-like humility. Bullying may occur in verbal form (persistent teasing, name calling, taunting, gossips & the spreading of rumors, or threats), socially or relationally (deliberately excluding another, building of alliances, social shunning, deliberate attempts to embarrass another) or physically and will not tolerate it in any format.

Discipline for bullying is not limited to actions only within the confines of a CSIndy school day and/or event.

Parent and Student Class Expectations

Parent Expectations

CSIndy takes the position that the lead teacher of a student is, indeed, the *parent* in the home for Pre-K to UG6. For the Dialectic and Rhetoric students, the parent is the supporting teacher. In all grade levels the *parent* is expected to encourage and spur on their students in the pursuit of honoring behavior. It is the responsibility of the parent to set and reinforce a tone of respect in the classroom and toward any CSIndy staff. This includes not only the staff as a person, but the goals and objectives related to that class.

Expectations for the parent of a Lower Grammar (LG) school student are as follows:

- For Pre-K through LG3 the *parent* may choose to use their own academic courses for their student, with the exception of:
 - Recitation pieces which are to be committed to memory AND
 - Musical pieces which also require memorization and practice
- Our Lower Grammar students receive enrichment classes at CSIndy. They do not receive spelling & phonics, early reading and reading comprehension, simple grammatical concepts, and mathematical skills.



- Although rare, assignments, deadlines, and the expectations set forth by the CSIIndy *teacher* should be honored as well as reinforced by the *parent* in the home.
- This is most noteworthy in LG3 classes. Parents are highly encouraged to begin incorporating CSIIndy assignments into their homeschool plan in preparation for the upper grammar years.

Expectations for the parent of an Upper Grammar (UG) school student are as follows:

- Parents should make certain UG students have completed reading assignments, writing assignments, and Latin exercises as their priority CSIIndy work.
- CSIIndy encourages the parental role in coaching a student through their assignments. This is especially true of Progym (Writing & Rhetoric).
- The *parent* should supplement with spelling, vocabulary, grammar, and reading comprehension program based on their student's needs and skill level(s).
- The parent should take the lead role in managing a student's daily schoolwork schedule at home.
- The parent is expected to provide, in some fashion, the tools necessary for the student to complete their assignments to the best of their ability. Tools include the books identified on the class booklist, internet access, working printer and assorted craft tools or items to be used in some supplementary projects.
- Assignments, deadlines, and the expectations set forth by the CSIIndy *teacher* should be honored as well as reinforced by the *parent* in the home. **If there is an issue with a student completing an assignment, the *parent* should approach the *teacher* so that the teacher is aware.**

Expectations for the parent of a Dialectic school student are as follows:

- The parent may coach and direct their students in their schoolwork. However, all work should be student's work.
- The parent is expected to encourage and spur on their students in the pursuit of solid study habits and diligence (*Psalm 78:5-7, Deuteronomy 6:4-9, Proverbs 1:8-9*) and asked to motivate their students in order that a student will arrive in class well prepared for discussion and participation at the dialectic school level.
- The parent is expected to provide a math and grammar program for students. Parents are encouraged to sign students up for the CSIIndy math electives program, we have found it prepares students well for high school math and science.
- The parent is expected to provide the tools necessary for the student to complete their assignments to the best of their ability including books identified on the class booklist, internet access, working printer, and assorted craft tools or items to be used in some supplementary projects
- Assignments, deadlines, and the expectations set forth by the CSIIndy *teacher* should be honored as well as reinforced by the parent in the home.
- At this level, students will receive grades on most assignments and parents should regularly check the gradebook in Canvas.
- Parents are responsible for keeping their own transcript.

Expectations for the parent of a Rhetoric school student are as follows:

- The parent may coach and directing their student's in their schoolwork. However, all work should be student's work.
- The *parent* is expected to encourage and spur on their students in the pursuit of solid study habits and diligence (*Psalm 78:5-7, Deuteronomy 6:4-9, Proverbs 1:8-9*) and asked to motivate their students in order that a student will arrive in class well prepared for discussion and participation at the high school level.
- The parent is expected to provide the tools necessary for the student to complete their assignments to the best of their ability including books identified on the class booklist, internet access, working printer, and assorted craft tools or items to be used in some supplementary projects
- Assignments, deadlines, and the expectations set forth by the CSIIndy *teacher* should be honored as well as reinforced by the *parent* in the home.
- At this level, students will receive grades on most assignments and parents should regularly check the gradebook in Canvas.
- Parents are responsible for keeping their own transcript.



Student Studies & General Classroom Expectations: Grammar School

Students will come prepared for class, ready to learn. The intent of CSIndy classes is to (1) introduce key elements and ideas related to the given topic for the week (2) reinforce key elements, ideas & concepts introduced in previous lessons (3) expose the students to those keys in a manner that solidifies learning and (4) fosters a passion for further exploration while (5) helping the students grow as individuals studying, playing, and interacting with a group of peers. CSIndy is intended to **supplement and enrich the homeschool programs of member families.**

- Students are expected to arrive at class ready to learn. While the Lower Grammar program (LGK-LG1-LG2-LG3) is supplemental in nature, students who arrive with familiarity of the topic will benefit the most. For Upper Grammar, students are expected to come to class prepared to discuss the assignments in class and turn in necessary assignments.
- Students are expected to actively engage and participate in classroom discussion and activities while demonstrating appropriate “classroom behavior”.
- Students will be respectful of the classroom experience at all times, including the respect of peers, classroom aides and teachers.
- Grammar Students will respect the “High Five” elements of classroom behavior as well as presenting attitudes and actions reflecting JOY during their classroom experience.

“High Five” & “J.O.Y.”

Lower grammar students are expected to abide by a simple five-point set of in-classroom behavior principles. These include:

- Eyes are attentive
- Ears are listening
- Mouths are silent (or quiet)
- Hands are kept to themselves (self-control)
- Feet are still / walking instead of running (self-control)

In addition, the CSIndy student body is expected to reflect an attitude of humility in the spirit of Christ Jesus. This is summarized with the acronym JOY – **J**esus first, **o**thers second, **y**ourself last (Philippians 2). CSIndy encourages students and adults alike to consider an attitude of JOY when engaging in relationships with peers, elders (teachers, volunteers, staff, and guests) and self.

- The student is actively listening and engaged
- The student raises his or her hand when wanting to share or participate
- The student exercises self-control in the classroom
- The student exercises self-control during transition time

Student Studies & General Classroom Expectations: Dialectic & Rhetoric

Students will come prepared for class, ready to learn. The intent of CSIndy classes is to (1) review key elements of the content studied for the week (2) reinforce key concepts (3) help students draw connections between ideas and (4) train students to engage in thoughtful, productive discussion regarding ideas or concepts and (5) drive the learning process. CSIndy is intended to **drive the homeschool programs of member families.**

Students are expected to arrive at class well-read and versed in the subject matter at hand. Failure to read and complete assigned work at home prior to the class will result in a less-than-beneficial class period for both the student and the class as a whole.

