

**TAMPA DAY  
SCHOOL**



# **Parent/Student Handbook 2025 – 2026**

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<b>Office Hours:</b>	<b>8:00 am- 4:30 pm</b>
<b>School Hours Monday-Thursday:</b>	<b>8:25 am -3:15 pm</b>
<b>School Hours Friday:</b>	<b>8:25 am- 2:35 pm</b>
<b>Before Care</b>	<b>7:30-8:10am</b>
<b>After Care Program</b>	<b>3:15-6:00 pm M-Th 2:35-6:00 pm Fri</b>

To report an **EMERGENCY** after hours, contact Lois Delaney at (727) 420-2495

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



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**TABLE OF CONTENTS**

<i>Introduction and Welcome From Lois Delaney, Head of School</i>	4
<i>Mission</i>	5
<i>Core Values</i>	6
<i>Accreditation</i>	7
<i>History of Tampa Day School</i>	8
<i>Leadership &amp; Administration Support Team</i>	9
<i>Admissions Director</i> <i>Learning Solutions Director (Tutoring Program)</i>	11
<i>Administrative Support Team</i> <i>Assistant to the Head of School, Business Manager, Front Office Manager</i>	12
<i>Contact Information-Contact Person &amp; Extension for Various Questions</i>	13
<i>Contact Information-Staff Email</i>	14
<i>Admissions, Enrollment &amp; New Family Orientation</i>	15
<i>Curriculum Essentials</i>	17
<i>Student Life</i>	19
<i>Tutoring &amp; Other Support Services</i>	22
<i>Technology, Internet Use &amp; Social Media</i>	23
<i>Technology-Acceptable Use Policy</i>	24
<i>Academic Integrity &amp; Use of AI</i>	26
<i>Student IPADS /Cell Phones/Smartwatches</i>	27
<i>Homework</i>	28
<i>Evaluations, Progress Monitoring &amp; Annual Testing</i>	30
<i>Grading and Report Cards</i>	31
<i>Home School Communication</i>	32
<i>Parent Involvement &amp; Associations</i>	34
<i>Student Information (Health, Safety, Release of Information)</i>	34

<i>Misc. (Field trips, Dropping off money/items, Lost &amp; Found</i>	35
<i>Visitors &amp; Volunteers</i>	35
<i>School Procedures - Arrival and Dismissal</i>	36
<i>Attendance &amp; Tardies</i>	38
<i>Scheduled Breaks, Lunch and Snacks</i>	39
<i>Before Care, After Care, Sports and Clubs</i>	40
<i>School Materials</i>	41
<i>School Policies that Students want to know</i>	42
<i>Dress Code</i>	43
<i>Student Health and Safety</i>	46
<i>Safety-Emergencies, School Closures</i>	48
<i>Student Code of Conduct/Discipline Policy</i>	49
<i>Principles of Professional Conduct for the Education Professional in Florida</i>	54
<i>Parent Teacher Organization (PTO)</i>	58
<i>Friends of Tampa Day School</i>	59
<i>Other Ways to Support TDS</i>	61



## INTRODUCTION

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The information in this handbook has been included to communicate the academic practices, policies, behavioral standards, and daily procedures Tampa Day School has adopted to promote a safe and effective learning environment. Ultimately, this handbook has been designed to answer questions parents and students may have and to provide guidelines to help promote each student's success at TDS. It is always our goal to work collaboratively with parents and students to maintain an optimal learning environment, ensure that school policies are followed, and resolve misunderstandings. As consistent with our mission (**UHA!**), it is important that families, students and staff **U**nderstand and **H**onor (comply with) school policies so that students have the opportunity to **A**chieve and enjoy the school experience!

## WELCOME FROM LOIS DELANEY, HEAD OF SCHOOL

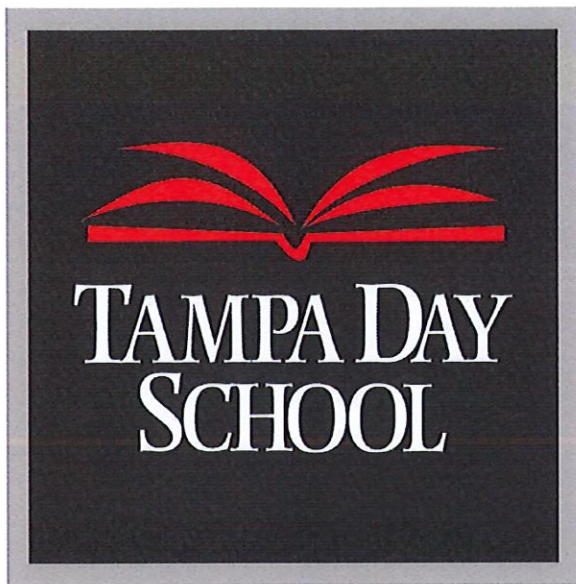
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As Head of School, it is my great privilege, honor, and passion to lead Tampa Day School. I realize that you may have had quite a journey to find a school community where your child is recognized for his/her strengths and where teachers "get" what your child needs to truly succeed. You have our commitment that we will partner with you to **U**nderstand and **H**onor your child so they can **A**chieve, and we will do it with Passion! The four guiding principles in **UHA!** are more than just words, they serve as the foundation of the TDS school experience and are evident throughout our school community. Our passion for student success is contagious and inspiring and is the reason I love to come to work every day!

I am honored that you have entrusted your child's education to us and look forward to working with you as you experience firsthand the impact our innovative and highly effective approach has on discovering new pathways to learning, confidence and ongoing success!

## TDS MISSION

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**U**nderstand  
**H**onor  
**A**chieve  
**Passion!**

### Mission

Whatever the challenges, our mission is the same: **UHA!** to **Understand** each child's strengths and weaknesses, **Honor** their uniqueness, and help them **Achieve** academic, emotional, and social success. All of this is done with **Passion(!)** thanks to a highly devoted, skillful, and enthusiastic team of teachers and staff.

### Philosophy

School is what kids do for a living; they need to experience success on the job.

## CORE VALUES

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**Impactful Relationships:** TDS recognizes the importance of strong relationships between teachers and students, as well as relationships among peers. These connections foster self-esteem, improve motivation and result in successful school experiences. In our close-knit community, children know they are surrounded by adults who will listen and never give up on them.

**Continuous Collaboration:** Teachers and administrators partner with families to educate the whole child: socially, emotionally, and academically. Our forward-thinking approach instills in each child a growth mindset, which is a catalyst for continued growth long after they leave our campus.

**Rigorous Curriculum:** High academic standards are set through a rigorous curriculum that both challenges and supports learning. Students are able to thrive academically because the material is presented in a way that is tailored to engage unique learning styles.

**Intentional Decisions:** Every decision is highly intentional and aligned with our Mission (**UHA!**). We pride ourselves for embedding evidence-based instructional strategies, ongoing professional development, and a student centered approach to learning.

**Incomparable Approach:** Our approach to education maximizes each student's potential for success. This approach includes differentiated instruction, small class sizes, recognition of individual needs, and teachers who are both flexible in their approach and devoted to the student learning outcomes of their students.

**Infinite Opportunities:** We value achievement beyond academic success. Which is why we offer opportunities for students to succeed in the arts, technology, competitive sports, and extracurricular activities. This enables students to explore and soar.



## ACCREDITATION

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### Tampa Day School is accredited by the following:

**(FCIS)** Florida Council of Independent Schools

FCIS is the professional educational association that accredits independent schools in Florida. This process facilitates our ability to maintain high standards and best practices for academics/curriculum, operations, finance, ethics, parent involvement, faculty professional development, and leadership.

**(SACS CASI)** Southern Assoc. of Colleges and Schools Council on Accreditation and School Improvement

We engage in the process of self-evaluation and continuous school improvement and participate in an in-depth evaluation by outside professionals every 5 years to earn the nationally-recognized SACS accreditation. Our goal in this process is to maintain a focus on improving student achievement, deliver a high quality educational experience, and demonstrate our standard of educational excellence.

## HISTORY OF TAMPA DAY SCHOOL

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### 50+ Years Strong!

In 2020-21, we celebrated our 50th Anniversary, a significant milestone in the school's history! We have worked diligently to maintain our founder's reputation for excellence in private school education and specialized tutoring and continue to exude a passion for doing school the Tampa Day Way!

### Where it all began.....

Tampa Day School was founded by Joan Schabacker in South Tampa as the Tampa Reading Clinic and Day School in 1970. It was designed as a tutoring program and a small school for children with reading difficulties, serving students in the first through fifth grade. TDS has remained a relatively small program with a strong sense of community, specialized instruction and small class sizes.

### Our more recent past.....

In 1997, Lois Delaney, M.A., became the Head of School. The program was expanded through eighth grade under the name of Tampa Day School. In 2000, the school moved into the newly constructed facility that is our current home in West Carrollwood. In 2003, six additional classrooms were added. The school has grown from four classrooms and 35 students to 19 classrooms with the capacity for 150 students.

Today, TDS is recognized as the premier private school in the Tampa Bay Area for capable students who need a little something more than a traditional approach to a college prep education to thrive. Our students benefit from the personalized experience made possible by small class sizes, engaging learning environment, differentiated instruction and ongoing support of highly trained teachers.

In addition to the Day School Program, our research-based reading intervention program has also grown rapidly since 1997. Designed to remediate Dyslexia and other reading difficulties, our Learning Solutions program provides one-on-one and small group intensive instruction during the school day, after school hours, and throughout the summer. The program also provides academic tutoring in all areas, math intervention and training in study and organizational skills.

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1970	1997	2000	2003	2013	2020	2021
Founded	Lois Delaney, HOS	Moved to Carrollwood	+ 6 Classrooms	Todd Avis, Owner	50th	+2 Classrooms

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## LEADERSHIP & ADMINISTRATION SUPPORT TEAM

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### Head of School

Lois Delaney, M.A., the Head of School since 1997, has a Masters Degree in Special Education, Masters level Certification in Administration and Supervision and has completed doctoral coursework in Special Education, but more importantly, has been actively involved in education for over 50 years.

Mrs. Delaney has experience in private and public school settings (mainstream and special education), residential programs, and a wide range of private practice and consulting positions. She has also taught Special Education courses at the university level, served on the Friends of Tampa Day School Board, and was the Founding Director and is a current Board Member of Keystone Prep High School, a college-prep school of choice for students who learn differently.

Mrs. Delaney embodies the school's mission as evidenced daily in the many areas in which she is actively involved-admissions, professional development, school planning, and parent, teacher, student interactions. She is a visionary leader with contagious energy who is often described by parents, students and faculty as dedicated, passionate, charismatic, compassionate and fun!

### Assistant Principal

Jennifer Mitrakos holds an M.S. in Educational Technology and a Post Master's Certification in Educational Leadership. She began her career in education after graduating from Lehman College with a B.A. in Education in 1998. She is certified in Educational Leadership, Elementary Education, Gifted, Middle Grades Science, and ESOL.

Mrs. Mitrakos is passionate about teaching and student learning. She is dedicated to helping each teacher grow professionally to maximize the potential for student success. As a Certified Kagan School Trainer, she provides teachers with the support they need to increase student engagement and improve achievement. As the Director of Curriculum, Mrs. Mitrakos ensures that instruction is aligned with Common Core standards. She supports the teachers with instructional delivery and provides them with information about best practices for students with learning differences. In addition, she serves as the National Junior Honor Society Advisor and is the school liaison to the PTO. In keeping with her spirit of support throughout the school community, she routinely brings her trained therapy dog, "Bear" with her to school to provide emotional support and/or reward time to students.

