

Identity of TCCS

Revised August 2023



Mission

Like-minded Christian families and teachers to partner together and create an educational environment in which children can learn academic excellence and moral values based on Biblical principles. The community will grow stronger in their faith as well as focus on the Great Commission.

Purpose

A community school is a community of parents, students and teachers who are not only like-minded in terms of their Christian beliefs, but in their common interests, desires and application of Biblical truth as it relates to marriage, family, childrearing and educational methods and goals. The community school exists to serve students of the community by supporting the Biblical values held so dearly by the members.

We are drawn together as a community by how we define church, home and school, and by the order in which we place the priority of these institutions. The decisions we make as a community are based on the spiritual and philosophical congruity represented in our faith, our families and our educational choices.

***Faith** – We are a community of Christian believers. We represent many different churches and denominations, but we agree on the essentials of the historic Christian faith and we hold in common a personal declaration of the lordship of Jesus Christ.*

***Family** – We are a community of people who have made a commitment to building a strong family identity. We believe that parents are responsible for the spiritual and moral training of their children and we are actively involved in the pursuit and practice of Biblical principles in our homes.*

***School** – We are a community of home educators committed to a high level of involvement in our children’s education. We value the input of Christian teachers and are committed to a relationship with them as partners for the benefit of our children’s academic excellence.*

A School of Like-Minded Families

Like-mindedness is achieved in the school through the mutual participation of parents and teachers in a Biblically based parenting curriculum and the application of its moral precepts in their homes and classrooms. This provides an excellent means of communication, allowing teachers and parents to “speak the same language.”

A School with Mentors as Teachers

Parents at Tampa Christian Community School are dedicated to taking the responsibility for the moral and academic training of their children and are committed to a high level of involvement in their educational instruction by being co-instructors with the teachers, as well as volunteering their time regularly in the classroom and for other school-related tasks.

The Concept of Community

We are a fellowship of Christians having a commonality of purpose and thought regarding the Biblical mandates governing marriage and the training of our children.

Community is the environment in which we seek the goal.

Common Ground - Word of God - 2 Timothy 3:16-17, Colossians 3:16

Oneness of Mind - Mind of Christ - Philippians 2:5-8

Mutual Respect - Ephesians 4:29-32

Mentoring - Philippians 3:17

Uniqueness - 1 Peter 2:9-12

Nurturing - 1 Corinthians 15:58

Identity - Romans 8:35-39, Colossians 3:10

Truth - Proverbs 3:5-6

Yield - Matthew 13:8

2 Timothy 3:16

“All scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness.”

Colossians 3:16

“Let the word of Christ dwell in you richly as you teach and admonish one another with all wisdom, and as you sing psalms, hymns and spiritual songs with gratitude in your hearts to God.”

Philippians 2:5-8

“Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant, being made in human likeness.”

Ephesians 4:29-32

“Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen. And do not grieve the Holy Spirit of God, with whom you were sealed for the day of redemption. Get rid of all bitterness, rage and anger, brawling and slander, along with every form of malice. Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.”

Philippians 3:17

“Join with others in following my example, brothers, and take note of those who live according to the pattern we gave you.”

1 Peter 2:9-12

“But you are a chosen people, a royal priesthood, a holy nation, a people belonging to God, that you may declare the praises of him who called you out of darkness into his wonderful light. Once you were not a people, but now you are the people of God; once you had not received mercy, but now you have received mercy. Dear friends, I urge you, as aliens and strangers in the world, to abstain from sinful desires, which war against your soul. Live such good lives among the pagans that, though they accuse you of doing wrong, they may see your good deeds and glorify God on the day he visits us.”

1 Corinthians 15:58

“Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain.”

Romans 8:35-39

“Who shall separate us from the love of Christ? Shall trouble or hardship or persecution or famine or nakedness or danger or sword? As it is written: ‘For your sake we face death all day long; we are considered as sheep to be slaughtered.’ No, in all these things we are more than conquerors through him who loved us. For I am convinced that neither death nor life, neither angels nor demons, neither the present nor the future, nor any powers, neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord.”

Colossians 3:10

“and have put on the new self, which is being renewed in knowledge in the image of its Creator.”

Proverbs 3:5-6

“Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge Him and He will make your paths straight.”

Matthew 13:8

“Still other seed fell on good soil, where it produced a crop - a hundred, sixty or thirty times what was sown.”

Foundational Philosophy

Tampa Christian Community School (TCCS) is a community of like-minded families united to educate their children, both academically and morally. Our diversity of denominations and backgrounds enhances our community. We are unified by our Christian faith and belief of the supremacy of Jesus Christ.

We believe that...

- Jesus Christ is the one and only Son of God who died for our sins and rose from the dead (1 Corinthians 15:1-8).
- The Bible is the inspired Word of God (2 Timothy 3:16).
- Every person is a sinner who falls short of the glory of God (Romans 3:23).
- There is nothing a person can do on his or her own to earn eternal life (Matthew 5:48).
- The forgiveness of sins, the promise of eternal life and the empowering by the Holy Spirit are available to those who trust Jesus Christ as their Lord and Savior (John 3:16).
- Jesus Christ will one day return to earth to reign forever (1 Thessalonians 4:3-18).
“For God so loved the world that He gave His only Son, that whoever believes in Him should have eternal life.” John 3:16

We believe that our children are gifts from God. Parents are God-ordained trainers and the families at TCCS commit to build a strong family. Teachers reinforce the godly standards of discipline, which are taught at home. The like-minded families share knowledge of discipline practices from a parenting course based on Biblical principles. Teachers support this discipline, which supports the parent’s role as well as allows group class time to be focused on academics and positive peer relationships instead of negative behaviors. Teachers display godly character and serve as mentors to the children.

“Bring them (children) up in the discipline and instruction of the Lord.” Ephesians 6:4b

We believe the partnership between parents and teachers is the key to a successful community school. Parents and teachers work to be mentors to their children as they learn academic and moral character. Two days a week, parents implement lesson plans, which are provided weekly by their child’s teacher. This partnership extends to other days as parents rotate volunteering in classrooms. Communication is a key to our partnership and is strengthened by community meetings.

“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

We give God the glory for all His blessings upon TCCS and the opportunity to have an environment for our faith, homes and school to be united as we educate our children.

Educational Philosophy

Tampa Christian Community School integrates a variety of methods and materials for teaching our children according to Biblical principles and the ancient wisdom found throughout Scripture. Our teaching reflects an approach similar to that of the Classical style, with attention given to the developmental progression of optimum learning stages (the Trivium). During the early years (Grammar Stage), children are taught the language of academic disciplines and how to connect words to ideas. Drilling and reviewing are primary tools for teaching at this stage and much is accomplished through rhyme, chanting and song. Art, music, movement and hands-on experimental learning provide the counterbalance for the disciplines of memorization and drills. Once basic academic skills are mastered,

students are taught how to research and collect information, integrating what they have learned in different subject areas through the rigors of logic and reason (Dialectic/Logic Stage). With this foundation, upper level students are able to logically present and defend their ideas, while continuing the systematic construction of a Biblical worldview and deepening their understanding of integrated academic disciplines (Rhetoric Stage).

