



FOREST CITY
CHRISTIAN ACADEMY
SEVENTH-DAY ADVENTIST EDUCATION

FOREST CITY CHRISTIAN ACADEMY

Classroom, Teacher & Staff Expectations Handbook 2026-2027

Rooted in Christ. Serving Together in Mission.

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FAITH IN CHRIST | ACADEMIC EXCELLENCE | COMMITMENT TO SERVICE



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1. Purpose, Mission Alignment & Staff Calling

The purpose of these expectations is to promote a safe, positive, Christ-centered learning environment that supports academic excellence, character development, professional accountability, and shared responsibility.

At FCCA, teaching and school service are not merely tasks to complete. They are part of a mission entrusted to us. Every staff member helps shape the spiritual, academic, social, emotional, and relational formation of students through instruction, supervision, correction, communication, and example.

This document applies to classroom teachers, teacher aides, support staff, office staff, administration, and any employee or staff member whose role contributes to student life and school operations. The specific responsibilities may differ by role, but the shared calling is the same: to serve faithfully under the Christ-centered mission of the school.

Mission-Driven Standard

Because our entrusted mission is greater than any one of us, it provides a Christ-centered framework that protects, guides, and unites our community - protecting students, supporting staff, and partnering with families as we learn, serve, and grow together.

2. Mission, Vision, Values & Staff Discipleship Covenant

Mission

We nurture students' faith in Christ, inspire academic excellence, and cultivate a lifelong commitment to serving others with purpose and compassion.

Vision

Transforming lives through Christ-centered education.

Values

Faith. Excellence. Service. Integrity.

These statements are not decorative language. They define how FCCA teaches, supervises, corrects, communicates, organizes, and serves. Staff members are expected to align their words, decisions, classroom practices, and professional conduct with this shared mission.



Staff Discipleship Covenant

As a Christ-centered community, we commit to serving together as we form disciples. This covenant is not a contract of convenience; it is a shared commitment to faithfulness, accountability, humility, and care.

- We will model Christlike character in words, tone, decisions, correction, and relationships.
- We will protect the dignity, safety, and spiritual formation of every student entrusted to our care.
- We will support the Mission, Vision, Values, and policies of FCCA in public and private conduct.
- We will accept correction, feedback, and accountability as part of our own growth and discipleship.
- We will work with administration, colleagues, students, and families in a posture of respect and cooperation.
- We will practice excellence as stewardship, using time, curriculum, classrooms, communication, and resources faithfully.

Administration, teachers, aides, and staff are accountable to the same mission. Administration is not above the standard, and staff are not beneath it. We are under the same mission; together.

3. Professional Conduct, Appearance & Accountability

Professional conduct at FCCA is an expression of discipleship and stewardship. Staff members represent Christ, the school, the church community, and the families who have entrusted their children to our care.

- Be fully prepared for instruction, supervision, meetings, and assigned duties each day.
- Maintain a professional appearance and demeanor in accordance with applicable Florida Conference and Southern Union Code Book expectations.
- Jewelry is not permitted during school hours or school-related events, consistent with the expectations communicated by school administration and applicable denominational guidance.
- Demonstrate respect, integrity, kindness, patience, humility, and professionalism in all interactions.
- Build positive relationships with students, parents, colleagues, and administration while maintaining appropriate professional boundaries.
- Maintain confidentiality regarding student records, family information, academic performance, behavior, health information, staff matters, and school concerns.
- Respond to administrative and parent communication in a timely, professional, and Christ-centered manner.
- Refrain from imposing personal beliefs, political views, personal preferences, or individual opinions on students.
- Encourage critical thinking while maintaining a respectful learning environment aligned with the school mission and biblical principles.
- Represent FCCA positively in speech, written communication, social media, school events, and public interactions.

Concerns about policy, leadership, students, parents, staff members, or school direction should be addressed through appropriate internal channels, not through gossip, public criticism, divisive commentary, or informal conversations that damage trust.



