



FOREST CITY
CHRISTIAN ACADEMY
SEVENTH-DAY ADVENTIST EDUCATION

FCCA Parent Handbook

Student Covenant

Appendices

School Year 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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SECTION 1 - MISSION, VISION & VALUES

Rooted in Christ. Growing Together in Discipleship.

Forest City Christian Academy exists as both an educational institution and a ministry of the Church. Our work is guided by a clear Christ-centered purpose: to educate the whole child - spiritually, academically, socially, emotionally, and physically - within a community shaped by faith, care, excellence, service, integrity, and shared responsibility.

What follows is not a new direction, but a clear articulation of what defines FCCA. Our Mission, Vision, and Values form the foundation for how we teach, how we relate to one another, how we care for students, and how we make decisions as a school community.

Our Mission

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

This Mission guides every aspect of life at FCCA. Discipleship is not limited to Bible classes or worship moments; it is woven into daily instruction, relationships, expectations, correction, encouragement, service, and growth.

Our Vision

Transforming lives through Christ-centered education.

Our Vision reflects a long-term commitment to shaping hearts, habits, and character. We believe education is most meaningful when it prepares students not only for academic success, but for lives of faith, service, and purpose.

Our Values

Faith. Excellence. Service. Integrity.

- Faith is nurtured through Scripture, prayer, worship, and visible reminders of God's presence and guidance. Lasting growth is grounded in Christ.
- Excellence is reflected in thoughtful instruction, orderly and cohesive learning spaces, clear expectations, and a commitment to doing all things with purpose and care.
- Service is cultivated through outreach, community engagement, and a culture that encourages students to look beyond themselves and respond to the needs of others with compassion.
- Integrity is modeled through calm, consistent environments, transparent communication, fair discipline, and character formation rooted in honesty and responsibility.



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Rooted Together: Living Our Mission Daily

At FCCA, our Mission, Vision, and Values are not only taught - they are lived and reinforced through the daily rhythm of school life. Rooted Together names this reality. It captures our belief that lasting growth is grounded in Christ, strengthened through community, and sustained by consistency between what we believe and how we live.

Throughout the campus, the learning environment intentionally supports formation. Scripture, symbolism, order, beauty, and clear expectations work together to reinforce faith, encourage excellence, inspire service, and model integrity. In this way, the physical environment quietly participates in discipleship - shaping habits, attitudes, and character alongside instruction and relationships.

Rooted Together is not simply a program or a moment in time. It reflects who we are as a Christ-centered school and how we seek to nurture students who are firmly grounded in faith and prepared to live with purpose and compassion.

SECTION 2 - A SHARED DISCIPLESHIP COVENANT

School - Parents – Students

Mission as Our Protective Shield

Grounded in the Mission, Vision, and Values that define FCCA, our community lives and works within a shared Christ-centered framework of care and accountability. This framework functions as a protective shield, providing clarity, stability, and care for everyone entrusted to our school.

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.

This shared Mission is not shaped by personal preference or momentary pressure. It offers a steady foundation that safeguards dignity, promotes safety, and ensures that decisions are made with wisdom, faithfulness, and compassion.

A Covenant, Not a Contract

Enrollment at FCCA represents more than participation in an academic program. It is a shared discipleship covenant - a relational commitment between the school, families, and students to walk together under Christ's lordship.

This covenant flows naturally from our Mission and Values. It reflects mutual trust, responsibility, and accountability, recognizing that growth often involves correction, reflection, and grace along the way. Each member of the community is called to faithfulness and cooperation as we pursue the shared work of forming disciples.

The School's Commitment

- Nurture each student's faith in Christ through intentional discipleship and daily instruction
- Provide a safe, structured, and supportive learning environment
- Uphold clear expectations rooted in biblical truth and sound educational practice
- Apply discipline with the goals of repentance, restoration, growth, and protection
- Communicate with honesty, clarity, and pastoral care
- Safeguard the dignity, well-being, and spiritual formation of every student

The school exercises authority as stewardship, remaining accountable to the Mission that guides all decisions and practices.



The Family's Commitment

- Support and align with the Christ-centered Mission, Vision, and Values of FCCA
- Partner with the school in guiding, correcting, and encouraging their child
- Reinforce biblical principles and school expectations at home
- Communicate respectfully and directly with teachers and administration
- Protect unity within the school community through Christlike speech and conduct
- Address concerns prayerfully, constructively, and in a spirit of cooperation

This covenant assumes alignment not only in belief, but in posture, behavior, and communication.

The Student's Commitment

- Treat others with kindness, respect, and self-control
- Accept correction with humility and a willingness to grow
- Take responsibility for actions and choices
- Contribute positively to the learning environment
- Practice honesty, integrity, perseverance, and care for others

Students are not expected to be perfect - but they are expected to be teachable and responsive to guidance.

Alignment, Accountability, and Care

Because this covenant is grounded in our Mission and Values, alignment matters. When challenges arise, the school commits to walking with families through processes of guidance, restoration, and support. However, persistent refusal to align with the Christ-centered mission, values, or community expectations may result in a review of continued enrollment.

This process exists to protect students, support staff, and preserve the spiritual and relational health of the entire community, while remaining faithful to the Mission entrusted to us.

Walking Together Under Christ

By choosing FCCA, families affirm their desire to participate in a Christ-centered community shaped by faith, excellence, service, and integrity. Discipleship is not an individual pursuit - it is a shared calling. Guided by Mission, grounded in Vision, and united by Values, we commit to learning, serving, and growing together under Christ.

SECTION 3 - GOVERNANCE, ACCREDITATION & SCHOOL LIFE

School History and Identity

FCCA is operated in connection with Forest City Seventh-day Adventist Church and exists to provide Christ-centered education in harmony with the principles of Seventh-day Adventist education. The school began in 1986 with three classrooms and has continued to grow in response to the needs of families seeking faith-based education.

For the 2026-2027 school year, FCCA is preparing to serve students from VPK through 9th grade, with Junior Academy growth continuing under school, church, and Conference guidance.

Accreditation

FCCA is fully accredited through the appropriate Seventh-day Adventist and non-public school accrediting bodies, including the Board of Regents of the General Conference of Seventh-day Adventists, the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA), the National Council for Private School Accreditation (NCPSA), and the Florida Association of Academic Non-Public Schools (FAANS), as applicable.

School Board

The School Board is responsible for the operation of the school within the guidelines and policies adopted by the Conference Board of Education and the school constitution. The School Board has authority only when meeting in official session; individual board members may not speak for the Board unless authorized to do so. Board actions are implemented through the school administration in cooperation with the Board Chair.

The Board's role is one of stewardship, support, and governance. Board members are committed to strengthening the school's mission, supporting staff, protecting students, and serving families with clarity and integrity.

Calendar and School Communications

The annual school calendar is published and updated through the school's communication channels. Families are responsible for reviewing newsletters, email, FACTS/RenWeb, Canvas, the school website, and other official communication tools for calendar changes and school updates. The annual calendar is subject to change, and parents will be informed of changes through email and newsletter.



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Professional Development Days

The school may schedule professional development days for faculty and staff, including Teacher FTK professional development and teacher in-service meetings. Students will not be in session on those days. Families should refer to the annual calendar for confirmed dates.

Home and School Partnership

The Home and School Association exists to unite the home and school in their shared work of Christian education. Parents are encouraged to participate in volunteer opportunities, school events, and programs that strengthen the school community.

Volunteers who serve on campus, attend trips as chaperones, or assist in classrooms must complete the required fingerprinting and background screening process before serving.



SECTION 4 - STAFF & FACULTY

The following 2026-2027 staff and faculty list is included as annual information for families. Because personnel details may change during the year, families should rely on official school communication for any updates.

Role	Name
Principal	Jacqueline Colon-Diaz
Assistant Principal	Iris Rodriguez
School Board Chair	Ronald Drachenberg
Registrar/Admin. Assistant	Yvonne Fines
Accountant	Angel Fines
Office Assistant & Compliance	Iselys Lisboa
Receptionist/Aftercare Director	Onelia Cedeno
VPK Director	Roxana Cuesta
VPK Teacher Assistant	Camila Cuesta
Kindergarten Aide	
Teacher Support	Yarasette Toro
Music Director	Ryan Aceituno
Music Teacher	Sofia Gonzalez
Chaplain/Bible/PE Teacher	AJ Fines
Elementary PE Teacher	XXXXXXXXXX
Food Service	Juliana Mesa
Maintenance	XXXXXXXXXX
IT Technician	Javier Aguas
Security	Diorcy Ortiz
Janitorial	XXXXXXXX

Elementary Classroom Aides

- Glenda Diaz
- Elizabeth Romero

Faculty - Homeroom Teachers

Grade/Area	Teacher
VPK Teacher	Roxana Cuesta
Kindergarten	Lilly Escoto
First Grade	Nahomy Santana
Second Grade	Diana Colon
Third Grade	Connie Cooper
Fourth Grade	Ella Burgos
Fifth Grade	Jessica Nephew
Sixth Grade	Jennifer Rymer
Seventh Grade	Iris Rodriguez
Eighth Grade	Joy Nugent
Ninth Grade	Dr. Sherene Samuels

SECTION 5 - ADMISSIONS, ENROLLMENT & FINANCIAL PARTNERSHIP

General Admissions Philosophy

FCCA welcomes families who are in harmony with the philosophy and objectives of Christ-centered education and who are willing to partner with the school in its Mission, Vision, Values, and shared discipleship covenant.

Admission is not based solely on academic readiness. The school considers spiritual alignment, academic placement, behavioral history, attendance, family partnership, available resources, and the school's ability to meet the student's needs.

Non-Discrimination Statement

FCCA and Florida Conference Seventh-day Adventist schools admit students of any race, color, ethnicity, national origin, gender, and sexual orientation. The school does not discriminate in admission, discipline, or application of educational policies. All students are expected to adhere to behavioral expectations supported by the biblical beliefs and standards of the Seventh-day Adventist Church.

Admissions Committee

The Admissions Committee reviews applications and supporting data to determine whether the school can appropriately serve the student. This may include academic records, report cards, transcripts, placement assessments, psycho-educational evaluations, recommendation forms, disciplinary records, attendance records, and consultation with support personnel or the Conference Office of Education as needed.