We agree that **literature-based curriculum** will move students toward cultural literacy and provide the foundation for a broader understanding of history. At the primary level, we recognize the importance of a strong phonics-based approach to teaching reading skills that is used alongside a consistent exposure to high quality children's literature.

Not all the literature we use is explicitly "Christian"; in fact we acknowledge that some of it may contain elements that may be thought of as scary, "un-Christian" or even offensive to some. Why would we include these books? Simply put, what is considered rich literature and intellectually challenging to one person is encountered as offensive to another. We have tried to select great literature that well represents a broad historical perspective, a wide range of human experience that exposes moral and spiritual dilemmas, that which powerfully describes the struggle of a fallen world toward the redemptive act of grace and so on. We want to engage our students, at age-appropriate stages, in intellectual discussions that provoke high level thinking and expose them to deep questions of the faith. We also believe that God's Word is as relevant today as it has been throughout history and we will always drive the student toward answers that are reflective of God's truth found in Scripture.

History is taught chronologically, integrating that which is recorded in the Bible with that which is not, in a time-line format that properly orders and systematically builds a strong historical foundation in students' minds. A chronological understanding of God's plan of salvation for the world and His sovereignty throughout history provides the backdrop for a deep understanding of a Biblical worldview.

Science is taught as an exploration of God's creative design throughout the universe that will give students an understanding of the God-ordained order and physical laws found in the natural world. Our school community focuses on an in-depth immersion approach which prepares students to understand how the scientific world operates and helps develop a love for the subject and love for learning. Hands-on experimental learning is a vital part of the science curriculum.

Math is presented as a continuum of skills and conceptual mastery. Our primary levels are strong in teaching arithmetic computation, mathematical principles and constant integrative review along with a strong use of manipulatives. Older students are placed in a math class based on their ability rather than their grade level which allows mathematically minded students to excel and gives struggling students the extra support they need to be successful.

Each curriculum selected for use at TCCS is taught from a decidedly evangelical Christian perspective, even if it is not an explicitly "Christian curriculum". We agree that "all truth is God's truth" and are committed to teaching a sound Biblical worldview throughout all academic disciplines. We also seek to establish a global perspective on social, environmental, political and humanitarian issues that help prepare students to become world citizens with a broad view of the Great Commission and a proper response to the Lord's command of world-wide ministry. Students are taught how to defend their faith. Throughout the teaching of theology, philosophy, science and history, apologetics is represented as a natural and necessary part of living in a post-Christian era. We want to develop in our students (as the writers of the Sonlight Curriculum so aptly put it) "a healthy scholarly skepticism" toward the things they will encounter throughout life, designed to motivate them to seek, find and defend the truth.

We firmly believe and support our educational philosophy that parents are first and foremost responsible for their children's education. The partnership between parent and Christian educator, which is a hallmark of the Tampa Christian Community School, is a trust relationship based on a mutual desire to honor the Lord Jesus Christ in all that is taught to our children. May He be lifted up and glorified by every aspect of our educational program.

Mentoring Concept

The dictionary defines mentor as a wise and trusted teacher. The role of teacher as mentor arose out of the desire to place teachers that model Biblical character in a position that would influence the minds of our children for Christ. Godly character is taught, encouraged, exhorted and exemplified by the teachers, administration and community. The character of Christ in His people stands firm on principle in any circumstance and is faithful, steadfast, diligent, cheerful, loving and caring. Holy Spirit governed character is the spiritual container for achievement in any calling.

He who walks with wise men will be wise. Proverbs 13:20a

We strive to maintain a student/teacher ratio in the classroom of 16:1. The smaller class sizes enable our teachers to develop deeper relationships and make stronger impressions on our students. This also allows for more personal assessment of each student's strengths and weaknesses, as well as increased exposure to the teacher's influence on our children's lives

Memberships / Accreditation

- TCCS holds full accreditation with Christian Schools International (CSI).
- TCCS is a member of Christian Schools International (CSI), American Christian Schools International (ACSI) and Florida Parent-Educators Association (FPEA).
- TCCS is registered with Florida's Department of Education as a Private School.
- TCCS is incorporated in the state of Florida as a non-profit corporation and has 501c3 status with the Internal Revenue Service as a tax-exempt organization.

TCCS Partnering Philosophy

One of the foundational principles behind International Community School is that the parents and the school are in partnership to provide the best possible education for the children. This partnership is acted out in many ways including:

- Financial Partnership
- Parent Partner Program
- Community Meetings
- Partnering with the Student at Home and Moral Training at Home
- Parent/Teacher Communication
- Families attend a Christian church regularly and are active in their church or a Christian ministry

Program Descriptions



Elementary School Program

TCCS offers an elementary academic program of group classes held on campus twice a week, complemented by two days of home instruction. An additional Friday Enrichment Day (E-Day) is available for K through 5th grade.

Middle School Program

Students in 6th – 8th grades meet on Tuesdays and Thursdays for academic classes. In addition, they meet for a half day on 20 Fridays for classes (with the same schedule as the Friday E-Day Program) and homeschool an additional 10 Fridays with a lighter homeschool day schedule. They also have two days of home instruction per week. 6th graders participate in one E-Day class on Fridays as well. The additional class time for middle school students transitions them into the three-day high school program.

High School Program

Students in high school meet on Tuesdays, Thursdays, and Fridays in a university model program where the lecture and introduction of concepts is experienced in the classroom environment and the studying, on-line education and/or dual enrollment is experienced in the home learning environment. As students become independent learners, the parents' role gradually becomes one of coach and accountability partner.

E-Day Program

Enrichment Day (E-Day) is the optional half day Friday enrichment program. It is open to all TCCS students in K through 5th grade and to Private School Covering students in K through 5th grade on a space available basis. Classes vary each 10 week session and may include, but are not limited to, art, cooking, drama, karate, math and science Legos, music, chess, tennis, worship dance and worship sign language. Students participate in three classes each week. Classes and scheduling are based on the enrollment of the program. There are two 10 week sessions of E-day each year, one in the fall and one in the spring.

Private School Covering

TCCS offers the option of a Private School Covering (PSC) program for Kindergarten through 8th grade. To be enrolled in the PSC program, the student must have attended at least one year as a fully enrolled student. Students who are enrolled in the PSC program do not take classes during the academic days, but they do receive the following services:

1. Academic counseling and support at Parent Orientation
2. An annual evaluation of the Kaufmann Test of Educational Achievement (KTEA)
3. Participation in field trips and community builders
4. Participation in the E-Day program on a space available basis

Administrative/ Operational Information



School Hours

Elementary School

9:00 a.m. – 3:00 p.m. Tuesdays & Thursdays

9:00 a.m. – 12:30 p.m. Fridays for optional E-Day (10 per semester)

Middle School

9:00 a.m. – 3:00 p.m. Tuesdays & Thursdays

9:00 a.m. – 12:30 p.m. Fridays (10 per semester)

High School

9:00 a.m. – 3:00 p.m. Tuesdays & Thursdays

9:00 a.m. – 12:30 p.m. Fridays (10 per semester)

Tuition and Fees

Parents are responsible for the purchase of the curriculum and uniforms. Curriculum may be new or used. Some items are used across grade levels and only one set/book is needed per family. School uniforms are white, navy or hunter green collared shirts with navy or khaki tan shorts/pants/skirts. Please refer to the “Dress Code” section.