Personal Social Media, Public Witness & School Representation

FCCA recognizes that staff members may maintain personal social media accounts and personal online spaces. The school does not seek to control private life or personal expression. However, staff members should understand that, as employees of a Christian school and representatives of a ministry of the Church, their public conduct may reflect on the school, its students, its families, and its mission.

Whether or not a staff member is wearing school apparel, using the school's name, or posting during work hours, public online activity may affect the trust placed in that staff member by students, families, colleagues, and the broader school community.

Staff are expected to exercise wisdom, discretion, and Christlike character in public online activity. Content that is profane, sexually inappropriate, threatening, harassing, bullying, defamatory, discriminatory, intoxication- or substance-related, hostile toward students/families/staff, or clearly inconsistent with the Mission, Vision, Values, and biblical principles of FCCA may result in administrative review.

Staff must not post confidential school information, student information, classroom situations, disciplinary matters, internal conflicts, or images/videos of students unless authorized and consistent with school media policies.

This expectation is not intended to restrict lawful communication regarding workplace concerns or protected rights. It is intended to preserve student safety, professional trust, Christian witness, and the integrity of the school's mission.

As a Christ-centered school, FCCA asks every staff member to remember that public witness matters. Our words, images, tone, and conduct should reflect the calling we share: to form students in faith, excellence, service, and integrity.

Mission-Bearing Responsibility

Public witness matters. Whether online or in person, whether in uniform or not, staff members carry a visible connection to FCCA and are expected to represent the school's Christ-centered mission with wisdom, integrity, and care.



4. Attendance, Work Schedule & Assigned Duties

Staff attendance and punctuality directly affect student safety, instructional continuity, and school operations. Being present, prepared, and on time is a basic expression of professional responsibility and care for students.

- Regular teacher work hours are Monday through Thursday, 7:30 a.m. to 3:15 p.m.
- Regular teacher work hours on Friday are 7:30 a.m. to 12:15 p.m.
- Staff should review individual schedules and responsibilities to ensure timely arrival and preparedness for duties, meetings, instructional activities, and assigned supervision.
- Staff are expected to report for duty on time and remain present during all assigned work hours unless otherwise approved by administration.
- Repeated tardiness, failure to fulfill assigned duties, or excessive absences may result in administrative review.
- Staff meetings, professional development sessions, school events, and required school functions are considered part of professional responsibilities unless otherwise communicated.

Arriving on time is not only a work expectation; it is a safety expectation. Students should never be placed in a position where supervision, instruction, or transitions are compromised because an assigned staff member is not present.

5. Teacher Schedules & Time Stewardship

Maintaining consistent schedules is essential to maximizing instructional time, reducing confusion, protecting student safety, and ensuring smooth school operations.

- Teachers are expected to follow the approved daily schedule and adhere to designated instructional times, lunch periods, specials, recess, arrival, dismissal, chapel, and other assigned duties.
- Students should be engaged in meaningful learning activities from the beginning to the end of each class period.
- Teachers must be prepared to begin instruction promptly and avoid unnecessary loss of instructional time.
- Classes should arrive and depart from specials, chapel, lunch, recess, and other scheduled activities on time.
- Any changes to classroom schedules, field trips, special events, testing activities, or instructional routines that affect the school day must be communicated to administration in advance.
- Teachers are responsible for monitoring and following assigned duty schedules, including arrival, dismissal, lunch, recess, chapel, and special event supervision.
- Teachers must keep an updated classroom schedule posted and available for substitutes.
- Calendar dates, testing schedules, report card deadlines, parent conferences, grading periods, and school-wide events should be reviewed regularly.
- Staff should use work time wisely and remain engaged in assigned responsibilities throughout the day.

Effective scheduling and time management support academic success, promote professionalism, and demonstrate stewardship of the instructional opportunities entrusted to us.

6. Instruction, Curriculum Fidelity & Lesson Planning

Instruction at FCCA should reflect excellence with purpose. Academic excellence is not pressure for its own sake; it is stewardship of the minds, gifts, opportunities, and growth God has entrusted to our students.