If assessment or documentation indicates that a student may require academic, behavioral, emotional, or special education support beyond the school's resources, the school may determine that it is unable to accept or continue enrollment.

Probationary Enrollment and Review

New students may be admitted on a probationary basis for a minimum of three months and up to ten months, as appropriate. Students with academic, behavioral, attendance, or adjustment concerns may be reviewed periodically to determine whether the school's support plan is effective and whether continued enrollment is appropriate.

Reasons Admission or Re-Enrollment May Be Denied

- Failure of parents or students to support the school's Mission, Vision, Values, and conduct expectations
- Behavioral, academic, or attendance concerns
- Needs that exceed the school's services, staffing, or resources
- Outstanding financial obligations to FCCA or a previous school
- Transfer requests that cannot be responsibly supported during the school year
- Persistent misalignment with the shared discipleship covenant



New Student Registration Requirements

- Completed application
- Non-refundable application fee
- Copy of birth certificate or legal document verifying identity and birthdate
- Current report card and academic records
- Recommendation forms or references as required
- Florida physical form and immunization record or exemption form
- New student testing or placement assessment
- Financial agreement
- Withdrawal forms if transferring from another school
- E-Rate household survey
- Any additional required school or state documentation

Returning Student Requirements

Returning families must complete the annual application, submit required fees or forms, update health and immunization documents when required, complete the financial agreement, submit the E-Rate household survey, and remain in good standing with the school.

Entrance Ages

- VPK students must meet applicable state age requirements and must be four years old on or before September 1 of the current school year to use a VPK voucher.
- Pre-kindergarten children must be at least four years old by the applicable enrollment cutoff.
- Kindergarten students must be five years old by the established denominational or school cutoff date.
- First grade students must be six years old by the established cutoff date unless they have successfully completed Kindergarten and demonstrate readiness.

Academic Placement

Grade placement decisions are made by the school based on academic readiness, social-emotional development, assessment results, records, and the best interest of the student and overall program. Placement requests are not guaranteed, and final placement decisions rest with the school.

Exceptional Students and Special Needs

Parents must provide full disclosure of diagnostic, medical, psycho-educational, IEP, 504, behavioral, or support documentation before registration or as soon as such documentation becomes available. FCCA desires to serve students well but may be unable to accept or retain students whose needs exceed available services, staffing, or resources. Families may be encouraged to explore available community or local support services when appropriate.



Home-Schooled Students

When approved, home-schooled students may participate in selected classes or activities such as fine arts, music, physical education, intramurals, or other approved offerings. Such students must comply with application, registration, fees, immunization/physical requirements, dress code, and all relevant handbook policies while on campus or participating in school activities.

- Must be on campus only during approved class or activity times.
- Must abide by all school dress code and conduct expectations while on campus.
- May attend overnight trips or tours only with administration and School Board approval.
- Must meet applicable home education program requirements and school registration expectations.

Tuition, Fees, and Financial Partnership

Tuition and fees are published annually and are only referenced into this handbook.

Grades	K and Grades 1, 2, 3, 4, 5, 7, 8	6th Grade	9th Grade
General Tuition	\$8,150	\$8,150	\$8,500
Registration	\$850	\$850	\$800
Textbooks	---	---	\$600
IT	---	---	\$250
FCCA Assigned Classroom Device - non-refundable	\$250	---	---
Technology Device Fee - \$300 due prior to start of school year	---	\$800	\$800
Total for the Year	\$9,250	\$9,800	\$10,950

Tuition payments are due on the **first business day of each month** and are considered delinquent after the 20th day of the month. Late fees, returned check fees, aftercare fees, activity fees, and other charges may apply as published in the annual fee schedule.

Visit our website <https://fcchristianacademy.org> - under Admissions – to find the full list of Tuition and Fees for the following:

- Lunch
- After School Care
- Graduation Fees
- Athletics & After School Sports Programs
- Innovation Lab (Middle School)
- Art, Music, After School Programs
- Voluntary Pre-Kindergarten
- Other Miscellaneous



Payments, Late Payments, and Returned Checks

Payments may be made through Adventist School Pay, cash, credit card, or check as accepted by the school. Checks must be made payable to Forest City Christian Academy and should include the student's name. A \$25 late fee applies to accounts not paid by the 20th of the month. A \$35 service charge applies to returned checks.

When sending money to school, families should place funds in a sealed envelope with the student's name, class, and purpose of payment. Exact change is encouraged when possible.

Scholarships for Families with Multiple Students

- First child: up to \$250 a year for students in 4th through 9th grade.
- Each additional child: up to \$500 a year for students in 4th through 9th grade.

Device Fee - Grades 6 and 9

Students in grades 6 and 9 may be provided with a device to support academic learning. The total cost of the device is \$800. A \$300 initial payment is required prior to the first day of school, with a remaining balance of \$500 payable in five monthly installments of \$100. If the student withdraws before all installments are paid, the remaining balance becomes immediately due and payable. Upon payment in full, the device belongs to the student.

Insurance Policy

FCCA provides an insurance policy that covers students in case of accidents during school, while going to and from school, and at school-sponsored activities. The cost of the insurance is included in the registration fee. Parents are required to assist in providing information on claim forms as needed.

The school may withhold records, transcripts, or re-enrollment until financial obligations are resolved, consistent with school and Conference policy.



SECTION 6 - FAMILY PARTNERSHIP & UNITY IN COMMUNITY

Walking Together with Trust, Respect, and Shared Responsibility

FCCA believes that meaningful education and discipleship flourish best within strong, Christ-centered partnerships between home and school. Parents and guardians are not observers of the educational process; they are essential partners in the formation of their children.

This partnership is grounded in shared purpose, mutual respect, and a commitment to unity. When families and school walk together with clarity and trust, students are supported, staff are strengthened, and the community remains healthy and focused on its mission.

Parents as Primary Disciplers

The school affirms that parents and guardians are the primary disciplers of their children. FCCA exists to support, reinforce, and partner with families in this sacred responsibility - not to replace it.

A Commitment to Unity

Unity within the school community is not merely organizational - it is spiritual. Parents and guardians are expected to speak respectfully about the school, its staff, its leadership, and other families; to address concerns directly and privately through appropriate channels; and to refrain from public criticism, divisive speech, or social media commentary that undermines trust or community health.

Communication Built on Trust and Clarity

Clear and respectful communication is essential to a healthy partnership. Parents are encouraged to seek understanding before drawing conclusions, communicate concerns calmly and directly, allow time for appropriate investigation and response, and approach conversations with a posture of cooperation rather than confrontation.

Resolving Concerns in a Christ-Centered Way

When concerns arise, families are asked to begin by addressing concerns at the most appropriate level, allowing for respectful conversation and resolution whenever possible. This process preserves relationships, encourages understanding, promotes accountability, and protects the dignity of all involved.

Protecting the Health of the Community

Behaviors that consistently undermine trust, create hostility, or disrupt the unity of the community may require intervention. Persistent refusal to engage in partnership, repeated disrespectful communication, or actions that compromise the spiritual or relational health of the community may result in a review of continued enrollment.

SECTION 7 - STUDENT LIFE, IDENTITY & CONDUCT

Discipleship in Daily Life

At FCCA, student life is not separate from discipleship. Every day - inside and outside the classroom - students are learning what it means to follow Christ in community. This includes how they learn, how they speak, how they treat others, and how they respond when corrected.

A Note to Parents: Parent-Led Formation

Parents are asked to review student expectations with their children before and throughout the school year. When home and school share language and accountability, students are protected by consistency and strengthened by partnership. Correction is part of growth, not a sign of rejection.

Student Identity: Belonging with Purpose

Every student at FCCA is known, valued, and created in the image of God. Belonging does not mean anything goes. It means students are embraced as they are while being guided toward who God is calling them to become.

Our Standard: How Disciples Live in Community

- Show respect to teachers, staff, classmates, and guests
- Practice kindness in words, tone, and actions
- Demonstrate self-control even when frustrated or disappointed
- Tell the truth and take responsibility for choices
- Protect the learning environment by following instructions and not disrupting others
- Honor physical, emotional, and relational boundaries
- Use technology wisely and communicate in ways consistent with Christlike character

Age-Aware Formation

The expectations remain the same for all students. What changes is how students learn to express and mature into them.

- Primary Grades learn foundational habits of kindness, honesty, safety, listening, and telling a trusted adult when something is wrong.
- Upper Elementary students grow in responsibility, peer awareness, ownership of mistakes, respectful disagreement, and perseverance.
- Middle School and Junior Academy students are expected to show increasing maturity, self-control, respectful communication, and leadership rooted in integrity and humility.



Respect for Authority and Learning

Students are expected to show respect for adult authority on campus. Correction is not intended to embarrass or control students; it exists to teach, guide, and strengthen character. Students are expected to respond respectfully, follow instructions promptly, accept consequences when needed, and participate in restoring what was damaged - whether trust, relationships, or the learning environment.

Student Speech, Social Dynamics, and Peer Culture

Students are expected to contribute to a community that rejects cruelty and encourages compassion. Teasing that crosses boundaries, social exclusion, gossip, rumors, disrespectful tone, sarcasm, and repeated disruption are addressed seriously.

A Final Word to Students

You are loved, capable, and called to grow. You will make mistakes. What matters is how you respond: with humility, honesty, and a willingness to grow. FCCA is here to help you become firmly rooted in Christ and prepared to live with purpose.



SECTION 8 - SPIRITUAL LIFE, WORSHIP & SERVICE

Faith Lived Daily in Community

Spiritual life is woven into the daily experience of learning and community at FCCA. Faith is not treated as a separate subject or occasional activity - it shapes how students learn, relate, serve, and grow.

Chapel, Worship, and Prayer

Chapel and worship experiences are integral to the educational program. Students are expected to participate respectfully, enter worship spaces reverently, and refrain from using unrelated books, devices, or materials during worship unless directed by staff.

The school may schedule chapel, classroom worship, Week of Prayer, service projects, and other spiritual life experiences throughout the year. Participation in spiritual activities is part of the school experience and reflects the school's commitment to Christ-centered education.