As a convenience to parents, tuition may be paid in twelve monthly installments due by the first of each month beginning June 1st. A late fee of \$20 will be assessed after the 5th day of each month. Parents may choose to pay at the beginning of each semester or at the beginning of the year for the entire school year.

Due to the unique size of the TCCS student body, it is imperative that our families make consistent tuition payments each month to enable the school to fulfill its financial operating expenses. It is not possible for families to carry over tuition balances from a previous year. Families must be current before re-enrolling. The family's obligation after the first payment remains for the entire school year, regardless of early withdrawal or dismissal. Any alteration to this obligation is at the discretion of the school board and must be a board majority decision. No one board member can forgive a tuition obligation by implication or direct statement.

Guidelines for Arrival and Dismissal

Arrival – The school day begins at 9:00 a.m. Students may begin arriving at 8:45 a.m. All children are to go directly to their classroom. Parents are to walk with their younger children (3rd grade and below). It is important for parents not to engage teachers in lengthy conversations prior to class. If you need to have a word with the teacher, please do so quickly. Parents may also write a note to the teacher about any questions or concerns. All extended conversations should be conducted after school or on the phone.

Dismissal

Dismissal is at 3:00 p.m. Students will be dismissed to each parent in front of the school, through a car line at 3:00 p.m. Dismissal will conclude at 3:10 p.m. To show respect for your child and their teacher,

please be on time. If you are going to be late, make arrangements with another family listed on your carpool permission form and notify the school of your dismissal change.

If a parent needs to pick up a student prior to 3:00 p.m., we ask that they come to the office and sign the blue “sign-out” notebook.

Late Pick Up Policy

Parents will be fined \$25 per day for students not picked up by 3:15 p.m. on Tuesdays or Thursdays or by 12:45 p.m. on Fridays

Attendance

When taking a vacation, parents should notify the school in advance and work ahead or take books on vacation in order to make sure that students are caught up when they return to school.

Tardiness

It is important for your child to be at school on time. Tardiness occurs when a student is not in the classroom by 9:00 a.m. on campus days. A child not in class on time disrupts the scheduled flow of activities and ultimately shows disrespect for others. Four tardies per family in any nine week period will result in an infraction.

Hall Passes

Pre-K - 1st grade – Must be accompanied by an adult at all times.

2nd – 4th grade – Must use a buddy system.

5th –High School– It is at the teacher’s discretion as to whether or not the students should be accompanied by a buddy or adult in the building. When outside the building, a student must have an adult accompany them.

Student Health and Safety

We ask that you please refrain from sending your child to campus on school days when they are ill. Generally speaking, if a sick child has not had a fever for twenty-four hours it is appropriate to send him/her back to school. If your child becomes ill during the campus school day, you will be contacted to come pick him/her up. If you cannot be reached, we will notify the person listed on your child's emergency contact form. Please consider the community when deciding to send siblings to school, and err on the side of caution with viral illnesses that spread quickly.

In cases of sickness other than the common cold or virus (i.e., chicken pox, lice, etc.), please notify the school so other families can be aware to look for symptoms.

Please notify the school office by letter of any allergies, limitations in activities or health conditions of your child. In the case of unusual health problems, the school must have a letter releasing the school of responsibility.

Entering kindergarten, students must obtain a physical examination and forward the appropriate doctor's records to the school. All TCCS students must comply with the State of Florida's requirements for immunizations. Records of student's immunizations are maintained in the school office.

Medications

If a student must take medication during school hours, parents must submit a signed permission form which will allow the office staff to administer the medication. Medicine must be in the original container with the student’s name on the bottle. A first-aid kit is available in the office for minor injuries.

Lunch/Snacks

- Students are to bring a healthy snack and lunch from home.
- Students should not bring soda to school. The soda machines are for adult use only and should not be used to purchase soda for a student.
- Gum is not allowed.
- Students are not to share food.
- Due to the number of students, we are unable to allow students to have their food heated in the microwaves.
- If a student forgets his/her lunch, a limited selection of lunch items is available in the office. If a child is given lunch, a note will be sent home to inform the parent of what the child had for lunch, in addition to a request to send in a specific lunch item to help restock the lunch supplies.

Lost Items

Please label your child's clothing, backpacks, lunch boxes, etc. The school cannot be responsible for lost or misplaced items. If you are missing an item, please contact the school office to see if a lost item has been turned in to our "lost & found" box in the office.

Chapel

Chapel is once a month and attendance is required for all students. Parents are welcome to attend chapel at any time. Chapel is a time for the student body to unite to sing praises through songs, to listen to a guest speaker which reinforces the character trait focus for the month and to recognize birthdays. Songs used during chapel will be ones that glorify God and that are child-friendly and age appropriate.

Birthdays

Birthdays will be celebrated during snack time if parents wish to send in a special treat for their child's class. Please check with your child's teacher to avoid any food allergies if possible.

Holidays

Holidays will be addressed from a Biblical perspective in the classroom. Additional education regarding holidays will be left up to the discretion of the parents.

COMMUNITY = SENSITIVITY

Please be sensitive to and respect our families' different traditions and celebrations of holidays. When you are Parent Partner, please redirect (change the subject of) any conversations which reference Santa Claus, the Easter Bunny, the Tooth Fairy, Halloween, etc. This is a good time to remind students to not spoil the fun for others. Loving one another requires sensitivity and helps make our community strong.

Hurricane Policy

In the case of an expected hurricane, TCCS will follow the same school closing schedule as Hillsborough County Schools. You will be able to hear about school closings on the radio and/or television. If TCCS is closed on Tuesday or Thursday, you should homeschool as much of the lesson plans as you are able. In addition, please check e-mail if at all possible as teachers will do their best to send additional instructions for that day.

Disaster Preparedness - Fire Drill Procedures

In the case of a disaster or fire drill, students will quickly and quietly walk out of the classroom in the order predetermined by the teacher. Students are to remain silent the entire time. Students will walk to their designated safe area and form an orderly line facing away from the building. Teachers will have a

class attendance list with emergency contact numbers. Students will wait for the all-clear signal to be announced by administration, then return quietly to their rooms. Fire extinguishers are located in a number of areas throughout the campus. Knowledge of the locations and the use of extinguishers is necessary for all adults on campus.

Cell Phones and Electronic Devices

Students who possess cell phones or other electronic devices (i.e. music players, video games, etc.) must have them off and put away during school hours. Parent Partners who possess cell phones are asked to keep the ringer turned off and limit their usage to their break/lunch time.

Building Guidelines

Building Security – The front entrance doors are open during arrival and dismissal for students and parents to enter. The rear doors are locked at all times and may only be used by the staff. Only adults may open the rear doors. During the school day, please help ensure that the doors close behind you when you leave by pushing or pulling on them. If you need to enter the building, ring the doorbell located to the right of the doors.

Gym – Students are not to play in the gym without adult supervision. The gym is considered “closed” before and after school.

Parking – Parents are asked to park at the north end of the parking lot or the far south end so that the spaces in front of the car line area are kept clear.

Learning from Home Week

If TCCS is unable to be on campus during a scheduled on-campus day, teachers will provide video lessons for K-8th grade, and High School will meet via live ‘Zoom’ meetings.