- Students will come to class on time with all supplies needed including (but not limited to) completed study materials, materials for note taking, and relevant texts.



- Students are expected to complete all assigned work, including work to be graded and reviewed and work not to be graded. Students are expected to complete assignments to the best of their ability with the intent of seeking high school credit.
- Failure to complete assigned work may result in a zero in the grade book.
- Students should make themselves aware of the Late Work and Make-Up Work Policies of each class.
- Students will be given access to on-line tools for keeping track of work and grades.
- Students will readily engage in classroom activities and discussions.
- Students will be respectful of the classroom discussion process at all times, including be respectful of peers and their comments.
- Students will model those expectations set forth under the *Community Code of Conduct*

Study Hall

The purpose of the CSIndy Study Hall is to provide students with additional study time during “down moments” of a student’s schedule. Students and the *parent* alike should see this opportunity in that same light.

- Students should arrive with material to work on during class time.
- Students will refrain from talking online or in person.
- Students may use phones to listen to music, audio cannot be audible to others.
- Students may utilize a laptop to complete schoolwork. Screens must be facing the teacher at all times.
- Students must sit at a table.

School Day Details

Calendars and Schedules

Classes and scheduled will be made available to the students and parents no later than two weeks prior to the beginning of the academic year.

Closures and Delays

At times a school-day cancellation OR closure may need to be considered. The Program Director may consider a school delay or a school closing under any number of circumstances. School day closures and/or two-hour delays will be communicated via Canvas and posted no later than 7:00 am on a given school day.

If the Program Director chooses a two-hour delay then decide classes should be cancelled completely, that posting will occur by 8:30 AM.

Any post-school or off-site learning opportunities are automatically cancelled in the event of a cancellation or delay unless or until the Program Director deems it is safe or practical to allow that event to continue.

Class Day Cancellation / Virtual School Day

On occasion the CSIndy classroom day may be cancelled. In the event that a classroom day cannot occur, a lesson using the Canvas platform will ensue. Students are 100% responsible for any material(s) or assignments posted on a given day.

The teacher is expected to post his or her assignments and instructions no later than 10 AM of a cancelled classroom day using his or her classroom message board; the responsibility for retrieving additional assignments ***rests solely with the student.***

In the event of a hardship case (i.e. power outage prohibits participation and assignment submission), students should contact the teacher(s) as soon as possible.



Facility Use

It is the intent of CSIndy to be the ultimate houseguest in any and every host facility. Students, parents, staff, volunteers, and teacher team to recognize that the facility is a blessing to CSIndy.

Damage to the facility and/or its furniture, fixtures and equipment may result in a family's assumption of the financial burden to correct, repair or replace the error.

Students are expected to assist in the cleaning of any and all spaces used during the process of a school day in a manner keeping with the use of the space and the age of the student.

Students in D7 and D8 will serve the CSIndy community as "Shepherds." Cleaning responsibilities include, but are not limited to vacuuming and sweeping, wiping down of tables and chairs, collection and removal of trash, and cleaning whiteboards. Students will also assist in the arrangement/rearrangement of furniture in the manner directed by a host facility. These activities are part of, but not exclusive to, the dialectic shepherding program. Shepherds work from after school until no later than 4:15.

High School Students are expected to help clean up any and all spaces used during the process of a school day. This includes, but is not limited to vacuuming and sweeping, wiping down of tables and chairs, collection and removal of trash, and cleaning whiteboards. Students will also assist in the arrangement/rearrangement of furniture in the manner directed by a host facility. Teachers and administrative staff may assign duties to students as needed to achieve these goals. It is the desire of CSIndy that students recognize the need for stewardship as modeled in the parable of the talents (*Matthew 25:14-30*) and the need to establish an honorable Christian work ethic (*2 Thessalonians 3:6-15*).

Parents may also be asked to assist in the cleaning and maintenance of any space used by CSIndy as part of their contribution to the CSIndy community.

Student Arrival

Parents are expected to bring their students on time; tardiness affects not only the student but is disrespectful toward the *teacher* and unfair to classmates. This includes those dialectic students who have morning shepherding duties and may be required to arrive 10-15 minute earlier than their peers.

Parents of students UG6 and younger are expected to escort their students directly to the Gym for Devotions and the all-school opening. Parents must check students in for attendance. We ask parents remain in the gym until the opening prayer.

Any student arriving after morning attendance must be checked in directly with the Day Administrator prior to being escorted to their first class by their parent.

Identification

ALL CSIndy students will wear nametags.

Student Dismissal

All adults may be required to present identification and must be on the approved pick up list. Dialectic and Rhetoric students will be released after their obligations are completed.

Upon dismissal, parents assume 100% responsibility for the where-a-bouts and actions of their children. CSIndy asks that students and parents be especially mindful in parking lots before and after a class day. Failure of a parent to supervise their child once the child has been released to the parent's care does not result in a liability for CSIndy or the property.



CSIndy reserves the right to charge an “accountability fee” for students remaining on campus 10 minutes or more after the scheduled dismissal time.

In the event of an early school day release, parents need to contact the Day Administrator.

Student Attendance

Initial attendance is taken at the start of the day and attendance is taken in each class. If students will be absent or need to leave early, please contact the Day Administrator.

All dialectic and rhetoric students will be dismissed without an adult. Each student should sign out and return his or her nametag to their student folder. Upon signing out, each student should leave the premises. If a student needs to wait for a ride for a period of five minutes or greater, he or she should remain in the HS study hall.

In the case where students have appointments or gaps in their schedules, he or she may choose to sign-out and leave the campus with intent to return. However, it must be clearly understood that any student returning to the campus (1) must sign back in and (2) is expected to return as a student with the intent to learn, not socialize.

Students who rely on parent-provided transportation should be picked up on time. CSIndy reserves the right to charge an “accountability fee” for students remaining on campus ten minutes or more after the scheduled time.

Responsibility for missed work - obtaining work, assignments, and notes rests with the parent and the student.

Tardy Policy

Students are expected to **arrive on time**. Tardiness affects not only the student but is disrespectful toward the teacher and unfair to classmates.

A schedule with the established class times, including five minute passing periods, is readily provided. Teachers will set alarms to their personal cell phones based on that schedule. If the students are chronically tardy, teachers may send the student to the office, may not allow student to make up work missed or take points off participation grades or work done in class that day.

Communication – in the event of a student delay which will result in a tardy, the **parent must contact the Day Administrator**. This contact must occur prior to or upon student arrival; **no-post arrival tardy excuses will be accepted**.