Respectful Participation

Students come from families at different stages of faith and understanding. Questions and growth are welcomed. Disrespect, mockery, or intentional disruption of spiritual activities are addressed as matters of conduct and community respect.

Service as an Expression of Faith

Service is a natural outgrowth of faith and an essential part of discipleship. Students are encouraged to see service not as obligation, but as a response to God's love and a way to reflect Christ's compassion.

Modeling Faith Through Relationships

Students learn faith not only through instruction, but through observation. Teachers, staff, administrators, parents, and students all contribute to a culture where faith is modeled through grace, humility, dignity, and consistency.



SECTION 9 - ACADEMICS, ASSESSMENT & STUDENT GROWTH

Academic Excellence with Purpose

Academic excellence at FCCA is pursued as part of discipleship and stewardship. Students are encouraged to work diligently, think clearly, communicate honestly, and develop the habits needed for lifelong learning and faithful service.

Curriculum

The curriculum reflects the Seventh-day Adventist educational philosophy and includes formal and informal learning opportunities planned cooperatively by home, school, and church. The school seeks to develop students spiritually, academically, physically, socially, and emotionally. Families may consult the school website for additional curriculum information.

Preparing Students for Their Next Step

FCCA prepares students for more than the next assignment. Students are prepared for the next stage of their journey. That means helping students develop:

- Strong reading and writing skills - literacy, comprehension, vocabulary, writing, and communication so students can understand, express, and engage with confidence across every subject.
- Mathematical confidence - number sense, problem-solving, logic, accuracy, and perseverance as students learn not only to find answers, but to think clearly.
- Study habits - organization, focus, responsibility, time management, and follow-through as students prepare for greater academic independence.
- Clear communication - thoughtful questions, respectful listening, and the ability to explain ideas with clarity.
- Critical thinking - evaluating information, making connections, solving problems, and growing in wisdom.
- Responsibility - ownership of work, choices, effort, and growth.
- Creativity - developing and expressing God-given gifts through art, music, writing, projects, presentations, and classroom exploration.
- Collaboration - working with others, listening respectfully, contributing meaningfully, and valuing the strengths of others.
- Perseverance - learning to keep going when work is challenging.
- Spiritual grounding - connecting learning with faith, character, and purpose.
- Leadership readiness - using words, choices, gifts, and influence in ways that serve others and reflect Christlike character.
- Confidence for future learning - stepping into the next grade level with greater independence, maturity, and readiness.

Homework

Homework is intended to reinforce and enrich classroom learning. Assignments may vary by grade, student need, and instructional purpose. As a general guideline, homework may be assigned in age-appropriate amounts, with teachers exercising judgment and communicating concerns as needed. Homework should not be assigned over school vacation periods unless otherwise approved.

Cheating, Plagiarism, and Academic Integrity

Academic dishonesty hinders students intellectually and spiritually. Cheating, plagiarism, inappropriate collaboration, unauthorized use of notes, copying, misuse of technology, or use of artificial intelligence in ways that misrepresent student work are serious violations of trust.



Students who know of cheating are expected to report concerns to a teacher or administrator. Consequences may include loss of credit, academic penalties, parent conference, suspension, or other disciplinary action depending on severity.

Textbooks, Classroom Materials, and School Resources

Students are responsible for the care of textbooks, library books, classroom novels, devices, chargers, and other school resources. Charges may apply for materials that are lost, damaged, or not returned.

Acceleration and Retention

Acceleration and retention decisions are made carefully, considering academic readiness, emotional maturity, social development, student needs, parent input, teacher recommendation, administration, and Conference consultation when appropriate. Enrichment is often preferred over acceleration when it better supports student development.

Grading System

Grades K-2	Grades 3-8
I - Independently Achieves Skills	A - 90-100%
P - Progressing Towards Skills	B - 80-89%
NT - Needs More Time	C - 70-79%
N - Not Addressed	D - 60-69%
	F - Below 60%

Assessment and Student Growth

Students may participate in formative and summative assessments throughout the year. These assessments help teachers monitor student learning, plan instruction, and communicate growth. MAP Growth assessments may be used to determine instructional levels and measure academic growth over time. MAP Reading Fluency may be used in grades K-3. WrAP writing assessments may be administered for grades 3-8. Families receive assessment information as available and are encouraged to discuss results with teachers.

Honor Recognition and Awards

Honor roll, national recognition programs, National Junior Honor Society, and other awards may be offered according to published criteria. Eligibility may include grades, assessments, attendance, citizenship, conduct, and administrative approval.

- Principal's Honor Roll: students must earn an A in every class or equivalent and meet published assessment expectations.
- Regular Honor Roll: students must earn all A's and B's, with no more than one C, and meet published GPA expectations.
- President's Award for Educational Excellence and Educational Achievement may be offered according to established criteria for eligible grades.
- National Junior Honor Society membership follows the NJHS constitution and school requirements.

Florida Virtual School Transcripts

Students who take approved Florida Virtual School courses are responsible for ensuring official transcripts are requested and sent to the school through approved channels. Emailed transcripts may not be accepted when official transcripts are required.



SECTION 10 - ATTENDANCE, ARRIVAL, DISMISSAL & EXTENDED CARE

Attendance as Stewardship

Regular attendance and punctuality are essential to academic growth, classroom community, and student responsibility. Parents are expected to ensure that students attend school daily, arrive on time, and are picked up promptly.

School Hours

For 2026-2027, school hours are Monday through Thursday from 8:00 am to 3:00 pm. Friday is a half day with dismissal at 12:00 pm. Students are considered tardy beginning at 8:01 am.

Daily Arrival and Dismissal

Monday-Thursday	Time	Location
Arrival	7:30 am - 8:00 am	Chapel
Arrival after 8:00 am	After 8:00 am	Lobby/Main doors
Dismissal	3:00 pm - 3:15 pm	Chapel
Aftercare/wraparound	3:15 pm - 5:30 pm	Lobby
Fridays and Noon Dismissals	Time	Location
Arrival	7:30 am - 8:00 am	Chapel
Arrival after 8:00 am	After 8:00 am	Lobby/Main doors
Dismissal	12:00 pm - 12:15 pm	Chapel
Aftercare/wraparound	12:15 pm - 5:30 pm	Lobby

VPK students use the side entrance by the playground for drop-off and pick-up unless otherwise communicated.

Students should not arrive more than 30 minutes before school begins and should leave campus promptly after dismissal unless enrolled in aftercare or participating in an approved activity.

Late Pick-Up and Aftercare

Students not picked up by the published dismissal window may be placed in aftercare and charged according to the annual fee schedule. Aftercare hours are Monday through Thursday from 3:15 pm to 5:30 pm and Fridays or noon dismissal days from 12:15 pm to 5:30 pm. After 5:30 pm, a per-minute late charge may apply. All aftercare students must be signed out by a parent, guardian, or approved adult on file.

Car Tags and Authorized Pick-Up

Families may be issued car tags to facilitate dismissal. Students will be released only to parents, legal guardians, or authorized individuals listed in school records with appropriate identification. Additional car tags may be subject to a fee.

Absence Reporting

Parents must notify the school and/or the teacher by 8:00 am when a student is absent and provide written or emailed explanations. Verbal explanations or informal texts may not satisfy documentation requirements. Excuses not presented within the required timeframe may result in the absence being considered unexcused.



Excused and Unexcused Absences

- Acceptable excuses may include verified illness, medical appointments, quarantine, bereavement, approved secondary school visits, or other reasons accepted by administration.
- Unacceptable excuses generally include vacations, errands, non-school lessons, recreational travel, staying home to assist with family needs, or other non-approved absences.
- Requests for special trips or appointments should be submitted in advance for administrative review.

Tardies and Excessive Absences

Excessive tardies or absences may result in parent communication, fines, probation letters, administrative meetings, loss of privileges, retention concerns, withdrawal requests, truancy reporting, or referral for review, consistent with school and state requirements.

- When 10 unexcused tardies are accumulated per nine weeks, a fine may be added to the student's school account.
- When 20 unexcused tardies are accumulated per nine weeks, the family may receive communication regarding possible dismissal or non-acceptance for the following year.
- When 8 unexcused absences are accumulated per nine weeks, parents/guardians may receive email communication from the Registrar.
- When 10 unexcused absences are accumulated per nine weeks, parents/guardians may receive a probation letter from the Admissions Committee.
- Students who miss 10% of any class during a semester may be subject to failure, credit concerns, or retention unless administration determines that extenuating circumstances warrant special consideration.

Mandatory School Days

The school may schedule mandatory school days outside the normal weekly schedule for special events, field days, school fairs, assemblies, Sunday school events, or other educational activities. Families should consult the annual calendar for scheduled dates.



SECTION 11 - CAMPUS SAFETY, EMERGENCY PROCEDURES & STUDENT RELEASE

Security, Cameras & Surveillance Disclosure

To help maintain a safe and secure environment for students, staff, families, and visitors, FCCA may use modern safety and security technology, including video surveillance cameras, in and around school buildings, on Florida Conference Association property, and on school transportation vehicles.

The use of such technology is approved by the Florida Conference Board of Education. Cameras may also be equipped with audio recording capabilities. By entering school property, participating in school activities, or riding school transportation, individuals acknowledge that video and, where applicable, audio recording may occur for safety, security, and operational purposes.

These measures are intended to help protect students, support staff, monitor campus safety, and preserve a secure Christ-centered learning environment.

School Access and Visitors

All visitors must enter through the designated main entrance and sign in at reception. Parents and visitors are not permitted in classrooms during regular school hours unless approved by administration. Forgotten lunches, books, instruments, uniforms, or other items should be left at reception with the student's name.

Parent/Guardian/Visitor Code of Conduct

FCCA is committed to maintaining a safe, respectful, and supportive environment for students, staff, and families. Parents and visitors are expected to conduct themselves in a manner that upholds this environment while on school grounds or communicating with school staff.

- Parents and visitors must treat all staff, students, and community members with courtesy and respect.
- Aggressive, threatening, hostile, intimidating, profane, belittling, or disrespectful behavior will not be tolerated.
- Any parent or visitor exhibiting aggressive or disrespectful behavior may be asked to leave campus immediately.
- Repeated or severe incidents may result in restrictions on campus access or other administrative action.
- Persistent inappropriate, unprofessional, uncooperative, hostile, or antagonistic behavior toward administration or staff may result in enrollment review, withdrawal request, or School Board action.