Zoom Tips for High School Students:

- Students must have the camera on unless the parent contacts the teacher and provides permission and an explanation as to why the student will not have their camera on. This is an exception and cannot be ongoing.
- No distracting backgrounds, virtual or real
- Have the camera situated so you are clearly visible in the video (i.e. not pointed at the ceiling)
- Keep audio muted unless called on to answer a question or if otherwise instructed by the teacher
- Keep pets out of the room
- Have books, handouts, paper, notebooks, calculator, pens/pencils ready when you connect to class.

Communication



Family Folders

Clear and timely communication is essential to the success of the community of TCCS as well as to each individual student. In order to facilitate communication, each family is given a “family folder” that is carried back and forth to school by the youngest student in the family. This folder must be checked after each “at school” day for any communication from the office. This same folder must be turned in at the start of each school day on the very next “at school” day. Failure to bring the folder home or return it back to school may lead to disciplinary action.

Student Folders/Binders

2nd – 5th graders will have 3-ring binders with dividers for each subject area. A clear pocket folder will be in the front labeled “Going Home” on one side and “Coming to School” on the other. This will be used to transport student work and lesson plans back and forth between home and school. Current lesson plans should always be kept in the front of the binder so teachers can have students easily adjust them if necessary.

Parent/Teacher Communication

- Each teacher will inform you of their preferred method of communication.
- When possible, please communicate in writing.
- As co-instructor with your teacher, please communicate as clearly as possible and as often as necessary to facilitate the academic progress of your child.
- Each teacher will have a two hour block of time each week in which he/she expects to receive phone calls from parents and/or students. This helps parents/students honor a teacher’s family time.
- Parent conferences will be scheduled as needed.

Some Points to Remember

- Teachers will denote in their orientation packets preferred guidelines, which will include options for appointments, email, and phone calls. In addition, periodic emails will be sent.
- Please refrain from discussing your student’s needs with the teacher outside of scheduled conferences.
- Bring a classroom problem to the Administrative Team only after you have first tried to work out a solution with the teacher.
- Please refrain from talking with other parents or teachers if you have a problem with your student’s teacher. Go directly to the teacher first, and if the problem is not resolved, bring the issue to the Administrative Team. Use this Scripture as a guideline: “Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen” (Ephesians 4:29). Likewise, if someone comes to you with a situation that does not concern you, please respond with integrity and gentleness in refusing to listen. A great way to do that is simply to offer to pray with the person on the spot and lovingly encourage them to go to the person directly involved.
- Please refrain from discussing TCCS issues on any form of social media. Apply the principles of Matthew 18 and go directly to the person involved.

Admissions



Philosophy of Grade Placement

Grade placement in TCCS is determined by an evaluation of the student's development in the following areas: academic, physical, moral (or spiritual), social and emotional.

Children entering Kindergarten are evaluated with slightly different criteria than those entering first grade and above.

Kindergarten Placement:

1. Student Interview
2. Developmental Evaluation

TCCS typically will not consider a child who has not reached their fifth birthday by September 1st of the admitting year for entrance into Kindergarten. In addition, it is our experience that children with summer birthdays are often questionable in terms of their Kindergarten readiness. A child who is placed according to their development has a greater opportunity to process class instruction and respond in an appropriate and successful manner. The evidence of an over placed child may show up in the Kindergarten year, but may also lie in wait for several years after the commencement of school.

1st grade and above Placement:

1. Student interview
2. Academic evaluation
3. Informal developmental evaluation, cumulative file evaluation, former report cards, SAT scores

Admission and Enrollment

In order to be considered for acceptance into TCCS, you must complete a TCCS-approved Biblically based parenting course by August. In addition to the Biblical parenting classes, you will need to complete the following steps for admission:

- 1. Attend an Informational Meeting**
- 2. Talk and pray about it as a family**
- 3. Complete a Student Application and pay an Intent Fee (\$100 per child)**

Once the application and intent fee are received, student testing and interview will be scheduled. Both parents are required to attend the interview, as well as any students in the family who are seeking admission.

- 4. Student Testing**
- 5. Interview**

We'd like to meet you and your family and let you meet us. Upon acceptance, a registration fee per child (see calendar of registration fee increase) is due. Also, you will be given an enrollment packet containing a number of forms to be filled out and signed, as well as a Parent/Student Handbook for your information.

- *Return the Enrollment Packet, including the Handbook Acknowledgment to TCCS*

- 6. Start Tuition Payments**

Unless you choose to pay tuition by the semester or the entire year's total tuition at one time, you will be placed on a 12-month payment plan which starts June 1st. Payment is due the 1st of each month.

- 7. Order Curriculum and Uniforms**

Don't put it off!!!

8. Attend Parent Orientation

We will meet the week before school begins. This is a time to meet the staff and prepare for a successful year of learning for your child(ren). There will be mandatory orientation sessions for each grade level, along with an exciting array of parent workshops to attend.

Note: It is the desire of TCCS that a family wanting to become a part of the school, enroll all their children in the school. The exception to this policy is if the family is homeschooling a child for financial or academic reasons, if TCCS does not offer the child's grade or room in their grade is not available. One of the primary reasons for this desire is the possible moral influence from another school on the family and then potentially on other community school families.

Re-enrollment

Re-enrollment is open to all current TCCS students whose family is considered "in good standing." A family in good standing meets the following standards:

1. All financial and community obligations with regard to TCCS have been met.
2. The family is pursuing Biblical parenting standards.
3. The student re-enrolling is in good academic and moral standing and both parents and school staff agree that the enrollment in TCCS is beneficial to the student's academic progress and is in his/her best interest.

When is a student's enrollment or re-enrollment not accepted ?

- When parents will not accept the recommendation of retention for a student, as described below.
- When the student is not having successful homeschool days.
- When the school does not feel it can meet the needs, academically or emotionally, of the student.
- When the parents display a low commitment level as shown through infractions, lack of participation in community obligations or other means.
- When financial obligations are not met.
- When it is apparent that the partnership between school and family is broken.

Retention

Recommendations for retention are made to accommodate the needs of the student and are in the best interest of the student.

When is a student not promoted to the next grade level ?

- When there is below grade level performance in core academic subjects.
- When there is inadequate academic progress apparent within the past nine weeks, especially in the area of reading fluency and comprehension.
- When grades are D's and/or F's in 2 or more subject areas.
- When there is inadequate development and/or social maturity.

Guidelines for Academic Enrollment of Students Who Need Special Accommodations

1. If your child has shown any indication of specific learning disabilities, behavior disorders, psychiatric issues or needs special accommodation in the classroom of any kind, please be responsible to disclose that information on the Student Application. For the sake of your child, we want to be able to make an informed decision regarding his/her placement in the program.
2. An academic evaluation by the student's upcoming teacher will be required in the event that there is indication of special needs as mentioned above. This evaluation will take place on campus after school hours and will last approximately one hour. The student's evaluation must be complete and a mutual decision must be reached by the teacher and the Principal regarding class placement before the enrollment process may be continued.