Student Health and Well-Being

Student Illness

It is the desire of Classical Studies of Indianapolis that all students enjoy their experience within the classroom, as well as attend an environment that is safe and comfortable. In that, the following sick policy is presented in an effort to (1) keep sick students at home where they can recover best and (2) protect other students from possibly contracting an illness.

If a student presents any of the following symptoms 24 hours PRIOR to the start of the school day, that student should remain at home:

- A *temperature of 101* with or without accompanying symptoms
- Any temperature above normal accompanied by behavioral changes
- Diarrhea, vomiting, or feeling of nausea
- Student must be asymptomatic a minimum of 24 hours prior to attending



- If GI symptoms are present in and family members aged 12-years and younger, CSIndy respectfully asks that all students are 12 and younger remain at home until the entire household is symptom free for 24 hours
- A *runny nose* (even if it is clear) accompanied by a fever, crankiness, or difficulty breathing present in any nursery, PreK or LGK student without any symptoms UNLESS a **physician has confirmed** the symptoms are directly related to a seasonal allergy
- *Itchy, watery eyes*, which may be an indication of pink eye
- Any unexplained skin rash
- Any *infectious or contagious diseases* (other than the common cold) OR known exposure to an infectious disease (Chickenpox, measles, highly contagious influenza) OR if the student has a contagious condition, such as head lice

Preventative Measures

In the event of a student presenting with symptoms associated with GI-type symptoms, symptoms associated with highly contagious disease (flu, strep-throat, Chickenpox), *CSIndy reserves the right to send home not only the symptomatic student, but any and all students aged 12 and younger, home.*

Student Allergies

Parents are required to disclose any and all food allergies to CSIndy in the registration portal.

In the event that food is provided by or is served as part of a CSIndy event, notice of the event and potential foods present will be given prior to the event to the entire community. It is the responsibility of the parent, not CSIndy, to provide food alternatives for students who have food allergies. Furthermore, CSIndy cannot regulate lunchroom environments as it pertains to aerosolized food triggers. This is not a position of CSIndy refusing to make accommodations, but rather a position taken in the interest of student safety. We believe the **parent can make the best determination regarding a safe alternative** selection for their student with allergies.

Teachers may offer a treat or snack in class for a lesson from the approved list received at Parent Orientation.

Although CSIndy will make an effort to be aware of food allergies with the dialectic and rhetoric population, it is the sole responsibility of the parent to coach any and all dialectic & rhetoric students about how to handle and make know their own food allergy issue.

Administration of Medication

A complete *Student Medical Information* document and/or relevant information will be kept on site at all times. It is the responsibility of the parent to update the School Manager & Day Administrator in writing with this information and notify the Day Administrator in writing of any changes.

Any OTC medical administered to students will occur only written consent of the parent. These are limited to anti-acids chewable anti-acid, acetaminophen, ibuprofen, and diphenhydramine.

No OTC medication will be administered to a student **under the age of six**

Medication administered to students in Dialectic or lower will require verbal parental consent at the time of administration. Signed documentation needs to be on file for permission.

High school students may self-medicate in the presence of a CSIndy staff member

Per policy, CSIndy will not administer any medication requiring an 'injectable' delivery system, including, but not limited to Epi-pens and insulin. CSIndy will also not administer an inhaler. Students must be able to self-administer in the presence of CSIndy staff or parents may come in and administer.



Student Possession of Weapons

The student weapons policy includes not only personal property, but those elements used as props for the sake of performances, tools used solely by the student in the classroom, and elements selected for classroom demonstration or exploration (i.e. “show and tell”, project displays, etc.) For the sake of this policy, a **weapon** may be defined as any device or instrument whose primary design is to inflict harm, *regardless of intent*. Props are allowed but must be approved and held by Day Administrator or Supervisors.

This includes, but is not limited to knives or bladed instruments, tension or spring-loaded weapons, firearms, explosives, or any other device or instrument defined as a weapon under Indiana State Law. This includes airsoft guns, paintball guns, Nerf™ guns, slingshots, utility knife, pocket-knife or a kitchen knife of any kind; instead, a “disposable” plastic knife may be used should such an instrument be required. Discipline includes a forfeiture of the weapon, suspension and potential expulsion.

Cold Weather / Outdoor Activity Policy

Students at CSIndy are expected to dress for playground time. This includes coats, mittens, hats and scarves. When determining outdoor recess, the Day Administrator shall verify the current wind chill temperature; students will not be sent outside if the wind chill danger is at 30 minutes or less.

Children will also be kept indoors if hazardous weather warnings exist for the immediate or approaching areas.

Transportation and Student Drivers

Transportation

CSIndy does not provide transportation of any kind to any event, CSIndy sponsored or otherwise. CSIndy students and families may work collaboratively to arrange private ‘carpools’ or provide transportation independently.

Student Drivers

No student in the lower school (PreK – UG6) will be released to a student driver under the age of 18 unless that student is the older sibling OR that student driver has been granted permission to do so through written and expressed permission by the parent of said student(s). Any and all students getting into a student-operated vehicle do so at their own risk and peril.

Unattended Students in the Parking Lot

Under no circumstance should a student, aged UG6 and younger, be permitted in the parking lot or a parked vehicle unattended.

Volunteer Agreement and Guideline

Volunteerism

While Classical Studies of Indianapolis has paid staff to teach and supervise your child(ren), we could not function without the help of many volunteers. Volunteerism is key to the preservation of safe adult/student ratios during peak student business hours, including lunch time, lunch recess, and dismissal. In addition, volunteers allow us to be better stewards of the space allotted to us on CSIndy school days, to bless our teachers with supervision of their tiny ones and help in the classroom and assist with special event days. In that, the following assumptions should be made:



CSIndy seeks a spirit of volunteerism from families and expects a minimum of 4 times per academic year. Areas of volunteerism may include but are not limited to:

- Assisting with the supervision of children in a classroom setting (primarily preschool),
- Supervision of children during the lunch and/or recess hour,
- Assistance with the basic cleaning and set up of classrooms, and
- Help in the staff nursery.

CSIndy may seek additional volunteers for special events, such as community events, school unit celebrations, performances, and service projects; these events fall outside the “minimum number of volunteer opportunities”.

Parents will be given the opportunity to preference volunteer services and dates using an on-line scheduling tool.

Volunteers and Childcare

CSIndy is under no obligation to provide childcare for non-enrolled students while a parent offers volunteer time; childcare on parent volunteer days is the responsibility of the parent, not CSIndy. However, in the event that CSIndy has the ability to permit children in the CSIndy nursery or PreK classroom, those provisions for parents are **strictly limited to those who are participating in an established volunteer role** which has been previously arranged through the CSIndy staff.