Trespassing and Closed Campus

FCCA is a closed campus. Anyone attempting to enter school property without permission from school personnel may be considered trespassing and may be addressed according to school procedures and applicable law. Alumni and visitors may not visit during the school day without prior administrative permission.

Student Release and Leaving Campus

Students may not leave campus during school hours unless accompanied by a parent, legal guardian, or authorized adult. Parents must sign students out at reception. Students may not sign themselves out or leave campus without approved adult authorization. Students may not leave campus using rideshare services such as Uber or Lyft.



Emergency Preparedness

FCCA conducts regular emergency drills, including fire drills, tornado drills, lockdown drills, lockout procedures, shelter-in-place drills, building evacuation, and off-site evacuation as appropriate. Students are expected to follow staff instructions silently, promptly, and respectfully during all drills and emergencies.

Term	Meaning
Lockdown	A threat has been identified in the building and danger is imminent. Students and staff secure rooms and follow emergency procedures.
Lockout	A threat has been identified outside or near the campus. Exterior access is restricted while instruction may continue as directed.
Shelter in Place	Students and staff move to an interior safe area due to natural or man-made danger outside the building.
Building Evacuation	Students and staff leave the building due to alarm or identified danger and remain with class groups under staff supervision.
Off-Site Evacuation	Students and staff are moved to another safe and secure location when remaining on campus is unsafe.

Emergency Notifications

Parents will be notified of emergency situations through official school communication channels. Families must keep phone numbers, email addresses, emergency contacts, and authorized pick-up information current in FACTS/RenWeb or the designated school system.

Weather Closings

When school closings are necessary due to weather or emergency conditions, FCCA generally follows Orange County Public Schools closure guidance unless otherwise communicated.

Reporting Child Abuse

In accordance with applicable law and Seventh-day Adventist education policy, school personnel are required to report reasonable suspicion of abuse, neglect, exploitation, inadequate supervision, educational neglect, or other reportable concerns to the proper authorities. School personnel are not required or permitted to investigate before reporting. In such situations, the school may be prohibited from contacting parents before making a report.

SECTION 12 - STUDENT HEALTH, FOOD, ALLERGIES & MEDICATION

Health and Immunizations

All students must have required health forms, physical examinations, immunization records, or exemption documentation on file as required by Florida law and school policy. Students may not attend classes without required documentation.

Florida immunization requirements may include DTaP, IPV, MMR, Hepatitis B, Varicella, Tdap for 7th grade entry, and other age-appropriate requirements for preschool and K-12 students. Parents are responsible for providing updated Florida forms and exemptions when applicable.

Medication

Medications should be administered at home whenever possible. When medication must be administered during school hours, parents must complete required documentation and provide medication in the original labeled container. Medication must be stored and administered through the designated school office or personnel.

Students may not keep prescription or non-prescription medication in backpacks, desks, lockers, or personal belongings unless specifically approved in writing by administration and in accordance with school procedures.

Student Illness

Parents should not send students to school when sick. This includes but is not limited to vomiting, fever, contagious conditions, flu-like symptoms, pinkeye, ringworm, impetigo, or illness from which the student has not sufficiently recovered. Students should be fever-free for 24 hours without fever-reducing medication and have symptoms resolved before returning.

If a student becomes ill or injured at school, the school will provide minimal first aid and contact parents. If parents cannot be reached and emergency care is needed, 911 may be called.

Food, Lunch, and Nutrition

Families are encouraged to provide nutritious meals and snacks. Students are encouraged to eat breakfast before school. School lunch may be available for purchase according to the published schedule. Parents should consult teachers before sending food for classes or special events.



Allergies

Parents are responsible for notifying the school office and classroom teachers of allergies, medical conditions, or possible reactions. Because students and staff may have severe allergies, shared food, classroom treats, and donated snacks must follow school guidelines.

- Food brought for class events should be individually wrapped, store bought when required, and labeled with ingredients.
- The school may restrict certain foods to protect students.
- Students should not share food or snacks.
- Parents should check with the classroom teacher before sending food, snacks, birthday treats, or party items.
- Due to allergy concerns, the school may restrict fish, shellfish, nuts, dairy, eggs, wheat/gluten, soy, or other allergens as needed.
- At this time, the school does not accept dishes of food for classroom sharing.



SECTION 13 - BULLYING: PROTECTION, ACCOUNTABILITY & RESTORATION

FCCA is committed to providing a safe, Christ-centered learning environment where every student is treated with dignity, respect, and care. Bullying in any form is not tolerated.

Because we serve as both an educational institution and a ministry, we approach bullying with two equally important commitments: to protect students from harm and to guide students toward repentance, growth, and restoration whenever possible. These commitments are not in conflict. Protection always takes priority, and restoration is pursued without exposing others to continued harm.

Why Early Reporting and Pattern Awareness Matter

Bullying is often 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.

- Students are encouraged to report concerns as soon as they arise.
- Parents are urged to communicate concerns promptly.
- Teachers and staff are required to document and share observations with administration.

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

What Bullying Is

Bullying is repeated, intentional behavior that causes physical, emotional, or social harm and involves a real or perceived imbalance of power. For behavior to be classified as bullying, all three elements must be present:

- Repetition - the behavior occurs more than once or is part of an ongoing pattern.
- Intentional harm - the behavior is meant to intimidate, embarrass, exclude, or hurt.
- Power imbalance - based on age, size, social influence, popularity, status, or other imbalance.

Bullying may occur in person, socially, or through digital platforms.

Forms of Bullying with Examples

Verbal Bullying

Repeated name-calling, mocking, insults, or threats. Example: A student repeatedly calls another student degrading names during class or recess, even after being told to stop.

Physical Bullying

Repeated physical actions such as pushing, hitting, tripping, inappropriate touching, crowding, blocking, or damaging belongings. Example: A student regularly shoves, trips, blocks, or crowds another student in hallways or playground areas to intimidate them.



Social / Relational Bullying

Repeated behaviors that harm a student's relationships or social standing. Example: A group of students repeatedly excludes one child from activities and encourages others not to associate with them.

Cyberbullying

Repeated harmful behavior using technology. Example: A student repeatedly sends hurtful messages, posts embarrassing content, or excludes another student from group chats to cause distress.

What Is Not Considered Bullying - But Is Still Addressed

- One-time disagreements or arguments
- Isolated incidents of poor judgment
- Mutual conflict between students of equal power
- Age-appropriate teasing that stops when redirected

Example: Two students argue during a game and resolve the issue after teacher intervention. This is conflict, not bullying, unless it becomes repeated, intentional, and involves a power imbalance.

How Teachers and Staff Address Day-to-Day Behaviors

The following strategies may be used by teachers and staff to address day-to-day behaviors before a situation escalates or requires formal discipline or parent contact. These practices provide transparency to families and support early intervention.

1. Establish Clear Expectations

- Set classroom rules collaboratively with students.
- Post rules visibly and review them regularly.
- Use positive language (e.g., "Use kind words" instead of "Don't be rude").

2. Consistent Routines

- Start and end class with predictable procedures.
- Use visual schedules for younger students or those who need extra structure.
- Practice routines until they become automatic.

3. Positive Reinforcement

- Praise specific behaviors ("I like how you raised your hand before speaking").
- Use token systems or class-wide incentives for meeting expectations.
- Celebrate small successes to build momentum.

4. Proactive Classroom Management

- Circulate around the room to monitor behavior.
- Use proximity control (standing near students who need redirection).
- Provide engaging lessons to minimize downtime.



5. Non-Verbal Cues

- Use signals like hand gestures, eye contact, or a gentle tap on the desk.
- Implement visual reminders (e.g., "quiet" sign or color-coded cards).

6. Redirect and Refocus

- Give clear, calm directions when behavior starts to escalate.
- Offer choices ("You can work at your desk or the quiet corner").
- Avoid power struggles - keep tone neutral and solution-focused.

7. Teach Social-Emotional Skills

- Model and practice conflict resolution.
- Incorporate short mindfulness or breathing exercises.
- Use role-play to teach empathy and cooperation.

8. Restorative Practices

- Hold quick check-ins after incidents to repair relationships.
- Encourage students to reflect on the impact of their behavior.
- Use "I" statements and active listening during discussions.

9. Data-Driven Interventions

- Track patterns of behavior to identify triggers.
- Adjust seating, schedule, or instructional methods.
- Collaborate with counselors, administration, or support staff when needed.

10. Build Relationships

- Greet students at the door.
- Learn about their interests and strengths.
- Show consistency and fairness in enforcing rules.

Reporting Concerns

Students are expected to report negative behaviors immediately. Reporting concerns allows the school to investigate while details are fresh, intervene quickly, provide support to those affected, and identify patterns before they escalate.

- Tell a trusted adult such as a teacher, assistant principal, principal, or school staff member.
- Write a note or email if speaking directly feels difficult.
- Use peer mediation or support programs if available and appropriate.
- Report dangerous or threatening behavior immediately to the principal or nearest staff member.



Incident Investigation Process

School administrators will conduct a thorough investigation of reported incidents to ensure fairness and transparency. Confidentiality of students and consequences of behaviors are maintained by school staff to protect all students involved. Parents will be contacted as needed; however, privacy laws and student confidentiality may limit what can be shared about another student.

Bullying Consequences and Restoration

Consequences are determined based on severity, frequency, age, intent, impact, history, and safety needs. The school may use restorative practices, parent meetings, behavior plans, in-school consequences, suspension, probation, loss of privileges, enrollment review, referral to the School Board, or expulsion consideration. Law enforcement may be notified when required or appropriate.



SECTION 14 - HARASSMENT, WEAPONS, SUBSTANCES, SEARCHES & SAFEGUARDING

Sexual Harassment

FCCA will not tolerate sexual harassment by students, employees, volunteers, or vendors. Sexual harassment is contrary to law, contrary to our religious beliefs, and contrary to the stable and healthy learning and working environment the school seeks to preserve.