## **LEADERSHIP & ADMINISTRATION SUPPORT TEAM CONTINUED**

### **School Psychologist**

Andrea Mowatt-Duncklee, licensed school psychologist, currently serves in a dual role as School Psychologist and Director of Outreach. She is a graduate from both the USF School Psychology and Education Leadership Programs, is certified in both areas, and has been a practicing school psychologist for over 20 years. In addition to her experience in public schools and private practice, Mrs. Mowatt-Duncklee has been a member of the leadership team at TDS since 1998.

Mrs. Mowatt-Duncklee routinely consults with faculty and parents to develop intervention and accommodation plans, meets with students to provide short-term emotional support, provides small group social-emotional instruction, and collaborates with outside professionals as needed. She has a passion for developing the philanthropic spirit and serves as the advisor to the K-Kids Club, a student-led service organization. She also works closely with parents and faculty to assist with high school transition planning. In her capacity as Director of Outreach, she builds relationships with professionals to expand referral resources for TDS families and to ensure clear messaging about the TDS program and its offerings. Mrs. Mowatt-Duncklee has also participated on several FCIS Accreditation Teams, supervised school psychology interns (USF), served as a volunteer/presenter for conference committees for the International Dyslexia Association (IDA) Annual Conference, and hosted annual speaker series with the goal of positioning the school to receive and provide up-to-date information about best practices and trends in the education and development of students with dyslexia, ADHD, anxiety, and executive functioning difficulties.

### **Director of Admissions**

Paula Pennington has over 25 years of teaching and administrative experience in school & clinical settings. She holds a B.A. in Education, an M.A. in Special Education, and is certified in multiple areas, including-Elementary Education and Specific Learning Disabilities. While at TDS, she taught reading/language arts classes, and served as a member of the L.S. Tutoring Team, and has been instrumental in planning several large community events. In her role as the Director of Admissions, she combines her in-depth knowledge of TDS and tutoring services with her clinical experience and training to identify potential candidates for enrollment. She is a dedicated professional whose expertise and passion helps families as they search for a good fit school for their child. Paula serves on several local boards and enjoys spending time with family and friends, traveling, and reading.



## **LEARNING SOLUTIONS TUTORING PROGRAM**

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### **Learning Solutions Coordinator**

Patricia Soloski has provided educational intervention at TDS for over 15 years. She shares her expertise in clinical reading methods in her role as Program Coordinator. She is knowledgeable about L.D., dyslexia, ADD/ADHD, and Asperger's and is experienced in evidenced-based methods for teaching students with learning differences. She has advanced training in Lindamood-Bell Learning Processes (LiPS/VV)® and Orton-Gillingham Methodologies. Patricia works collaboratively with teachers at TDS and in the local community to promote success when L.S. students return to the classroom. She facilitates ongoing, up-to-date training for TDS tutors and parents, works tirelessly to support students, and exudes a passion for providing high quality, effective intervention services. In her free time, she enjoys spending time with family & friends.

## **ADMINISTRATIVE SUPPORT TEAM**

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### **Assistant to the Head of School**

Linda Fedewa studied business at Lansing Community College and Michigan State University before her extensive experience in the private business sector. Mrs. Fedewa serves as the Administrative Assistant to the Head of School and Leadership Team and is the point of contact for appointments with members of the Team. She is often behind the scenes adeptly coordinating many of the important details of both day-to-day events as well as many of the school's annual activities/events. She is a master of organization and planning and is committed to providing excellent customer service. She enjoys traveling, spending time with family, and visiting her lake house in Michigan in her free time.

### **Business Manager**

Pat Missak has had over 26 years of experience serving in public and private schools. Although she was initially a member of the Learning Solutions Tutoring team, she eventually assumed the role of business manager. She is an amazing asset and is always willing to "go the extra" mile for faculty, staff and parents. She is dedicated to providing excellent customer service to families and works diligently to respond to parent and vendor requests and questions in a professional and timely manner. In her free time, she enjoys spending time with her adult children and grandchildren. She also loves to read, cook and travel.

### **Front Office Manager**

Stephanie Golden joined TDS in 2020 with over 10 years of experience serving as an office manager and client liaison in the corporate business world. She holds a degree in child development and has elementary and middle school substitute teaching experience. As the third member of the Golden family to work at TDS, she continues the family legacy. She enjoys being part of the high energy environment of the school's front office and takes great pride in providing a positive parent, student and staff experience. She always has a smile, is ready to assist, and is at her best when things are busy and she is multi-tasking! She loves the opportunity to share her creativity, organizational skills, positive enthusiasm, and customer service orientation with the TDS community. Stephanie enjoys spending her free time with her daughter, family and friends and when at home, can often be found coming up with creative and fun activities to do with her daughter.

## CONTACT INFORMATION

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Question	Admin/Staff	Ext
Absence Due To Illness	Stephanie Golden	125
Admissions	Paula Pennington	306
Academic Concerns Scheduling-(JM) NWEA-(JM)	Classroom Teacher Jennifer Mitrakos (JM) Lois Delaney	132 102
Afterschool Programs Athletic Programs	Jim Carey	118
Business Office/Billing	Pat Missak	305
Change of Family Information	Stephanie Golden	125
Clubs	Jennifer Mitrakos Stephanie Golden	132 125
Curriculum	Jennifer Mitrakos Lois Delaney	132 102
Gifts to the School	Lois Delaney	102
Head of School Appointment	Linda Fedewa	100
Professional Referrals /Outreach	Andrea Mowatt-Duncklee Lois Delaney	300 102
Social-Emotional Concerns	Andrea Mowatt-Duncklee Lois Delaney/Jen Mitrakos	300 102 / 132
Technology Support	Jennifer Mitrakos	132
Tutoring	Patricia Soloski	103
Van Service	Stephanie Golden Lois Delaney	125 102
Website/Social Media	Crystal Haralambou	303



## CONTACT INFORMATION

### Administration

Todd Avis  
Lois Delaney  
Jennifer Mitrakow  
Andrea Mowatt-Duncklee  
Jim Carey  
Linda Fedewa  
Stephanie Golden  
Pat Missak  
Paula Pennington  
Patricia Soloski

Owner  
Head of School  
Assistant Principal  
School Psychologist  
Sports Director & Facilities  
Administrative Assistant  
Front Office Manager  
Business Manager  
Admissions Director  
Learning Solutions Director

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### Lower Division Teachers

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Daniel Donnan  
Kelly Newman  
Jill Pomet  
Desiree Rodriguez

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4th Gr SS & Science  
3rd Gr Math, SS & Science  
4th Gr ELA  
3rd Gr ELA

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### Middle Division Teachers

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Cynthia Carey  
Taylor Courbron  
Christie Kay  
Michael Letizia  
Susan Ransone

5th & 6th Gr Science  
6th Gr ELA  
5th & 6th Gr Enrichment  
5th Gr ELA  
5th & 6th Gr Math  
5th & 6th GR SS

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### Upper Division Teachers

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Jim Giles  
Amanda Gilliland  
Michelle (Shelly) Olson  
Jace Retz  
Amy Stewart

7th & 8th Gr Writing  
7th & 8th Gr Math  
7th & 8th Gr Enrichment  
7th & 8th Gr Reading  
7th & 8th Gr SS  
7th & 8th Gr Science

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### Learning Solutions

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Heidi Craddock  
Hailey Egert  
Kerith Griffin  
Nadya Hernandez  
Kelly Malatin  
Sheryl Risley  
Patricia Soloski

Clinician  
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Director

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### Support Teachers

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Declan Carey  
Daniel Donnan  
Crystal Haralambou  
Rebekah Krueger  
Tamara Pulley

3rd-8th Stem  
3rd-8th PE & Aftercare  
Technology Elective  
Performing Arts & Social Media  
3rd-8th Art  
Cooking Elective

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## **ADMISSIONS, ENROLLMENT & NEW FAMILY ORIENTATION**

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### **Admissions Team Purpose**

Our admissions process is highly personalized to ensure TDS is a good fit for each student. Our goal is to identify children who meet criteria for our admissions and encourage their enrollment.

### **Admissions Team Composition**

Our admissions team includes the Head of School (HOS), Admissions Director and others as requested by the HOS. Faculty observations and recommendations are recorded on the student shadow form and reviewed as part of the committee process.

### **Criteria for Admissions**

Tampa Day School considers students for admission who have average or above average cognitive ability who may have:

- Dyslexia, ADHD, Anxiety, or a mild learning disability impacting academics
- Difficulty with organization and other executive functioning skills
- A history of underachievement

### **Admissions Process**

The five primary steps to the admissions process as well as the enrollment and registered student orientation processes are described below:

#### **Phone Interview**

- Contact Admissions Director for a phone interview

#### **Review of Psycho-Educational Evaluation and Other Records**

- Review current psycho-educational evaluation (additional evals may be recommended)
- Records requested for team review (Report Cards and school assessments, etc.)
- Obtain teacher evaluation(s) from current or most recent teacher(s)
- Complete onsite assessment or additional evaluations as needed
- Provide Info from relevant professionals (tutor, counselor, etc...) if requested

#### **School Tour/Parent Interview with Head of School**

- Schedule a tour to explore the campus and learn more about TDS
- Meet with the Head of School to discuss your child's needs/past experiences

#### **Student Shadow Day**

- Your child will be paired with a TDS student for an opportunity to experience TDS
- Feedback is provided to parents throughout the shadow day

#### **Committee Review & Decisions**

- Admissions committee reviews the information renders an admissions decision
- Parent is contacted to communicate the admission decision



**Registration/Enrollment**

- If the student is admitted, completed admissions paperwork and a registration deposit will be required to hold the student's seat
- The student's start date will be determined and a tuition contract will be issued

**Orientation For New Families**

- New parent orientation is offered prior to the first day of classes in August and one-on-one parent orientations are held on the first day of enrollment for students who enroll during the year. As part of this process, parents receive a parent/student handbook, are provided with a curriculum overview, and have an opportunity for a question and answer session
- New students are given a daily schedule, a TDS planner, a binder, an IPAD and technology related access information on his/her first day
- 2-3 weeks after admissions, a parent conference is scheduled with the team of teachers to review the transition process and to answer any parent questions
- As a private school, TDS is not obligated to follow specific goals or interventions that were issued through a public school IEP/intervention plan. Together we will plan what support your child may need in our setting.

**Nondiscrimination Statement**

*Tampa Day School admits qualified students of any race, color, sex, religion, and national or ethnic origin and is nondiscriminatory in all policies and school-administered programs.*

## CURRICULUM ESSENTIALS

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At Tampa Day School, the curriculum is designed with the intent to both challenge and support each student. Our curriculum is built on the belief that with best practices in curriculum and instruction, bright children with anxiety, dyslexia, attentional difficulties and/or executive functioning weaknesses can be highly successful students. With small class sizes (1 teacher to 12 students), teachers have the opportunity to work closely with each student to gain a better understanding of how they learn and to provide students with choices about how to best demonstrate mastery. Throughout this process, highly informative assessment data is used to develop instructional goals. Instructionally, lessons are differentiated, large assignments and instructional units are broken into “doable” steps, and structures for maximizing student engagement are incorporated into activities. As you walk through the hallways, it is not uncommon to witness a high level of explicit instruction and modeling, enthusiastic discussion and interaction, and relevant hands-on learning activities.