Volunteer Guidelines and Expectations

Volunteers present in a classroom should embrace their role as a volunteer, respecting the role of the CSIndy staff by deferring to them and asking where you can help during your volunteer time.

- Volunteers never handle discipline issues or bathroom breaks.
- Volunteers may not leave the classroom with any child by themselves; a volunteer should never be alone with a child
- All volunteers are subject to a limited criminal background check.
- If your volunteer role requires you to move from class to class, please try to enter and exit classrooms during appropriate transition times, moving as quietly as possible.
- In the event of a security emergency, a volunteer may be asked to turn off and/or surrender his or her phone per policy.



CLASSICAL STUDIES OF INDIANAPOLIS

Dress Code

All students and staff are expected to dress in a way that is respectful to their community and to the Lord.

PreK Dress Code

CSIndy PreK students should come dressed in clothes ready to play! Clothes which will move with the student, are free of cumbersome fasteners, as well as strings and trim which may be caught during play are most appropriate. Closed-toe shoes or tennis shoes are also recommended.

Grammar School

		Lower Grammar School LGK-LG1-LG2-LG3		Upper Grammar School UG4-UG5-UG6	
		Boys	Girls	Boys	Girls
Tops		Plain white or forest green shirts: polos, oxfords, or turtlenecks. Collars encouraged, but not required. No t-shirts, please.			
		Plain gray, navy blue, or white fleece, sweatshirts, or sweaters (no hoodies, unless it is CSIndy Spirit Wear) Collared tops must be worn underneath.			
Bottoms	*hem length no more than one hand-width above the knee				
	Navy or khaki pants or shorts*.	Navy or khaki pants, calf-length Capri-style pants, shorts* or skorts		Navy or khaki pants or shorts*.	Navy or khaki pants, calf-length Capri-style pants, shorts* or skorts
		Navy or khaki skirts* or jumpers* (tights or leggings should be worn underneath during cooler months)			Navy or khaki skirts* or jumpers* (tights or leggings should be worn underneath during cooler months)
Shoes	Closed toed shoes required.				



Dialectic School

Dialectic School (D7-D8)		
	Young Men	Young Ladies
Tops	Navy blue polo or light blue Oxford shirt tucked in, with Clear Blue plaid tie (optional, supplied only at Lands End)	Navy blue or light blue polo or Oxford style shirt
	Plain gray or navy blue fleece, sweatshirts, or sweaters (no hoodies, unless it is CSindy Spirit Wear) Collared tops must be worn underneath. <i>Crests are preferred but not required.</i>	
	*hem length no more than one hand-width above the knee	
Bottoms	Khaki or navy pants; knee length shorts allowed.	Khaki and navy pants, capris, skirts*, jumpers*, or skorts*. Knee length shorts allowed.
		<p style="text-align: center;"><i>Clear Blue Plaid</i> (exclusively supplied by Land's End) skirts* or skorts*</p> <p>(leggings, tights or hose should be worn during cooler months)</p>
SHOES	Closed toed shoes required.	

Dialectic students are permitted to wear their shepherding T-shirts each Monday prior to a dialectic school service event. On such days, students may wear modest, well-tailored clothing – including blue jeans and tennis shoes – of their choosing along with said T-Shirt. No overly casual selections unless specified, please. All clothing selections on 'Shepherding T-shirt day' must be in the same spirit as the dress code presented above.



Rhetoric High School

		High School (R9-R10-R11-R12)	
		Young Men	Young Ladies
Tops	Burgundy polo or white Oxford collared shirt tucked in, with Burgundy/Gray Plaid tie (optional, supplied only at Lands End)	Burgundy or light pink polo or Oxford	
	Plain gray or navy blue fleece, sweatshirts, or sweaters (no hoodies, unless it is CSIndy Spirit Wear) Collared tops must be worn underneath. <i>Crests are preferred but not required.</i>		
	*hem length no more than one hand-width above the knee		
Bottoms	Khaki or navy pants; NO SHORTS.	Khaki or navy pants, capris, skirts*, jumpers*, or skorts*. NO SHORTS	
		<i>Burgundy/Gray Plaid</i> (exclusively supplied by Land's End) skirts* or skorts* (leggings, tights or hose should be worn during cooler months)	
SHOES	Closed toed shoes required.		

At times CSIndy will permit or even encourage alternative dress related to a “spirit day” or other classroom activity. While leniency is granted on these days, the spirit of the dress code, including a requirement that students dress modestly, is still expected to be recognized. That same spirit applies to attire worn for CSIndy performances.

Extremely casual clothing which is most intended for lounging at home should not make an appearance at CSIndy. This includes pajama pants, sweat pants, yoga/workout pants, tight “leggings” or “lounges” pants.



Technology Use Policy

Canvas

Canvas is meant for educational purposes only. Misuse will be dealt with on a case by case basis. Material on the Canvas should, in general, be considered “private to the community” and should not be copied and pasted for further distribution outside the community.

Canvas Accessibility by Parents

Canvas is the preferred communication tool within the CSIIndy body. Used for the sharing of school assignments, postings of key pieces of information, the standard location for relevant documents, and the central point of messaging, the use of this tool is a key.

Canvas Accessibility by Students

Dialectic & Rhetoric students are required to have and maintain their own private login to Canvas but may use a parent email instead of their own. Use of the discussion board is the preferred vehicle of communication for students.

E-mail

Email is intended to be a tool used for communication between parents, teacher, and the student community. In addition, the parent should be copied in all email conversations with a teacher.

Members List

The Members List (found on Homeschool Life), which includes all contact information for CSIIndy community members (families, students, teaching staff) is to remain expressly for the benefit of and use within the CSIIndy community. Any migration of information for further use beyond such (business solicitation, mailing lists, and phone tree numbers) is strictly frowned upon and may result in the revocation of Canvas privileges.

Electronic Devices & Phones

Students in the Dialectic & Rhetoric school may carry cell phones at any time. *No LG or UG student is permitted to have such a visible device during the school day with the exception of devices used for medical purposes.*

As it specifically relates to cell phones - these devices must remain muted. Students should not have any device out during a class period. Inappropriate use of a camera feature may result in stern disciplinary action.

CSIIndy reserves the right to confiscate any electronic device. Furthermore, each teacher has full authority to ban any such device in his or her classroom as he or she deems appropriate. If a device is a distraction at school, the teacher has the right to confiscate and give to the administration for the parent to retrieve at the end of the day.