Sexual harassment may include unwelcome behavior or conduct of a sexual nature that creates discomfort or creates an intimidating, hostile, or offensive environment. This includes but is not limited to unwelcome touching or bodily contact, sexual advances, display or reference to pornographic or sexually explicit materials, sexually provocative or offensive language, unwelcome discussion or inquiry into private life, or any unwelcome conduct of a sexual nature.

Any student who feels that he or she has been sexually harassed should promptly report the concern to the principal and the student's parents. Reports involving a student, employee, volunteer, or vendor will be addressed according to applicable school, Conference, and legal procedures. Retaliation against any person making a good-faith report is prohibited.

Mandatory Fingerprint and Background Checks

Employees, contracted personnel, volunteers, and chaperones must meet applicable background screening and fingerprinting requirements. Participating private schools may use the Florida Care Provider Background Screening Clearinghouse. Parents or authorized chaperones who attend school trips or assist in classrooms for special events must have a clean background and fingerprints on file before serving.

Dogs and Pets

Prior permission must be received from administration before bringing pets onto campus. Due to potential liability and allergies, dogs or other pets are not permitted unless prior approval has been received and they are directly under the control of the owner.

Weapons

Students are prohibited from bringing or threatening to bring firearms, knives, explosives, or any weapon to school or school-sponsored activities. A student who possesses, carries, exhibits, draws, uses, or threatens to use a weapon or object that could be mistaken for a weapon may be subject to immediate discipline, suspension, expulsion, counseling requirements, and involvement of law enforcement.

Substance Abuse and Testing

FCCA supports the Seventh-day Adventist commitment to healthful living and strictly prohibits the illegal use of drugs and the use of alcohol, tobacco, vaping products, nicotine, or related substances, whether on or off campus when such conduct affects the school community. The school also prohibits the presence, possession, transfer, sale, purchase, or offer of illegal drugs, alcohol, tobacco, vaping products, paraphernalia, or substances used improperly on school property or at school-sponsored activities.

Illegal drugs include controlled substances prohibited by state or federal law, synthetic compounds designed to mimic controlled substances, prescription drugs used inconsistently with the prescription, and any substance used in a manner inconsistent with labeling to create intoxication or impairment.

Prescription and Non-Prescription Medication

The normal use of non-prescription medication and the legal use of prescription drugs as ordered by a licensed physician are not prohibited. However, students bringing medication onto campus must notify administration and store medication through the designated office or school personnel according to medication procedures.

Reasonable Suspicion Testing

Testing of students for illegal drugs, alcohol, vaping, tobacco, nicotine, or impairment may be conducted if there is reasonable suspicion that a student is using, has used, possesses, or is under the influence of prohibited substances. Written consent of a parent or legal guardian is required for minor students. Refusal to consent or submit to testing may result in disciplinary action up to and including expulsion.

Random Testing

Although FCCA may not have a random testing program in place, the school reserves the right to conduct random testing after providing reasonable notice to students and parents if deemed necessary to prevent the use or possession of drugs, alcohol, tobacco, or vaping products on school property.

Inspection and Search

FCCA reserves the right to conduct inspections and searches of students or personal property brought onto school property or school-sponsored activities. Searches may include clothing, purses, backpacks, bags, lunchboxes, desks, work areas, devices, and other personal property while on campus or at school events. Searches of a student's person or clothing will be conducted by a person of the same gender as the student when appropriate, with a second school official present. Law enforcement may be involved when necessary.

By attending FCCA, students and parents/guardians consent to inspections and searches. Students should not have an expectation of privacy for personal belongings brought onto school property. Refusal to cooperate with an inspection or search may result in disciplinary action up to and including expulsion.

Substance Discipline Guidelines

Consequences for nicotine/vaping, drugs, alcohol, prohibited substances, paraphernalia, sale, distribution, or refusal to test may include parent notification, law enforcement reporting, loss of privileges, in-school or at-home suspension, required assessment, treatment or counseling, probation, future inspections/testing, expulsion, and denial of re-enrollment. Students who distribute, sell, offer to sell, or arrange to distribute illegal drugs, prescription drugs, inhalants, alcohol, or tobacco may be expelled and reported to law enforcement.



SECTION 15 - TECHNOLOGY, DIGITAL CONDUCT, AI, SOCIAL MEDIA & PRIVACY

Technology as Stewardship

Technology at FCCA is a tool for learning, communication, creativity, and responsible academic growth. Because discipleship includes how students use tools and opportunities, students are expected to use technology with wisdom, integrity, and respect.

School-Issued Devices

Students may be issued iPads, laptops, Apple devices, or other technology tools for classroom use. Students are responsible for keeping devices safe, charged, and ready for learning. Students should never take devices to restrooms or use them around food or drinks. Charges may apply for broken, damaged, or lost devices, covers, chargers, or accessories.

Student Email

Students may be assigned school email accounts for educational purposes. This is the only school-approved email account students may use on campus for school-related communication, unless otherwise directed by teachers or administration.

Internet Usage and Acceptable Use

Students and parents/guardians must read, sign, and comply with the school's Acceptable Use Policy before students access the school's computer or network systems. Access is a privilege, not a right. The school has the right and duty to monitor, restrict, and guide student use of school technology and internet access.

- Sending or displaying offensive messages or pictures
- Distributing personal information about oneself or another student
- Arranging a meeting with an online contact without school or parental approval
- Using obscene language
- Harassing, insulting, bullying, or stalking others
- Damaging computers, systems, or networks
- Violating copyright laws
- Using another person's password or sharing passwords
- Bypassing school filtering or using mobile hotspots without permission
- Intentionally wasting resources
- Using the network for commercial purposes

Generative AI

The use of generative artificial intelligence is prohibited unless specifically authorized by a teacher or administrator for a defined instructional purpose. AI tools include, but are not limited to, ChatGPT, Claude, Microsoft Copilot, Google Gemini/Genesis, Perplexity AI, and similar tools. Any use of AI that misrepresents student work is treated as academic dishonesty and a violation of trust.



Personal Devices, Cell Phones, AirPods, and Smart Glasses

Students are strongly discouraged from bringing personal laptops, cell phones, smart watches, AirPods, tablets, portable gaming devices, electronic toys, or similar devices to school. If students bring personal devices to school, they must check them in with the principal, homeroom teacher, or designated staff member for safekeeping until dismissal. FCCA is not responsible for unauthorized personal devices or missing items.

Students may not use cell phones or personal devices to call, text, record, photograph, access the internet, or communicate during the school day, aftercare, extracurricular activities, or sports unless supervised and permitted by staff. Smart glasses or glasses with internet functionality, photography, video recording, or audio recording capability are not permitted on campus.

Device Violation	Possible Consequence
First offense	Device confiscated and returned only to a parent/guardian; written warning or published fine may apply.
Second offense	Device confiscated and returned only to a parent/guardian; fine and/or suspension may apply.
Third and subsequent offenses	Device confiscated; increased fine, suspension, loss of privileges, or enrollment review may apply.
Repeated refusal to comply	May result in serious disciplinary action, including suspension or expulsion consideration.

Social Media and Digital Conduct

Social media and online communication can provide positive opportunities for connection, learning, and sharing. In keeping with the mission of FCCA, students are expected to use digital platforms in ways that support healthy relationships and reflect Christlike character.

Students must refrain from making derogatory, defamatory, threatening, profane, vulgar, bullying, harassing, or inappropriate comments about fellow students, faculty, staff, the school, or the school community. Existing school policies and behavior guidelines extend to online conduct when the conduct affects the school community.

FCCA may review publicly available, reported, or school-related online content when it affects students, safety, discipline, school relationships, or the learning environment. Students who post inappropriate content may be subject to disciplinary action, including loss of leadership roles, dismissal from activities or teams, suspension, or expulsion.

Media Release

The school may publicize student participation and achievement in newsletters, websites, social media, media outreach, video, photography, writing, voice, performance recording, promotional materials, or athletic purposes. Unless parents/guardians formally opt out according to school procedure, they agree to permit such use by the school.

Privacy and Personally Identifiable Information

The school values student and family privacy. As part of admission and enrollment, the school may collect personally identifiable information such as names, addresses, email addresses, phone numbers, birthdates, student records, health records, academic records, and disciplinary records. This information is used to provide school services and is not sold, traded, or transferred to outside parties except trusted parties assisting the school, as required by law, or as otherwise permitted by school policy.

SECTION 16 - CHRISTIAN CONDUCT, DISCIPLINE & RESTORATION

Lifestyle Commitment

FCCA exists to provide a Christ-centered environment where students and staff are challenged to love and serve their Creator, value themselves and others, respect diversity, and take responsibility for their choices. By attending FCCA, students choose to participate in a Christian school community and accept the responsibility that comes with that privilege.

- Seek to develop physical, mental, and spiritual energies to serve and honor God
- Respect and protect the rights of all people
- Practice honesty, integrity, and moral responsibility
- Make consistent progress toward academic potential
- Refuse to use or support the use of tobacco, vaping, alcohol, or drugs
- Influence and assist fellow students in supporting these ideals

Social Development and Boundaries

FCCA encourages healthy, wholesome relationships and respect for personal boundaries. Students are expected to demonstrate self-respect, self-control, and respect for others' physical and emotional space.

The school supports a hands-off policy. Handholding, back rubs, piggyback rides, sitting on laps, doing another student's hair, inappropriate touching, excessive physical contact, or interactions that cross boundaries are not acceptable on campus or at school-sponsored events. Appropriate displays may include handshakes, side shoulder hugs, and holding hands in prayer as directed or appropriate.

Discipline as Repentance, Restoration, and Protection

FCCA practices discipline as a form of discipleship. Discipline is not merely punishment; it is guidance toward repentance, restoration, responsibility, and growth. At the same time, discipline also protects students, staff, and the learning environment. When restorative steps do not have the intended effect, consequences may escalate to preserve safety and alignment with the mission.

Advance Notice of Disciplinary Actions

When appropriate and when safety permits, parents may be notified one day in advance of disciplinary consequences. This allows time for proper and clear communication so students may serve consequences after communication has taken place. Immediate action may still be taken when safety, severity, or disruption requires it.