### **Rigorous Academics**

Students are presented with standards-based grade level curriculum materials consistent with those found in many traditional schools; however, the pacing and delivery of the materials more closely matches their individual learning styles. Materials and technology resources are carefully researched, piloted, and adopted to ensure that students have access to the most up-to-date, evidence-based curriculum, technology and assessment tools. A daily enrichment period is designed to provide academic advancement to challenge the most gifted of our students while also offering extra support to those who struggle academically. In addition to providing a strong foundation of core knowledge and skills, one of the primary goals in our program design is to foster a passion for learning and the confidence necessary to maximize each student’s potential. Students experience and demonstrate academic success through school-wide presentations which include poetry readings, STEM projects, research projects, art displays, annual theatrical/choral performances, and life presentations of historical figures.

### **Learning Strategies / Executive Function**

Given that research indicates learning skills develop faster when taught explicitly with content, our teachers routinely embed opportunities to practice executive functioning skills such as goal setting, time management, organization, self-regulation, and study skills through lessons and during the course of projects and long-term assignments. Critical thinking and problem-solving are practiced across content areas with the goal of promoting a deeper understanding of the learning process and ultimately, a more meaningful, successful learning experience. Classroom routines and schoolwide procedures promote the development of organization, study habits and self-management skills.



**Cooperative Learning**

Teachers routinely use Kagan Cooperative Learning strategies to increase student engagement, build social skills needed for collaboration, and ensure equal participation. Students learn to give and take feedback, listen to others, and serve in different roles. When cooperative learning is coupled with direct instruction, there is a profound impact on understanding, recall and ultimately, student achievement.

**Technology Integration**

All students utilize 1-1 devices (IPADS) for daily instruction to develop technology literacy skills and engage in the responsible use of technology. Students use technology to support academic instruction through research, publishing, communicating ideas, and creating mind maps. Students routinely use Google Docs, Google Classroom, Seesaw, Notability, IXL and other web-based programs to experience the world beyond the classroom.

**Assessment Techniques**

All students are assessed in fall and spring using NWEA, a nationally normed measure of academic progress. To keep students on track for success along the way, classroom assessment strategies vary to include more than routine quizzes and tests. Mastery of content can be captured through observations, discussions, projects, and quick "ticket out the door" post-it-notes of key learning concepts as students leave class each day. All projects, research papers, and performance measures are completed at school to ensure that students understand the learning process is as important as the final product.

**Homework Help**

To promote deeper understanding and long-term learning while reducing family and student stress associated with homework, all students participate in a daily (Mon-Thurs), 40-min homework lab. The ultimate goal of these sessions is to develop effective study habits, establish daily homework routines, and foster increased independent management of homework assignments. During this time, students have access to core content teachers if they need assistance or support.

**Onsite Support**

Both tutoring and speech and language therapy are offered on campus during the school day. On-site professionals work closely with the family and faculty to develop a coordinated intervention plan that can be woven into the daily routine.



## STUDENT LIFE

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### **Electives & Enrichment Opportunities**

We firmly believe that providing students with opportunities to engage in a variety of non-academic activities helps them to identify areas of interest, strengthens skills and talents, develops pathways to confidence and ultimately, promotes positive self-esteem. The TDS program exposes all students in grades 3-8 to daily electives which include the fine arts, performing arts, music, technology, and physical education. Students are able to deepen their personal areas of interests by participating in a myriad of courses ranging from P.E. sports and games, team sports, photography, digital design, improv, technical theater, drama, sculpture, drawing and painting, 3-D printing, robotics, video game design, and others.

### **Morning Break & Recess**

Based on research and our TDS philosophy, we include a brief morning break each day. This break from instruction provides students with the opportunity to socialize and fuel up with a healthy snack. Daily recess remains an essential part of the program for all grades and is supervised by the core teaching faculty to ensure that adults who know the students best are available to facilitate friendships, assist with conflict, and promote social development in and out of the classroom.

### **Enriching Experiences**

Every grade level offers one unique experiential learning opportunity. These activities are selected to reinforce learning in various content areas, to promote social learning, to develop an interest in learning beyond the school walls, and to create an environment for students to have fun learning together. For example, swimming with the manatees and dolphins (science/environment), participating in Biztown and Finance Park (math/business/career), spending several days in Nature's Classroom (science/environment) and traveling to Boston (history). Additional field trips and themed days, such as trips to local history museums (Tampa Bay History Center) or attractions (Cracker Country), fine (Carrollwood Cultural Center) and performing arts (Straz) events, and trips to local service agencies (animal shelter, food pantry, assisted living facilities) are also incorporated to extend learning. 8th Grade students enjoy a guided 4-day trip to Boston or Washington D.C.

### **Philanthropic/Service Activities**

In addition to annual grade-level philanthropy projects (e.g. pantry experience/food drive, humane society experience/drive, children's home experience/holiday gift drive, students may participate in a variety of leadership activities and service learning projects through our K-Kids Club (a Kiwanis Sponsored Group for grades 3-5), National Junior Honor Society (6th-8th), and Schoolwide Hawk Walk Fundraiser. In order to build awareness of various organizations while simultaneously developing empathy and a sense of purpose, most of these activities include an educational component (learning about the organization or need). Opportunities to develop executive functioning skills and responsibility are embedded as students create and implement plans for marketing and messaging to the community, collecting and organizing the donations (food, gifts, clothing, money), and delivering the collected items or money to the organization. School -based opportunities to help such as peer tutoring, recess monitoring, and safety patrol have been available to students as well.

### **National Junior Honor Society**

#### **MEMBERSHIP**

Section 1. Membership in this chapter is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of scholarship, service, leadership, character, and citizenship.

Section 2. Membership in this chapter shall be known as active, honorary, and alumni. Active members become alumni members after they graduate from the 8<sup>th</sup> grade. Alumni and honorary members have no voice or vote in chapter affairs.

Section 3. **Eligibility:**

- a. Candidates eligible for selection to this chapter must be in the second semester of sixth grade or enrolled in seventh or eighth grade.**
- b. To be eligible for selection to membership in this chapter, the candidate must have been enrolled for a period equivalent to one full semester at Tampa Day School.**
- c. Candidates eligible for election to the chapter shall have all A's and B's and a minimum cumulative grade point average of 3.5 on a 4.0 scale (without rounding).**
- d. Upon meeting the grade level, enrollment, and GPA standards, candidates shall then be rated by a committee based on their service, leadership, character, and citizenship. Students must earn a 3.0 on a 4.0 rating scale to be nominated.**
- e. To be considered for candidacy, students must consistently complete homework, classwork, and maintain behavior standards set by Tampa Day School.**



**Annual Traditions**

TDS's 50+ year history is rich with traditions designed to round out the student and family experience. Annual events celebrated with families include-Family Bowling, Grandparent's Day, Dads and Donuts, Moms and Muffins, and Our Spring Family Picnic. Student oriented traditions include Fall Festival, The Hawk Walk, Hot Cocoa Winter Celebration, Field Days, and Upper Division Holiday Social. Eighth grade parents and students enjoy a celebration luncheon at the end of the year. Our schoolwide culminating event is an awards mission-centered ceremony. As part of this process, teachers identify a unique strength presented by each student during the school year. Parents attend to witness each child receive an award that honors the effort, improvement or talent of the student.

**Competitive Sports Program**

Tampa Day school is a small school with a large competitive sports program. We offer competitive JV and Varsity teams: cross country, soccer, volleyball, basketball, track, and flag football. Our program is structured to develop athletic abilities as well as leadership and sportsmanship. Our athletes compete at many of the local private schools. TDS also offers rotating, non-competitive athletic clubs such as soccer, street hockey and running clubs to provide younger students and others the opportunity to develop athletic abilities and team skills.

**Onsite Support**

Whether the need is tutoring or speech and language therapy, on-site professionals work closely with the family and faculty to develop a coordinated intervention plan which can be woven into the daily routine. There is an extra cost for these services.

**TDS After Hours**

Tampa Day School students have the opportunity to participate in a variety of afterschool activities and clubs. Examples: soccer, fencing, volleyball, art, chess, cooking and guitar/music

## TUTORING & OTHER SUPPORT SERVICES

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### Learning Solutions (LS)

Learning Solutions, our on-site tutoring program, offers an array of educational opportunities from short-term enrichment to 1:1 intensive remediation. An individualized program, based on the identification of strengths and weaknesses, is developed to fit your child. The LS Intensive Reading Clinic provides specialized tutoring to close the gap between students' current performance and their academic potential. These programs consist of research-based reading interventions that target weaknesses in phonemic awareness, word attack, spelling, symbol imagery, sight words, reading fluency, oral language expression, written language skills, reading comprehension and oral comprehension. It is not unusual for students to gain a grade or more in specific reading skills, as well as, overall increases in fluency and comprehension. LS also provides individual and small group remediation in Math. After an initial assessment, students are provided targeted practice and taught strategies to promote continued progress toward grade level goals. **Note: Learning Solution sessions are billed separately from tuition.**

### Private Therapy Services

Private practice clinicians are encouraged to collaborate not only with parents but also with teachers to promote a shared understanding of intervention goals and to facilitate prompting and reinforcement of targeted skills. Speech and language evaluations and services are currently offered on campus by a private practice professional. Private practice speech and language therapists are invited to deliver services on campus when space is available. These services require private pay or insurance.

### Social-Emotional Support

As part of our proactive approach to the social and emotional needs of students, faculty participate in routine training to detect and in many cases, address impulsive responding, social conflicts, difficulty managing anxiety or frustration, and issues that arise due to poor self-esteem or a sense of inadequacy. TDS has a team structure in place to collaborate weekly with one another and to access support from highly trained administrators, including the school psychologist, to problem-solve, develop and implement interventions and enlist additional resources and support from parents when needed. The student may be referred to one of the administrators or the school psychologist for brief counseling, which is typically targeted at helping students problem solve, develop coping strategies, and resolve conflict. TDS strives to develop deep relationships with parents to build networks of support at school and at home. As part of this process, we work closely with families to identify outside resources (counseling, medical evaluation, etc..) to promote the student's development.

### Parent Education & Support

Speaker Series, PTO Coffee Talks and Parent Workshops designed to develop parent-child interactions that support improved academic, social and emotional development are offered periodically throughout the school year.



## TECHNOLOGY, INTERNET USE & SOCIAL MEDIA

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### Technology Vision

- Our students will be prepared to excel in a world that is undergoing rapid technological change
- Appropriate technology will be seamlessly integrated into the curriculum
- Teachers will be provided with the hardware, software, training and staff assistance to use technology to teach effectively
- Infrastructure, hardware and software will be maintained, supported, replaced and/or upgraded in a manner commensurate with the educational mission
- Management and financial resources will be provided to meet tech plan objectives
- Technologies that promise to aid and extend TDS's learning goals will be systematically investigated, evaluated and when relevant, adopted for use

### 1:1 Devices

- All students purchase IPADS through TDS
- IPADS are to be used for educational purposes only and are to remain on campus (some exceptions are made for upper level students)
- TDS administration will add and update educational apps and provide access to select online tools
- Students may not bring a personal computer to school unless it has been approved by administration as part of the student's individual plan
- Students are prohibited from loading software or bringing software to school unless a specific written request is made by one of the technology team members

### Online Access

Tampa Day School encourages and requires the ethical use of electronic media in all circumstances. Supervised internet access is provided on campus. Students may access the internet only after the parent and student have signed the Acceptable Use Policy and only when they are under the supervision of a teacher.