- Provide high-quality instruction that supports student growth, achievement, curiosity, responsibility, and confidence.
- Use instructional time effectively and minimize disruptions to learning.
- Use the recommended curriculum as directed by the Florida Conference Department of Education and school administration.
- Ensure lesson plans are current, organized, aligned with curriculum expectations, and available upon request.
- Align lesson plans with pacing guides, grade-level standards, and curriculum expectations while allowing appropriate flexibility to meet student needs.
- Use supplemental materials only when they support curriculum objectives, age-appropriate learning, and the Christ-centered mission of the school.
- Protect academic integrity by discouraging shortcuts, plagiarism, cheating, misuse of technology, and unauthorized use of artificial intelligence.
- Support student learning through clear instruction, formative feedback, assessment data, and appropriate intervention or enrichment.

Teachers are expected to teach from approved curriculum and school expectations, not merely from personal preference. Creativity is encouraged when it strengthens learning and remains aligned with the mission, curriculum, and administration.

7. Classroom Management, Discipline & Restoration

Classroom management at FCCA is part of formation. Discipline is not simply behavior control; it is guidance toward repentance, restoration, responsibility, and growth. At the same time, safety, order, and learning must be protected.

- Establish clear classroom rules, routines, and expectations that are age-appropriate, attainable, visible, consistently reinforced, and aligned with school expectations.
- Maintain a safe, orderly, respectful, and engaging learning environment.
- Use positive language, predictable routines, proactive supervision, non-verbal cues, redirection, private check-ins, and restorative conversations when appropriate.
- Correct students calmly and privately when possible, avoiding sarcasm, humiliation, raised voices, unnecessary public correction, or power struggles.
- Document recurring behavior concerns, classroom disruptions, repeated redirections, peer conflict, safety issues, and parent contacts.
- Communicate significant or repeated concerns promptly with parents and administration.
- Use consequences that are appropriate, documented, and connected to the goal of growth and restoration.
- Seek administrative support when behavior becomes repeated, unsafe, disrespectful, disruptive, or resistant to correction.



Balanced Discipline Process

A balanced discipline process begins with guidance and restoration, then escalates when earlier steps do not produce the intended growth. Depending on the situation, steps may include verbal reminder, private teacher check-in, parent contact, written reflection, administrative meeting, in-school consequence, temporary suspension, probation plan, or enrollment review.

Staff should not ignore ongoing behavior because each individual incident seems minor. Repeated minor behaviors may form a pattern that requires documentation, parent communication, and administrative involvement.

8. Student Supervision, Safety & Documentation

Active supervision is one of the most important responsibilities of every adult on campus. Students are never to be left unattended.

- Actively supervise students at all times during assigned duties, classroom activities, transitions, lunch, recess, chapel, arrival, dismissal, field trips, and school events.
- Students must not be left unattended in classrooms, hallways, playground areas, restrooms, chapel, cafeteria, or any other school location.
- Document all student incidents, including minor incidents, behavioral concerns, accidents, injuries, disciplinary matters, and safety concerns.
- Maintain accurate records of student attendance, behavior, academic progress, parent communication, and interventions as required.
- Report student injuries, accidents, health concerns, behavioral incidents, and safety concerns according to school procedures.
- Communicate significant concerns promptly with parents and administration.
- Maintain updated rosters, emergency information, allergy information, dismissal information, and other required classroom documents.

Documentation is not merely paperwork. It protects students, supports staff, informs parents, helps identify patterns, and allows administration to respond with clarity and fairness.

9. Bullying, Pattern Awareness & Early Reporting

FCCA is committed to providing a safe, Christ-centered learning environment where every student is treated with dignity, respect, and care. Bullying, intimidation, harassment, cruelty, repeated exclusion, and harmful peer dynamics are not tolerated.

Staff play a central role in early detection. Bullying may be experienced by students as ongoing even when adults are not immediately aware. When concerns are not reported or documented early, patterns may remain hidden until significant harm has occurred.