3. If your student has any history of behavioral problems that have resulted in suspension, expulsion or other forms of administrative intervention or placement in special programs, please be responsible to include this information on the Student Application. We always want to allow children the grace to grow and a chance to experience a fresh start. However, for the sake of the child and to fulfill the covenant with our philosophy, we must be told the truth about a child's history. If you indicate any history of behavioral problems on the Application, your student will be given a probationary enrollment for the first academic quarter (nine weeks). Together we will evaluate your child's success in TCCS's program and we reserve the right to discretionary dismissal at any time if it becomes obvious that TCCS is not a good fit. During this probationary enrollment, it usually becomes obvious to the parents and school staff whether or not the student is properly placed. We have seen students, that have had a hard time elsewhere, do very well in this program and we are thrilled, along with the parents, to see this transformation take place. We look forward to partnering with you for the strengthening of your family and the academic progress of your child. Please let us know how we can serve you.

Early Withdrawal

If you choose to withdraw your child from TCCS prior to the end of the school year or if they are dismissed from TCCS prior to the end of the school year, you are still financially obligated to fulfill any outstanding tuition balance for the remainder of the school year. The same is true if they are transferred to the Private School Covering Program.

Dress Code



The purpose of the dress code is to ensure that we have an educational environment without unnecessary distractions and that our standard of excellence is reflected in our appearance.

Uniforms:

Boys:

- Navy or Tan/Khaki pants or shorts with at least a 7 inch inseam
- Collared polo style knit shirts in your choice of Navy, Hunter Green or White.

Girls:

- Navy or Tan/Khaki skirts, jumpers, pants or shorts with at least a 7 inch inseam
- Shorts, matching uniform colors, should be worn under skirts or jumpers to ensure modesty.
- White uniform blouses (peter pan collars) or collared polo style knit shirts in your choice of Navy, Hunter Green or White.

Accessories:

Boys:

- No earrings or other excessive jewelry is permitted.

Girls:

- Jewelry should be kept simple, conservative and not distracting. A single set of small, tasteful earrings is acceptable.
- Hair bows, socks, etc. should be consistent with the uniform.
- Neutral, pink, or earth tone color nail polish may be worn as long as it is tasteful.
- Make-up must be modest and natural. Excessive eye make-up and/or lipstick is not permitted. Cosmetics are not to be publicly applied or displayed at school.

Boys & Girls:

- Hats/ball caps are not to be seen or worn on campus at any time, unless they are part of a school-approved theme day.
- Shoes and clothing accessories may not have characters on them.
- Sunglasses may not be worn indoors.
- Visible tattoos are not allowed (including temporary tattoos).
- With the exception of pierced earrings for girls, no other body-piercing jewelry is permitted.

Outerwear: Outerwear worn into the classroom must be in the school uniform colors of solid Navy, Hunter Green or White sweaters, sweatshirts or jackets. Heavy winter coats that are worn exclusively outdoors may be of any color but must be removed when in the classroom.

Shoes: Shoes must be worn at all times. Students should wear a sturdy, comfortable, enclosed toe and heel shoe that coordinates with the school uniform. Heely shoes, light-up shoes, crocs, sandals, sling backs and shoes with characters are not permitted. Younger students should only wear shoes with laces after they have been taught to tie their own shoes. Until they can tie their shoes independently, Velcro, buckle or zip-up shoes are all acceptable alternatives.

Hair: Hair must be clean, well-groomed and must not hang in the eye area. Hair that cannot be consistently kept out of the eye area will need to be cut. No unnatural hair color is allowed. The Administration reserves the right to determine the appropriateness of any student's hairstyle.

Friday/Jean Day

Students attending E-Day are to follow the above dress code, with the exception of wearing an approved TCCS t-shirt. As an alternative on Fridays, students are also allowed to wear plain blue jeans or jean shorts (with at least a 7 inch inseam), with no holes, shreds or decorations, with their uniform shirt or TCCS t-shirt. Jeans must be modest (not-tight fitting).

Parent Partners

Please remember that our students will be looking to you as an example in many ways, including how you dress. We ask that you dress appropriately for the activities you may be required to do (i.e. bending, stooping, etc.). For women, pants, nice walking shorts, dresses or skirts are appropriate. We ask that ladies take special care to avoid low necklines, short skirts and tight pants. Hem lines for shorts or skirts must have at least a 7 inch inseam. For men, a nice pair of pants or shorts and polo or dress shirt is appropriate.

High School

High School students may request an exception (either individual or for the entire class) to any part of the dress code. Exceptions may or may not be granted at the discretion of the Administrator. All exceptions will be made clear in writing to both the students and the parents. If an exception is granted, it is a privilege and should be treated as such. Exceptions may be rescinded by the Administrator at any time.

These guidelines should be followed any time students are on campus and students should be dressed modestly and appropriately at any TCCS function.

Partnering with TCCS & Teachers



Parental Responsibilities

Financial: Parents are responsible for payment of annual registration, tuition, curriculum and field trip fees for each student. Financial arrangements will be reviewed and signed annually by the parents or guardians of each student. Tuition is due by the 1st day of each month and a late fee of \$20 will be assessed after the 5th day of each month. In the event of a financial crisis, a written agreement must be submitted by parents and approved by the Board of Directors who will consider each family's situation separately and carefully. It will be the decision of the Board of Directors how to proceed with each situation.

Academic: Parents are responsible for co-teaching with the classroom teacher on home school days and making sure that all work is completed on time. It is very disruptive to the program for students to come to class unprepared, especially when they are in group classes only two times each week. All lesson plans and school work done at home must be reviewed by the parent. Communication with the teacher for any questions or misunderstandings concerning the course work or lesson plans must be initiated by the parent.

Community Meetings: Parents, faculty and staff are required to attend all Community Meetings which are held at the school. A schedule of Community Meetings will be distributed at the beginning of the school year.

Parent Partner Role

The Parent Partner is the glue that keeps school days at TCCS held together. Parent Partners support the TCCS teacher with a variety of tasks and interact with the children.

Parent Participation: Parents are required to spend time in the children's classroom as Parent Partners on a rotating basis with other parents in the school. Our Parent Partner program is absolutely essential to the success of our school. Because our teachers have such a limited time with the students during the week, parents' help in the classroom offers administrative and resource assistance that optimizes the teacher's effectiveness. Participating in the classroom also familiarizes parents with the teacher's methods and strategies, and offers the opportunity to get to know their child's classmates.

All Parent Partners will have a background check. Parent Partner days are to be served by a parent, unless there is an exception approved by the Administration at least two weeks prior to serving. Each family will be required to assist a minimum number of days in the classroom depending upon the number of students and the needs of the school. If a parent is unable to assist on their day scheduled on the calendar, he/she is responsible for finding another parent to cover his/her duties.

- Parent Partners must plan to be at TCCS from 8:45 a.m. – 3:15 p.m.
- Parent Partners are to keep the day in confidentiality. This is especially important when grading papers.
- Parent Partners are not to discuss the academic or moral level of students with other parents.
- Parent Partners who have a true concern about a situation should express that concern to the teacher – not to other parents, as this would be gossip.
- Parent Partners are to show respect to the classroom teacher as the head authority figure in the classroom on TCCS school days.