### Expected Technology Practices

All users are required to be good technology citizens by refraining from activities that disrupt the educational experiences of their peers, annoy others, or can be considered as illegal, immoral and/or unprofessional conduct. The student is ultimately responsible for his/her actions in accessing technology at TDS. Failure to comply with the guidelines of technology use may result in the loss of access privileges and/or appropriate disciplinary action.



## TECHNOLOGY-ACCEPTABLE USE POLICY

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***TDS requires all staff, parents and students to acknowledge the following:***

### **Internet access**

TDS maintains an Internet content filter. All Internet access must utilize this filter in order to restrict student and teacher access to material of inappropriate content harmful to minors. Administration must be notified immediately if content is mistakenly accessed. Unauthorized access, including so-called hacking or other unlawful activities, will result in disciplinary action including, but not limited to, cancellation of privileges.

### **Gmail Accounts**

TDS employees and students are automatically provided with a school electronic email account as well as the ability to store files using Google Docs and Google Drive. E-mail cannot be used to harass or threaten others. The school reserves the right to randomly check email and to suspend or withdraw access to the email account. E-mail should be used in a professional manner and should not contain any language or content which the author would not be willing to share with adults. Emails are to be used for academic purposes and TDS reserves the right to monitor for appropriate content.

***Tampa Day School does not control or endorse the content, messages, or information found in any email message and, therefore, TDS disclaims any liability with regard to electronic mail services.***

### **Social Media Guidelines**

- Students and Parents may not create any social media accounts that use the Tampa Day School name or logo without the express written authorization of the Head of School.
- Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, parents, teachers, or a future employer to see. We are a small community and are all responsible for our behavior beyond the limits of the school day and campus borders.
- While TDS does not actively pursue or routinely view personal social networking sites, when objectionable or disrespectful material is brought to the attention of the school or school personnel, the school reserves the right to examine the content. Tampa Day School discourages the use of social media as a means of communicating with students.
- TDS expects parents and students to conduct themselves in a civilized manner online and will not tolerate posting slanderous comments about fellow parents, students, the school or its employees or complaining about the school's values, practices, etc... on social media. Breaches of this code of conduct will be taken seriously and could lead to legal actions. TDS retains the right to request any damaging material be removed from social media websites.
- Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive, not hurtful, or harassing. What is inappropriate in the classroom is inappropriate online.

- Do not publish, post or release information that is considered confidential or private and remember, online conversations are not private. Do not share photos or last names of any TDS students, other than your own, from school events, unless there is consent from that student's family. Do not share confidential information about students, staff or other parents.
- Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birth dates, and pictures. Do not share your password with anyone besides your teachers and parents.
- Each student is legally responsible for individual posting and may be subject to liability if individual postings are defamatory, harassing, or in violation of any other applicable law.
- Students should maintain appropriate internet and social networking conduct and refrain from any negative, derogatory, overly personal or embarrassing comments about themselves, peers, staff, or anyone affiliated with the TDS community.
- No students shall videotape, photograph or voice record staff or fellow students for personal or social media use without the express written permission of faculty member or fellow student.
- TDS parents and students are personally responsible for content they post, share and respond to online. All information is considered representative of your views and opinions and not those of Tampa Day School.

### **School's Right to Inspect**

- The school reserves the right to inspect user directories for inappropriate files and to remove them if found and to take other appropriate action if deemed necessary.
- The School also reserves the right to inspect any personal electronic devices brought onto campus. Do not assume that any messages or materials on your computer, electronic devices, or the School's systems are private.
- Student chat rooms, snapchat, TikTok videos, gaming, etc., should never be used to exclude individual students or contain hurtful comments, inappropriate language or sexual content. The school reserves the right to inspect content shared on student phones or personal devices if it has been brought to our attention that it has been used inappropriately. What happens online between students almost always has an effect in school and if found to cause any conflict, it will be investigated and addressed.



## ACADEMIC INTEGRITY AND USE OF AI

This policy is designed to uphold academic honesty and integrity at Tampa Day School while addressing the responsible use of artificial intelligence (AI) tools. As AI technologies become more accessible, it is essential that students understand when and how they may use them – and when their use violates school policies.

1. **Academic Integrity** – Academic integrity means doing your own work, being honest about your sources, and learning with responsibility. All students are expected to properly credit all sources used, including books, websites, and tools like AI.
2. **Plagiarism** – Plagiarism is presenting someone else's work, words, or ideas as your own without proper credit. This includes copying directly from websites, books or using AI-generated content (like from ChatGPT or other tools) without teacher permission.
3. **AI-Specific Policy** – AI tools (e.g., ChatGPT, Grammarly, or image generators) may only be used if the teacher has given permission to use the tool for a specific assignment or for learning support (e.g., checking grammar or brainstorming).
4. **Support & Education** – We are committed to helping students learn how to use AI technology responsibly. Teachers will clearly explain when and how AI tools may be used in class and provide guidance on ethical research and citation practices.
5. **Consequences for Violations** – Submitting AI-generated essays, homework, projects, or artwork as your own or using AI to answer quiz or test questions during assessments is work that is plagiarized. Violations of the Academic Integrity Policy, including plagiarism and unauthorized use of AI, depending on the situation, could result in the following consequences: a. The student will be required to redo the assignment for partial credit or receive a 0 if the work is not completed, b. A parent/guardian will be notified and/or c. The student may receive disciplinary action, such as detention or loss of privileges.

### Application Installation Policy

Use of IPADs, shall be restricted to classroom activities under the supervision of the classroom teacher. TDS administrators will install any necessary apps, programs, etc... Students are not permitted to install anything on school issued devices.

## STUDENT IPADS

- IPADs are **NEVER** to be left unattended unless they are properly secured in a designated storage area
- The school will determine when a student may or may not have access to a device
- Applications may only be added or removed by administration
- Users may not deliberately damage or cause malfunction to any school issued device
- Food or beverages shall not be around devices
- IPADs may not be used to make sound/video recordings without the consent of all those involved
- Sound must be turned off except when it is being used as part of a class
- Instant messenger and chat areas are not to be used unless directed by a teacher as part of a class
- Students and teachers must immediately report any damage to a device to administration



- Even with student-owned IPADs, TDS has the right to suspend technology privileges due to inappropriate use
- Student-owned, school issued IPADs are not to be taken home unless specific permission is granted by the teacher or administration
- TDS does not assume responsibility for loss or damage to student-owned devices

## **STUDENT CELL PHONE/SMARTWATCH POLICY**

- Students always have access to the **Main Office** phone with permission.
- Cell phone/Smartwatch usage (calls, texting, social media, posting of pictures of students or staff or online access) is prohibited during the school day-on campus, at events and when on field trips unless TDS faculty/administration permits.
- Cell phones/Smartwatches may not be used to make sound/video recordings without the consent of all those involved
- In the event that a student brings a cell phone to school, the cell phone must be kept "off" and remain in a safe, non-visible place (e.g.,backpack). TDS is not responsible for lost or damaged cell phones.
- Parents and students are expected to refrain from communicating with one another via cell phones/smartwatches during school hours. Students and parents should communicate through the school's **Main Office phone (813.269.2100 X 125)**. This includes contact regarding early dismissal, student reporting to a parent an injury/not feeling well, student/parent requests for alternative transportation arrangements, student requesting a parent to bring items such as forgotten lunch/assignments, etc...
- Cell phone usage is limited to school appropriate apps and games when riding the van to and from school.
- In the event of misuse, TDS may suspend phone access privileges. When a student's phone is taken to the office for the remainder of the day, a parent needs to retrieve it at dismissal.

## **HOMEWORK**

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To reduce the stress that often accompanies homework, we provide a daily homework lab for all students as part of the regular school day. During these after school sessions, teachers provide the necessary structure and support needed for successful homework completion. The ultimate goal of these sessions is to develop effective study habits by providing access to teachers for needed support, establishing daily homework routines, and fostering increased independent management of homework assignments.

### **Homework Lab**

Homework Lab offers a structured opportunity for students to begin, and often complete, most of their homework assignments under the guidance and support of TDS staff. Using the student's planner as a guide, staff members are responsible for making sure that all students are working on assigned work and provide assistance if needed. This is also a time when staff will assist students in keeping their work and materials organized and teach/encourage the use of student Executive Function strategies. However, staff cannot provide one-on-one tutoring at this time and ultimately, the parent is still responsible for checking his child's work for completion. If students complete all required assignments before the end of Homework Lab, they will be allowed to read silently.

Homework Lab is required for all students Monday through Thursday as part of the regular school day. Dismissal from Homework Lab is 3:15 pm. There is no Homework Lab on Fridays.

### **Homework Contract**

As part of our overall organizational plan, students, their parents, and their teachers all sign a Homework Contract. This contract outlines the expectations/responsibilities of each party. It is our goal to help students establish a routine for writing down and completing assignments that will stay with them throughout their academic years.

### **Amount of Homework Assigned**

All students are given short homework assignments Monday through Thursday evenings. Homework should not take more than 35 to 45 minutes per night for students in 3rd & 4th, and 45 minutes to an hour for any child in grades 5<sup>th</sup> - 8<sup>th</sup>. Parents are encouraged to communicate with the teacher if the student is having difficulty completing assignments in the allotted time frames on a regular basis.

### **Incomplete Homework**

- To promote personal responsibility, it is expected that students always complete homework assignments.
- If homework is not completed during homework lab at school, the student is expected to complete that homework at home on the same day. Students (5<sup>th</sup> - 8<sup>th</sup>) who arrive at school without completed homework will be assigned a study hall at lunch or recess to complete the work.



- Students involved in TDS team sports often have to leave campus early and are still responsible for any homework assigned on that day.
- A pattern of incomplete homework for 7th & 8th grade students could result in a Saturday school or in-school suspension.

**Absence**

- If a student is absent, the student is still expected to complete missed work (classwork & homework). For a short absence (1-2 days) students are given two days upon return to complete all work, using the study hall time. For extended absence, parents (or upper level students) should communicate directly with teachers for a plan to complete missed classwork and homework.
- A pattern of incomplete homework for 7th & 8th grade students could result in a Saturday school or in-school suspension.

**Daily Reading**

In addition to the regular homework, all students are expected to spend assigned minutes per night (time varies by grade level) with their parents involved in a reading activity. You can read to, listen to, or read alongside your child. Each classroom has set up guidelines for keeping track of their reading time by requiring daily feedback/summary of material read.

**Grading**

Homework grades are incorporated into student grades. Each teacher provides parents and students with an overview of grading practices in the form of an annual syllabus during back-to-school night and as part of the new parent orientation for students enrolling throughout the school year.

## **EVALUATIONS, PROGRESS MONITORING & ANNUAL TESTING**

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### **Comprehensive Evaluations**

A current, comprehensive psycho-educational evaluation is typically required as part of the admissions process to facilitate an understanding of the student's learning profile and baseline functioning (academic, social, behavioral, etc.). The evaluation is also used to establish initial goals and to develop a program based on the student's needs, strengths and interests.

### **Routine Assessment/Progress Monitoring**

Once students are enrolled, curriculum-based tests, projects, homework and student portfolios (collection of selected work samples) are used to assess progress, identify problematic areas, develop intervention plans and assign grades.