Students and Internet Access

Students may be granted internet access using the CSIIndy network at the discretion of the CSIIndy *teacher*. Depending on the location, students may have restricted / open access to internet access. Hence, the following apply:

- Students are expected to use any and all internet access in a manner that is in keeping with the student standards set forth in the *Community Code of Conduct*
- Students screens should be easily visible by the *teacher* at all times



Parent Responsibilities

- The *parent* is solely responsible for the coaching of his/her student regarding internet and on-line safety. This includes, but is not limited to disclosure of private information in a public world, disclosure of private information of another, content of email, messaging, and social media posts.
- The *parent* is solely responsible for the coaching of his/her student regarding email etiquette and use. This includes, but is not limited to bulk or mass E-mail, risks of communication without the benefit of “body language” and the opportunity for missed cues, email content and its appropriateness, mass forwarding of email, and the risks of sending or receiving Anonymous email.
- The *parent* is solely responsible for the required installation of personal internet filtering application on the laptop itself.
- Because the CSIndy network is a public network, *internet safety is the responsibility of the parent* and owner of a laptop. CSIndy is NOT responsible for internet filtering of the student body.
- CSIndy is not responsible for “tech support” surrounding the use of internet access.

Consequences / Exclusions

Students who fail to abide by the guidelines regarding laptop use may have those privileges revoked solely at the discretion of CSIndy. Gross or repeated violation may result in further disciplinary action including suspension or expulsion.

The CSIndy *teacher* may choose to not allow the use of laptops in the classroom purely at his or her discretion.

A laptop is a personal belonging – CSIndy will not be held responsible in any way for the condition or safety thereof.

This policy is reserved for those students in the dialectic school or rhetoric school program. In the case of a student-specific IEP which requires the use of an assistive technological device, inclusions in the UG school may be considered.

This policy allows for the revocation or suspension of technology privileges purely at the discretion of CSIndy staff without notice.



CLASSICAL STUDIES OF INDIANAPOLIS

Technology Use Policy Consent Form

Each student and the parent(s) should review the *CSIndy In-Class Technology Use Policy* in its entirety before consent. Signature implies consent for the duration of enrollment as a student. The CSIndy body will be made aware of any significant changes in the policy and given the opportunity to rescind consent if desired.

I have read all the student expectations, privileges and consequences associated with the use of a laptop during CSIndy class time or Study Tables. I understand that the use of a laptop within a classroom should be seen as a privilege reserved for mature students.

With privilege comes responsibility. Therefore, I will, to the best of my ability, seek to abide by such, all the while exhibiting character in keeping with that of a young man or woman of Christ.

Student printed name

Student signature

Date

I have reviewed the parent expectations associated with laptop use in the CSIndy classroom. I understand that CSIndy is in no way responsible for nor will it provide internet filtering of any kind. Furthermore, I understand that, in keeping with this consent, *I am expected to coach my student in internet safety AND provide laptop-based internet filtering applications* before the laptop can be used in class.

In addition, I recognize that the laptop is considered a personal belonging and CSIndy cannot be held responsible for any damage or misplacement.

Parent printed name

Parent signature

Date



CLASSICAL STUDIES OF INDIANAPOLIS

Standards for Submitted Written Work (Dialectic & Above)

Last Name, Page #

Student Name

Instructor Name

Class Name

Due Date

Essay/Paper Title Centered

Classical Studies of Indianapolis has adopted a policy which points students toward the completion and submission of written assignments (research papers, written assignments, essays, & Progym) in MLA style. In general, such submissions should reflect text which is double-spaced using a 12-point Times New Roman font. Margins should be set at one inch (1”) universally.

The first line of each paragraph should lie one half-inch (0.5”) from the left margin. MLA recommends that you use the [Tab] key as opposed to pushing the space bar five times.

Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch (0.5”) from the top and flush with the right margin. If you have any endnotes, include them on a separate page before your *Works Cited* page. Entitle the section *Notes* (centered, unformatted).

For further information, please visit <http://owl.english.purdue.edu/owl/resource/747/16/>.



Guidelines and Grading Scales for Student Evaluation and Feedback

CSIndy will provide periodic feedback to parents based on the following schedule:

Lower Grammar School

Lower Grammar assessments will be made two times a year, at the discretion of the Lower School Team Lead, one in the fall semester and one in the spring semester. The nature of these remarks is to provide general feedback to parents as their students acclimate to the year. These remarks include:

- **Behavior Remarks** for each student, prepared by the aide
- **Progress Reports** for each student, prepared by the teacher(s), will be shared only if a concern is indicated or the teacher notes an academic behavior or skill deficit which he or she believes the parent should be made aware of.

Upper Grammar School

Upper Grammar students will receive feedback on their projects and papers throughout the year. The teachers will monitor student progress and will communicate with parents if there is an academic or behavioral concern. Parents are welcome to reach out to the teachers with questions and concerns.

Dialectic School

Dialectic school assessments are on-going. Classical Studies of Indianapolis employs the use of an on-line grade tracking tool associated with the Canvas LMS; parents have continued access throughout the academic year. The teachers will monitor student progress and will communicate with parents if there is an academic or behavior concern. Parents are welcome to reach out to the teachers with questions and concerns.

Rhetoric School

The CSIndy teacher/tutor will supply parents and students with academic feedback using the on-line grade through Canvas.

Real-time viewing of a student's grade book is available on-line at any time in Canvas. Parents are responsible for recording student grades at the end of the semester into a transcript created by the parent.

All academic remarks will include a variety of learning modalities including, but not limited to homework, participation, course-specific projects and/or assignments, and evaluative work.

Late Work / Make-Up Work

Each teacher has their own late policy that is clearly communicated at the beginning of the year.

Late work may be subject to penalty. CSIndy suggest a 10% penalty for each day it is late; however, teachers retain the right to modify their late policy at their discretion with CSIndy oversight.

In the case of emergencies / illness / extended travel, the teacher has discretion in how he or she chooses to receive or exempt the work. Teachers may elect to use a grace pass as part of their classroom policy.

Lost Work Related to Technology Failure

In an age where students have full access to data recovery tools of all kinds, the general policy for the CSIndy teaching team will be to **not accept "lost work" or "my laptop died" as a valid excuse** for missing assignments. These excuses are not exceptions to, and therefore fall directly under the late work policy as outlined in this document.



- It is the responsibility of the *student* to back up each and every document in the manner that best suits them.
- In the event of a ***catastrophic failure*** (i.e. hard drive crash, stolen laptop, corrupted files) it is the responsibility of the student to ***contact the teacher immediately*** so an alternative plan for due assignments can be made. **Delay in notifying the teacher of the issue right away indicates a lack of student responsibility and assumption of an acceptable excuse.**

Teachers may show grace and/or leniency solely at their discretion as it relates to the issue at hand and at it pertains to the late work policy noted above

Dialectic and High School Grading Scale

Classical Studies of Indianapolis chooses to use a traditional 10-point grading scale.