- Intervene when bullying, harassment, intimidation, mockery, threats, repeated teasing, exclusion, social manipulation, or cruelty is observed or reported.
- Do not dismiss repeated harmful behavior as personality conflict, normal teasing, or "kids being kids."

- Document repeated minor behaviors that may indicate a pattern, including name-calling, exclusion, intimidation, sarcasm, social pressure, disrespectful tone, and recurring peer targeting.
- Report concerns promptly to administration when patterns are observed, even if no formal parent complaint has been made.
- Encourage students to report concerns to a trusted adult and respond to student reports with seriousness, calm, and care.
- Protect the dignity of students involved by avoiding public discussion, gossip, or assumptions before appropriate review.
- Communicate with parents through appropriate channels and in coordination with administration when concerns are significant or recurring.

A lack of prior reporting does not invalidate a student experience. When a pattern is uncovered through student reports, staff observations, or peer confirmation, it should be addressed as repeated behavior, even if it had not previously been formally documented.

10. Classroom Environment & Visual Stewardship

Every classroom at FCCA should reflect the mission entrusted to the school. The physical environment is not neutral; it teaches students what we value, what we celebrate, and what kind of community we are forming.

Classroom decor, bulletin boards, displays, books, posters, objects, themes, learning centers, and visual elements should support a Christ-centered learning environment marked by faith, excellence, service, integrity, peace, order, beauty, and purpose.

- Classrooms should be orderly, welcoming, age-appropriate, academically purposeful, and spiritually aligned with the mission of FCCA.
- Scripture, student work, instructional displays, grade-level learning goals, school values, and mission-aligned visual elements are encouraged.
- Decor should not distract from learning, clutter the environment, create confusion, or become the dominant identity of the classroom.
- Personal interests, secular characters, pop culture themes, collectibles, toys, or decorative objects should not dominate classroom decor or replace the Christ-centered identity of the learning space.
- Decor, media, posters, books, classroom objects, or displays that conflict with biblical principles, school values, age-appropriate standards, or the mission of the school are not permitted.
- Holiday or seasonal displays must remain appropriate for a Christian school environment. When in doubt, seek administrative guidance.
- Teachers are expected to maintain bulletin boards, displays, desks, supplies, student areas, and classroom materials in a way that reflects care and stewardship.
- Administration may require the removal, replacement, or adjustment of classroom decor that does not align with the school guidelines and expectations delineated in this document.

Rooted Together in the Classroom

Rooted Together is not only a campus improvement effort. It reflects the belief that spaces help shape habits, attention, attitudes, and hearts. Every classroom should participate in that formation by pointing students toward Christ, supporting academic excellence, encouraging service, and modeling integrity.

11. Instructional Materials, Media, Technology, AI & Privacy

Instructional Materials and Media

- All movies, videos, documentaries, media clips, streaming content, or outside media shown to students must receive prior administrative approval.
- Instructional materials should support curriculum objectives and be appropriate for students age, developmental level, spiritual formation, and classroom purpose.
- Teachers must comply with copyright laws, licensing restrictions, and school policies when using media resources.
- Materials that contain inappropriate language, violence, sexual content, occult themes, mocking of faith, political manipulation, or content inconsistent with FCCA values should not be used.

Technology and Artificial Intelligence

- Technology should be used as a tool for learning, creativity, instruction, communication, and responsible stewardship.
- Teachers must follow school expectations regarding student devices, classroom devices, student email, internet use, filtering, and digital conduct.
- Artificial intelligence tools may be used by staff for planning, organization, brainstorming, or support when permitted by administration, but staff remain responsible for accuracy, appropriateness, confidentiality, and final content.
- Student names, grades, medical information, behavior concerns, family information, or confidential records should not be entered into public AI tools or unapproved digital platforms.
- Students may not use AI to misrepresent their own work, bypass learning, plagiarize, or complete assignments in ways not authorized by the teacher.