- Parent Partners should be aware of conversations and happenings within the day and talk to any students about their actions if the teacher is busy or out of the classroom. If the teacher should be made aware of the behavior, the Parent Partner should make them aware of it. The teacher will decide if and how the student's parents are made aware of the behavior.
- Parent Partners should emphasize quality work when interacting with the children and have patience and sensitivity to the children who are working at a variety of skill levels.
- Parent Partners should not show preferential treatment to their own child(ren).
- Parent Partners should keep the door open to classrooms when they are alone with the class and should not enter the restroom when used by the students.

If you or your child is sick on your Parent Partner day, it is your responsibility to call other parents to have your day covered. It is best to call the night before or by 7:30 a.m. in order to allow the person covering for you adequate time to prepare for the day. You are NOT limited to your child's class list of parents. It is appropriate and sometimes necessary to call anyone within our community to swap a Parent Partner day. It is your responsibility to swap days with the person who covers for you to keep the number of days as balanced as possible. A message can be left at TCCS to inform your child's teacher of the change in the schedule for that day.

Discipline



Students are expected to conduct themselves in a manner that is respectful of teachers and other students and reflects the Biblical principle of considering the “preciousness of others.” A priority at TCCS is to provide an atmosphere in which both teachers and students practice affirmation of one another, both in language and in action. The basic guide for behavior is to demonstrate love and respect for one another.

Good Conduct Code:

"Obey your earthly masters with respect." Therefore, we will obey and respect authority. (Ephesians 6:5)

"Consider others better than yourselves." Therefore, we will look to one another's needs and never hurt those around us. (Philippians 2:3)

"He delights in men who are truthful." Therefore, we will always tell the truth. (Proverbs 12:22b)

"You shall not steal." Therefore, we will respect other people's property and reputation. (Exodus 20:15)

"Prepare your minds for action; be self-controlled." Therefore, we will raise our hands before we speak. (I Peter 1:13)

Student Conduct for Classroom and Chapel

The character of Christ seen in His people does not change in any circumstance and is faithful, steadfast, diligent, cheerful, loving and caring. Holy Spirit governed character is the spiritual container for achievement in any calling. The following principles and guidelines are a reminder of the basic aspects of Christian conduct which should govern every child and family of TCCS. To clarify the principles, a few examples are addressed. Where no rules are mentioned, parents, teachers and the administration are expected to use their own consciences to consider the context of the moment and to make judgments on appropriate conduct and behavior.

Respect for Authority

In addition to the authority of teachers and the administration, parents need to remind their children that other authorities exist at TCCS. They include, but are not limited to, parents on duty, the church Pastor and/or Church Administration, School Board members and visiting adults and families.

Respect for Parents

School can easily be perceived by the children as the child’s own “turf”. The parent is not always familiar with the boundaries, rules and relationships which have been established. As a result, parents should not be afraid to guide and restrain their own children while on campus. Remember, the parent is responsible for their children’s actions and behavior.

Respect for Age

The right attitudes and actions towards those who are older are critical to school life and to those adults who work at or visit TCCS. Children should be trained to demonstrate respect toward their older peers and adults.

Respect for Peers

Children should be characterized as being other-oriented. The fruits of the spirit, Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-Control, should all be evident in the child's behavior and attitude.

Respect for Property

Respect for property includes the school and church property, as well as the property of others. Not only should children be trained not to damage property, but more importantly, they should be trained to use initiative in caring for the school property and the property of others.

Respect for Nature

The school has been blessed with beautiful grounds for everyone to enjoy. Our children need to be reminded of the privilege and responsibility that they have to care for the plants, trees and other living things so that everyone may enjoy them.

The following is a list of actions that are considered violations of the Good Conduct Code. This list is not exhaustive. Conduct not specifically listed as a violation, but which is essentially the same as conduct listed, will be treated in the same way as the violation it most closely resembles. Students violating this Good Conduct Code will be disciplined as set out in the Disciplinary Action Sequence.

Disciplinary Action Sequence:

Level 1 - Violations relating to character and poor attitude exhibited by:

- Arguing, teasing, lack of courtesy, complaining, sulking, poor self-control
- Talking or being out of seat without permission
- Rowdy behavior
- Handling another's property without permission
- Possession of distracting items not required for schoolwork (radios, iPods, toys, etc.)
- Gossiping
- Irresponsibility manifested in:
 - Sloppy or careless work
 - Littering

Actions to be taken in response to Level 1 offenses:

Disciplinary action will begin at Step 1 of the sequence below and continue through Step 3 until the violation ceases and does not recur.

1. Teacher or other staff member tells the student to stop the inappropriate behavior, counsels with the student to make sure they understand the "moral reason why" their behavior was a poor choice and requires the student to apologize and/or ask for forgiveness.
2. Teacher will inform parents by telephone or personal contact.
3. Teacher-Student-Administrator conference request and referral will be sent home.

Level 2 - Major Violations

- Direct disobedience - refusing to comply with a direct order from school personnel
- Gross disrespect - responding to a teacher's or the principal's corrective action with excessive or repeated discourtesy or belligerence
- Cursing, lying, stealing, forgery (i.e., copying another student's work)
- Consistently not turning in assignments

Actions to be taken in response to Level 2 violations:

Disciplinary action will begin at Step 1 and proceed through Step 5 until the violation ceases and does not recur.

1. Teacher will inform the parents by telephone or personal contact.
2. Teacher-Student-Administrator conference request and referral will be sent home.
3. Additional referrals will constitute a meeting with the teacher, student, Administrator AND parents.
4. Suspension with parental corrective action.
5. Referral to the School Board for one month suspension with home study and parental corrective action or possible expulsion from school.

Level 3 - Major violations warranting immediate action

- Vandalism
- Immoral conduct
- Violence toward self or another person

Actions to be taken in response to Level 3 violations:

1. Suspension with parental corrective action.
2. Referral to School Board for one month suspension with home study and parental corrective action or possible expulsion from school.

General Disciplinary Guidelines:

1. The Administration has the right to suspend a student for an offense if the conduct continues despite corrective actions or if a student or parent exhibits gross disrespect for authority during the discipline process.
2. Parents are to carefully review this Discipline Policy and discuss it with their children. A parent's signature on the "Handbook Acknowledgment" form is an indication of acceptance by the parent and an agreement that both the students and parents intend to comply with all the regulations of the school.

Dismissal Categories

Suspension

Suspension is off-campus and results in the student missing a certain number of classes. Consequently, any on-campus work that is due during suspension cannot be made up. Students receive a zero for the days missed due to a suspension. A student's enrollment is not terminated during a suspension.

Transfer to Private School Covering (PSC)

Occasionally it may be determined that a student's needs would be best met through traditional homeschooling in a one-on-one format and TCCS might recommend that the family move from the Academic Program to the PSC program. In this case, the student has not been dismissed from the school and the family continues their participation as TCCS members.

Dismissal

A student may be dismissed from their enrollment on academic or disciplinary grounds or at the discretion of the Administrator when it is apparent that this school is not a good fit for the student and/or family. Dismissal may also occur when it is apparent that the partnership between school and family is broken.

Academic Dismissal – A student may be dismissed from the school if, after working with the teacher and Administration, they still receive failing grades in core courses or have an overall GPA below a 2.0. Continual low grades are a major indicator that the academic program is not right for the student.