Letter Grade	Percent Grade	4.0 Scale
A+	100	4.0
A	93 – 99	4.0
A-	90 – 92	3.7
B+	87 – 89	3.3
B	83 – 86	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	63 - 66	1.0
D-	60 – 62	0.7
F	< 60	0.0

Transcripts and Grades

Classical Studies of Indianapolis is a private tutelage school; students are privately educated individuals who are contracting the tutorial services of this organization based on (1) the wishes of the parent supervising their private instruction (2) the pursuit of academic excellence by both parties and (3) the mutually agreed upon scope and sequence established by Classical Studies of Indianapolis.

As per the contracted agreement between CSIndy and the parent, the enrolling family – NOT CSIndy - is responsible for the maintenance of all academic records including, when relevant, a high school transcript. It is important to note that CSIndy is private educational tutelage NOT an accredited school.

In addition, CSIndy recognizes that the concept of a high school transcript, as well as course of study planning can be overwhelming. In that, CSIndy is pleased to provide a high school course catalog as a helpful guide when determining credits. This is a service to enrolled families; the *authenticity and reliability of any student's transcript rests solely with the primary educator*: the CSIndy parent.

The catalog provided by CSIndy is intended to be used as a frame of reference for teacher, students, and parents alike. CSIndy has taken great care to compare and contrast courses against those course descriptions defined and provided by the State of Indiana; however, the scope and sequence of this private tutorial is established independently based on a Classically-minded, Christ-centered educational approach and is not dictated by the state.



High School Credit and the Dialectic School Student

In a memo dated May 2010, the Indiana Department of Education released the following information as it pertains to students in grades 8 or below seeking high school credit. As with all elements of high school transcript keeping, the creation of and maintaining of a high school transcript remains the sole responsibility of the parent and not Classical Studies of Indianapolis.

Indiana State Board of Education rules (511 IAC 6-7-1, 511 IAC 6-7.1-1, and 511 IAC 6.1-1-2) do not restrict high school "credit" to course work completed in Grades 9 through 12. Students who complete courses before entering Grade 9 may earn high school credit for those courses if each course is equivalent to its high school counterpart. The purpose of permitting flexibility is to allow students who are capable of succeeding in high school level courses to do so and to earn high school credit.

The following criteria must be met in order for a course to be completed below Grade 9 for high school credit:

Courses taught for high school credit before Grade 9 must be equivalent to an existing high school course, cover the same Academic Standards and be taught by a Highly Qualified Teacher.

Grades and credits for the course must be included on the student's high school transcript and factored into the cumulative GPA if the course will be used to meet high school diploma requirements.

The purpose of allowing students to take high school courses before ninth grade is to allow them to advance to higher level mathematics courses, not to finish the entire course of study in mathematics at earlier grades.

For students earning a General Diploma, mathematics courses taken before Grade 9 may not count toward the four mathematics credits required for high school graduation. Therefore, Algebra I (or higher-level mathematics courses) taken before ninth grade will count as elective credits, not Mathematics credits, for students completing a General Diploma.

NCAA eligibility rules provide that courses taken before Grade 9 may not be used to satisfy core curriculum requirements for college athletic eligibility.

Please note that the MEMO goes into much greater detail; parents planning high school transcripts should make themselves aware of the broader content. This MEMO can be found in Appendix A.



Academic Modifications and Adjustments

Course of Study Adjustment

The parent may need to work collaboratively with the CSIndy teacher(s) to make adjustments to the classroom experience. Motivations for these adjustments include, but are not limited to:

- An IEP related to a unique learning style or method.
- An Individualized Study Plan related to unique life circumstances or time commitments.
- If needed a student may audit a class.

In the event that an academic or behavioral modification needs to be made, the following expectations should occur.

In the case of any modifications, the student will....

- Abide by the plan put into place by the parent and CSIndy
- Remain respectful of the program, any and all assignments given (despite his or her participation in them) and honorable in his or her responses to the classroom environment.
- Always arrive prepared for the day, as it relates to all school day expectations.

In the case of any modification, the parent will....

- Communicate with each individual teacher.
- Provide any tools or resources needed to accomplish or accommodate the adjustments agreed upon. CSIndy will not assume this expense.
- Provide additional aides or supervisory staff at their expense, not the expense of CSIndy.
 - In such cases, any aide in the presence of CSIndy students will be subject to criminal background checks as per CSIndy policy.
 - Any aide will not ask or expect accommodations by the teacher that will disrupt that classroom and its students or moves beyond a normal classroom environment and expectations.

In the case of any modification, as it pertains to the CSIndy teacher...

- Will work with the parent in a reasonable fashion.
- Will work to make the accommodations seamlessly and without drawing attention to the student.
- Will be respectful of the situation at hand and keep elements of any IEP private.



Discipline Regarding Academic Dishonesty

Plagiarism

In this fast-changing digital age, it is essential that our students learn the nuances associated with plagiarism. Plagiarism, in its verb form, is defined by Merriam Webster⁽¹⁾ in this manner:

Plagiarize: [transitive verb]: to steal and pass off (the [ideas](#) or words of another) as one's own: use (another's production) without crediting the source

- [intransitive verb] to commit literary theft: present as new and original an idea or [product](#) derived from an existing source

This definition uses strong wording: “theft”, “steal”, “use”. Such words are not in keeping with the Christian character CSIndy expects of her students.

However, CSIndy also seeks to be a partner with the parent in the training of our students. The ease and speed at which information can be made available – especially in digital form – can at times blur the lines of “original ideas” in the age of cut and paste. In that, issues regarding plagiarism will first be embraced as learning opportunities; failure for a student to “learn” and “progress” will eventually be met with penalty.

In Rhetoric, it is the policy of CSIndy to take a stronger stand against plagiarized IDEAS verse rote factual presentation. Plagiarism as part of a student essay verses a science report represents an unwillingness of a student to think, learn and seek. Such will be considered with much more gravity.

Cheating

Cheat: [transitive verb]: (1) to deprive of something valuable by the use of deceit or fraud; (2) to influence or lead by deceit, trick, or artifice

This definition uses strong wording: “deceit”, “fraud”, “trick”. Such words are not in keeping with the Christian character CSIndy expects of her students. It is the policy of CSIndy to take a strong stand against elements of cheating. Cheating as part of a student’s assignment in any form will simply not be tolerated.

Upper Grammar Discipline

- Evaluate the nature of the plagiarism; consider the student’s recognition of the offense
- Bring the offense to the attention of the student and parent, including documentation of the offense
- Provide resources regarding the nature and definition of plagiarism as well as proper documentation / source citing for future projects and assignments
- Consider the process of discipline associated with the *Community Code of Conduct*

Dialectic and Rhetoric Discipline

The following constitutes the CSIndy policy regarding plagiarism.