Disciplinary Behavior Support Steps

- Verbal Reminder - a kind, simple prompt to help the student get back on track.
- Private Check-In with Teacher - the teacher speaks with the student and guides better choices.
- Parent Contact - the school reaches out to share what is happening and collaborate on a supportive solution.
- Written Reflection - the student completes a brief reflection to learn from the situation and identify opportunities to improve. Younger students may engage in age-appropriate reflection.
- Meeting with Administration - an administrator provides additional support and helps create a plan for success.
- In-School Consequence - the student remains on campus and participates in a structured consequence or restorative activity.
- Temporary Suspension - for more serious situations, the student may need time away from school to rest, reflect, and prepare to return positively.
- Probation Plan - a written action plan is developed with the school and family to support the student in meeting clear expectations.
- Expulsion Consideration - in rare and serious cases, the School Board may consider withdrawal when safety concerns or repeated negative behaviors make continued enrollment unsuitable.

Behavior and Consequences

Consequences for student behavior may be administered by teachers and/or school administration depending on the nature and severity of the incident. Examples of behaviors that may require administrative intervention include repeated classroom disruption, disrespect toward staff or peers, physical altercations, bullying or harassment, inappropriate language, technology misuse, dishonesty, or other behavior that harms the community.

Consequences may include silent lunch, detention, nonparticipation in school or class trips, removal from extracurricular activities such as sports, in-school suspension, at-home suspension, probation, referral to the School Board, or expulsion consideration.

Documentation and Communication

Behavioral incidents or concerns may be documented in FACTS/RenWeb or other school systems. Teachers are expected to communicate behavioral concerns not only to parents/guardians but also to the principal and assistant principal when appropriate. This supports clear communication, consistent follow-through, and student well-being.

Suspensions

Suspension is the removal of a student from classes or school activities for disciplinary reasons. Suspension may be on-campus or off-campus at the discretion of administration. Behaviors that may result in suspension include threatening or causing physical injury, profanity or vulgarity, willful defiance, excessive physical contact, bullying, property damage, repeated failure to follow policies, cheating, dishonesty, use or possession of prohibited substances, or intentional activity that undermines Christianity or Seventh-day Adventist beliefs.

Suspensions will not exceed ten consecutive school days. A student who reaches more than twenty total suspension days during a school year may be asked to withdraw. School assignments during suspension are subject to the school's late-work and disciplinary procedures.



Expulsions

Expulsion is removal from the school program for disciplinary reasons. Immediate expulsion may be recommended for causing serious physical injury, serious bullying, possession of weapons, major theft, occult or satanic rituals, use or possession of prohibited substances or paraphernalia, repeated failure of corrective measures, serious academic dishonesty, or circumstances where a student's presence creates continued danger to others.

Students under suspension or expulsion recommendation may not be on school grounds, including weekends or evening activities, unless accompanied by a parent/guardian for an approved meeting or to pick up necessary items. Students formally expelled may not be on school grounds for the remainder of the school year through the last graduation ceremony.

Tips for Students

- Be in your classroom by 8:00 am.
- Enter classrooms promptly and quietly.
- Bring required materials and keep laptops charged when assigned.
- Raise your hand, wait your turn, and follow class rules.
- Knock before entering another classroom or office.
- Respect staff and other students.
- Take pride in and care for your school.
- Wear the proper uniform according to policy.
- Follow school procedures.

Loitering

Loitering is not permitted on campus during school hours or during extracurricular events. Students attending after-school activities must remain in the activity area under adult supervision. Students who are finished with school or activities should leave campus with a legal guardian. Current students, former students, and visitors must obtain administrative permission to be on campus.

SECTION 17 - UNIFORMS, DRESS CODE & PERSONAL APPEARANCE

Purpose of Dress Standards

Dress standards at FCCA are not about comparison or outward appearance for its own sake. They are part of creating an orderly, modest, focused, and Christ-centered learning environment. Student appearance should support the educational process, reflect simplicity and appropriateness, and avoid drawing unnecessary attention away from learning and formation.

Uniform Expectations

Complete uniform attire is required to attend classes, including physical education classes. Students' uniforms must be clean, neat, modest, and in good condition. Students should assume the full school uniform is required every school day unless written notification of a non-uniform day is provided.

For 2026-2027, 9th grade students must use the new FCCA uniforms. Students in grades 6 through 8 may continue using their FCAS uniform but must transition to the new uniform for the 2027-2028 school year. Families should contact the school office with uniform questions.

General Uniform Notes

- School polos with logos are navy blue, red, and yellow.
- School uniform pants and skorts are navy blue. Skirts are not allowed unless otherwise approved in writing.
- Only the school logo may be on the polo shirt.
- Shoes must be closed-toed and black unless otherwise permitted for PE.
- Athletic shoes must be worn on PE days.
- Socks must not have inappropriate words, logos, or designs.
- Sweaters or jackets may be black, navy blue, or grey, preferably with the school logo or no logo.

Appropriateness

Appropriateness means presenting oneself in a manner that fits the occasion and does not distract from the educational process or draw unnecessary attention to oneself. Administration determines whether an item is within the uniform and dress guidelines.

- Faddish extremes
- Jewelry
- Makeup that is not natural or modest
- Extreme hair dyes or colors that are not natural
- Shaved portions of hair or unconventional styles
- Visible tattoos or body piercing



(cont.)

- Athletic sweatpants, tight shorts, short shorts, sagging or oversized clothing
- Visible undergarments
- Clothing that reveals cleavage, stomach, or back
- Tight-fitting pants or shirts
- Hats, sunglasses, headphones, or other items not permitted indoors
- Vulgar, profane, lewd, or disrespectful messages on clothing
- Hunting, military-style clothing, pajamas, slippers, sandals, flip-flops, wheelies, or rolling shoes

Jewelry, Hair, Makeup, and Accessories

Jewelry is not to be worn during school or school functions. This includes bracelets, earrings, rings, necklaces, chains, and studs for initial ear piercing, except medical alert items. Makeup and nail color must be natural and modest. Hair must be neat, clean, well-maintained, conventional in style and color, and kept out of the face and eyes. Hair accessories should be discreet and should not cover the face. Boys' facial hair must be groomed and neat, and hair should not exceed eyebrows or collar according to school standards.

Outerwear, Hats, Pants, and Footwear

Hoodies of any color are no longer permitted. Acceptable outerwear includes non-hooded jackets, sweaters, and coats in blue, black, or grey. Students may wear the official FCCA beanie on campus. Baseball caps, bucket hats, visors, and similar hats may be used outdoors as permitted but are not allowed in classrooms, hallways, or common areas. Any hat with offensive or inappropriate language will be confiscated.

Students may wear Bermuda shorts or skorts as part of the uniform if they are no more than two inches above the knee while seated. Students who do not comply may be required to change immediately into a school-provided uniform that parents must purchase and may lose the privilege of wearing shorts or skorts. All shoes must be closed-toed and closed-heeled.

Special Dress Expectations

- Field trips: Students in grades K-8 may be required to wear the field trip shirt or designated trip shirt with uniform pants, skorts, or shorts.
- Jeans: Jeans may be worn only on designated fundraiser days and must be modest, without designs, whitewash, tears, rips, or holes.
- Formal/social gatherings: Dress must remain modest and appropriate. Ladies must wear knee-length church dresses or modest semi-formal gowns; shoulders must be covered if wearing sleeveless dresses. Gentlemen must wear suit and tie when required.
- Swimwear: Girls are expected to wear modest one-piece swimwear; tankinis and two-piece bathing suits are not allowed for school functions. Boys must wear board-short style swim trunks.

Dress Code Violations

Students not wearing appropriate uniforms or footwear may be unable to participate in certain school activities, trips, or PE, which may impact attendance, participation, or grades. Violations may result in warning, fees, detention, suspension, loss of extracurricular participation, or enrollment review if the situation persists.



SECTION 18 - FIELD TRIPS, EXTRACURRICULAR ACTIVITIES & CELEBRATIONS

Field Trips

Field trips are part of the educational experience at FCCA. Parent chaperones may be needed on trips. All accompanying parents are chaperones and must complete fingerprinting and background clearance before attending. Siblings or extended family members are not allowed to accompany a class on field or recreational trips unless specifically approved by administration.

Extracurricular Activities and Special Trips

Students participating in extracurricular activities and special trips must meet academic, attendance, citizenship, conduct, and administrative expectations.

- Minimum C average or applicable school standard
- Regular school attendance
- Average citizenship grade or appropriate conduct standing
- Clearance from teachers and administration
- Signed parental consent
- No unresolved discipline concerns or documented behaviors that make participation inappropriate

Eighth Grade Graduation Requirements

Eighth grade students must complete and receive passing grades in required content areas to participate in class trip, graduation, or activities. All courses must be completed with a minimum average grade of 70% or above before a diploma can be issued. Students who do not meet graduation requirements may receive a certificate of attendance or may be required to make up coursework through approved means such as Florida Virtual School with administrative approval.

Eighth Grade Class Trip

The eighth grade class trip is a celebration and is not mandatory for graduation. Students must earn participation by meeting academic, conduct, attendance, administrative, and parent consent requirements. Students who do not meet requirements will not be able to participate.



Birthday Celebrations

Birthday celebrations may be scheduled only according to school procedures and with advance approval. Birthday reservations may be allowed on Fridays from 11:15 am to 11:45 am at the outdoor picnic table, weather permitting, and should be scheduled with school personnel at least two weeks in advance. Parents are responsible for cleaning the picnic table and surrounding areas.

- Balloons, flowers, or similar items should not be delivered to school because they can disrupt the classroom.
- Healthy treats are encouraged.
- Birthday treats should include a visible list of ingredients.
- Individual-sized treats are preferred; cupcakes may be allowed, but cakes are not permitted.
- Parents must contact the teacher to confirm class size and allergies before sending treats.
- Party favors or treat bags should not include small toys or gum for younger students.
- If invitations are delivered at school, they should be given to all classmates to avoid hurt feelings.
- Parents must be fingerprinted and cleared to participate on campus.