- All tests are sent home to be signed by a parent/guardian. Signed tests are collected by the teacher and kept in the student's portfolio.
- Since mastery of important material is the goal, if a student receives a low or failing grade on a test, the teacher will work with the student by providing additional instruction/study strategies (i.e. note cards, bulleted review notes, highlighted materials). Parents will be informed of this review and the student will be required to retake the test after adequate preparations. In 7<sup>th</sup> and 8<sup>th</sup> grade, retakes are at the teacher's discretion as one of the primary goals at the upper division level is to prepare students for high school.
- In addition to the evaluations administered throughout the year, students in the intensive tutoring program are pre-tested prior to beginning tutoring and then post tested after approximately 100 hours of intervention with various measures (CBM, WRMT-III, KTEA-3, IREADY) related to the areas targeted in intervention (e.g., fluency, sight word reading, comprehension, math calculation, applied math, etc...). Students enrolled in learning solutions receive multiple progress reports per year.

### **Annual Testing**

Students are assessed two times each year (Fall and Spring) in core academic subjects (reading and math) with the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Tests. This measure is a computer-based assessment that is unique in that it adapts to be appropriate for your child's level of learning. Results provide both proficiency as well as rate of growth. Evaluation results are used not only to monitor growth over time but to build and adapt curriculum plans to target achievement of individuals and groups of students. One of the other advantages of the MAP testing is that, although this is an untimed test, we can expect the majority of the students will complete both the Reading and the Math assessments in a total of about two hours, usually during those regular class periods, thus having little disruption to the daily schedule and instruction. MAP is aligned with COMMON CORE Standards.



## GRADING AND REPORT CARDS

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**Grading**—Grading policies vary across division levels to take into account the student's developmental level. During an annual back-to-school night and as part of the orientation of new families who enroll during the course of the school year, families are provided with a comprehensive overview of what to expect for each class. This overview includes information about content coverage, class procedures, homework, and grading procedures. In the upper grades, teachers include the relative weighting of assignments, homework, projects, participation and tests/quizzes on the overall grade.

### Report Cards

Tampa Day School follows a quarterly calendar for grading purposes. Report cards are issued four times a year.

#### Grades 3 and 4 Achievement Codes

4-Proficient  
3-Satisfactory  
2-Needs Support  
1-Difficulty Acquiring Skills

#### Grades 5-8 Achievement Codes

3-Consistently Demonstrates Proficiency  
2-Working to Achieve Proficiency  
1-Support Required

#### Instructional Codes - All Levels

LS - Presently in Learning Solutions  
AL - Above Level  
OL - On Level  
OLS - On Level with Support  
BL - Below Level

#### Grading Scale Grades 4-8

A+ 97-100  
A 94-96  
A- 90-93  
B+ 87-89  
B 84-86  
B- 80-83  
C+ 77-79  
C 74-76  
C- 70-73  
D+ 67-69  
D 64-66  
D- 60-63  
F Below 60

#### Honor Roll/High Honors

Students in grades 5-8 are awarded High Honors and Honor Roll each quarter based on their academic standing. High Honors is awarded to students who maintain all A's during the grading

## HOME SCHOOL COMMUNICATION

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Tampa Day School has an “open door policy” and we encourage on-going communication between home and school. However, to maintain an optimal learning environment and keep distractions to a minimum, parents are encouraged to arrange school visits and conferences in advance. If you wish to meet with the Head of School or a member of the leadership team, please arrange a conference time by calling Linda Fedewa to schedule. If you would like to meet with a teacher or learning solutions tutor, email or call the staff member to request a meeting. Finally, if you would like to meet with a team of teachers and others working with your child, please email Jennifer Mitrakos for assistance. Advanced scheduling will help us to be focused during our time with you, and not distracted by other responsibilities.

### **Text Messaging**

Tampa Day School administration will send reminders and school updates via a text messaging system. Should a cell phone number change or should you wish to be removed from the text message notification system, please contact the main office at 813-269-2100 X 125.

### **Daily Planner**

The daily planner is used for homework communication. Private or privileged information should be communicated in other ways.

### **Weekly Email Updates**

Each week, important information for parents is sent home from the front office through email. Parents are expected to read the email content for important school information and events.

### **Class Newsletter**

All classroom teachers will send home bi-weekly newsletters informing parents of curriculum being covered, upcoming tests, assignments, class news and other highlights. Elective teachers (P.E., Performing Arts, Art and Tech) will email course updates to all parents each quarter.

### **TDS Parent/Staff Communication**

Daily/ongoing communication with faculty and administration is available through email or when appropriate, via telephone/text. It is our policy to respond to parent communication within two working days. A list of staff emails is provided to every parent. If the information is time sensitive, call the office manager (813,269.2100 X 125) to alert the teacher/administrator to the email, text or phone message.

### **Progress Conferences**

There are two regular Parent-Teacher Conferences scheduled each school year. In addition, parents are welcome to schedule a conference with teachers/administrators/Learning Solutions Director by calling the main office and requesting a meeting.



**Conferences with Teachers or Administrative Staff**

Administrative staff will always encourage parents to bring concerns directly to a teacher prior to involving a member of the administrative team. If a parent requests a conference with administration, the teacher(s) will be invited to that meeting (with parent permission) unless the administrator has reason to believe that the nature of the concern should be addressed by administration first.

Discussions concerning your child are regarded by the school as confidential. While parents should never hesitate to report a concern to their child's teacher or the appropriate administrator, parents should refrain from discussions in casual settings.

**Conflict Resolution**

1. The parent should arrange a meeting with the staff member to discuss his/her concerns and attempt to come to a mutually agreed upon solution.
2. If mutually agreed closure is not reached, the parent may arrange a meeting with the Head of School. In this meeting the parent should discuss the attempts that have been made to settle the problem with the staff member. The Head of School, at her discretion, may invite the staff member to be present.
3. If there is still no closure, the parent may request a meeting with the owner of the school. The Head of School, staff member and parent may be present at this meeting.

**UHA! Messages**

Keep an eye out for UHA! messages from faculty, LS tutors and administrators. These messages are sent to parents to highlight accomplishments of individual students.

## PARENT INVOLVEMENT & ASSOCIATIONS

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Research shows that parent involvement results in positive student outcomes in school and therefore, we encourage the daily active involvement of parents in the educational process (e.g., read for 20 minutes each night with your child, review and sign planner, sign tests, etc...). We realize that we are more effective educators and that activities run more smoothly when parents assist in a wide range of activities that support student learning both directly and indirectly. As a result, there are many volunteer opportunities available at TDS through our PTO and annual events. Our PTO meets once a month, immediately after drop off. We encourage parents to join these meetings and participate in school wide activities when possible to enhance the overall school experience for families. There are several school-wide family oriented events.

## STUDENT INFORMATION (Health, Safety, Release of Information)

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### Emergency Information

Students are required to have emergency information on file. It is the parents/guardians responsibility to update any changes on the emergency information by informing the office. It is important that we always have accurate emergency numbers.

### Updating Student/Family Information

Primary contacts will periodically (at least annually) be sent an email notification requesting review and updating of information in the student's profile. This may include address, phone number, allergies, medications and authorizations for posting of pictures on the school's social media, etc.. If there are changes in contact information or anything related to the student's health and safety (medication, allergies, medical conditions, those authorized to pick up the student), please contact the front office immediately to provide the new information.

### Divorced or Separated Parents

- Unless there is a court order indicating otherwise, both parents/legal guardians are entitled to receive emails, texts, report cards and to attend Parent Teacher Conferences.
- Each Family has indicated a primary parent/guardian on file and that person will receive day-to-day communication as needed. Please inform the school if that changes, or if another person should be included.

### Release of Records/Information

Requesting release or transfer of records requires written parent permission. Signed releases are also required for school personnel to communicate or share information with another service provider (physician, outside tutor, therapist). Release of Record Forms are available in the front office.



## MISCELLANEOUS (Field Trips, Dropping Off Money/Items, Lost & Found)

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### Field Trips

Field trip permission forms and fees must be signed and returned to the **Homeroom Teacher** at least three days prior to the trip.

### Turning in Money

Please place any checks or cash in an envelope labeled with the student's name and the purpose and leave at the front office (excluding field trips, please return to Homeroom Teacher).

### Forgotten Items

Items forgotten by your child (lunches, money, homework, P.E. clothes, etc.) may be dropped off in the school office and will be delivered to your child by one of the office staff.

### Lost and Found Items

*All belongings should be clearly marked with the student's name.* TDS does not accept responsibility for lost or stolen items. Parents are welcome to come in before or after school to check the lost and found area.

## VISITORS & VOLUNTEERS

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**All visitors** are required to sign in at the front office of the school and receive a visitor's pass. Visitors are not permitted to travel to other areas or go directly to a student's class. These measures are in place to promote the safety of students and to reduce interruptions in teaching/learning. Visitors/Vendors are to wait at the front office until a TDS staff member is able to accompany them to other areas of the building.

### Volunteers

When volunteering, parents are asked to record hours in the "Volunteer Log" in the front office – that's how we know who to thank!!! Depending upon the nature of the volunteer activity, the volunteer may be asked to sign a Commitment of Confidentiality form. A brief orientation may be provided for volunteers. **Volunteers are not permitted to be alone with students.**

## SCHOOL PROCEDURES

### ARRIVAL AND DISMISSAL

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#### Morning Drop Off

Cars are to **ENTER** from the North entrance, form one inner dropoff line and let students out of the car onto the sidewalk (students are **NOT TO EXIT on the driver's side**) at the front door. Cars are to **EXIT** at the South end of the driveway. Parents are encouraged to make a right out of the parking lot. To promote the safety of all, drivers are to refrain from cell phone use and are to maintain awareness of others in the parking lot during this process (pulling in, dropping off, pulling in/out of parking spaces and pulling out of the parking lot).

#### Early Arrival

Before Care is available at 7:30 a.m. All students arriving before 8:10 must report directly to the assigned Before Care room. Students are not allowed to have food or drink in the Before Care room, so please have students finish breakfast, Starbucks, McDonalds, etc., before they enter the building.

#### Early Pick-Up

If a student is leaving before dismissal, the person picking up the student needs to **PARK and proceed to the office to SIGN OUT** the student. The office staff will then call the student to the front office.

#### Afterschool Pick-Up

Regular dismissal time is 3:15 pm on Monday-Thursday and 2:35 pm on Friday. Parents are encouraged to arrive between 3:15 and 3:25 Monday-Thursday and 2:35 and 2:50 on Friday to prevent congestion. Local police do not allow cars to park on the side of the road while waiting for pick up. Cars should enter the North entrance and form 3 lines and exit at the South end. Car tags need to be displayed in the front windshield. Students will be escorted to the car by a TDS staff member. Parents are to exit on the South end of the lot and are encouraged to make a right turn onto Henderson Road.

#### Late Pick-up

Students remaining at school 15 minutes after the dismissal time will be sent to Aftercare to wait for pick-up. Students will not be allowed to wait outside or in the lobby for late pick up. After regular pick-up times, parents must park and come into the building to sign out a student. Regular after school rates will apply, starting 15 minutes after dismissal time.



**Alternative pick-up arrangements**

Parents will be asked to provide a list of people authorized to pick up their child. Students must go home with their own driver/carpool/van unless prior arrangements have been made, and the school has been notified in writing (through the front office or by fax (813) 490-2554). In an emergency, a telephone call to the office will serve as notification. ID will be required before a student is released to anyone not on the release form.

Students will not be permitted to call parents during the school day to request to leave with another student. These arrangements must be made a day in advance, and written permission given to the office. Most of our van routes are at full capacity, so please do not request another student go home with someone on the bus. It is against company policy for Uber/Lyft drivers to transport a person under the age of 18 without an adult and is not permitted at TDS. In an extreme emergency, please call the office and we will assist you with transportation.