Photos, Videos, and Student Privacy

- Staff must be aware of media release limitations and should follow approved procedures when photographing, recording, posting, or sharing student images or work.
- Student photos, videos, or personal information should not be posted on personal social media accounts.
- School-related communication, photos, files, and student information should be shared only through approved school channels.
- Confidential information must be protected in digital and printed form.

Surveillance Disclosure Statement

To the extent modern technology provides tools to maintain safety and security, the use of technology such as video surveillance cameras is approved by the Florida Conference Board of Education. Video surveillance may be utilized in and around schools, on Florida Conference Association property and on school transportation vehicles. Cameras may be equipped with audio recording capabilities as well.



12. Communication with Families

Strong partnerships between school and home are essential to student success. Teachers and staff are expected to communicate with families in a timely, professional, respectful, and Christ-centered manner.

- Maintain regular communication with parents regarding student progress, behavior, academic performance, classroom activities, and upcoming expectations.
- Respond to parent emails, phone calls, and messages within 24 business hours whenever possible.
- Communicate concerns early and proactively before issues become significant problems.
- Communicate positive student accomplishments and successes regularly, not only concerns or disciplinary matters.
- Document all parent communication regarding academic concerns, behavioral issues, injuries, discipline, safety concerns, or other significant matters.
- Use professional, respectful, and courteous language in all written and verbal communication.
- Maintain confidentiality and discuss only information pertaining to the parent or guardian own child.
- Do not discuss other students, families, staff members, personnel matters, or confidential school concerns with parents or students.
- Address parent concerns professionally and seek to resolve issues through respectful collaboration.
- Refer sensitive, unresolved, repeated, hostile, or escalated concerns to administration when appropriate.
- Use approved school communication platforms and maintain professional boundaries when communicating electronically.
- Teacher aides and support staff should direct academic, disciplinary, and sensitive parent concerns to the classroom teacher or administration unless otherwise directed.

All communication should reflect the mission, values, and Christian character of the school. The goal is not simply to respond quickly, but to communicate in a way that protects trust, preserves dignity, supports students, and strengthens partnership.

13. Absence Procedures & Substitute Readiness

When a staff member is absent, the goal is to protect student learning, safety, routines, and continuity. Staff should plan ahead - whenever possible - so students may continue learning with minimal disruption.

- If absent, teachers are responsible for securing a substitute whenever possible, according to school procedures.
- Notify administration and Yvonne as soon as possible regarding the absence and substitute coverage.
- Submit lesson plans, attendance procedures, seating charts, class schedule, and necessary instructional materials to both Yvonne and the substitute prior to the absence whenever possible.
- Ensure plans are clear enough for a substitute to follow without disrupting classroom routines.
- Maintain an updated substitute/emergency folder that is accessible to administration and approved substitutes.
- When an absence is unexpected, contact administration promptly so support can be arranged as quickly as possible.

Substitute readiness is a professional responsibility. It protects students from unnecessary confusion and supports colleagues who may need to assist during an absence.

14. Safety & Emergency Procedures

The safety and well-being of students and staff is a priority at FCCA. All employees are expected to maintain a safe learning environment and be prepared to respond appropriately during emergencies.

- Teachers and staff must be familiar with all school safety procedures, emergency protocols, and crisis response plans.
- Emergency drill procedures for fire, lockdown, severe weather, evacuation, shelter-in-place, and other required drills must be posted in classrooms and reviewed regularly with students.
- Teachers are expected to take all drills seriously and model calm, orderly behavior during drills and actual emergencies.
- Students should be instructed on proper procedures and expected behaviors during safety drills.
- Attendance must be taken immediately following any evacuation or emergency drill, and missing students must be reported to administration promptly.
- Classroom doors should remain secured according to school safety protocols.
- Visitors must follow established check-in procedures and should be directed to the school office if assistance is needed.
- Safety concerns, hazards, threats, suspicious activity, or incidents must be reported to administration immediately.
- Staff should never leave students unattended during an emergency or drill unless directed by administration or emergency personnel.
- First aid incidents, student injuries, accidents, and behavioral incidents must be documented and reported according to school procedures.
- Teachers should maintain updated emergency information, class rosters, and emergency contact information as required by the school.
- In all emergency situations, staff members are expected to follow the directions of administration, law enforcement, fire department personnel, and other emergency responders.