SECTION 19 - JUNIOR ACADEMY / MIDDLE SCHOOL GUIDE

Additional Expectations for Grades 6-9

Junior Academy and middle school students are stepping into increased responsibility, independence, and leadership. These expectations are not separate from the discipleship covenant; they are an age-appropriate expression of the same Mission, Values, and community standards.

Tardies, Absences, and Late Pick-Up

Middle School and Junior Academy students are expected to model responsibility in attendance and punctuality. Excessive unexcused tardies or absences may result in fines, probation letters, administrative meetings, loss of privileges, ineligibility for trips or graduation activities, credit concerns, retention concerns, withdrawal request, or non-readmission for the following year.

Eighth graders who accumulate a significant number of unexcused tardies or absences may not qualify for graduation due to not meeting minimum attendance expectations.

Dismissal begins at 3:00 pm and ends at 3:15 pm. Students who are not in aftercare or another approved extracurricular activity will be sent to the lobby to wait for parents and may be charged according to late pick-up procedures.

Homework Policy

Students have a seven-day window from the due date to submit work. Any assignment turned in during this period is considered late and will have points deducted according to teacher policy. Late assignments cannot be accepted after the quarter closes. Students who do not have the proper materials to complete assignments in class, including charged laptops when required, may lose points or be required to complete work in another format.

Parent Communication

Email, FACTS/RenWeb, Canvas, and other official tools will be used by teachers, staff, and administration to communicate items of importance such as lunch bills, behavior issues, academic concerns, and grades. Parents are responsible for checking official communication regularly.

Retention

Students who fail two or more classes during a quarter are at risk of retention. Parents will be informed during parent-teacher conferences. While the school will work with families to support student growth, failure to follow through on meetings, support plans, academic expectations, or communication may result in non-readmission for the following school year.

Parent-Teacher Conferences

Parent-teacher conferences are held quarterly to support student success. First quarter conferences are mandatory for all parents. Second, third, and fourth quarter meetings are scheduled for students who are failing, on probation, or at risk of retention. Teachers may also reach out to schedule conferences when needed, and parents may request meetings outside scheduled conference weeks.

- One-on-one conferences may be held virtually via Teams, Zoom, or another approved platform.
- Group conferences involving all core teachers may take place in person at the school.
- If a conference is scheduled, parent attendance is mandatory.
- Students whose parents do not attend required meetings may not be permitted to participate in selected privileges, activities, or events as determined by administration.

Electronics

Laptops

Misuse of laptops in the classroom will result in escalating consequences. For a first offense, the student's laptop may be closed for the remainder of the class and the student may complete work in another way. Repeated misuse may result in documentation, parent contact, restriction of device privileges, or discipline.

AI

The use of generative AI is prohibited unless specifically approved by the teacher or administration for a defined purpose. Unauthorized AI use may result in academic and disciplinary consequences.

Cell Phones

If students bring personal devices such as cell phones or AirPods, they must check them in with the homeroom teacher, who will store them safely until dismissal. Failure to turn in devices or unauthorized use may result in confiscation, fines, suspension, or other disciplinary consequences.

Smart Glasses

Smart glasses are not permitted on campus. This includes any glasses with internet functionality, photography, video recording, or audio recording capability.

Discipline and RenWeb Documentation

All student misconduct may be documented in RenWeb/FACTS. This includes but is not limited to academic dishonesty, physical violence, harassment, technology misuse, disrespect, repeated disruption, bullying, or other conduct concerns. Documentation helps identify patterns, support students, communicate with families, and maintain a safe school environment.



Uniform Transition

For 2026-2027, 9th grade students must use the new FCCA uniforms. Students in grades 6 through 8 may continue to use their existing FCAS uniform but must transition to the new uniform for the 2027-2028 school year. Hoodies are not permitted. Acceptable outerwear includes non-hooded jackets, sweaters, and coats in blue, black, or grey. Students may wear the official FCCA beanie according to school guidelines.

Important Information for 9th Grade

- The Southern Union is responsible for mailing report cards and transcripts to parents. Report cards are semester-based rather than quarterly. Families should review Canvas regularly for current grade information.
- Ninth grade students who accumulate a significant number of unexcused tardies or absences may not receive credit for missed classes due to not meeting required instructional hours. Students may need to retake classes through an approved provider such as Florida Virtual School, with parents responsible for related costs and transcript submission.
- All courses must be taken on campus unless otherwise approved.
- To receive credit for a class, the student must complete each semester successfully and meet attendance expectations for the semester and/or year.
- Ninth graders and their families have access to AspiraU, a guidance counselor program. Families should consult the school for details on available services.



SECTION 20 - COMMUNICATION, CONFLICT RESOLUTION & CARE

Healthy communication is essential to a strong school community. At FCCA, communication is guided by clarity, respect, and a shared commitment to Christ-centered relationships.

School Communication Channels

Families are expected to monitor official communication channels, including FACTS/RenWeb, Canvas, school email, parent alerts, newsletters, website updates, and official social media. Parents must keep email addresses, phone numbers, emergency contacts, and other student information current.

School Telephone

The school phone is for school business. Teachers and students should not be called during school hours except in emergencies. Students may use the office phone only with permission.

School Website, Social Media, and Newsletter

FCCA maintains a school website and official social media channels where families may find information such as calendar updates, curriculum information, and announcements. The school newsletter is sent weekly or before vacations and includes activities, updates, and important school information. Families are responsible for reading school communications regularly.

Contact Directory

Role	Name	Email
Principal	Jacqueline Colon-Diaz	jacqueline.colon-diaz@flcoe.org
Registrar/Admin. Assistant	Yvonne Fines	yvonne.fines@flcoe.org
Office Assistant/Compliance	Iselys Lisboa	iselys.lisboa@flcoe.org
Receptionist/Aftercare	Onelia Ceden	onelia.ceden@flcoe.org
Accountant	Angel Fines	angel.fines@flcoe.org
VPK Director/Teacher	Roxana Cuesta	roxana.cuesta@flcoe.org
VPK Assistant	Camila Cuesta	camila.cuesta@flcoe.org
Kindergarten	Lilly Escoto	lilly.escoto@flcoe.org
First Grade	Nahomy Santana	nahomy.santana@flcoe.org
Aide	Glenda Diaz	glenda.diaz@flcoe.org
Second Grade	Diana Colon	diana.colon@flcoe.org
Aide	Elizabeth Reyes	elizabeth.reyes@flcoe.org
Third Grade	Connie Cooper	connie.cooper@flcoe.org
Fourth Grade	Ella Burgos	ella.nyguen-burgos@flcoe.org
Fifth Grade	Jessica Nephew	jessica.nephew@flcoe.org
Sixth Grade	Jennifer Rymer	jennifer.rymer@flcoe.org
Seventh Grade	Iris Rodriguez	iris.rodriguez@flcoe.org
Eighth Grade	Joy Nugent	joy.nugent@flcoe.org
Ninth Grade	Sherene Samuels	sherene.samules@flcoe.org
Chaplain/Bible/PE	AJ Fines	aj.fines@flcoe.org
Teacher Support	Yara Toro	yarasette.toro@flcoe.org

Parent-Teacher Conferences

Formal parent-teacher conferences are scheduled during the year. Additional conferences may be required for students on academic or behavior probation or may be requested by parents or teachers. Families should schedule appointments rather than interrupt classroom instruction.

Legal Rights of Parents

Biological parents generally have access to student records and information unless a court order states otherwise. If a court order outlines custody or access arrangements, a copy must be provided to the school. The school remains neutral in custody disputes and provides information in response to lawful requests or subpoenas.

Code of Conduct for Parents and Guardians

Families are expected to communicate and participate in ways that reflect Christlike conduct. Inappropriate, unprofessional, uncooperative, hostile, threatening, or antagonistic behavior toward administration, staff, students, or families may result in intervention, restrictions, enrollment review, withdrawal request, or School Board action.

Grievance and Reconciliation Process

When concerns arise, parents should follow a Christ-centered process rooted in Matthew 18 and principles of reconciliation:

1. Meet privately and respectfully with the teacher or staff member involved.
2. If unresolved, request a meeting with school administration.
3. If unresolved, request support from the School Board Chair in cooperation with administration.
4. If unresolved, submit a written request for review by the School Board.
5. If unresolved, request assistance from the Conference Superintendent of Education.
6. If unresolved, pursue the final Conference-level process as applicable.

Recommendations for Parents

- Ensure children attend school every day and arrive on time, but not earlier than 30 minutes before school begins.
- Ensure children return home immediately after school unless involved in an approved activity or aftercare.
- Attend school orientation and scheduled conferences.
- Schedule appointments with teachers to discuss concerns or student progress.
- Do not interrupt classroom instruction to deliver forgotten items; leave items at reception with the student's name.
- Encourage students to avoid unnecessary calls home during school hours.
- Ensure students turn in cell phones or personal devices according to school policy.



SECTION 21 - RECORDS, WITHDRAWAL, ENROLLMENT REVIEW & HANDBOOK AMENDMENTS

Student Records and Transcripts

The school maintains permanent student records including academic, health, disciplinary, attendance, and other required information. Records are confidential and accessible only by permission of school administration and in accordance with applicable law and policy. Information may be made available to parents/students upon request, school employees on a need-to-know basis, authorized employers, colleges, universities, military services, or another school because of withdrawal or transfer.

Records are property of FCCA and may not be released if financial accounts are not current. Official transcripts are typically sent directly to the designated destination and are not customarily given directly to parents or students.

Transfer and Withdrawal

Parents seeking to transfer or withdraw a student must contact the school office and complete the required withdrawal process. Withdrawal is not complete until the proper documentation is finished and all financial obligations have been met. Academic records may be withheld until accounts are resolved.

If a request for recommendation letters and/or transcripts is received, the school may remove the student from the active roster according to school procedure and place the student according to applicable waiting list policies.

Enrollment Review and Continuity

Enrollment is grounded in shared mission, partnership, and trust. Continued enrollment depends on alignment with the school's Mission, Vision, Values, and community expectations. When patterns of academic, behavioral, attendance, financial, communication, or partnership concerns persist, the school may review whether continued enrollment is appropriate.

Review is not triggered by isolated incidents, honest questions, or respectful disagreement. It is considered when patterns of misalignment persist despite appropriate guidance, communication, and support.