## ATTENDANCE AND TARDINESS

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### Attendance

Regular attendance is vital to a student's academic success. School attendance and timeliness for school is the responsibility of parents and students. A student may receive an excused absence for personal illness, death or illness in the immediate family, educational travel, or a medical appointment for the student. In some cases, written permission from a physician may be required for the child's return. Class work missed as a result of excused absences should be completed according to classroom procedures. Questions regarding absences should be directed to Office Manager Stephanie Golden.

Whenever possible, non-emergency dental, doctor or other professional appointments should be scheduled before or after school hours. If it is necessary for a student to be absent for part of the school day, a note should be sent to the office stating the time the student will be leaving and approximate time of return.

The administration strongly discourages family vacations on school days. If a student must be absent due to a family necessity, prior notification should be emailed to the student's Teacher(s) and Administration, and arrangements should be made to have the student either complete missed assignments or complete an alternative assignment/project.

### Absences

**Parents should call the absentee line, (813) 269-2100, Ext. # 2 before 9:00am or even the night before (when possible).** If the student will be arriving late in the day or when the student is going to be absent for an excused absence otherwise your child would be recorded as unexcused. In the event that parents know the student will be absent three or more days, they should contact the office and request assignments (to be picked up or emailed). Parents are notified after five absences in a grading period (90 days). Extended absences should be documented by a physician. Excessive absences may be subject to academic/and or disciplinary consequences.

### Tardiness

At Tampa Day School, we believe that **Every Moment is a Teaching Moment**, and as a result, we expect all students to arrive on time and appreciate the full cooperation of parents with this expectation. Being tardy is counter-productive for the student, other students and the teacher. Teachers start teaching when the morning bell rings, and it is important that each student benefits from this structure. Parents must help the student fully accept the responsibility for being on time in the morning. Students are considered tardy if they arrive in their classroom after **8:25 am**. Students will be given a Tardy Pass, which needs to be given to the homeroom/first period teacher. Although we understand the occasional unforeseen circumstance, excessive tardiness will be addressed by Administration.

### Tardiness to Class

Students are given adequate time between classes and during scheduled breaks to use the restroom, so students are expected to be on time for all classes. Teachers are instructed to notify the office if a student does not show up to class on time.



## SCHEDULED BREAKS, LUNCH AND SNACKS

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### Water

We strongly encourage students to drink water (clear water only, no colored water) throughout the entire day, including during class. Students should bring a refillable water bottle. Students have access to touch free water fountains to fill water bottles throughout the day. Students are not allowed to drink any other beverage while inside the building.

### Morning Break (Snacks)

Students (and staff) have a short morning break each day. We are committed to this “brain break” and use this as an opportunity to help students learn about refueling, hydration, movement breaks, and social interaction in an effort to establish healthy life habits. We encourage students to bring in a healthy snack to eat during the break. Items like cheese and crackers, apples, pretzels, etc. are considered healthy. Students may purchase healthy snacks from the school for \$.75 per item. **Students are not allowed to eat cookies, chips, donuts, candy, etc. during morning break. Water is the only beverage allowed during morning break.**

### Lunch

Students eat lunch in our covered Cafe by grade level. Lunch can either be brought from home or purchased through our lunch program on the days it is available. Forms for ordering lunch will be sent home monthly or are available in the office. Lunch must be pre-ordered. Please note that we do not receive any extra lunches, so when a student forgets lunch, a healthy snack will be provided or a parent may deliver a lunch.

We are unable to refrigerate student lunches. Microwaves are available for students to use. If using microwaves please send items that can be cooked in less than 3 minutes. This enables all students to have access to the microwaves. We ask that parents pack a nutritious lunch, and refrain from including too many treats. Parents should send food that will be enjoyed so that students are not tempted to “share” with one another. We do not permit sharing to prevent incidents related to allergies, food sensitivities, etc... We encourage students to eat their own lunches but cannot mandate your child to eat his or her meal. Please share with your child’s teacher any specific concerns. Flavored waters, milk, fruit drinks or non-caffeine sodas may be sent in for lunch. Bottled water and Powerade are available for purchase at the school for \$1.25.

### Recess

All students have a 20-minute recess each day, a time for social and physical development. At Tampa Day School, recess is our 4<sup>th</sup> “R”, and we believe it provides us with an instructional opportunity to promote social growth and build important problem-solving skills. All recess periods are supervised, and faculty members will ensure appropriate play, conversation, interaction and conflict resolution. Most of all, recess should be fun!

## BEFORE CARE, AFTERCARE, SPORTS AND CLUBS

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### **Before Care** (7:30 to 8:10am M-Fri)

Before Care is available every day beginning at 7:30 am for a charge of \$7.00 per day. To ensure the safety and supervision of all students while on campus, students are required to report to the Before Care Room if they arrive more than 10-minutes prior to the actual start time of the day.

**After 8:10**, students are to report directly to their first period class.

### **After School Clubs and After School Care**

Students may be picked up immediately after Homework Lab or may choose to stay on campus to participate either in a specific club, sport, or to take advantage of our Aftercare activities. Parents and students are provided with descriptions of clubs, sports, and after school activities through weekly announcements. Club fees and sports are charged separately, and most clubs/sports practices begin at 3:45pm and end at 4:45pm.

Schedules with times for games and parent transportation logistics as well as fee requirements for competitive sports teams will be provided prior to the beginning of each sport/season.

After Care Hours: 3:15 – 6:00pm on Monday-Thursday and 2:35 – 6:00pm on Friday.

Parents must enter the building to sign out students any time after regular dismissal times. Students remaining on campus (3:30 – 6:00pm) will be charged \$15/day for aftercare. If a student has participated in a club after school, the parent is expected to pick up the student within 10 minutes of the ending time of the club. If a student stays on campus for additional time after the club, a \$10.00 after care fee will be charged. We ask that parents be prompt in picking up students and be considerate of staff covering After Care services. **Parents will be charged an additional \$10.00 per 10 minutes, or any portion, if students are picked up after 6:00pm.**



## **SCHOOL MATERIALS**

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### **Textbooks**

Textbooks are the property of Tampa Day School. Textbooks and consumable workbooks are issued at the beginning of the school year and assigned to individual students. Some of our textbooks are available on eBook, and parents are encouraged to access the books and curriculum related activities online.

### **Supplies**

TDS purchases all regular school supplies that your child will need. Parents are still required to purchase backpacks, headphones and calculators.

### **Binders/Planners**

Binders and Planners are provided by the school and should be maintained by the student throughout the school year. Binders are used to organize class materials. The planners are used to maintain effective teacher/parent monitoring and involvement. Students are required to record daily homework assignments in the school issued spiral bound assignment planner. Teachers are responsible for signing the planners to indicate that assignments are thoroughly and legibly written in the planner. The student is responsible for obtaining a teacher signature even when no homework is assigned. If homework completion becomes a concern a parent/guardian may be required to sign the planner on a daily basis to ensure the work has been completed.

### **Classroom Library Books**

Students may request to borrow books and magazines from the classroom. Approval for the loan and timeline for return is at the discretion of the teacher. Books/magazines should be returned to the appropriate class in a timely manner.

## SCHOOL POLICIES THAT STUDENTS WANT TO KNOW ABOUT

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### Cell Phones

- SEE PAGE 27

### Personal Property and Electronic Devices

The school shall not accept responsibility for any personal property of any kind including money. Personal electronic devices, including but not limited to Tablets, Airpods/earbuds, laser pens, and electronic games are potentially disruptive and are not to be used on campus unless a teacher-directed activity allows it. Other non-school items (toys, trading cards, inappropriate books, etc.) are not allowed at school. Students are not to use wireless.

### Birthday Parties

We believe birthdays are very special and wish to honor each child on his/her special day. Parents may send in lunch or treats for the class to be shared during lunch and may join their child for a brief celebration. Arrangements should be made with the teacher prior to the birthday celebration. Consideration for all children in the class is appreciated. Party invitations for a whole class may be distributed at school. If all students are not being invited to a party, we request that invitations not be distributed in school and that private arrangements be made. We are a small community and children's feelings are easily hurt when they hear that others are invited, or watch several classmates being picked up after school for a party.

### Pet Visits

Although pet visits are generally discouraged, there are a few exceptions. The classroom teacher and administration must always approve pet visits in advance.

### Hurricane Days

In case of a hurricane threat, TDS does **not** automatically close school when the local school districts close. If there is potential for school closing, an update will be posted via text message and email to all families the night before. The **final determination on whether we will close the school** due to the threat of a hurricane will be available at 6:00am on the day itself.

### Restroom Use

Student restrooms only accommodate one student at a time. Students should use the restroom that is closest to their classroom. **As allowed by law students must use gender at birth bathroom or an undesignated bathroom.**



## DRESS CODE

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All Tampa Day School students are expected to wear their uniforms every day to school. If a student is out of uniform the parent may be called to bring the appropriate clothing, or invoiced for uniform provided by TDS. Attached are some sample ideas and sources. School has shirt sample sizes.

**Dress Code Will Be Strictly Enforced. Authorized uniform providers (for TDS shirts) on next page.**

**The uniform for Tampa Day School students- Must be worn on all non P.E. days:**

**Shirts:** Red, Black or White "polo" collared shirts (with TDS logo, authorized providers on next page)

- \*Cotton or Dri-fit, short or long sleeve
- \*If students feel the need to wear a sweatshirt or sweater over the uniform, it must be solid red, black or white, with or without the TDS logo: **NO** designs, brand named clothing, or other colors or jackets may be worn while inside the school building.

**Bottom-BOYS: Black or Khaki Only (Black is new option)**

- \*Long shorts or pants. **NO** joggers, workout wear or sweatpants
- \* SOLID khaki or black, no designs, stripes, or brand names

**Bottom-GIRLS Black or Khaki Only (Black is new option)**

- \*Pants, skorts, long shorts, or jumpers. **NO leggings,** jeggings, workout wear or sweatpants
- \*Length of shorts and skorts must be fingertip length (no tennis length shorts or skorts)
- \*SOLID khaki or black- no designs, stripes or brand names

**Regular Uniforms must be worn on non P.E. Days**

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**Physical Education uniform to be worn on scheduled P.E. days ONLY**

- \*P.E. Clothes must be purchased at Tampa Day School (no exceptions)
- \*All students must wear the TDS P.E. uniform to school on P.E. days.  
No need to change clothes
- \*Red P.E. Shirt with TDS logo and Black P.E. Shorts with TDS logo (no other shorts are allowed)

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**Spirit Day Fridays:** Students may wear TDS Spirit shirts or TDS Club shirts with uniform bottoms (black or khaki).  
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**Hats:** Students may NOT wear hats (or hoodies over their heads) at any time inside the school building

**Shoes**            \*Shoes must be securely fastened to the feet, with closed toe and flat heel  
                       \*Preferred: Athletic shoes with socks. Crocs and sandals are not allowed

**Very Cold Days:**

- \*Students should wear long khaki or black slacks on non P.E. days
- \*Students may wear loose fitting solid black sweatpants on P.E. days only. **No leggings**

**Body Piercings:** Pierced ears only

**Tattoos:** No visible tattoos allowed

**Hair:** Natural hair colors only. "Fake" hair colors (pink, purple, green, blue) are not allowed

**\*Only uniform shirt purchased from the three vendors below are approved**

**TDS School Uniform shirts should be purchased from these 3 Authorized vendors:**

**Tommy Hilfiger Uniform Store:** [www.globalschoolwear.com](http://www.globalschoolwear.com)

In the FIND YOUR SCHOOL section, please enter either your Partner School Code **TAMP01** or search by school name. Dri-fit and cotton options are available.