First Offense (Teacher directed)

- Evaluate the nature of the plagiarism; consider the student’s recognition of the offense
- Bring the offense to the attention of the student and parent, including documentation of the offense
- Review this policy; provide a printed copy to the student and parent
- Provide resources regarding the nature and definition of plagiarism as well as proper documentation / source citing for future projects and assignments



- Document the offense for the Program Director and place in student record, including “evidence” of the offense
- A penalty may be placed upon the assignment affected at the discretion of the teacher, depending upon the nature of the offense.

Second Offense (Teacher directed with Team Leader)

- Evaluate the nature of the plagiarism; consider the student’s recognition of the offense. If the offense is in keeping with the nature of the first, proceed Otherwise, step through first offense procedure
- Bring the offense to the attention of the student, parent and Program Director, including documentation of the offense
- Review this policy; provide a printed copy to the student and parent
- Discuss the character issues associated with the offense
- Review resources regarding the nature and definition of plagiarism as well as proper documentation / source citing for future projects and assignments
- Discuss Third Offense Consequences
- Document the offense for the Program Director and place in student record, including “evidence” of the offense
- Assignment will receive a “zero” in the CSIIndy grade book as well a note concerning the nature of the grade

Third Offense (Team Leader directed with Program Director)

- Evaluate the nature of the plagiarism; consider the student’s recognition of the offense. If the offense is in keeping with the nature of previous offenses, proceed Otherwise, step through first or second offense procedure based on the nature of the offense. Such discretion is left to the School Team leader and Program Director.
- Bring the offense to the attention of the student, parent, and Program Director including documentation of the offense
- Review this policy with the student and parent
- Discuss the character issues associated with the offense while confirming the student’s recognition of the act
- Discuss Final Consequences
- Document the offense for the Board and place in student record, including “evidence” of the offense
- Student will receive a final session grade of “F” as well a note concerning the nature of the grade

Fourth and Final Offense (Program Director directed with Board presence)

- Evaluate the nature of the plagiarism; consider the student’s recognition of the offense and the ramifications of moving forward. *If the offense is in keeping with the nature of the student’s history, proceed*
- Bring the offense to the attention of the student, parent, Head of school and Board
- Review this policy with the student and parent
- Discuss the character issues, the element of disobedience, and the nature of plagiarism with the student.
- Student, parent and Program Director will appear before the Board
- Program Director will make a recommendation to the Board for student expulsion
- Student may appeal his or her case
- A Board quorum will vote on student status
- Board may include any conditions in their vote, including readmission and/or remediation
- Documentation of the offense and resulting Board decision will be placed in the student record, including “evidence” of the offense.
- Student will receive a final course grade of “F” for the class(es) impacted



CLASSICAL STUDIES OF INDIANAPOLIS

High School Credit and the Dialectic School Student

In a memo dated May 2010, the Indiana Department of Education released the following information as it pertains to students in grades 8 or below seeking high school credit. As with all elements of high school transcript keeping, the creation of and maintaining of a high school transcript remains the sole responsibility of the parent and not Classical Studies of Indianapolis.

Indiana State Board of Education rules (511 IAC 6-7-1, 511 IAC 6-7.1-1, and 511 IAC 6.1-1-2) do not restrict high school "credit" to course work completed in Grades 9 through 12. Students who complete courses before entering Grade 9 may earn high school credit for those courses if each course is equivalent to its high school counterpart. The purpose of permitting flexibility is to allow students who are capable of succeeding in high school level courses to do so and to earn high school credit.

The following criteria must be met in order for a course to be completed below Grade 9 for high school credit:

Courses taught for high school credit before Grade 9 must be equivalent to an existing high school course, cover the same Academic Standards and be taught by a Highly Qualified Teacher.

Grades and credits for the course must be included on the student's high school transcript and factored into the cumulative GPA if the course will be used to meet high school diploma requirements.

The purpose of allowing students to take high school courses before ninth grade is to allow them to advance to higher level mathematics courses, not to finish the entire course of study in mathematics at earlier grades.

For students earning a General Diploma, mathematics courses taken before Grade 9 may not count toward the four mathematics credits required for high school graduation. Therefore, Algebra I (or higher-level mathematics courses) taken before ninth grade will count as elective credits, not Mathematics credits, for students completing a General Diploma.

NCAA eligibility rules provide that courses taken before Grade 9 may not be used to satisfy core curriculum requirements for college athletic eligibility.

Please note that the MEMO goes into much greater detail; parents planning high school transcripts should make themselves aware of the broader content. The MEMO can be found in Appendix B.



CLASSICAL STUDIES OF INDIANAPOLIS

APPENDIX A: Biblical References

Definition - Regarding the CSIndy position on the Role of Co-Teacher

He must hold firm to the trustworthy word as taught, so that he may be able to give instruction in sound doctrine and also to rebuke those who contradict it. – Titus 1:9 (ESV)

All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work. – 2 Timothy 3:16-17 (ESV)

Definition - Regarding the CSIndy position on Tutor's relationship

The proverbs of Solomon, son of David, king of Israel: To know wisdom and instruction, to understand words of insight, to receive instruction in wise dealing, in righteousness, justice, and equity; ^{to} give prudence to the simple, knowledge and discretion to the youth— ^{Let} the wise hear and increase in learning, and the one who understands obtain guidance, to understand a proverb and a saying, the words of the wise and their riddles. – Proverbs 1:1-6

Train up a child in the way he should go; even when he is old he will not depart from it. – Proverbs 22:6

Definition - Regarding the CSIndy position on Parent's role as the lead teacher

Hear, O Israel: The Lord our God, the Lord is one. You shall love the Lord your God with all your heart and with all your soul and with all your might. And these words that I command you today shall be on your heart. You shall teach them diligently to your children 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. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates. - Deuteronomy 6:4-9 (ESV)

**see also Deuteronomy 11:18-19 (ESV)*

He established a testimony in Jacob and appointed a law in Israel, which he commanded our fathers to teach to their children, that the next generation might know them, the children yet unborn, and arise and tell them to their children, so that they should set their hope in God and not forget the works of God, but keep his commandments; and that they should not be like their fathers, a stubborn and rebellious generation, a generation whose heart was not steadfast, whose spirit was not faithful to God. – Psalm 78:5-8

Hear, my son, your father's instruction, and forsake not your mother's teaching, for they are a graceful garland for your head and pendants for your neck. – Proverbs 1:8-9

Code of Conduct

"You shall not covet your neighbor's house; you shall not covet your neighbor's wife, or his male servant, or his female servant, or his ox, or his donkey, or anything that is your neighbor's." – Exodus 20:17