Safety is everyone responsibility. Through preparation, vigilance, and teamwork, we help ensure a secure environment where students can learn and thrive.

15. Responsibility of Teacher Aides & Support Staff

Teacher aides and support staff play an essential role in supporting teachers, students, and the overall learning environment. Their presence, tone, supervision, confidentiality, and teamwork directly affect the health of the classroom and the school community.

- Arrive on time and be prepared to perform assigned duties each day.
- Support the classroom teacher in implementing instructional activities, routines, transitions, and classroom expectations.
- Work with individual students or small groups as directed by the teacher.
- Assist with preparation, organization, and distribution of instructional materials and classroom resources.
- Provide supervision during classroom activities, transitions, lunch, recess, chapel, arrival, dismissal, and other assigned duties.
- Reinforce classroom expectations, rules, and procedures established by the teacher.
- Assist in maintaining a safe, orderly, clean, and productive learning environment.



- Support students academically, socially, emotionally, and behaviorally while promoting independence and responsibility.
- Maintain confidentiality regarding student records, academic performance, behavior, family information, and staff matters.
- Communicate concerns regarding student safety, health, behavior, or academic needs to the classroom teacher promptly.
- Follow the direction and guidance of the classroom teacher and administration while maintaining professionalism and respect.
- Participate in safety drills and follow all school emergency procedures and protocols.
- Help monitor student behavior and document incidents as directed by the teacher or administration.
- Assist with classroom organization, bulletin boards, displays, and preparation of learning materials.
- Always supervise students when assigned and never leave students unattended.
- Model Christian values and demonstrate kindness, patience, integrity, and professionalism in all interactions.
- Support school events, programs, field trips, and activities as assigned.
- Refrain from discussing personal opinions, disciplinary matters, student concerns, or confidential information with parents or students unless directed by the classroom teacher or administration.
- Maintain positive relationships with students, families, faculty, and staff while representing the mission and values of the school.

Teacher aides are valuable members of the educational team and are expected to contribute positively to a Christ-centered environment where students can grow academically, socially, emotionally, and spiritually.

16. Collaboration, Teamwork & Professional Growth

Healthy school culture requires unity, communication, humility, and shared responsibility. Staff members should actively contribute to a culture of encouragement, mutual respect, and mission alignment.

- Participate actively in staff meetings, professional development, school events, and initiatives established by FCCA administration and the Florida Conference Department of Education.
- Work collaboratively with colleagues to support student success.
- Support school initiatives and contribute positively to the overall school culture.
- Maintain open and respectful communication with administration and team members.
- Seek continuous professional growth and improvement.
- Uphold the mission and reputation of FCCA through professionalism, accountability, and dedication to student success.
- Strive each day to create a nurturing environment where students can grow academically, socially, emotionally, and spiritually.
- Demonstrate servant leadership and foster a culture of encouragement, consistency, and mutual respect.

When conflict or disagreement arises among staff members, concerns should be addressed directly, respectfully, and through appropriate channels. Staff unity does not mean avoiding difficult conversations; it means handling them in a way that protects the mission and preserves trust.

"Whatever you do, work at it with all your heart, as working for the Lord." - Colossians 3:23



17. Staff Apparel, Transitional Uniform Expectations & School Representation

FCCA is moving toward a more unified visual identity. During the 2026-2027 transitional year, staff apparel or uniform items may be encouraged as part of that direction, but they are not required unless specifically communicated by administration.

- Staff should dress professionally, modestly, and appropriately for a Christian school environment.
- Staff apparel should reflect professionalism, classroom readiness, and respect for the mission of the school.
- Uniform or branded apparel may be encouraged during the transitional year to strengthen unity and school identity.
- Unless otherwise communicated by administration, staff uniform items are encouraged but not required during the 2026-2027 school year.
- Staff should follow communicated dress expectations for school programs, chapel, field trips, Education Sabbath, special events, pictures, and other public-facing activities.
- Questions about dress expectations should be directed to administration before issues arise.