**Lands End:** [www.landsend.com](http://www.landsend.com)

Search for uniforms with the Preferred School Number: **900048349** or search by school name "Tampa Day School". Dri-fit and cotton options are available.

**BB Sportswear:** [www.bbsportswear.com](http://www.bbsportswear.com)

Click on "Online Stores", choose "Tampa Day School" and you will be directed to the items available for purchase.



If you get a message that says "This sale is no longer active" that means that BB Sportswear is processing the orders placed within the last 2 weeks and you would just have to check back on the website in a day or two.

**\*\*BB Sportswear does not do exchanges, returns or refunds once your order has been placed\*\***

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OPTIONS for slacks, skorts, shorts. Similar styles may be purchased from other stores.

**Athleta Girl School Day Skort:** [Athleta Girl School Day Skort](#)

**Old Navy:** offers a variety of school uniform options

**School Spirit Shop:** [www.spiritshop.com](http://www.spiritshop.com)

Search for "Tampa Day School Hawks" and you will be directed to all items available for purchase.

**SCHOOL ADMINISTRATION RESERVES THE RIGHT TO DETERMINE IF STUDENT CLOTHING IS APPROPRIATE (LENGTH, STYLE, ETC)**

## STUDENT HEALTH AND SAFETY

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### Injuries and Accidents

First aid for minor injuries will be administered at school by a staff member. Serious injuries will result in an incident report. Parents will be notified as needed. In case of a medical emergency, 911 will be called and parents will be contacted immediately.

### General Student Health

An emergency contact person and number should be on file for each student in case parents are not available to pick up a sick child. Numbers should be updated as needed. When a student complains of pain or sick stomach, a temperature check is performed and parents are notified if the student has an elevated temperature.

Children should be kept home if symptoms of Covid-19, influenza, sore throat, or stomach disorder are apparent. Children with a fever should not attend school and should be fever-free for at least 24 hours before returning to school.

### Prescription Medication

- If a child takes prescribed medication, the parent should record the medication through the online questionnaire, regardless of whether the prescribed medication is administered at home or at school.
- Parents are required to notify the front office when medications adjustments are made so that we can update the information in our database.
- If prescribed medication is to be dispersed during school hours, it must come to school in the **current prescription bottle**, which must have the pharmacy label, dosage and time prescribed and the physician's name. No other containers will be accepted. **A Release to Administer Medication Form** must be completed and be on file in the front office. Please provide an adequate amount of medication. The front office will notify you when the supply is running low.
- Parents are required to provide the Medicine containers directly to the front office manager. Medication should not be delivered by students or placed in backpacks.
- In the event that the medication is not dispersed as prescribed, an incident report will be completed by an administrator, the parent will be contacted, and a decision will be made as to whether the physician needs to be contacted.
- Any remaining prescription medication will be returned at the end of the school year.

### Non-Prescription Medication

- Parents must provide a note to the front office manager when non-prescription medication is needed. The dosage and time to dispense should be indicated in the note.
- You may also use the online questionnaire if you wish to have over the counter medication such as ibuprofen or tylenol dispensed based on student need. Florida law does not allow school personnel to administer medication, including pain reliever, without explicit written permission and/or verbal confirmation. A staff member will document if your child is given pain relief, non-prescription medication.
- Cough drops and Tums are given as needed at student request. If there are continual requests for these, a parent will be notified.



**Students with Special Health Needs**

Parents of students with special health needs or allergic reactions are required to notify the school concerning the child's special medical condition or indicate the needs on the online questionnaire. Parents should submit a clearly labeled (name and expiration date) epi-pen for students who require an epi-pen for strong reactions to bee stings or other allergens to the office manager to be stored in the main office or taken on field trips.

**Physical Exam**

A physical exam is required annually for all students. Completed physicals need to be provided to the front office Prior to the beginning of school. The Florida Student Medical Examination (HRS Form 3040) is the most commonly used form. Copies are available at your doctor's office. A new physical exam is required every year for all students. Sports physicals will be required for all athletes prior to participation on our competitive athletics teams.

**Immunization**

Immunization or a certificate of waiver is required for all enrolled students. Immunizations must be kept current, as required by Florida law. A Certificate of Immunization (DH680), signed by a physician or an immunization waiver must be kept on file in the school office. Students may not attend school without an appropriate immunization record. In the state of Florida, all students entering kindergarten and 7th grade are required to have completed the Hepatitis B series.

## SAFETY-Emergencies, School Closures

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### SCHOOL WIDE EMERGENCIES

TDS is committed to providing a safe environment for our students. Monthly safety checks of all interior and exterior facilities are conducted. Every staff member has been given a crisis manual outlining a set of written procedures to be put in place in the event that there is a school-wide emergency. Faculty and staff are trained annually in safe evacuation and lock down procedures.

#### Hurricane Threat

In case of a hurricane threat, TDS does **not** automatically close school when the local school districts close. If there is potential for school closing, we will post an update on email to all the families and via text message by 10pm the night before. **The final determination on whether we will close the school due to the threat of a hurricane will be available at 6:00am.** In the event that more than one day closing is indicated, updates will be posted, unless power is out. In the case of a power outage, we will make every attempt to contact families by cell phone or text.

#### Emergency Closing of School During School Hours

In the event that the school must close during a normal school day, parents will be called. If a parent cannot be reached, persons listed as "emergency contacts" will be called. Please keep all phone numbers current.

### EMERGENCY DRILLS

Emergency drills for fire are conducted throughout the school year as deemed appropriate. Evacuation routes are posted inside every room. We take these drills very seriously. Full student, staff and parent compliance is required. Staff members are all trained on procedures to be followed in case of dangerous weather or other threats. These procedures differ based on the specific location and design of the individual classroom/office or school wide outside area.

### SECURITY ON CAMPUS

- All visitors must use the main entrance to access the campus
- All visitors must be buzzed in and sign the visitors log
- Cameras are used to monitor building safety (20 cameras)
- The 2 Security gates are to remain closed and locked at all times
- Outside doors are not to remain propped open at any time
- All rooms are equipped so they can be locked from the inside
- There is a hidden "Panic Button " located in a secure place in the front office which will silently notify police.
- All classroom/office doors that contain a window are equipped with shades that can be dropped down to instantly cover the view into the classroom/office.
- Administrators have all pertinent family phone numbers available on their mobile devices, enabling us to immediately notify all parents in case of a school wide emergency.



## STUDENT CODE OF CONDUCT/DISCIPLINE POLICY

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It is our goal to provide our students with a safe, structured, and productive learning environment, where students grow and excel, not only in academics, but also ethically, socially and emotionally.

It is our expectation that TDS students will demonstrate respect for others, that they will assume responsibility for their actions, and that they will interact with others in a manner that promotes learning, friendship, citizenship, and a fulfilling educational experience.

Knowing each student as an individual, recognizing his/her unique strengths and weaknesses, is essential to guiding a student's behavior and giving appropriate reinforcement to improve self-confidence and self-control.

In order to promote an emotionally and physically safe learning environment, teachers form close, trusted relationships with students and establish class procedures to manage student behavior as proactively as possible.

It is also our responsibility to establish clear boundaries and use clear, consistent consequences to help students develop improved coping skills and to foster social, emotional and behavioral growth.

### **OUR STUDENT CODE OF CONDUCT IS SIMPLE**

*Respect, Responsibility & Safety = Success*

The student code of conduct applies at lunch, recess, morning break, in school, on school buses, on field trips, during school sponsored activities and on social media.

Students are expected to demonstrate behavior that is consistent with acting respectfully, responsibly and safely at all times.

### **DISCIPLINE/BEHAVIOR**

Tampa Day School is intentionally designed for academic and social success, models appropriate behavior, notices and rewards positive social interactions, establishes clear expectations and uses every opportunity presented to teach respect, responsibility and safety, thus minimizing the frequency and intensity of disruptive behavior on our campus. It is just as much our responsibility and our privilege to help students learn better coping skills, to make positive choices and to discuss their challenges calmly as it is to teach them in academic areas. Our classrooms are focused on engaging educational activities, and a positive "can do" approach.

Although we are confident that faculty members have been trained and are capable of handling most inappropriate behaviors, the main focus of a teacher and the classroom should be on engaging instruction. Therefore, we have a clear school wide expectation- if a student's behavior interferes with the teacher's ability to teach, or other students' ability to stay on task, the student will be asked to leave the classroom to meet with someone in Administration. It is NOT the time for the teacher to engage in a lengthy intervention discussion with the student.



Once a student has been sent to Administration for inappropriate behavior, our first approach is to allow the student to share his/her "perspective", and then to discuss possible alternative solutions, and to come up with a better plan for future behavior. In most instances, the student is then escorted back to class, but with a better plan. When appropriate, logical consequences are used. Although we do follow consistent guidelines and have clear behavioral expectations, there is not one consequence or intervention that fits every situation or every student. The behaviors below will lead to intervention.

### **Minor Inappropriate/Discipline Behaviors**

- Tardy for school or class
- Unprepared for class
- Disrespect towards students, staff or parents
- Breaking classroom rules (shouting out, out of seat, etc.)
- Horseplay
- Violation of dress code
- Having or using toys, audio or electronic communication devices or other items that are not appropriate for school without permission.

### **Inappropriate Disruptive Behaviors**

- Disrespectful comments or gestures directed at teachers or staff
- Refused to leave classroom when directed to do so
- Repeated occurrences of Level 1 behaviors
- Disruptive behavior or repeatedly not following directions
- Skipping or leaving class without permission
- Refusal to leave the classroom when asked to do so
- Unwanted teasing or taunting of others
- Defacing of school or other personal property
- Defying, disobeying, or disrespecting school personnel
- Use of inappropriate language, threatening, cursing
- Obscene gesture/language, distribution of objects, literature or materials that are inappropriate for school setting
- Fighting, physical confrontation without injury, also instigating or encouraging a fight
- Damaging of school or personal property
- Academic dishonesty, cheating, or abuse of technology
- Not completing interventions/consequences given
- Possessing a toy/imitation weapon
- Stealing school, staff or student personal property
- Being in an area where you are not supposed to be
- Inappropriate use of Social Media (includes cell phones, text messaging, emails, Twittering, Facebook, Instagram, TikTok, etc) directed at students, staff, parents or school
- As explained in our Technology acceptable use policy, inappropriate or hurtful comments, threats, pictures, videos, images, etc. posted on social media that offend another TDS student, parent, or staff member will be considered to be disruptive and subject to consequences. TDS reserves the right to inspect student's personal phones or other devices in this instance.



### Serious, Dangerous, or Violent Behaviors

- Repeated occurrences of Level 2 behaviors
- Fighting or any careless or purposeful action which results in the injury of a person or damage to property
- Intimidating school staff or students or threatening them with violence
- Physical use of force (hitting, striking, harming, kicking, biting) or violence by an individual against another
- Pattern of bullying or harassment of staff, students or parents (see terms defined below)
- Use of Social Media to portray an image of violence or threat of violence against students, staff, parents or school property
- Purposely destroying school or personal property
- Leaving school grounds without permission
- Using, having, selling, buying, or sharing alcohol, controlled substances, vaping items, drugs or drug related items or substance represented to be a drug
- Having weapons, dangerous objects, or any tool/implement that can be construed as a weapon (includes knives)
- Tampering with a fire extinguisher; setting off a false alarm

### Harassment and Bullying

Harassment or bullying of students or staff is an extremely serious violation of the Student Code of Conduct. It can also be a violation of criminal law. The school will not tolerate unlawful bullying and harassment in school, on school buses, on school related or school sponsored activities, or through the use of data or computer software (technology), computer system or computer network at the school, or impersonal phones or devices.