The proverbs of Solomon, son of David, king of Israel: To know wisdom and instruction, to understand words of insight, to receive instruction in wise dealing, in righteousness, justice, and equity; to give prudence to the simple, knowledge and discretion to the youth— Let the wise hear and increase in learning, and the one who



understands obtain guidance, to understand a proverb and a saying, the words of the wise and their riddles. The fear of the Lord is the beginning of knowledge; fools despise wisdom and instruction. – Proverbs 1:1-7

So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets. – Matthew 7:12 (the Golden Rule)

Let love be genuine. Abhor what is evil; hold fast to what is good. Love one another with brotherly affection. Outdo one another in showing honor. Do not be slothful in zeal, be fervent in spirit, serve the Lord. Rejoice in hope, be patient in tribulation, be constant in prayer. Contribute to the needs of the saints and seek to show hospitality. – Romans 12:9-13

If it is possible, as far as it depends on you, live at peace with everyone. – Romans 12:18

And let us not grow weary of doing good, for in due season we will reap, if we do not give up. ¹⁰ So then, as we have opportunity, let us do good to everyone, and especially to those who are of the household of faith. – Galatians 6:9-10

I therefore, a prisoner for the Lord, urge you to walk in a manner worthy of the calling to which you have been called, with all humility and gentleness, with patience, bearing with one another in love, eager to maintain the unity of the Spirit in the bond of peace. There is one body and one Spirit—just as you were called to the one hope that belongs to your call— one Lord, one faith, one baptism, one God and Father of all, who is over all and through all and in all. – Ephesians 4:1-6

Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear. – Ephesians 4:29

Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves. Let each of you look not only to his own interests, but also to the interests of others. Have this mind among yourselves, which is yours in Christ Jesus, who, though he was in the form of God, did not count equality with God a thing to be grasped, but emptied himself, by taking the form of a servant, being born in the likeness of men. – Philippians 2:3-7

Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ. – Colossians 3:23-24

Now we command you, brothers, in the name of our Lord Jesus Christ, that you keep away from any brother who is walking in idleness and not in accord with the tradition that you received from us. For you yourselves know how you ought to imitate us, because we were not idle when we were with you, nor did we eat anyone's bread without paying for it, but with toil and labor we worked night and day, that we might not be a burden to any of you. It was not because we do not have that right, but to give you in ourselves an example to imitate. For even when we were with you, we would give you this command: If anyone is not willing to work, let him not eat. For we hear that some among you walk in idleness, not busy at work, but busybodies. Now such persons we command and encourage in the Lord Jesus Christ to do their work quietly and to earn their own living. – 2 Thessalonians 3:6-12

God gave us a spirit not of fear but of power and love and self-control. – 2 Timothy 1:7

So flee youthful passions and pursue righteousness, faith, love, and peace, along with those who call on the Lord from a pure heart. Have nothing to do with foolish, ignorant controversies; you know that they breed quarrels. – 2 Timothy 2:22-23

Keep your life free from love of money, and be content with what you have – Hebrews 13:5a

Likewise, you who are younger, be subject to the elders. Clothe yourselves, all of you, with humility toward one another, for “God opposes the proud but gives grace to the humble. – 1 Peter 5:5

For this very reason, make every effort to supplement your faith with virtue, and virtue with knowledge, and knowledge with self-control, and self-control with steadfastness, and steadfastness with godliness, ⁷ and



godliness with brotherly affection, and brotherly affection with love. ⁸ For if these qualities are yours and are increasing, they keep you from being ineffective or unfruitful in the knowledge of our Lord Jesus Christ. For whoever lacks these qualities is so nearsighted that he is blind, having forgotten that he was cleansed from his former sins. – 2 Peter 1:5-8

Behavior Specific to Lying

Lying lips are an abomination to the Lord, but those who act faithfully are his delight. - Proverbs 12:22

Do not lie to each other, since you have taken off your old self with its practices and have put on the new self, which is being renewed in knowledge in the image of its Creator. – Colossians 3:9-10

Behavior Specific to Gossip, Words, and the Abuse of Public Prayer

Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear. - Ephesians 4:29

Let there be no filthiness nor foolish talk nor crude joking, which are out of place, but instead let there be thanksgiving. – Ephesians 5:4

But now you must put them all away: anger, wrath, malice, slander, and obscene talk from your mouth. – Colossians 3:8

Call to Discipline

Whoever ignores instruction despises himself, but he who listens to reproof gains intelligence. – Proverbs 15:32

All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work. – 2 Timothy 3:16-17

All references should be assumed to be from the English Standard Version translation (ESV)

Unless otherwise indicated, all scripture references noted above were retrieved from:

"BibleGateway." .com: A Searchable Online Bible in over 100 Versions and 50 Languages. Zondervan Corporation, n.d. Web..



CLASSICAL STUDIES OF INDIANAPOLIS

APPENDIX B: IN DoE MEMO pertaining to HS Credit before 9th Grade



MEMORANDUM

TO: Superintendents, Middle and High School Principals and Guidance Counselors, Charter School Sponsors, Administrators of Accredited Nonpublic High Schools, College Admissions Counselors

FROM: Schauna Findlay, Ph.D., Director of Curriculum and Instruction
Zach Foughty, IDOE Mathematics Consultant

SUBJECT: High School Credit for Courses Completed Before Students Enter Grade 9
(Please share this information with High School Principals and Student Services personnel who provide Educational and Career Services.)

DATE: May 14, 2010

Indiana State Board of Education rules ([511 IAC 6-7-1](#), [511 IAC 6-7.1-1](#), and [511 IAC 6.1-1-2](#)) do not restrict high school "credit" to course work completed in Grades 9 through 12. Students who complete courses before entering Grade 9 may earn high school credit for those courses if each course is equivalent to its high school counterpart. The purpose of permitting flexibility is to allow students who are capable of succeeding in high school level courses to do so and to earn high school credit. It is not intended to diminish the amount or quality of work that will be completed in Grades 9 through 12. School corporations should develop policies that determine which courses may be taken for high school credit when the student is enrolled below Grade 9.

The following criteria must be met in order for a course to be completed below Grade 9 for high school credit:

1. Courses taught for high school credit before Grade 9 must be equivalent to an existing high school course, cover the same Academic Standards and be taught by a Highly Qualified Teacher.
2. Grades and credits for the course must be included on the student's high school transcript and factored into the cumulative GPA if the course will be used to meet high school diploma requirements.

The following points should be considered when deciding to offer courses for high school credit before students enter Grade 9:

- a) The academic and developmental level of the student should be considered when determining the reasonableness of a student not yet in Grade 9 enrolling in a course for high school credit. This is especially significant in Health and Physical Education since students undergo significant

Page 1 of 1