Disciplinary Dismissal – A student may be dismissed from the school as a part of the disciplinary process for offenses which may include, but are not limited to, chronic absences, disobedience or chronic dress code violations.

Discretionary Dismissal – A student may be dismissed from the school at the discretion of the Administrator. There are times that it becomes apparent that the student's or the family's needs are not being best served by the TCCS program or that the family is not able to adequately support the student in this academic model. This could be due to a number of issues, including but not limited to, insufficient teaching or supervision on homeschooling days, learning disabilities which cannot be accommodated in the classroom, a student's inability to manage his/her own behavior in a group setting or a lack of commitment and/or participation in the school agenda on the part of the parents.

Financial Dismissal – A student may also be dismissed from the school in the event of the family's extreme financial irresponsibility. As stated in the Financial Agreement, a student may not continue in classes if tuition payments are behind and no financial agreement has been made between the family and Board of Directors. In the absence of a separate financial agreement that addresses the family's financial crisis, tuition must be paid in full at the end of each semester in order for students to be allowed to continue and/or receive their report card/testing results.

Expulsion

Expulsion is the immediate removal of a student from the school usually due to a serious breach of policy or safety by either the student or the parent. A student that has been expelled has their enrollment terminated and their transcripts and records marked accordingly.

Family Infraction Policy

The Infraction Policy provides a way to address chronic and uncorrected problems associated with a family's apparent low commitment level. It is not the intention of TCCS to be rigid or legalistic and we continue to manage our business according to context. However, because the success of the TCCS experience depends on a consistent, strong commitment level on the part of parents, we have adopted the following protocol to encourage accountability in this area.

Families may receive infractions for excessive tardies or absences, missed Community Meetings, missed Parent Partner days or excessive dress code violations. An accumulation of three (3) infractions may result in meeting with the family and members of the School Board to discuss the root of the problem and develop strategies for improvement (if appropriate) and/or continued enrollment.

Tardies: Four (4) tardies, per family, per nine week period, will result in an infraction.

Community Meeting Attendance: Parents are responsible to attend all Community Meetings. Attendance at these meetings is important to your continued participation with the school and is required. Except for extenuating circumstances and prior approval, missing a community meeting will result in an infraction.

Parent Partner Days: Parents are responsible to fulfill their scheduled parent partner days. Conflicts in schedules can be resolved by swapping with another parent. Last minute sickness can be resolved by calling other families to swap the day. Substitutes are not limited to those in your child's grade level, but may be any TCCS parent. Our teachers expect the help from a parent partner and it is in the students'

best interest for the day to flow and every minute to be used in the most effective way. Please remember the preciousness of others. Missing a parent partner day will result in an infraction and must be made up.

Dress Code: Three (3) violations of the dress code, per family, will result in an infraction.

Comprehensive Grievance Policy

Objective: To establish Biblical guidelines for the resolution of disputes and grievances in the operation of Tampa Christian Community School.

Scope: These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of TCCS operations, between two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, Administration and Board.

Definitions:

Dispute: Any disagreement that results in broken fellowship or trust between the parties or that disrupts the lines of authority in the school or which (in the judgment of either disputant) threatens the successful implementation of TCCS's objectives and goals.

Grievance: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Concerns: The substance and details of the dispute and/or grievance.

Guidelines: The biblical principle found in Matthew 18:15 should be followed by using the steps below.

Students/Parents to Teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents or if the student is mature enough, by the student himself. A respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate Administrator. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision in writing to the School Board.

Parents/Patrons to Administrator:

1. If the parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Administrator.
2. If the situation is not resolved, they should present their concerns in writing to the School Board.

Staff to Administration:

1. All concerns about the standards of the school must first be presented to the Administrator. A respectful demeanor is required at all times.
2. If the problem is not resolved, the staff member may appeal the decision in writing to the School Board, followed by a meeting to discuss the matter.

It is understood that if any disputes arise which are not covered by this policy, the board will decide what procedures to follow based on reasoning from those procedures established by this policy.

Elementary/ Middle School Guide



Assignments

Missing Work

If the teacher assigns work on the lesson plan and it does not come in on the day that it is due, the assignment is considered late. Assignments received one “in school” day late will receive a 10% deduction. Assignments received two “in-school” days late will receive a 50% deduction. Assignments more than two “in school” days late will receive a 0%. If there are extenuating circumstances, it is the responsibility of the parent to contact the teacher to work out special arrangements for the work to be completed. If this continues throughout a nine week period, having an adverse affect on a student’s grade, the Administrator will be alerted.

Students who are chronically missing assignments or are falling behind can be required to participate in a check-off system. The parent would be required to initial the assignment when they see it completed at home; the teacher would be required to initial or stamp the assignment on the date it was received.

Makeup Work

If a student is absent from class, the student is required to make up any work that the teacher deems necessary. Students should re-enter the classroom with as many assignments up to date as possible. Students may receive an equal amount of days to make up work in relation to the number of days absent, upon the teacher’s discretion.

Homeschool Days

Parents are responsible for co-teaching with the classroom teacher on homeschool days and making sure that all work is completed on time. It is very disruptive to the program for students to come to class unprepared, especially when they are in group classes only two or three times each week. Discipline and structure in the homeschool environment is imperative for this educational model to work effectively. All lesson plans and school work done at home must be reviewed by the parent. Communication with the teacher for any questions or misunderstandings concerning the course work or lesson plans must be initiated by the parent.

Grading

Grading Scale

Grades for Pre-K will use a developmental skills checklist, issued at the end of each semester. Kindergarten and above will receive report cards at the end of each nine week period. Kindergarten will receive a subject based report card, graded with Excellent (E), Satisfactory (S), and Unsatisfactory (U). Starting in 1st grade, letter grades will be issued as follows.

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Retaking Tests

If a student fails a test, it is the teacher's prerogative whether or not to retest the student. The teacher's primary motivation in testing is assuring mastery.

Achievement Tests

Testing is designed to measure the student's progress from the previous school year. Each spring, students in second grade and above take the IOWA Assessment Test. Scores indicate the student's progress and provide a measure of the educational effectiveness of the school. Parents will receive the test results for their child(ren) over the summer.

High School Information



Grade-Level Classification of High School Students

TCCS considers new incoming high school students for 9th or 10th grade only. The following is a list of the criteria necessary to classify high school students.

Freshman (9th grade) – An incoming freshman is a student who:

- Has completed 8th grade with grades of C or higher.
- Meets all requirements for high school enrollment at TCCS.
- Has a minimum GPA of 2.0 for middle school.

Sophomore (10th grade) – An incoming sophomore is a student who:

- Has completed 9th grade with grades of C or higher.
- Has earned 1 full credit of English I.
- Has successfully completed Algebra I.
- Has earned at least 5 credits.
- Has a minimum GPA of 2.0.

Parent Guidelines

Partnering with the student at Home

As students become independent learners at TCCS, the parents' role changes to coach and cheerleader, challenging and encouraging the student to excellence. Parents need to make sure the student has the proper materials, workplace, supplies and research resources available. As the student's accountability partner, parents need to be familiar with what is expected of the student by checking each syllabus and lesson plans.