The goal is not merely appearance. Visual consistency communicates care, order, unity, and respect for the families and students we serve.



18. Staff Acknowledgement

I acknowledge that I have received and reviewed the FCCA Classroom, Teacher & Staff Expectations document. I understand that these expectations are intended to support a safe, positive, Christ-centered learning environment aligned with the Mission, Vision, Values, and shared discipleship culture of Forest City Christian Academy.

I understand that this document supplements applicable employment expectations, Conference policies, Southern Union policies, school board actions, administrative procedures, and legal requirements. I agree to conduct myself professionally and faithfully in alignment with the expectations described in this document.

Staff Member Name:	Position/Role:
Signature:	Date:
Administrator Signature:	Date:
Notes:	



Appendix A | Daily Classroom Stewardship Checklist

This quick checklist is intended to help teachers and aides maintain classrooms that reflect care, order, beauty, safety, and mission alignment.

- Classroom is ready for students before arrival.
- Daily schedule, objectives, or learning plan are visible or ready as appropriate.
- Materials for instruction are prepared before class begins.
- Student areas are safe, orderly, and free from avoidable clutter.
- Bulletin boards and displays are current, purposeful, and aligned with the classroom mission.
- Trash, food, spills, or safety concerns are addressed promptly.
- Student work and personal information are displayed respectfully and appropriately.
- Technology is secured, charged, and used according to school expectations.
- Doors, emergency information, and safety procedures are maintained according to protocol.
- Classroom is left orderly at the end of the day so learning can begin smoothly the next day.

Appendix B | Substitute and Emergency Folder Checklist

Each classroom should maintain an updated substitute and emergency folder that can be accessed by administration and approved substitutes when needed.

- Current class roster
- Daily classroom schedule
- Seating chart
- Attendance procedures
- Dismissal procedures and notes
- Emergency procedures and drill instructions
- Student allergy, medical, or safety alerts as permitted by school procedure
- Behavior plans or key support notes as appropriate
- Lesson plans and assignments for the day
- Location of materials, books, devices, and supplies
- Names of nearby teachers or staff who can assist
- Office and administration contact information
- Classroom rules, routines, and behavior expectations

Appendix C | Incident Documentation Quick Guide

Documentation should be factual, timely, objective, and professional. Staff should avoid assumptions, emotional language, labels, or personal conclusions.

- Date, time, and location of the incident
- Names of students or staff involved
- What was observed or reported, using factual language
- Immediate response or redirection provided
- Injury, safety concern, or emotional impact if known
- Whether parent contact was made and by whom
- Whether administration was notified
- Follow-up steps or restorative actions assigned
- Pattern notes if similar behavior has occurred before
- Any witnesses or additional information needed

Example of documentation:

"During recess at 10:45 a.m., Student A pushed Student B near the basketball court after a disagreement about the ball. Student B fell and reported pain in the elbow. Student A was removed from the game, both students were checked by staff, and administration was notified."

Appendix D | Communication and Parent Concern Escalation Guide

Most parent concerns should begin with calm, direct communication between the parent and the classroom teacher. Some matters require administrative support sooner. Staff should use judgment and seek guidance when needed.

Teacher-Level Communication

- Routine academic questions
- Homework clarification
- Minor classroom behavior concerns
- Classroom routines and expectations
- General student progress updates

Administrative Support Recommended

- Repeated behavioral concerns or escalating patterns
- Bullying, harassment, threats, intimidation, or safety concerns
- Parent communication that becomes hostile, accusatory, aggressive, or unresolved
- Requests for exceptions to school policy
- Medical, custody, legal, or privacy-sensitive matters
- Concerns involving another staff member, school policy, administration, or student discipline beyond the classroom level

When in doubt, staff should seek administrative guidance before responding to sensitive matters. The goal is to protect students, support staff, preserve trust, and communicate with clarity.