Handbook Amendments

The provisions of this handbook do not constitute a contract, expressed or implied, between the Florida Conference, FCCA, parents, or students. The school reserves the right to modify or amend this handbook at any time, with or without notice, including rules and policies relating to admission, instruction, discipline, graduation, calendar, curriculum, course offerings, and fees. Such changes become binding and enforceable upon communication to parents and students through email, regular mail, newsletter, website posting, or other official communication.

Parent and Student Commitment

Parents and students are asked to acknowledge receipt, understanding, and agreement with the handbook and its expectations. The one-page commitments in the appendices are intended for parent/guardian and student review, initials, and signature at the beginning of the school year or at the first parent/teacher meeting.



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APPENDICES

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APPENDIX A - 2026-2027 ANNUAL CALENDAR

This calendar is subject to change. Parents will be informed of any changes via email and newsletter. School hours are Monday-Thursday, 8:00 am to 3:00 pm. Fridays are half days with dismissal at 12:00 pm. Revised 7/20/26. 174 Days.

Date	Event	Details
August 3-7	Pre-Planning Week	Faculty & Staff
August 10	Orientation Day	All grades, 4:00 pm to 8:00 pm
August 11	First Day of School	VPK through 8th grade as listed on calendar; confirm Junior Academy start communication as needed
August 15	FC Church walk through our school	
August 17	First Day of Aftercare	
August 24-27	Fall MAP Growth Assessment Test #1	Grades K-8
August 24-Sept 3	Fall MAP Reading Fluency #1	Grades K-3
August	School Days	16
September 4	NO SCHOOL	Teacher FTK - Professional Development meeting
September 7	NO SCHOOL	Labor Day Holiday
September 15	Fall Picture Day	Individual Pictures and Class Group Pictures
September 30	NO SCHOOL	Teacher In-Service Meeting
September	School Days	19
October 8	End of 1st Grading Period	Calendar source lists 421 days; verify before publishing
October 9	NO SCHOOL	Teacher FTK - Professional Development meeting
October 12	NO SCHOOL	Columbus Day / Hurricane Make-Up Day
October 19, 20, 21, 23	Parent/Teacher Conferences	By appointment only
October 22	HALF DAY	Parent/Teacher Conference by appointment only
October 26-30	Fall Week of Prayer	
October 29	Christmas Pictures and Retakes	
October	School Days	19
November 9-19	Book Fair	
November 15	SUNDAY	Library or Museum Day
November 20	NO AFTERCARE	No Aftercare
November 23-27	NO SCHOOL	Thanksgiving Vacation Week
November	School Days	17
December 10	Christmas Program	7:00 pm, Forest City Church
December 11	NO SCHOOL	Hurricane Make-Up Day
December 17	Schoolwide Field Trip	
December 18	NO AFTERCARE	Last Day - End of 2nd Quarter of 1st Semester
December 18	End of Second Grading Period	43 days
Dec 21-Jan 1	NO SCHOOL	Christmas Vacation
December	School Days / Semester	13 days / 1st Semester 84 days



Date	Event	Details
January 4	Second Semester begins	
January 11, 12, 13	Parent/Teacher Conference for high risk	By appointment
January 14	HALF DAY	Parent/Teacher Conference for high risk, by appointment
January 15	NO SCHOOL	Teacher FTK - Professional Development meeting
January 18	NO SCHOOL	Martin Luther King Holiday / Hurricane Make-Up Day
January 19-22	Winter MAP Growth Assessment Test #2	Grades 3-8
January 19-29	MAP Reading Fluency #2	Grades K-3
January 25-29	School Choice Week	
January	School Days	18
February 3	NO SCHOOL	Teacher In-Service Meeting
February 8-10	Writing Assessment Program - WrAP Tests	Grades 3-8
February 12	NO SCHOOL	Teacher FTK - Professional Development meeting
February 15	NO SCHOOL	Presidents Day
February 22-25	Outdoor Education Trip	Tuesday to Friday
February 23	VPK Open House	4:00-6:00 pm
February	School Days	17
March 3-6	Festival of the Arts	Middle Only
March 3	Spring Pictures & Graduation Pictures	Cap & Gown
March 8-12	Spring Week of Prayer	
March 9	Spring Concert	VPK through 5th grade, 6:00 pm
March 12	NO AFTERCARE	No Aftercare
March 12	End of Third Marking Period	45 days
March 15-19	NO SCHOOL	Spring Break Week
March 25	Junior Olympics	Outside Field / Field Day
March 26	NO SCHOOL	Hurricane Make-Up Day
March	School Days	17
March 31-April 1	Auditions for Talent Show	After school
March 29-April 2	Parent/Teacher Conference Week	By appointment only
March 31	HALF DAY	Parent/Teacher Conference Week, by appointment only
April 17	Education Sabbath	
April 19-23	Spring MAP Growth Assessment Test #3	Grades 3-8
April 19-29	MAP Reading Fluency #3	Grades K-3
April 25	SUNDAY	Let's Get Moving - FCCA Walkathon (tentative date & location)
April 27	Talent Show	Grades 3 to 8, 6:00 pm
April 28	NO SCHOOL	No School
April 30	Career Day	School Wide
April	School Days	23
May 6	Academic Celebration Day	Outdoors
May 14	Awards Ceremony at School	Time TBD
May 19	VPK Graduation Ceremony	9:30 am
May 20	Last Day of School	Schoolwide Field Trip
May 21	8th Grade Graduation Ceremony	10:00 am
May	School Days / Marking Period	13 days / End of 4th Marking Period 43 days / 2nd Semester 88 days



APPENDIX B - PARENT / GUARDIAN ONE-PAGE COMMITMENT

Mission - Covenant - Partnership - Formation - Protection - Commitment

By initialing each statement, I acknowledge my understanding and commitment to partner with FCCA in the formation and care of my child.

Commitment	Initials
I understand that FCCA is both an educational institution and a ministry guided by its Mission, Vision, and Values.	
I affirm my role as the primary discipler of my child and agree to support the shared discipleship covenant.	
I will reinforce school expectations at home, including conduct, attendance, academics, technology, dress code, and respect.	
I will communicate respectfully and directly with teachers, staff, and administration.	
I will support and follow the school's grievance and conflict resolution process when concerns arise.	
I will help protect unity by avoiding public criticism, gossip, or divisive speech about school matters.	
I will promptly report safety, bullying, health, attendance, or behavioral concerns to the school.	
I understand that discipline is intended for repentance, restoration, growth, and protection of my child and the whole community.	
I understand that continued enrollment depends on alignment with FCCA's Mission, Values, and community expectations.	
I have received, read, and agree to support the Parent & Student Handbook and official updates.	

Parent/Guardian Name: _____

Student Name(s): _____

Signature: _____

Date: _____



APPENDIX C - STUDENT PROMISE (PRIMARY GRADES)

For Kindergarten through 2nd Grade.

Parent/guardian reads with the student in the presence of the teacher.

As a student at FCCA, I am learning to follow Jesus, be kind, and help make my school a safe and happy place.

Promise	Student's Initials
I will try my best to be kind and loving like Jesus.	
I will use kind words and gentle actions with my classmates.	
I will listen to my teachers and follow school rules.	
I will keep my hands, feet, and objects to myself.	
I will help others and include everyone.	
I will not hurt others with my words or actions.	
If someone is being mean or unsafe, I will tell a teacher or trusted adult.	
I will try my best to learn and let others learn.	
I will take care of my classroom, books, toys, and school things.	
When I make a mistake, I will listen, try again, and do better next time.	

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Teacher Signature: _____

Date: _____



APPENDIX D - STUDENT COVENANT (UPPER ELEMENTARY)

For 3rd through 5th Grade.

Parent/guardian reads with the student in the presence of the teacher.

As a student at FCCA, I understand that my choices affect others. I commit to doing my part to help create a safe, respectful, and Christ-centered school community.

Commitment	Student's Initials
I will do my best to live, learn, and act in ways that reflect Christlike character.	
I will treat students, teachers, staff, and guests with kindness, respect, and dignity.	
I will use my words and actions to build others up, not tear them down.	
I will follow classroom and school expectations, even when no one is watching.	
I will not participate in bullying, teasing, exclusion, or behavior that hurts others.	
I will report concerns to a trusted adult if I see or experience unsafe or disrespectful behavior.	
I will accept correction, take responsibility, and try to learn from my choices.	
I will participate honestly in reflection, apology, and restoration when I have caused harm.	
I will allow others to learn and will do my best in class.	
I will take care of school property, classrooms, hallways, technology, and shared spaces.	
I will be honest with my parents and teachers about challenges I face at school.	
I understand that being a student at FCCA is a privilege and a responsibility.	

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Teacher Signature: _____

Date: _____



APPENDIX E - STUDENT COVENANT (MIDDLE SCHOOL / JUNIOR ACADEMY)

For 6th Grade and above.

Parent/guardian reads with the student in the presence of the teacher.

As a student at FCCA, I understand that my school is a place where we learn, grow, and follow Jesus together. I know that my choices affect my classmates, teachers, family, and school community.

Commitment	Student's Initials
I understand that FCCA is a Christ-centered school, and I will strive to reflect Christlike character in my choices.	
I will treat all students, teachers, staff, and guests with kindness, respect, and dignity.	
I will use my words, tone, online behavior, and actions to build others up rather than tear them down.	
I will respect staff authority and follow school expectations, including when I disagree or feel frustrated.	
I will protect the learning environment by participating positively and not disrupting others.	
I will not participate in bullying, including verbal, physical, social, relational, or digital behavior that harms others.	
I will report concerns if I see or experience behavior that makes someone feel unsafe, disrespected, or targeted.	
I will take responsibility for my actions and accept correction with humility.	
I will participate honestly in reflection, restoration, and making things right when I have caused harm.	
I will use technology responsibly and understand that digital conduct is part of discipleship.	
I will care for school property, shared spaces, materials, and opportunities entrusted to me.	
I understand that continued enrollment at FCCA depends on my willingness to grow, follow expectations, and treat others well.	

Student Name: _____

Grade: _____

Student Signature: _____

Parent Signature: _____

Teacher Signature: _____

Date: _____