Academic Standards & Credit Requirements

Credits for grades of C- or above

It is important to note that TCCS does not award credit for grades below a C-. Also, TCCS does not recognize any credit to be transferred if the grade is below a C-. It is possible to earn only one-half credit for a whole credit course if one semester's grade is a C- or above and the other semester's grade is below a C-.

Maximum Number of Credits Per Year

A full credit course takes approximately 150 hours to complete. Therefore, a student who takes 8 credits in a year would be doing 1,200 hours of course work. That averages to 6.8 hours a day of work. For this reason, TCCS will not allow a student to attempt more than 8 credit hours in a school year unless approved by the Administrator.

Graduation Credit Requirements:

- Bible 2
- English 4
- Math 4 (including Algebra I, II and Geometry)
- Science 3 (including 2 with labs, Biology & Chemistry)
- History 4 (including 1 World, 1 American, ½ Govt., & ½ Economics)

- Foreign Language 2/3 (2 consecutive years in same language, 3 consecutive years if 1st class is taken before 9th grade)

- Required Electives 2
 - ½ Health
 - ½ Performing Art
 - ½ Personal Fitness
 - ½ Financial Literacy

- Electives 3
- Total Credits** 24

Florida Virtual School & Dual Enrollment

Florida Virtual School

TCCS students may earn foreign language and elective credits through the Florida Virtual School (FLVS). We have an affiliation agreement with FLVS which is a free, on-line public high school and middle school. They offer courses in all core subject areas as well as electives Other electives such as Art can be obtained through various off campus activities such as sports or dance, however, students not involved in these extracurricular activities can have the option of using FLVS classes to fulfill these requirements. Your student will do the course work for all FLVS courses at home. To complete most full credit courses, it takes about an hour a day, five days a week for 36 weeks. You can set your own pace and either slow this down or accelerate it depending upon the needs of your student. There are also built in vacation weeks and a grace period designed to help your student stay on pace. You, as the parent, would be responsible for helping your student get started in the course and figure out how it works, but after that, they answer entirely to their FLVS teacher. You don't have to teach or explain anything. If they have questions, they contact their teacher via phone or e-mail and the teachers are very willing to work with them and are available at many different times. If students are not happy with a grade they receive on an assignment, they can sometimes resubmit an assignment for a better grade. You, as the parent, create your own login account and can view their progress on-line at any time. You can see which assignments they have completed, if they are on pace or not and what their grade was on each assignment. TCCS students in 8th grade are allowed to sign up for high school level courses and receive high school credit for them. Any courses completed through FLVS will have a final grade report which you must print out and turn in to the TCCS Administrator in order to obtain the credit(s).

High School Dual Enrollment

TCCS students in 11th and 12th grades may be eligible for dual enrollment through TCCS's partnership with local community colleges. Dual enrollment enables the eligible high school student to take courses at local college campuses and earn both high school and college credit at the same time. One 3-hour course at the community college translates into 1 high school credit.

Eligibility for Dual Enrollment

1. Students must be at the junior or senior level in high school
2. Students must have a high school GPA of 3.0 or higher.
3. Students must take courses that are pre-approved in writing by the TCCS Administration.

Grading / Assignments

Each TCCS teacher decides which assignments will be graded and when these assignments are due. However, each teacher follows the same grading scale as provided below.

Grading Scale

A+ 98-100	B+ 87-89	C+ 77-79	D+ 67-69	F Below 60
A 94-97	B 84-86	C 74-76	D 64-66	
A- 90-93	B- 80-83	C- 70-73	D- 60-63	

Most grades will have a numerical equivalent, yet there are times when grading is subjective and assignments cannot be given a percentage grade. When a rubric is not used, written works are judged not only on content, but also on neatness, thoroughness, accuracy, completion and participation. These evaluations are judgment based and can be better understood with the following descriptions:

- A = Excellent, exceptional, superior achievement
- B = Well-prepared, commendable, good achievement
- C = Sufficient, acceptable, adequate achievement
- D = Fair, minimal, poor achievement
- F = Ineffective, unacceptable, little or no achievement

Grades will be comprised of unit tests, quizzes, oral exams, projects, participation and off-campus work/research. In some subject areas, semester and final exams will be a percentage of students' grades. The teachers will strive to create a balanced high school experience where students desire to become lifelong learners, who are not overly anxious about tests and exams, so that upon graduation they are prepared for the syllabus format, tests, projects and exams of college.

Extra Credit

It is not the policy of TCCS to offer extra credit work for students who have been less than diligent throughout the semester. However, a teacher may choose to give extra credit problems on tests and extra credit projects when appropriate. Grades of more than 100% will not be issued.

Incomplete

Occasionally a student is unable to complete work by the end of the grading period. A grade of Incomplete (I) may be issued on the report card. The teacher must clearly outline the new deadline for all missing work. If the work is not in by the new due date, the grade of I becomes an F.

Missing Work

If the teacher assigns work on the lesson plan and it does not come in on the day that it is due, the assignment is considered late. Assignments received one "in school" day late will receive a 10% deduction. Assignments received two "in-school" days late will receive a 50% deduction. Assignments more than two "in school" days late will receive a 0%. If there are extenuating circumstances, it is the responsibility of the parent to contact the teacher to work out special arrangements for the work to be completed. If this continues throughout a nine week period, having an adverse affect on a student's grade, the Administrator will be alerted.

Students who are chronically missing assignments or are falling behind can be required to participate in a check-off system. The parent would be required to initial the assignment when they see it completed at home; the teacher would be required to initial or stamp the assignment on the date it was received.

Makeup Work

If a student is absent from class, the student is required to make up any work that the teacher deems necessary. Students should re-enter the classroom with as many assignments up to date as possible. Students may receive an equal amount of days to make up work in relation to the number of days absent, upon the teacher's discretion.

Standardized Testing

All high school students at TCCS must be tested every school year. In 9th and 10th grades, students will take the SAT-10 on campus. In 9th-12th grades, students may take the PSAT, SAT II and/or the ACT.

PSAT – This test was originally designed to be a practice or preliminary test to the SAT, but it has become the qualifying test for the National Merit Scholarship program. The score on your PSAT taken in your junior year determines your eligibility for the National Merit Scholarship. Students will register for a test to be taken in the fall of their sophomore/junior year.

SAT II – This test is a battery of 23 tests covering 20 subjects. Colleges that require this test generally require three sections. For more information, go to www.collegeboard.com.

ACT – This test measures academic achievement in four areas: English, Math, Reading and Science. Students receive separate scores for each subject as well as a composite score. For more information, go to www.actstudent.org.

Community Service

TCCS will encourage and support students in their efforts to obtain community service hours. It is important to know that community service hours are a requirement for the Florida Bright Futures Scholarship and other scholarships. The goal of community service is to provide the vehicle for students to impact their communities outside of their church and school walls. It would not be possible to list all of the service opportunities that would qualify for community service credit.

General Guidelines for Community Service:

- Identify a need in the community.
- Outline a plan to meet the need.
- Record and verify the hours volunteered.
- Each area of service must be approved by TCCS for credit.
- Some mission trip hours may be accepted (maximum of 37 hours).
- Church activities on church grounds for church members are not generally accepted.
- You may take up to four years (9th-12th grades) to complete 100 hours.
- You will be asked to keep documentation current. Do not wait four years and then try to catch up.