"Harassment" is defined as any threatening, insulting, or dehumanizing gesture, use of data, or written, verbal or physical conduct directed against a student or employee that:

- Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property
- Has the effect of substantially interfering with a student's educational performance, opportunities or benefits
- Has the effect of substantially disrupting the orderly operation of the school

*"Bullying" means systematically and chronically inflicting physical hurt or psychological distress on one or more students, or at school employees. It is unwanted and **repeated** written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is **severe, or pervasive enough to create an intimidating, hostile, or offensive educational environment**; cause discomfort or humiliation; is carried out repeatedly and is often characterized by an imbalance of power; or **unreasonably interfere with the individual's school performance or participation**; and may involve but is not limited to: social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial/ethnic harassment, public humiliation, or destruction of property.*

Violations of this policy should be immediately reported to an administrator as soon as possible after the alleged incident. An investigation will be conducted by a member of the leadership team.

If the investigation finds an instance of bullying or harassment has occurred, it will result in prompt and appropriate remedial and /or disciplinary action

### **Search and Seizure**

To maintain overall school safety and security, TDS administrators (or designee) have the authority to perform unannounced searches and to seize contraband or stolen items. Authorized school personnel may search a student's pockets, purse, backpack, gym bag or other personal property and student lockers.

Possession of illegal substances, objects or contraband that constitutes a threat to the health, safety, or welfare of any person or persons is prohibited. Contraband is all substances or materials prohibited by school policy or state or federal law, including but not limited to controlled substances, drugs, alcoholic beverages, vaping devices, cigarettes, guns, knives, other weapons or incendiary devices. All items deemed to be illegal, illicit, disruptive or a general nuisance to the educational process may be seized by school personnel.

### **Interventions**

Depending on the frequency, intensity, and intent of a student's behavior the following interventions may include, but are not limited to:

- Teacher redirection
- Practiced appropriate response
- Planned "brain breaks"
- Planned peer interaction
- Conference with teacher or administrator
- Brief time out from class
- Removal from group activity
- Request for verbal or written apology to staff and/or students
- Removal of privilege
- Parent contact/conference
- Behavioral or Student Self-Improvement agreement
- Contract with student and/or parent
- Lunch/recess or after school detention assigned (for 5<sup>th</sup>-8<sup>th</sup> grade students, homework not completed, or being asked to leave a class for disruptive behavior)
- Student referred to behavior support plan
- Individualized daily or weekly report designed to target specific areas, with clearly delineated rewards for positive actions, and clear consequences for inappropriate action
- For 7<sup>th</sup>-8<sup>th</sup> grade students, repeated disruptive behavior, incomplete homework, or lack of class participation results in Saturday School (if there are three incidents within one week) or In-School Suspension
- For serious or dangerous behaviors, In-School Suspension, Out-of-School Suspension, or even Expulsion



### **Conflict Resolution**

- When deemed necessary, TDS will conduct a thorough investigation of a given incident, which may include (as needed) interviewing witnesses, reviewing camera footage, screenshots from phones, written documents, etc.
- We reserve the right to talk to students at any time...
- All such investigations will be documented. Parents will be contacted as deemed necessary.
- If a parent concern triggers this type of investigation, that parent will be informed that we are in the process of clarifying and resolving the issue.
- The school has to maintain confidentiality in the manner of student discipline and does not inform parents of disciplinary actions taken on another student, only as it refers to your own student.
- TDS has consistent expectations and rules for students, however, specific interventions and disciplinary action might be situation specific.
- All TDS students and families are expected to be responsible representatives of the school, whether they are on or off campus, whether the school is in session or not, under any circumstance. Behavior that adversely affects the school will not be tolerated and may make the student liable for disciplinary action.

### **Adult Conduct on Campus and School Sponsored Events**

- Our adult code of conduct is founded on personal responsibility and demonstrating respect for others. We realize that parents are influential role models in a child's life and believe that one of the best ways for a parent to teach is to lead by example. We expect all adults to interact in a respectful, self-controlled manner while on campus and school sponsored events.
- If a parent has a concern/complaint/conflict in regards to another student, staff member, etc. we ask that the concern or conflict is shared privately with the school administrator. If there is a problem to be solved, we want to work with you to clarify the issue and to calmly come to a resolution.
- We have a clear expectation that when there is a school related concern, that a parent should never publicly or directly confront, demean or accuse another parent, a parent's child or a teacher. Instead, bring the concern to a school administrator, and we will listen and address the issue.
- If a parent is openly disrespectful to others, or does not demonstrate self control, just as we reserve the right to suspend or expel a student when it is warranted, we have the right to ban a parent from campus or school events

### **On a Final Note**

TDS is committed to our Mission, to Understand, Honor and have students Achieve (UHA!), and we extend that Understanding and Honoring not just to your child, but to you as a parent, and to our devoted staff. With our Mission always at the forefront, we firmly believe that challenges and concerns give us all opportunities to grow stronger.

## **Principles of Professional Conduct for the Education Profession in Florida**

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(1) Florida educators shall be guided by the following ethical principles:

(a) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

(b) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(c) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

(2) Florida educators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(a) Obligation to the student requires that the individual:

1. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

2. Shall not unreasonably restrain a student from independent action in pursuit of learning.

3. Shall not unreasonably deny a student access to diverse points of view.

4. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.

5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

6. Shall not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by Sections 1003.42(2)(n)3. and 1003.46, F.S..

7. Shall not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in Rule 6A-1.09401, F.A.C., or is part of a reproductive health course or health lesson for which a student's parent has the option to have his or her student not attend.

8. Shall not intentionally violate or deny a student's legal rights.



9. Shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.

10. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination. Discrimination on the basis of race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in Section 1000.05(4)(a), F.S.

11. Shall not exploit a relationship with a student for personal gain or advantage.

12. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

13. Shall not violate s. 553.865(9)(b), F.S., which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution.

14. Shall not violate s. 1000.071, F.S., which relates to the use of personal titles and pronouns in educational institutions.

(b) Obligation to the public requires that the individual:

1. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

2. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

3. Shall not use institutional privileges for personal gain or advantage.

4. Shall accept no gratuity, gift, or favor that might influence professional judgment.

5. Shall offer no gratuity, gift, or favor to obtain special advantages.

(c) Obligation to the profession of education requires that the individual:

1. Shall maintain honesty in all professional dealings.

2. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

3. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
4. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
5. Shall not make malicious or intentionally false statements about a colleague.
6. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
7. Shall not misrepresent one's own professional qualifications.
8. Shall not submit fraudulent information on any document in connection with professional activities.
9. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
10. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
11. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
12. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
13. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), F.S.
14. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.



15. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.
16. Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
17. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

*Rulemaking Authority 1001.02, 1012.795(1)(j) FS. Law Implemented 1012.795 FS. History-New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98, Formerly 6B-1.006, Amended 3-23-16, 11-22-22, 2-21-23, 5-23-23, 8-22-23.*

## PARENT TEACHER ORGANIZATION (PTO)

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Welcome to our new and returning families. It is going to be a great year at Tampa Day School! Our Parent Teacher Organization is very involved in many of the school activities. TDS parents are active, supportive of each other, and dedicated to activities that will help our children.

### PTO Goals

1. School Support
2. Parent Support
3. Fundraising

"Volunteers don't have time to spare, they have heart to share"

Your volunteer support is greatly appreciated. Many of our opportunities can be done from home, or even by supporting our fundraisers and activities. Please add these events to your calendar for the year!

- Fall Festival - October
- Holiday Gift Shop - December
- Hawk Walk - March
- Teacher Appreciation- May
- Field Day- May

2025-2026 Meetings - Meetings are the first Thursday of the month, at 8:30am immediately following drop off, at TDS. If you are unable to attend, please watch your email for PTO updates.

No matter how much or how little time you can offer, any volunteer support is greatly appreciated. We support our teachers & staff, our school, and our children with your help! Your time and caring will help make this year a wonderful one for our children.

Thank you. We look forward to seeing you soon!



## **FRIENDS OF TAMPA DAY SCHOOL**

### **Mission Statement:**

Friends of Tampa Day School is a non-profit board established to promote the education of children with special needs and to create educational programs for the community.

### **The Friends of Tampa Day School is non-profit board with these goals:**

- Promote the education of children with special educational needs;
- Sponsor informational workshops for teachers and parents of children with special educational needs, such as Rick Lavoie and Dr. Eric Storch;
- Provide opportunities for special educators to maintain and improve classroom teaching skills through professional development grants and workshops;
- Provide curriculum and learning enhancements to students with learning differences through grants;
- To take advantage of the non-profit tax status of the Friends organization, allowing our dollars to go further in providing resources on behalf of children with special learning needs through a variety of fundraising efforts and sponsoring of dedicated funds;
- Create scholarship and tuition assistance to children with special educational needs; granting of general scholarships and field trip scholarships; and
- Support other educational and charitable objectives as deemed appropriate by the board.

### **Future/Ongoing Goals:**

- Continue to support the planning, funding and implementation of fundraisers;
- Continue to sponsor educational symposiums as part of our community outreach; and
- Continue to provide grants to promote our educational mission.

HELP OTHERS FIND TDS BY Sharing a Great Rating on one or more of the following:

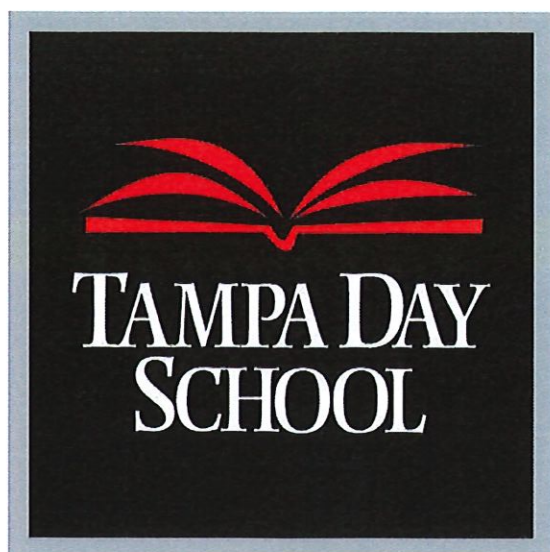
Great Schools <https://www.greatschools.org/florida/tampa/5287-Tampa-Day-School/>

Facebook Reviews

YELP Reviews

Google Reviews





**U**nderstand  
**H**onor  
**A**chieve  
 Passion!

## 2025-2026 PARENT/STUDENT HANDBOOK



This form signifies that you **have received a copy of Tampa Day School Parent/Student Handbook**. By signing you agree that you have received the material contained in the Handbook. This Handbook supersedes all previous Parent/Student handbooks. This form further signifies that you know to ask for and receive an explanation of anything contained in the Handbook you did not understand. A reproduction of this acknowledgment appears at the back of the booklet for your records.

This Handbook is not a contract. Tampa Day School retains the right to alter, amend, modify, eliminate, add to, interpret, and apply the guidelines outlined in this Handbook.

I will follow the policies and procedures, and instructions contained in the Tampa Day School Parent/Student Handbook that has been provided to me.

Parent's Name \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_